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ABSTRACT

This introductory text for Persian was designed for use in intensive Peace Corps training, with emphasis on the field of teaching English as a foreign language. The text includes an introduction which gives the language instructor a brief outline of how to teach the course. Each lesson consists of a dialogue followed by pattern practices of various types: simple, complex, multiple, and forced substitution; expansion; conversation; pronunciation; intonation; and review drills. (CFM)

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INTRODUCTORY PERSIAN

by

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U.S. DEPARTMENT OF HEALTH,  
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EDUCATION

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A course designed for use in intensive Peace Corps Training,  
with emphasis on the field of Teaching English as a Foreign  
Language.

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## PREFACE

I would like to acknowledge first of all the International Center of the University of Texas and the Peace Corps for enabling me to further develop the preliminary materials for this text and so put them to use. Hardly secondary in importance was every trainee of the Peace Corps Training Program - Iran held Summer, 1966.

Among individuals who were of intestimable help to me were: Dr. David de Camp of the University of Texas for his advice and criticisms, Mr. Abolghasem Sadegh for his practical criticisms and suggestions as both a teacher and a native speaker of Persian and Mr. Jerome W. Clinton for his suggestions and aid.

Mr. Maurice Hall, Director of the Training Program is to be thanked for doing everything in his power to make the administration of the Language Program and the publishing of the materials as effortless as possible, and even more for his constant encouragement.

Mr. Mehdi Marashi was responsible for the supplementary lessons contained herein and contributed significantly to the finished text by means of his knowledge of linguistics, modern language pedagogy and the Persian language.

Editing, earlier lesson development, development of and consistency of format, manuscript typing and polycopying were the contributions of my wife, Sharon Barr Stilo.

Donald L. Stilo

## INTRODUCTION FOR THE TEACHER

This introduction is written for the language instructor who will be teaching the lessons to follow. It consists of a brief outline of how to teach this course. It is intended for a person untrained in linguistics and does not pretend to be a resume of the methodology of language teaching. This introduction will be supplemented by a short course and practice teaching.

Each lesson of this language course consists of a dialog followed by pattern practices of various types. During the first part of the course, the dialog will be no longer than 4 to 6 lines in length while longer dialogs will be included after the students have acquired some fluency.

### 1. The Dialog

The first step in teaching a lesson is to have the students memorize the dialog.

1. Say the dialog through once.
2. Repeat each sentence of the dialog twice and give the English equivalent of the sentence, not word by word.
3. Have the students repeat the dialog, sentence by sentence, after you.
4. The teacher takes the role of the first speaker and the class takes the role of the second speaker.
5. The roles are reversed: the teacher takes the second speaker's part and the class takes the first.
6. The class is divided in half and the dialog is repeated again, each half taking a part.
7. Individual students take the part of the first or second speaker and the teacher takes the opposite part.



8. The final step is to have the students repeat the dialog among themselves, individually.

## 2. Problems in Teaching the Dialog

1. If the students seem unable to repeat a long sentence, break the sentence apart by phrase, beginning at the end of the sentence. For example:

dærs mide.

inglisi dærs mide.

dær tehran inglisi dærs mide.

jæmsid dær tehran inglisi dærs mide.

bæradære jæmsid dær tehran inglisi dærs mide.

It is important to break the sentence up in this way so that the intonation pattern remains constantly the same.

2. It is important that the students do not give words such as /tegzæz/, /kalifornia/, /kolombia/, etc., the English pronunciation. These words for American places must be pronounced as they would be pronounced in Iran by a non-English speaking Iranian. They must contain Persian sounds, not English sounds. It will be strange to the students at first to pronounce these familiar words with "a Persian accent". The tendency will be to say them in English. Remind them that they occur in a Persian dialog or drill and must be considered Persian words.
3. Speak naturally and at your normal speed. It is especially important that you be careful not to pick up an "American" accent. It is especially easy to pick up English intonation patterns af-

ter listening to the students say a Persian sentence with English intonation over and over. You may find other Persian sounds, such as /r/, also changing after many repetitions. This point must be watched in doing drills also.

4. Use only your own natural pronunciation. Do not sound like Radio Tehran!
5. Do not translate any unit smaller than those found in the dialog with translation. In other words, if /dars mide/ is listed in the dialog as meaning "he teaches", do not explain that /dars/ means "lesson".

The dialogs for at least the first half of the course will be very short. The sentences in the dialogs will be sentences that contain patterns basic to the language. After the student has memorized one of these sentences, he has memorized a basic pattern. The next step, then, is to enable him to use this pattern in saying other sentences. The purpose of the drill or pattern practice is to make him fluent in the use of sentences similar to the one he has memorized.

### 3. Pattern Practices

Pattern practices are of different kinds, all of which will be discussed, but the general method of using them is the same. The student will be unfamiliar with how to participate in this kind of drill for the first week or two. For this period (and whenever new types of drill are introduced subsequently) the teacher must "do the drill with himself" once, to show the student how he should respond. Whenever you start a drill, do a few examples to show the student what he is to do.

1. The teacher repeats the basic sentence several times, having the students repeat with him, and then after him. Usually this sentence will be one from the dialog.
2. The teacher gives a cue by means of a picture or a word and the student(s) repeat the sentence including a change. A cue is some action on the part of the teacher, verbal or non-verbal, that signals to the student what response he is to make. For example:

T: bəradərəm dər amrika zendegi mikone. xahər

S: xahərəm dər amrika zendegi mikone.

T: xahərəm dər amrika zendegi mikone. pedər

S: pedərəm dər amrika zendegi mikone.

Some kinds of cues you may use are:

- a. word T: in ci-e? ketab S: in ketab-e.
  - b. picture T: in ci-e? (point to picture of a book)  
S: in ketab-e.
  - c. gesture T: mənzeletun məzdik-e? (make negative gesture)  
S: mənzələm məzdik nist.
3. The teacher should always repeat the correct response after the student(s).
  4. Do not repeat a drill more than once substituting the items in the same order. The students will memorize the order and will learn nothing from the drill. Give the cues in a different order each time you do a drill so that you have their full attention.

5. Although pattern practices are used primarily to teach grammatical patterns, be sure and notice which students are making which mistakes in pronunciation so that they may be drilled after the completion of the drill.
6. The responses to each drill should be done as a group first and then, after the class has reached some fluency, the drill should be done with the individual. The drill should be repeated until the response is absolutely automatic on the part of each individual.
7. Be sure to retain your natural intonation and pronunciation at your normal rate of speed.
8. New vocabulary that is used in a drill should be introduced before you start the drill by having students repeat the new words after you until they know them well. New vocabulary will not often be more than five or six words. New vocabulary items in the drills will be marked by an asterisk (\*).

#### 4. Types of Pattern Practices

##### 1. Simple Substitution Drill

In this drill one word is substituted for another, always in the same place in the sentence. For example:

T: mænzele mæn næzdik-e. šoma

S: mænzele šoma næzdik-e.

T: mænzele šoma næzdik-e. ma

S: mænzele ma næzdik-e.

In simple substitution drills, as in all other drills, you should give only the substitutions listed in the drill.

## 2. Complex Substitution Drill

This drill differs from simple substitution only in that substituted items may be said in two or more places in the sentence.

For example:

T: mænzele mæn mæzdike, dur

S: mænzele mæn dur-e.

T: mænzele mæn dur-e. šoma

S: mænzele šoma dur-e.

T: mænzele šoma dur-e. mašin.

S: mašine šoma dur-e.

## 3. Multiple Substitution Drill

In this drill the cue is more than one item. It may be any combination of the kinds of cues. The students' response, then, changes the basic sentence in more than one way. For example:

T: mællemetun inglisi midune. šoma (point to bæradar)

S: bæradaræm inglisi midune.

It is important that the first cue be for one position in the sentence and the second cue for another, and that the student knows where to put each item that is cued. It doesn't make any difference which cue you put first, as long as the order of cues remains consistent.

Most multiple substitution drills will have no more than two cues.

## 4. Forced Substitution Drills

In this type of drill, the teacher gives a cue which forces  
9 the student to change not only the one word but something else

as well. An example of this is when the teacher gives a new subject to the sentence, the student must change the verb ending as well. For example:

T: ma mirim sinema. šoma

S: šoma mirid sinema.

Another example is the negative:

T: fereydun dær tegzas zendegi mikone. næxeyr.

S: næxeyr, fereydun dær tegzas zendegi nemikone.

#### 5. Expansion Drills

This type of drill may include substitutions or forced substitutions.

T: pedæram dærs mide. inglisi

S: pedæram inglisi dærs mide.

T: pedæram inglisi dærs mide. maðær

S: pedæro maæram inglisi dærs midænd.

Remember to start from the end of the sentence if the students are not able to repeat a long sentence the first time. Be sure to watch for mispronunciations and wrong intonation.

#### 6. Conversation Drills

These usually will consist of the teacher asking a question and the student responding with the correct answer. The answer may be cued by the teacher or not. The former type will go like this:

T: bæradæretun dær amrika zendegi mikone? næxeyr

S: bæradæram dær amrika zendegi nemikone.

In the second type, the student will respond with whatever

answer he can say, as truthfully as he wishes or is possible.

### 7. Pronunciation Drills

An explanation of drills for pronunciation is included here although pronunciation drills do not occur in all of the lessons.

Pronunciation drills will be, for the most part, simple imitation of lists of words or sentences. These drills will be on sounds difficult for the English speaking student, such as /q/, /x/, /r/, /æ/ and /a/.

1. Have the students listen carefully the first time. Point out the sound that they should listen for. Then say the words (or whatever material is included in the lesson).
2. Lists of minimal pairs are included in pronunciation lessons.

A minimal pair is a set of two words that are identical except for one sound. Minimal pairs are used to show students pronunciation distinctions that they should make in order to be understood. Note that the following minimal pairs are exactly the same except for the pronunciation of one sound:

/xali/	/qali/
/mikænde/	/mɪkænde/
/ræst/	/rɛst/
/dar/	/dɑd/

Lists of minimal pairs will be included in the textbook.

When students begin to substitute an English sound for a Persian sound, such as /k/ for /x/, you will be able to refer to these lists to drill the students on the difference.

You should, however, be able to make up your own minimal pairs on the spot.

By placing emphasis on minimal pairs, you can show the students that what they consider a small mistake or "an accent", can make a Persian speaker think they said something different than what they wanted to say.

3. After you have said the examples (or minimal pairs) clearly, have the class repeat after you.
4. You say one of the pair of words, and the students repeat the other one. Or have them tell you whether it is sound one or two that you are saying.

5. Teaching Intonation

Teaching intonation involves slightly different problems. Intonation for statements and sentences may be drilled by imitation or by asking questions or giving statements and having the students transform the statements into questions.

In some cases, when the students continue to say Persian sentences with English intonation, it is helpful to "hum" the sentence by leaving out all the words and saying the intonation using 'm' or 'da'. For example:

beradaretun espaniolio inglisi	keyli xub midune.
m m m m m m m m m m m m	m m m m m m
dadadadada dadadadada dadada	da da da da da da

Another problem you may encounter while teaching the inton-





ation patterns is building up a question from the end of the sentence. You may have the tendency to build up the sentence using the statement intonation and then, after it is complete, change the intonation to a question. In other words, you might do this:

dars mide.  
inglisi dars mide.  
ali inglisi dars mide.  
beradere ali inglisi dars mide.  
beradere ali inglisi dars mide?

In building up question intonation, each phrase must have the question intonation. In other words, you should do this:

dars mide?  
inglisi dars mide?  
ali inglisi dars mide?  
beradere ali inglisi dars mide?  
beradere ali inglisi dars mide?

### 8. Review Drills

Review drills of all the above types will be included in some lessons. Do these drills before you teach the dialog for the day or any new drills.

### 9. Supplementary Conversation

In addition to the regular lessons described above, supplementary lessons will be drilled by the teacher. These lessons will differ in that there will be no English used. They will consist of easy phrases and sentences that, for the most part, will

be easier and shorter than those in the regular lesson.

The purpose of this section of the lesson is to drill students in giving short answers and asking short questions as well as building vocabulary (especially concrete nouns and vocabulary useful for the classroom). The patterns will be simplified versions of grammatical patterns that they are learning or have learned from the regular lessons.

At the beginning, the supplementary conversation lessons will be very short, with the purpose of increasing vocabulary. There will be charts to accompany this part of several lessons.

As the lessons progress, however, this section of the lessons will be expanded into an hour-long conversation period. These conversations will not, however, be totally free. The teacher will be instructed in exactly what words and sentence types he can use during this period. The purpose of this, as in the first supplementary conversation periods, is to reinforce the patterns the students are learning in the regular lessons.

## 5. Grammar Explanations

Do not attempt to explain why something is said the way it is, or how to say something that has not already been covered. There will be an hour of grammar explanation per week, with time for questions. Tell the students to write down their questions for then.

It is above all important to teach nothing to the students that is not in the dialog or the pattern practices of the day except review, unless otherwise indicated. The lessons are very carefully planned for the simplest and fastest learning on the part of the students. A gram-

mar point introduced too early can only confuse your students.

### 6. Translation

Avoid translation if there is some other means possible of conveying what the word means. If the cue is on a chart or can be given in some other way, it is by all means advisable to do so.

However, due to the monotony of these kinds of drills, it may be necessary to check on the students' comprehension by asking them the translation of a sentence somewhere in the middle of a drill. This should not be done too often, but often enough to keep them aware of what is going on. It is easy enough for a student to give the correct response without having the slightest idea of what he is saying.

### 7. Length of Lessons

There is no way to determine exactly how long it will take to do a single lesson. The length of time will be determined by how fast the students master the patterns of the dialog and how fast they learn to manipulate them through the use of drills. Go just as fast as the class can and no faster. Do not leave any student behind. The only way that language skills (or any other skill such as swimming or music) can be learned correctly is with practice and more practice. Do not become impatient and go on to another drill just because you are tired of the one you are doing.

June 10, 1966

Donald L. Stilo

DS:SS

GREETINGS

- 1: salam. hale šoma cetore/  
2: mersi, bəd nist. hale šoma cetore/  
1: bəd nist, mersi.

Vocabulary

salam	"Hello"
hale šoma cetore/	"How are you?"
mersi	"Thank you"
bəd nist	"Not bad"

## SUPPLEMENTARY CONVERSATION

The following supplementary material should be learned during the first week:

1. Lesson 1 (for recognition only):   tekrar konid  
  taläfoz konid
2. Lesson 2:   xodáfez
3. Lesson 3a.:   javab bedid (recognition only)  
  befərmaid
4. Lesson 3b.:   aqaye -----  
  xanume -----

(Substitute names of class members, teachers and staff.)

## Pronunciation Unit 1

/a/ and /æ/ are sounds that must be clearly distinguished in Persian. Although both of these sounds occur in English, they may sound different according to the dialect of English or the word they occur in. Listen to the quality of the vowel as you imitate these Persian words:

/čəp/	"left"	/čəp/	"print"
/əz/	"from"	/əz/	"greed"
/dəšt/	"plain, desert"	/dəšt/	"he had"

/ə/, if you compare, is similar to the "a" sound in "cat". The English sound often changes in quality before /m/, /n/, /r/, or /l/. You must be careful not to give the English quality to this sound in Persian.

Listen to the following words pronounced by an Iranian and compare them to your own pronunciation of English words which sound similar:

<u>Persian</u>	<u>English</u>
/čəp/	"chep"
/əks/	"axe"
/səd/	"sad"
/pəst/	"past"
/həm/	"ham"
/dəšt/	"dashed"

It is important to remember that these sounds are as different in Persian as /p/ and /b/ are. If you do not make the distinction between /a/ and /æ/, you will be misunderstood.

## Pronunciation Drill 1.1 Imitation

nam	nam
baed	bad
čəp	čəp

Pronunciation Drill 1.1 (cont'd)

zad	zad
az	az
dašt	dašt
pas	pas
mad	mad
bam	bam
na	na
dam	dam
saf	saf

Pronunciation Drill 1.2 Now imitate the following words:

- katal
- damad
- samed
- barader
- kamarband
- fariba
- ceeran
- caran
- hasan
- salam

(The teacher should be careful to notice if the students substitute /o/ for /a/. If they do, the following minimal pairs may be drilled:)

mad	mod
na	no(h)
dam	dom
šad	šod
kašt	košt



(If the student substitutes the English /ɔ/ (as in "dog", "fall", the following words should be drilled:)

Pronunciation Drill 1.2 (cont'd)

bar	bor
dar	dor
lar	lor
sar	sor

The Persian /r/ may prove difficult for some English speakers. Listen to your teacher as he says the following list of words:

faranse

dar

baradar

baradarān

dars mīde

harf mīzāne

širāz

This sound (almost like the "r" in Spanish) is made by a short flap of the tongue against the alveolar ridge (gum ridge) behind the front teeth. Do not confuse this sound with English /l/ or /d/. Practice the following words:

Pronunciation Drill 1.3

dir

dur

rus

rast

boro



6

riš

rang

ruh

Be careful not to change the vowel quality before or after /r/.

Pronunciation Drill 1.4 Pronounce the following /æ/ - /a/ minimal pairs which contain the Persian /r/:

dar

dar

tar

tar

sar

sar

bar

bar

mar

mar

7  
LESSON 1

dialog

bəradər

brother

-əm

my

dər

in

amriká

America

zendəgi mikone

he, she lives, is living

J: bəradərəm dər amrika zendegi  
mikone.

My brother lives in America

rast migid?

really?

unjá

there

kár mikone

he works

G: rast migid? unja kar mikone?

Really? Does he work there?

bəle

yes

tegzás

Texas

dərs mide

he teaches

J: bəle, dər tegzas dərs mide. Yes, he teaches in Texas.

\*\*\*\*\*

dialog

Jamshid: bəradərəm dər amriká zendegi mikone.

George: rást migid? unja kár mikone?

Jamshid: bəle, dər tegzás dərs mide.

## Drill 1.1 Simple Substitution

jamsíd dær tehran dærs mide.

æli

fereydun

dara

širín

ferešte

## Drill 1.2 Simple Substitution

bæradæram dær amrika zendegi mikone.

pedær\*

madær\*

dust\*

pedær

bæradær

madær

## Drill 1.3 Simple Substitution

dustæm dær amrika dærs mide.

tegzas

esfahan

kaliforniá

tehrán

širáz

nyu york

iran

## Drill 1.4 Free Substitution (substitute any item in Drill 1.3)

T: unja kar mikone?

S: bæle, dær \_\_\_\_\_ dærs mide.

## Drill 1.5 Simple Substitution

pedarān dar tehran zendegi mikone.

kar mikone.

dars mide

kar mikone.

zendegi mikone.

dars mide.

kar mikone.

## Drill 1.6 Complex substitution

baradarān dar amrika zendegi mikone.

jāmsīd

tegzas

kar mikone.

ali

esfahan

kalifornia

zendegi mikone.

tehran

dars mide.

ferešte

tegzas

fereydun

tehran

mādarān

širaz

nyo york

dustān

kar mikone.

iran

## Drill 1.6 (cont'd)

dustāem dār iran kar mikone.

širin

tehran

zendegi mikone.

kar mikone.

tegzas

pedāram

## Drill 1.7 Free Substitution

( The students should repeat the dialog in pairs, substituting any verb, place name or subject they wish.)

Pronunciation Unit 2

Pronunciation Drill 2.1 Listen to and practice the following words containing the sounds /a/ and /æ/.

baed	bad
baem	bam
maest	mast
hael	hal
sæf	saf
æb	ab

This lesson introduces the new sound /x/. Because this sound is not found in English, you are likely to substitute the English sound /k/.

Listen to the following pairs of words in Persian and imitate:

## Pronunciation Drill 2.2

xub	kub
xar	kar
xol	kol
xoš	koš
xam	kam
xase	kase
xal	kal
xord	kord

Some English speakers substitute the English sound /h/ for Persian /x/. It is important to remember that in Persian /h/, /k/, and /x/ are three different sounds that distinguish meaning.

## Pronunciation Drill 2.3

xan	han
xam	ham

## Pronunciation Drill 2.3 (cont'd)

řax	řah
xe	he
xal	hal
xeřt	heřt

## Pronunciation Drill 2.4

1	2	3
har	xar	kar
hud	xud	kud
hol	xol	kol
hal	xal	kal
han	xan	kan

LESSON 2  
dialog a

+etun

your

danešga

university

G: baradaretun dar danešga dars mide? Does your brother teach at a university?

fizik

physics

-o

and

šimi

chemistry

J: bale, fiziko šimi dars mide. Yes, he teaches physics and chemistry.

pas

inglisi

English

hatman

for sure, undoubtedly

xub

well

midune

he knows

G: pas hatman inglisi xub midune. Then he no doubt knows English well.

keyli

very

harf mizane

he speaks, talks

J: bale, inglisi keyli xub harf mizane. Yes, he speaks English very well.

LESSON 2  
dialog a

George: baradaretun dar danešga dars mide?

Jamshid: bale, fiziko šimi dars mide.

George: pas hatman inglisi xub midune.

Jamshid: bale, inglisi keyli xub harf mizane.



## Drill 2a.1 Simple Substitution

beradaram inglisi dars midi.

žaponi

farsi\*

espanyoli

arabi

šimi

rusi

fizik

## Drill 2a.2 Simple Substitution :

dustam inglisi farsi harf mizane.

espanyoli

arabi

rusi

žaponi

inglisi

rusi

espanyoli

žaponi

inglisi

## Drill 2a.3 Simple Substitution

pedaram šimio fizik dars midc.

farsi

rusi

arabi

espanyoli

žaponi

inglisi

## Drill 2a.4 Expansion

inglisi xub midune.

inglisio farsi xub midune.

inglisio farsio espanyoli xub midune.

inglisio farsio espanyolio rusi xub midune.

fizik dars mide.

fiziko šimi dars mide.

fiziko šimio farsi dars mide.

fiziko šimio farsio bioloži\* dars mide.

dar tegzas fiziko šimio farsio bioloži dars mide.

## Drill 2a.5 Complex Substitution

dustetun inglisi hārf mizāne.

beradar

madar

pedar

xahār\*

dust

(-am)

(-etun)

(-am)

madar

(-etun)

pedar

beradar

(-am)

## Drill 2a.5 (cont'd)

dustetun inglisi hærf mizæne.

pedær

(-etun)

dust

(-æm)

Drill 2a.6 Multiple Substitution (Repeat Drill 2a.5 substituting both items at the same time.)

## Drill 2a.7 Expansion

dærs mide.

pedæretun dærs mide.

pedæretun inglisi dærs mide.

pedæretun inglisisio espanyoli dærs mide.

pedæretun inglisisio espanyolio šimi dærs mide.

pedæretun inglisisio espanyolio šimi xub dærs mide.

pedæretun inglisisio espanyolio šimi xeyli xub dærs mide.

pedæretun hætman inglisisio espanyolio šimi xub dærs mide.

Drill 2a.8 Free Substitution (If time allows, dialogs one and two should be repeated by all students. Free substitutions of proper names, place names and subject names should be encouraged.)

## LESSON 2

dialog b.

kojá

where?

zendegí mikonand

they live, are living

G: pedáro madáretun koja zendegí mikonand? Where do your mother and father live?

J: širáz zendegí mikonand.

They live in Shiraz.

G. pedáretun unjá kar mikone?

Does your father work there?

digé

no longer (with negative verb)

kár némikone

he doesn't work

náxeyr

no

J: náxeyr. pedáram digé kar némikone.

No, my father doesn't work any longer.

## LESSON 2

dialog b.

George: pedáro madáretun kojá zendegí mikonand?

Jamshid: širáz zendegí mikonand.

George: pedáretun unjá kár mikone?

Jamshid: náxeyr. pedáram digé kár némikone.

## Drill 2b.1 Complex Substitution (Review)

baradaram inglisi dars mide.

farsi

hærf mizæne.

(-etun)

espanyoli

midune

pedar

farsi

inglisi

hærf mizæne

farsi

(-am)

midune

dars mide.

## Drill 2b.2

pedaro madaretun širaz zendegi mikonand.

baradar

madar

xaher

baradar

## Drill 2b.3

pedaro madaram farsi xeyli xub midunand.

(-etun)

(-am)

## Drill 2b.3 (cont'd)

pedaro madarəm farsī xeyli xub midunənd.

(-əm)

(-etun)

(-əm)

(-etun)

## Drill 2b.4 Multiple Substitution

pedaro madaretun dər nyo york farsī dars midənd.

madar bəradar

pedar xahar

pedar bəradar

bəradar xahar

pedar madar

madar xahar

## Drill 2b.5 Multiple Substitution (Repeat Drill 2b.4 using /-əm/)

## Drill 2b.6 Forced Substitution

pedaro madarəm širaz zendegi mikonənd.

pedaro bəradarəm

dustetun

jamšid

alio jamšid

širin

jamšido fereydun

dustəm

bəradarəm

madaro xaharəm

## Drill 2b.6 (cont'd)

madaro xaharsam Širaz zendegi mikonand.

pedaretun

ferešte.

## Drill 2b.7 Simple Substitution (Use the infinitive as a cue.)

pedaro madarsam dar tegzas zendegi mikonand.

kar mikon-

dars mid-

zendegi mikon-

kar mikon-

dars mid-

## Drill 2b.8 Complex Substitution (Use infinitive cues for verbs.)

baradaretun dar iran dars mide.

pedaro madaretun

dustetun

kar mikon-

baradaro xaharetun

zendegi mikon-

dustam

inglisi dars mid-

pedaro baradar

inglisi harf mizan-

jamšid

jamšido fereydun

farsi dars mid-

inglisi

midun-

(Give a short explanation of the "no" gesture in Persian and use it as a visual cue for negation. Point out that the word stress of the inflected verb moves from /mi-/ to /ne-/ when the word becomes negative. Have the students imitate the following pairs.)

kār mikone	kār nēmikone.
zendeḡi mikone	zendeḡi nēmikone.
dārs mide	dārs nēmide.
hārf mizāne	hārf nēmizāne
midune	nēmidune

Drill 2b.9.1 Simple Substitution (Use infinitive as cue for verb.)

a. beḡadāzān dār širāz zendeḡi nemikone.

kar nemikone.

dārs nemide.

zendeḡi nemikone.

kar nemikone.

dārs nemide.

b. xahāretun fārsi xeyli xub hārf nemizāne.

nemidune.

dārs nemide.

hārf nemizāne.

nemidune.

dārs nemide.

Drill 2b.9.2 Forced Substitution (Give negative gesture as cue.)

Žaponi xub midune. (neg)

inglisi xub hārf mizānānd. (neg)

dār iran zendeḡi mikonānd. (neg)

dār danešga kar mikone. (neg)



Drill 2b.9.3 Forced Substitution (Make affirmative gesture as cue.)

dər tegzas zendegi nemikone. (aff)

farsi hərf nemizənənd. (aff)

Šimi keyli xub nemidune. (aff)

inglisi dars nemidənd. (aff)

pedərəm Zaponi nemidune. (aff)

Drill 2b.9.4 Forced Substitution (Give negative or affirmative gestures as cues where indicated.)

bəradərəm espanyoli xub nemidune. (aff)

madəretun dər danəšga dars nemide. (aff)

pedərəm unja kar mikone. (neg)

inglisi keyli xub midunənd. (neg)

bəradəretun farsi xub hərf mizəne. (neg)

unja zendegi mikonənd. (neg)

unja kar nerikone. (aff)

fiziko Šimi dars mide. (neg)

Drill 2b.9.5 Conversation with Cue Given (Do not elicit bəle or naxeyr with these questions.)

inglisi xub hərf mizəne? (neg)

Zaponi xub hərf nemizəne? (aff)

dər danəšga inglisi dars mide? (neg)

unja kar nemikonənd? (aff)

bəradəretun unja zendegi nemikone? (aff)

unja farsi dars nemide? (aff)

jamšid Šimi xub midune? (neg)

jamšido əli inglisi nemidunənd? (aff)

Drill 2b.10 Complex and Forced Substitution

bəradərəm dər amrika zendegi mikon.

tehran

pedərəm

Drill 2b.10 (cont'd)

pedarām dar tehran zendegi mikone.

(neg)

širaz

madaretun

zendegi mikon-

pedaro madarām

amrika

iran

kar mikon-

(aff)

tegzas

esfahan

(neg)

beardarām

(aff)

vašington\*

zendegi mikon-

madaro beardarām

širaz

iran

(neg)

dars mid-

pedaro beardarām

amrika

tegzas

## Drill 2b.10 (cont'd)

pedero baradarem dar tegzas dars midand.

(aff)

zendegi mikon-

madarem

tehran

baradaretun

(neg)

dars mid-

## Drill 2b.11 Free Conversation

S<sub>1</sub> pedero madaretun koja zendegi mikonand?

S<sub>1</sub> unja kar mikonand?

S<sub>2</sub> baradaretun koja kar mikone?

S<sub>2</sub> faranse midune?

S<sub>3</sub> pedaretun inglisi midune?

S<sub>3</sub> pedaretun inglisi dars mide?

S<sub>4</sub> madaretun kar mikone?

S<sub>4</sub> (if affirmative: koja kar mikone?)  
(if negative: pedaretun kar mikone?)

S<sub>5</sub> pedero madaretun dar tegzas zendegi mikonand?

S<sub>5</sub> pedaretun koja kar mikone?

## Drill 2b.11 (cont'd)

S<sub>6</sub> baradaretun espanyoli harf mizane?

S<sub>6</sub> baradaretun fizik dars mide?

S<sub>7</sub> pedaro madaretun kar mikonand?

S<sub>7</sub> baradaretun koja zendegi mikone?

S<sub>8</sub> madaretun dars mide?

S<sub>8</sub> pedaretun koja kar mikone?

## LESSON 3

dialog a.

- |   |   |
|---|---|
| šoma.                                     | you                                     |
| faranse                                   | French                                  |
| G: šoma faranse hærf mizzanid?            | Do you speak French?                    |
| kaeni                                     | a little                                |
| mifahman                                  | I understand                            |
| J: næxeyr, kaeni mifahman                 | No, I understand a little.              |
| G: inglisi midunid?                       | Do you know English?                    |
| mikunem                                   | I study, read,                          |
| men                                       | I                                       |
| J: bæle, men ðar danešga inglisi mikunem. | Yes, I study English at the University. |

## LESSON 3

dialog a

- George: šomá faransé hærf mizzanid?
- Jamshid: næxeyr, kaeni mifahman.
- George: inglisi midunid?
- Jamshid: bæle, men ðar danešgá inglisi mikunem.

## Drill 3a.1 Imitation

mæn hærf mizæræn

mæn zendegi mikonæn

mæn kar mikonæn

mæn dærs midæn

mæn midunæn

mæn mixunæn

mæn mifæhmæn

šoma hærf mizænid

šoma zendegi mikonid

šoma kar mikonid

šoma dærs midid

šoma midunid

šoma mixunid

šoma mifæhmid

## Drill 3a.2 Multiple Substitution

mæn hærf mizæræn

šoma

mixun-

mæn

zendegi mikon-

pedæretun

dærs mid-

pedæro madær

midun-

šoma

## Drill 3a.2 (cont'd)

šoma midunid

mifəhm-

men

dars mid-

xakaro bəradarəm

zendegi mikon-

dustəm

midun-

jamsido əli

mifəhm-

fereydun

madarəm

dars mid-

Drill 3a.3 Multiple Substitution (Repeat Drill 3a.2 in the negative.)

Drill 3a.4 Multiple and Forced Substitution

men dər daneša inglisi mikunəm.

šoma

amrika

dars mide.

farsi

dustəm

(neg)

paris

franse

men

## Drill 3a.4 (cont'd)

mæn dar paris faranse mixunæm

šoma

jamšido dustæm

farsi

mixun-

(neg)

mæn

pedæretun

širaz

dærs mid-

(aff)

oli

tehran

rusi

mixun-

(neg)

## Drill 3a.5 Multiple and Forced Substitution

jamšid inglisi xub hærf mizæne.

mæn

šoma

-(quest)

midun-

(neg)

mi fæhm-

-(statement)

mæn



## Drill 3a.5 (cont'd)

man            inglisi xub haarf nemizangam.  
                   farsi

(aff)

-(question)

šoma

espanyoli

dars mid-

-(statement)

fereydino pedaram

haarf mizæn-

(neg)

šoma

-(question)

midun-

inglisi

-(statement)

man

(aff)

mifæhm-

man

šoma

(neg)

midun-

(aff)

Drill 3a.6 Free Conversation (Repeat Drill 2b.4)

## PRONUNCIATION UNIT 3

Lesson 3 introduces the Persian sound /q/. This sound has two major variations depending on the position in which it occurs within the word. When the /q/ is at the beginning of a word, you can pronounce it by putting the back of your tongue as far back as you can (in the uvular position) and, keeping it in that position, saying a "g". Another way is to repeat the word /gi/, slowly moving the back of the tongue back as far as you can and, at the same time, changing the /i/ to /a/.

Listen to the teacher pronounce the following words:

qaf

qaz

qand

qavi

qol

qom

qu

qir

Now repeat the following pairs of words which show the contrast of /q/ with /g/:

Pronunciation Drill 3.1

qol

gol

qom

gom

qaf

gaf

qaz

gaz

qar

gar

qir

gir

qu

gu

The following words show the contrast between /q/ and /k/:

Pronunciation Drill 3.2

qol	kol
qaf	kaf
qar	kar
qal	kal
qu	ku

The following list shows the contrast of /q/ and /x/:

qol	xol
qar	xar
qali	xali
qand	xand
qu	xu

Pronunciation Drill 3.3

qamari	qesse	qodrat
qatel	qermez	qors
qafele	qeble	qorub
qazi	qeyr	qosun
quri	qamgin	qiyas
quz	qablän	qiyafe
quti	qat	qableme

Listen for the different pronunciation of this sound when it occurs in the middle of a word. Whenever this sound occurs between vowels or before certain consonants, it is a fricative and not a stop. This means the tongue is in the same position but the air is allowed to pass through.

Pronunciation Drill 3.4

aqa

oqat

roqan

baqban

taqlid

taqriban

Pronunciation Drill 3.5

The following words contrast /q/ with /g/ in medial position:

baerqi

baergi

aqa

aga(h)

The contrast of /q/ with /x/ in medial position is exemplified by:

taqriban

taxriban

baerqi

baerxi

Pronunciation Drill 3.6

baqela

oqab

zoqal

baerqi

taqdim

eqbal

Pronunciation Drill 3.7

If /q/ occurs at the end of the word, either pronunciation is acceptable. Variation depends on the individual speaker, or both may be used. Examples of /q/ at the end of a word are:

otaq

ojaq

daq

soluq

hoquq

## LESSON 3

dialog b

yad migir-

learn

nevestan

writing:

G: nevestan yad migirid?

Are you learning writing?

hala

now

faqet

only

mokaleme

conversation, dialog

yad migirim

we learn, are learning

J: naxeyr, ma hala faqet mokaleme  
yad migirim.

No, we are learning only dialogs now.

moellem

teacher

ba

with

G: ba moellemetun inglisi hârf  
mizânid?

Do you speak English with your teacher?

bištær

J: naxeyr, ma bištær farsi hârf  
mizânim.

No, we speak mostly Persian.

\* \* \* \*

dialog b

George: nevestan yad migirid?

Jamshid: naxeyr, ma halâ faqet mokalemé yad migirim.

George: ba moallémetun inglisi hârf mizânid?

Jamshid: naxeyr, ma bištær farsî hârf mizânim.

Drill 3b.1 Complex Substitution

a. ba mo'allimetun inglisi hærf mizænam

pedæram

farsi

mixun-

jæmsid

pedæro madæ

(neg)

ælio bæradæretun.

šimi

inglisi

hærf mizæn-

b. ba xahæram zendegi mikoræm.

pedæram

kar mikon-

pedæro madæram

zendegi mikoni-

dustæm

mællænæm

inglisi mixun-

hærf mizæn-

Drill 3b.2 Imitation (Repeat once in affirmative and once in negative.)

inglisi hærf mizænim

dæ

inglisi midunim.

farsi yad migirim.

Drill 3b.2 (cont'd)

šimi dærs midim.

inglisi mixunim.

dær amrika kar mikonim.

espanyoli yad migirim.

rusi mifæhmim.

færanse midunim.

Drill 3b.3 Forced Substitution (Complex)

ma farsi yad migirim.

šoma

mæn

pedæro madær

mixun-

mifæhm-

ma

(neg)

dærs mid-

ææbi

mæn

mokaleme

nevestæn

jæmsido reza

Drill 3b.4 Forced Substitution (Complex)

mæn . inglisi mixuræm.

šoma

farsi

Drill 3b.4 (cont'd)

šoma farsi mixunid.

aræbi

ma

yad migir-

inglisi

mæn

farsi

midun-

tærædæxæm

šoma

inglisi

farsi

ma

inglisi

dærs mid-

mæn

aræbi

yad migir-

farsi

mixun-

Drill 3b.5 Forced Substitution (Complex) (Repeat alternating affirmative and negative among the substitutions.)



Drill 3b.6 Simple Substitutionma faqet mokaleme yad migirim.

nevestan

farsi

inglisi

inglisio farsi

mokaleme

arabi

farsio arabi

nevestan

Drill 3b.7 Forced Substitution (Complex)

ma faqet nevestan yad migirim.

(neg)

wan

mokaleme

(aff)

farsi

herf mizen-

jamsid

torki

(neg)

jan

inglisi

farsi

(aff)

yad migir-

Drill 3b.7 (cont'd)

jan façet farsî yad migir-.

inglisi

dærs mid-

sîmi

mæn

yad migir-

(neg)

aræbi

ma

farsî

hærf-mizæn-

(aff)

soma

midun-

inglisi

aræbi

yad migir-

mæn

farsî

dærs mid-

jæmsîd

yad migir-

inglisi

Drill 3b.8 Free Conversation. (Ask each student two questions.)

1. Šoma farsî yad migirid?  
aræbi hêm yad migirid?
2. Šoma almani midunid?  
fêranse hêm midunid?
3. Šoma almani midunid?  
fêranse hêm midunid?
4. Šoma farsî xub hêrf mizænîd?  
rusî hêm midunid?
5. mokaleme yad migirid?  
neveštæn hêm yad migirid?
6. inglîsî dærs midîd?  
mokaleme dærs midîd?
7. almani yad migirid?  
mæn farsî dærs midem?
8. ba šoma farsî hêrf mizæræm?  
šoma ba mœllemetun farsî hêrf mizænîd?
9. peđero madæretun ba šoma farsî hêrf mizærænd?  
bærædæretun fêranse midune?
10. Šoma ba bærædæretun inglîsî hêrf mizænîd?  
šoma ba aqaye ælævi farsî hêrf mizænîd?
11. Šoma ba xanume šærifî farsî hêrf mizænîd?  
aqaye etemadi torkî midune?
12. aqaye etemadi ba šoma torkî hêrf mizæne?  
aqaye aryan-nežad ba šoma farsî hêrf mizæne?

Drill 3b.8 (cont'd)

13. aqaye alavi ba aqaye mərəši inglisi hərf mizəne?  
aqaye mərəši espanVoli midune?
14. šoma ba xanume šerifi espanVoli hərf mizəne?  
aqaye kelinton (Clinton) ba šoma farsı hərf mizəne?

## LESSON 4

dialog a.

emšab

tonight

čekar mikonend?

What are they doing?

1: jamšido jorj emšab cekar  
mikonend?What are Jamshid and George doing  
tonight?

dævæt

invitation

dærend

they have

2: emšab dævæt dærend.

They are invited out tonight.

cetor

how, how about

kar darid?

are you busy?

1: šoma cetor/ kar darid?

How about you? Are you busy?

2: næxejr. kar nædærem.

No, I'm not busy.

\* \* \* \*

dialog a.

1: jamšido jorj emšab cekar mikonend?

2: emšab dævæt dærend.

1: šomá cetór/ kár dærid?

2: næxejr. kár nædærem.

Drill 4a.1 Forced Substitution

jaंसido jorj ensab cekar mikorand.

šcma

ma

beraderetun

pedero maderetun

ma

mœllemetun

dustam

šcma

pederetun

jorj

beraderam

Drill 4a.2 Complex Substitution (Substitute, one at a time, any of the items listed.)

pedar	-am	dæwæt	dar	-e
mader	(-etun)	kar		(neg)
berader	(-am)	dars		(aff)
xakær		kelas		
dust				
pedero mader				
mœllem				

Drill 4a.3 Forced Substitution (Students should not include subject in the response; only the verb ending should be changed.)

bæle,

xepli kar dæm.

(ma)  
 (soma)  
 (jæmsido æli)  
 (pæro maæretun)  
 (pæro mo mællemetun)  
 (mæn)  
 (soma)  
 (ma)

Drill 4a.4 Forced Substitution (Repeat Drill 4a.3 in the negative).

PRONUNCIATION UNIT 4Pronunciation Drill 4.1

Imitate:

mix	xaj	rok
kax	xænde	ruz
sæxt	hendi	dir
šeyx	hæd	sær
šux	xæt	šur
doxtær	xod	mar
mox	noxod	tar
sæxtær	nahid	tær
ræxab	ræx	nilufter
bøxorid	ræxše	sir
Næxæridæm	hæxšes	šir
xers	mæšhæd	bïarid
xan	riš	bêærid
saxtan	rešte	arayešga
xiš	rial	sææbi
xis	rivas	barun
xiar	ræxt	bord
xiaræt	xædif	særm
hend	reza	gorz
hænuz	ræšt	gorbe
hæva	rošd	særx
huš	rox	pært
xoš	ræsm	færs
xis	ru	fars
hič	rænɟ	
haj	rud	



## LESSON 4

dialog b.

- |        |                                 |
|--------|---------------------------------|
| mirim  | we go, are going                |
| sinema | the movies, movie theater       |
| šomam  | contraction of /šoma/ and /həm/ |
| biayd  | ccme (command form)             |
- 1: ma mirim sinema. šomam biayd. We're going to the movies. Why don't you come along?
- keyli xob fine, OK
- ki who
- 2: keyli xob. ba ki mirid? Fine. Thanks. Who are you going with?
- 1: mæno rezavo ali mirim. Reza, Ali and I are going.
- mašin car, automobile
- 2: ali mašin dare? Does Ali have a car?
- taksi taxi
- 1: mæxejr. mašin nədare, ba taksi mirim. No, he doesn't have a car. We're going by taxi.

\* \* \* \*

dialog b.

- 1: ma mirim sinemá. šomám biayd.
- 2: keyli xob. ba ki mirid.
- 1: mæno rezavo ali mirim.
- 2: ali mašin dare?
- 1: mæxejr. mašin nədare. ba taksi mirim.

Drill 4b.1 Complex Substitution

ma mirim sinema.

mæn

mæno æli

kelas

šoma

kalifornia

ma

iran

rezavo æli

oklahomavo tegzas

mæn

šoma

Drill 4b.2 Complex Substitution (Repeat Drill 4b.2 alternating negative and affirmative in addition to listed substitutions.)

Drill 4b.3 Forced Substitution (Read through once to class, emphasizing substitutions that require /-vo/.)

ælio jæmsid inglisi mixurænd?

mæn

šoma

reza

dara

širin

ferēšte

Drill 4b.3 (cont'd)

ferestevo jemsid inglisi mixumend?

šoma

məhmud

dəra

Drill 4b.4 Expansion

reza ba ki mire?

rezavo ali ba ki mirənd?

rezavo əlio fereste ba ki mirənd?

rezavo əlio ferestevo dəra ba ki mirənd?

rezavo əlio ferestevo daravo məhmud ba ki mirənd?

rezavo əlio ferestevo daravo məhmudo jorj ba ki mirənd?

Drill 4b.5 Complex Substitution

ba mašin mirim tebriz

səvari\*

tehran

həvapeyma\*

kerman

teren\*

esfəhan

azerbayjan

mašin

məšhad

səvari

Drill 4b.5 (cont'd)

ba cāvāri mirin mēšrād

rezāye

hāvāpēymā

tereh

ābādān

šīrāz

māšīn

bābolsār

tābrīz

Drill 4b.6 Multiple Substitution (If time permits, repeat Drill as a multiple substitution drill, giving two cues simultaneously.)

## LESSON 5

5.1 Review of Lessons 1-6

1. Review the dialogs of Lessons 1-5 in sequence as one dialog.
2. Review Drills 1.6, 3.6, 3.10, 3.11, 4.4 and 5.3.

## GRAMMAR

1. Pronunciation

The consonants of Persian are:

/p/ /b/ /t/ /d/ /k/ /g/ /q/  
 /f/ /v/ /s/ /z/ /š/ /ž/ /c/ /j/ /x/  
 /m/ /n/ /r/ /l/

The vowels of Persian are:

/i/	/u/
/e/	/o/
/æ/	/a/

Semivowels: /y/            /w/

Stress must be pronounced on the correct syllable.

The sound /q/ has two variants:

1. The air-flow is completely stopped and released when making this sound if it occurs at the beginning of a word.
2. The air-flow is partially obstructed if this sound occurs between two vowels or before /d/, /b/, /g/, /v/, /z/, /ž/ /j/, /m/, /n/, /r/ or /l/.

1.1 The Variants of the /k/ Sound

You will notice that the point of contact in making a /k/ sound in English depends on the vowel that follows it. The /k/ is made farther back

if it precedes /uw/, /u/, /ow/ or /o/, and farther front if it precedes /iy/, /i/, /ey/, /e/, or /æ/. Try to feel the exact place you make the /k/ when you say the following English words:

key	coop
Ken	coat
cat	cough

The Persian /k/ also is made in a relatively "fronted" position before the Persian sounds /i/, /e/ and /æ/ and is made farther back in the mouth before /u/, /o/ and /a/. There is, however, an additional difference between these two variations of the Persian /k/. The tongue is slightly raised toward the top of the mouth while saying /k/ before /i/, /e/ or /æ/. This raising of the tongue results in what sounds like an additional "y" sound between the /k/ and the vowel, as in the English sequence "cue" /kyuw/. A Persian /k/ before /i/, /e/, or /æ/, or at the end of a syllable is always pronounced (k<sup>y</sup>). You will be much better understood if you learn the variations of the Persian /k/ and use them in your speech.

Listen to the following words that contrast the two variations of /k/ in Persian:

kəm	kam
kæf	kaf
keš	koš
ketab	kotub
ki	ku
kise	kuse

Now, imitate, saying the /k/ with its "y" sound in words of the first list.

The same kind of variation is true of the sound /g/. The raising of the tongue while making a Persian /g/ at the end of a syllable or before /i/, /e/ or /æ/ results in the "y" sound of the English "Montague," /mantəgyuw/.

Practice making the variations of /g/ in the following words:

gaz	gəz
gar	gær
gav	gæv
gol	gel
goraz	geran
guya	giya(h)
gur	gir
guše	giše

Practice the following words with /k/ and /g/ at the end of a syllable:

pak  
 tək  
 lək  
 nik  
 lik  
 xuk  
 sək  
 rək  
 dig  
 rig

## 1.2 Intonation and Sentence Stress

We have been using two major intonation types:

1. beraderem dar amrika zendegi mikone.
2. beraderetun dar amrika zendegi mikone?

Note that the question intonation in Persian is:

opposed to the English pattern:

English question: Does your brother live in America?

as in the

The intonation pattern of a sentence containing a question words such as /koja/, /cetor/, etc. is the same as the statement intonation pattern:

beraderetun koja zendegi mikone?

The slight contour at the end of pattern 2 is optional and not often used. The distinguishing feature is the pitch level, not the pitch direction. Listen:

beraderetun dar amrika zendegi mikone question

statement

Statements with intonation type one will be marked by a final period (.).

Questions with intonation type two will be marked by a question mark.

Questions containing a question word will be marked by a slashed question mark (/).

The intonation pattern is greatly affected by the position of the loudest stress of the sentence (which is marked here by   ). You will note that the intonation rises at this point and that the pattern after the the loudest stress and intonation fall indicates the difference between pattern one and pattern two. Note:



The loudest stress of the sentence may be moved by emphasizing a different word in the sentence. The intonation pattern then changes:

1. karaderetun ðær amrika zendegi mikone.
2. karaderetun ðær amrika zendegi mikone?

The above sentences stress the idea of your brother (not your sister), living in America.

## 2. Verbs

The verbs used in the dialogs and drills can be divided into two classes:

### I. Verbs with the /mi-/ prefix.

- a. Simple Verbs /midun-/, /mifəhm-/, /mixun-/, etc.
- b. Compound Verbs /zendigi mikon-/, /hærf mizæn-/, etc.

### II. Verbs without the /mi-/ prefix: /dar-/

The prefix /mi-/ performs a grammatical function which will be discussed at a later date.

Although the compound verbs consist of a verb and another element, they function as verbal units, and must be thought of as a verb.

#### 2.1 The Person Endings of the Verb

Person endings suffixed to the verb must agree with the subject pronoun.

man	midem
ma	midim
soma	ðers midid
karaderem	midē
pedero maderem	midand

Person endings are suffixed to the base form of every verb.

## 2.2 The Negative

The negative particle /ne-/ is always prefixed to the verb preceding the /mi-/, or, in the case of Class II verbs, prefixed directly to the verb stem. The pronunciation of /ne-/ when not preceding /mi-/ changes to /næ-/.

### I-a Verbs

nemiduræm

nemifæhmam

nemixuræm

### I-b Verbs

zendegi nemikoræm

dærs nemidæm

hærf nemizæræm

### II Verbs

rædæræm

The negative prefix carries the loudest stress of the sentence (and the highest point of intonation) unless another word is stressed for emphasis. Iranians learning English may substitute the sentence stress and intonation of:

mæn færsi xub hærf nemizæræm.

for the English stress and intonation pattern:

I don't speak Persian very well.

By stressing the negative and substituting the resultant intonation pattern, an Iranian saying the English sentence may say:

I don't speak Persian very well.

## 3. Word Order in the Sentence

Examples of the two kinds of sentences we have seen so far are:

I. mæn + (dær danešga) + (inglisi) + dærs midæm.

II. mæn + (ba taksi) + miræm + (sinema).

Type II sentences contain a verb of motion, which in colloquial speech usually precedes the object. However, if the object of the verb is being emphasized, it may precede the verb:

šcma mirid kalifornia?

nəxeyr, mæn tegzas mirəm.

If the sentence does not contain a verb of motion, sentence type I must be used.

#### 4. Style

The use of dər in the construction dər estəhan, etc., is stylistically optional. Omission of dər indicates more informal usage; dər is used in slightly more formal speech. There is no change of grammatical meaning.

## LESSON 6

dialog a

-e

grammatical connector

1: bəradəre jəmsid koja inglisi  
mixonə/ Where does Jamshid's brother study  
English?

dəbirestan

high school

2: dər dəbirestane əlborz. At Alborz high school.

1: duste amrikai həm dare? Does he have an American friend, too?

-eš

his, her, its

həmišə

always

2: bəle. ba dusteš həmišə, ing- Yes, he always speaks English with his  
lisi hərf mizəne. friend.

\* \* \* \*

dialog a

1: bəradəre jəmsid kojā inglisi mixonə/

2: dər dəbirestane əlbōrz.

1: dūste amrikai həm dāre?

2: bəle. ba dūsteš həmišə inglisi hərf mizəne.

## Drill 6a.1 Simple Substitution

bəradəre jəmsid koja inglisi mixune/

pedar

mader

xaher

dust

## Drill 6a.2 Simple Substitution

bəradəre jəmsid koja inglisi mixune/

fereydun

ferešte

pərviz

hoseyn

## Drill 6a.3 Simple Substitution

dər dəbirestane əlborz inglisi yad nigire.

žale

ferdowsi

(substitute other names of high schools.)

## Drill 6a.4 Multiple Substitution

xahere ferešte inglisi midune.

pedar jəmsid

dust mənucər

mader məlləm

pəsar\* əli

bəradər məhmud

## Drill 6a.5 Complex Substitution (Repeat as a Multiple Substitution Drill.)

ba bəradərə jəmsid mirəm sinema.

jorj

xahər

darius

pedər

fereydun

mačər

ferešte

məhmud

dust

pedəro mačər

məllem

## Drill 6a.6 Complex Substitution (Repeat as a Multiple Substitution Drill.)

bəradərə əli duste amrikai dare.

xahər

(neg)

irani

(aff)

jəmsid

ketab

amrikai

mačər

fereydun

(neg)

## Drill 6a.6 (cont'd)

mæðere fereydun ketabe amrikai mæðare.

irani

pedær

(aff)

amrikai

dust

pærviz

(neg)

beraðær

irani

ferešte

(aff)

## Drill 6a.7 Imitation (Pronunciation Review)

a. xahær

xunxær

xahan

xošæt

xahæd

xuk

xodxahi

ka.x

xahes

kæk

xošhal

hokmi

haselxiz

hæxamænesi

b. xahære xosrow xeyli xošhale.

## Drill 6a.8 Simple Substitution

a. ba dusteš inglisi hærif mizæne.

pedær

mader

xahær

mælle

hæradær

pesær

b. ba dusteš inglisi hærif mizæne.

pedær farsî

mader rusî

hæradær færanse

xahær espanyoli

mælle žaponi

## Drill 6a.9 Forced Substitution (Repeat among students until automatic.)

(T: ba dusteš hærif mizæne. mæn. S: ba dustæm hærif mizææm.)

(mæn) ba dusteš hærif mizæne.

(u.)

(šcma)

## Drill 6a.10 Complex Substitution (Repeat giving two cues simultaneously.)

ali ba hæradære jæmsid inglisi hærif mizæne.

xahær

mader

pedær

dust

mælle

dara

reza

feræydun

fereste

farsî

færanse

rusî

yad migire.

(neg)

(question)

(aff)

(statement)



## LESSON 6

dialog b

- |    |                                    |   |
|----|------------------------------------|---|
|    | emšeb                              | tonight                                 |
| 1: | šoma emšeb cekar mikonid?          | What are you doing tonight?             |
|    | bəraye                             | for                                     |
|    | qəza                               | food                                    |
| 2: | bəraye qəzaye amrikai dəvət daram. | I have an invitation for American food. |
| 1: | rast migid? koja?                  | Really? Where?                          |
|    | xune                               | house, home                             |
| 2: | xuneye jorj.                       | George's house.                         |

\* \* \* \*

dialog b

- 1: šomā emšeb cekār mikonid?
- 2: bəraye qəzaye amrikai dəvət daram.
- 1: rāst migid? koja?
- 2: xuneye jorj.

## Drill 6b.1 Simple Substitution Drill

xuneye jorj            dævæt daram.

fereydun

pedæram

tæradæretun

dustetun

mællemeš

dusteš

pedæretun

mællemetun

## Drill 6b.2 Simple Substitution Drill (Review)

xuneye hoseyno        jamšid dævæt daram.

fereydun            ali

širin                ferešte

mæhmud            dariuš

æli                 mæhmud

dariuš             mænucer

## Drill 6b.3 Complex Substitution

mæno        ferešte        mirim    danešgaye tehran.

širaz

šoma

mæšhad

jamšid

## Drill 6b.3 (cont'd)

šomavo	jāmsid	nemirid	danešgaye	māšhad	
					kolombia
					(question)
					(aff)
mæn					(statement)
					(neg)
	reza				nyo york
			šahr*		
				šikago	
				lāndan*	
			danešga		
	beradaretun				
				tegzas	
					(neg)
					(aff)
	beradaretun				
			sinema*		
				niagara*	
				ferdowsi	
					(neg)

## Drill 6b.4 Complex Substitution (Repeat as a Multiple Substitution Drill.)

a. jāmsid beraye gazaye amrikai dāmvat dare.

rešhar*	irani
šam*	inglisi
	rusi
	arabi

## Drill 6b.4 (cont'd)

b. jəmsid fərda šame irani dorost mikone.\*

məhar	inglisi
cai*	irani
qəza	ərəbi
polo*	arməni*
qəve*	torki

## SUPPLEMENTARY LESSON 1.

Materials needed: a pencil, a pen, a notebook, a book, a sheet of paper, a table.

Situation: Classroom Chart 1

\* \* \* \*

1. lotfan guš konid. (Point to objects as you say the following words and sentences.)

medad. in medad-e.

xodnevis. in xodnevis-e.

ketab. in ketab-e.

2. lotfan tekarar konid. (Have the students repeat each words and the corresponding statement after you. Point to the objects as they repeat after you.)

medad. in medad-e.

xodnevis. in xodnevis-e.

ketab. in ketab-e.

daftar. in daftar-e.

kaqaz. in kaqaz-e.

miz. in miz-e.

3. (Have the individual student repeat after you.)

4. lotfan javab bedid. T: in či-e? (Point to a' book.)

S: in ketab-e.

(Continue in the same way, pointing to:)

medad

xodnevis

ketab

daftar

kaqaz

miz.

## Supplementary Lesson 1 (cont'd)

5. lotfan soal konid. (Reverse the above practice; have the individual student ask you the same questions, e.g.):

S: in ci-e/ (Pointing to pencil.)

T: in medad-e.

6. (Have the students question and answer among themselves, e.g.):

S<sub>1</sub>: in ci-e/

S<sub>2</sub>: in -----e.

Pronunciation Unit 5

Changes from colloquial Persian to the more formal forms of the language involve certain phonetic changes. The simpler and more common phonetic changes should be introduced to the student so that he will not be confused by a form that differs from one he has learned.

One example of a phonetic change that occurs on different levels of Persian is the dropping of the /h/ phoneme.

The word /danešga/ occurs again in Lesson 7. This word has been previously presented in its colloquial form. On a more formal level of Persian (one in which this word occurs frequently) the form will be /danešgah/. The trend in colloquial Persian is to drop /h/ in syllable final position. On a more formal level, however, the /h/ is clearly enunciated.

Since /h/ never occurs in syllable final position in English and because it is often retained in normal speech, the following exercises should be drilled.

## Pronunciation Drill 5.1 Imitation

təh	təfrih
dəh	noh
bəh	rah
kuh	mah
ænduh	šah

## Pronunciation Drill 5.2 Imitation

tehran	əhməd	bəhsi	ehsas
bəhtər	əhsən	tohmət	əhsəm
kəhroba	nəhtab	səhne	ehya

## Pronunciation Drill 5.2 Imitation (cont'd)

mehri

æhli

móhri

læhje

sæhvi

mifæhnræm

ehtemal



## LESSON 7

dialog a

- 1: b̄arad̄ere jamšid amrika  
zendeġi mikone? Is Jamshid's brother living in America?
- 2: b̄ale. d̄er danešgaye tegzas  
d̄ers mide. Yes, he's teaching at the University  
of Texas.
- kućik small, younger
- dare he, she has
- 1: b̄arad̄ere kućik h̄am dare? Does he have a younger brother, too?
- do two
- ye one, a (an)
- 2: b̄ale. do b̄arad̄ero ye xah̄er  
dare. Yes, he has two brothers and a sister.

\* \* \* \*

- 1: b̄arad̄ere jamšid amriká zendeġi mikone?
- 2: b̄ale. d̄er danešgaye tegz̄as d̄ers mide.
- 1: b̄arad̄ere kućik h̄am d̄are?
- 2: b̄ale. do b̄arad̄ero ye xah̄er d̄are.

## Drill 7a.1 Simple Substitution (Review)

bæradære reza dærs mide.

xahær

dust

mædær

pedær

pesær

dust

bæradar

pedær

## Drill 7b.2 Complex Substitution (Repeat including alternation of negative and affirmative.)

bæradære jæmsid dær amrika zendegi mikone.

jorj

xahær

darius

mædær

pesær

dærs mide.

bæradær

jæmsid

dust

reza

inglisi mixune.

bæradær

æli

zendegi mikone

kar mikone

Drill 7a.5 Complex Substitution (Repeat as Multiple Substitution, giving no more than two cues at the same time.)

jamšid beradere kučik dare.

bozorg\*

(neg)

xahar

kučik

(aff)

ali

ferešte

Drill 7a.6 Combination Drill (Review)

reza dar danešgaye tegzas dars mide.

beradere reza dar danešgaye tegzas dars mide.

beradere reza dar danešgaye kolombia dars mide.

darius danešgaye kolombia dars mide.

duste ali dar danešgaye kalifornia dars mide.

madere jamšid dar danešgaye kalifornia dars mide.

pedere sirus\* dar danešgaye kalifornia dars mide.

Drill 7a.7 Conversation

1. šoma berader darid?
2. šoma xahar darid?
3. šoma beradere kucik darid?
4. šoma xahare bozorg darid?
6. šoma xahare kucik darid?

Drill 7a.8 Conversation (The teacher questions students about their families, and about other students' answers.)

1. soma beradere kucik darid?
2. 1 beradere kucik dare?
3. soma xahar darid?
4. 3 xahar dare?
5. soma xahere kucik darid?
6. 5 xahere kucik dare?
7. soma berader dare?
8. 7 berader dare?
9. 1 o 3 xahar darand?
10. 3 o 5 xahar darand?
11. 5 xahar darand?
12. soma vo 3 berader darid?
13. 5 o 7 beradere kucik darand?
14. 7 o 3 xaherebozorg darand?

Pronunciation Unit 6

1. xahāre qasēm xéyli xošaxlāqe.
2. bebaxšid xanūm, ye qādiri qand mīxan.

## LESSON 7

dialog b

1. b̄aradāre kucikeš cekr mikone/ What does his younger brother do?  
d̄ars mīxune he studies (in general)
2. b̄aradāre kucikeš d̄ar tehran His brother studies in Tehran.  
d̄ars mīxune.
1. xahāreš cetor/ What about his sister?  
šagerd pupil, student  
d̄abestan primary school  
-e he, she, it, is
2. xahāreš šagerde d̄abestan-e. His sister is an elementary school student.

\* \* \* \*

dialog b

1. b̄aradāre kucikeš cekār mīkone/
2. b̄aradāre kucikeš d̄ar tehrān d̄ars mīxune.
1. xahāreš cetor/
2. xahāreš šagerde d̄abestān-e.

Drill 7b. Forced Substitution (Use subject pronoun as cue.)

bærader kučikeš dær tehran dærs mixune.

-æm	(mæn)
-eš	(u)
-æm	(mæn)
-etun	(šoma)
-eš	(u)
-æm	(mæn)
-etun	(šoma)
-etun	(šoma)
-æm	(mæn)

Drill 7b.2. Complex Substitution

bæradære kučikeš unja zendegi mikone.

xahær

bozorg\*

bærader

inglisi mixune

dust

faranse

kučik

xahær

espanyoli

bozorg

bærader

dust

farsi

Drill 7b.3 Complex substitution drill (Use subject pronoun as cue for -es, -am, etc.)

xahar-e bozorges<sup>ˇ</sup> faranse mixune.

(šoma)

berader

kučik

(mæn)

ders mide.

šimi

pesar

(u)

doxtar

(mæn)

mixune.

berader

(šoma)

(u)

xahar

biolozi

bozorg

kučik

ders mide.

doxtar

bozorg

(mæn)

midune

## Drill 7b.4 Complex Substitution

mæn	dær	danešgaye	tegzas	dærs midæm.	
ma		danešga	kalifornia	farsi yad migir-	(neg)
šoma		sahr	nyu york	zendegi mikon-	(aff)
mæn		dæbestan	yæzd*	inglisi dærs mid-	
gorj		dæbirestan	borujerd*	torki yad migir-	
jæmsid			ærak		
			rezaye		
			hæmedan		
			kermansah		
			xoy		
			širaz		

## Drill 7b.5 Conversation (The teacher questions student one; he then questions student two about student one's answers.)

1. šoma xahær darid?  
xahære kucik darid?  
xahæretun koja zendigi mikone?
2. 1 xahær dare?  
xahære kucik dare?  
xahæres koja zendegi mikone?

(Repeat these questions, substituting /hæraðær/, to the third student and question student four on student three's answers. Continue in this manner until all the students have been questioned.)

## Drill 7b.6 Conversation

At this point the teacher should make a short description of his family, including how many brothers and sisters he has, whether they are younger or older than himself, and should mention where they live. This should not be too long since the students will have to remember the facts. The teacher will then proceed to ask the students about his family. Do not mention names yet.



## SUPPLEMENTARY LESSON 2

## 1. lotfæn guš konid.

saæt	un saæt-e.
dær	un dær-e.
tæxtepakkon	un tæxtepakkon-e.

## 2. lotfæn tekrær konid.

saæt	un saæt-e.	gæc	un gæc-e.
dær	un dær-e.	sændæli	un sændæli-e.
tæxtepakkon	un tæxtepakkon-e.	divar	un divar-e.

## 3. lotfæn jævab bedid.

T: un ci-e/ (Point to cue.) S: un dær-e.

(Continue in this way with the following cues:

- |                |            |
|----------------|------------|
| 1. saæt        | 4. gæc     |
| 2. dær         | 5. sændæli |
| 3. tæxtepakkon | 6. divar   |

4. Substitution Practice

in medad-e.

ketab  
dafter  
ci

un

xodnevis  
kaqaz  
miz  
sændæli  
ci

tæxtepakkon

in

gæc

un

saæt  
divar  
kaqaz  
xodnevis  
tæxtepakkon

## LESSON 8

dialog a

un

that

ki

who

1. un aqa ki-e/

Who is that man?

esm

name

2. un duste jəmsid-e. esmeš  
jorj-e.That's Jamshid's friend. His name is  
George.

1. rast migid? amrikai-e?

Really? Is he an American?

tegzasi

a Texan, someone from Texas

2. bæle. tegzasi-e.

Yes, he's from Texas.

\* \* \* \*

dialog a

1. un aqá ki-e/

2. un dúste jəmsid-e. esmeš jórj-e.

1. rást mīgíd? amrikai-e?

2. bæle, tegzasi-e.

## Drill 8a.4 Simple Substitution

maširæm kucik-e

bozorg

xub

bæd

qermez\*

sefid\*

sæbz\*

zærd\*

## Drill 8a.5 Complex Substitution. (Repeat as a multiple substitution drill.)

maširæm kucik-e

ketab (-eš) bozorg

deftær (-æm) xub

medad (-etun) bæd

xodnevis qermez

kagæz sefid

sæbz

zærd

## Drill 8a.1 Forced Substitution

jæmsid i.ani-e?

a. amrika----

italya----

tehran----

tegzas----

esfæhan----

tebriz----

Ëapon----&gt;

alman----&gt;

## Drill 8a.1 (cont'd)

some inglisi herf mizænid?

b. alman-----

žapon-----

italya-----

hend-----

čin-----

## Drill 8a.2 Simple Substitution

a. fereydun kord-e?

rus

tork

beluc

torkeman

afqan

arab

b. soma kordi herf mizænid?

rusi

torki

beluci

torkemani

afqani

arabi



## Drill 8a.3 Complex Substitution

aqaye sadeq irani-e?  
 ələvi  
 amrikai  
 şərifi  
 almani  
 hərf mizən-  
 xanum  
 italyai  
 mərəşi  
 midun-  
 rəşti  
 -e  
 aqa  
 bəxtiari  
 etemadi  
 tork  
 aryan-nežad  
 əhvazi  
 hərf mizən-  
 sadeq  
 farsi  
 dərs mid-  
 mazzənderani  
 midun-  
 şərifi  
 -e  
 xanum  
 kord

## LESSON 8

dialog b

1. esme šoma jorj-e?

famil

Is your name George?

last name

2. bāle, aqā, esme familām  
hām eston-e.

Yes, (Sir), and my last name is Stone.

1. pæs esme kuciketun jorj-e.

Then your first name is George.

2. bāle. esme šoma ci-e?

Yes. What's your name?

1. esme familām širazi-e.

My name is Shirazi.

\* \* \* \*

dialog b.

1. ésme šomá jórj-e?

2. bále, aqā, ésme familām hām estón-e.

1. pæs ésme kucíketun jórj-e.

2. bále. ésme šomá cí-e?

1. ésme familām širazí-e.

## Drill 8b.1 Conversation

a. T: esme kuciketun ci-e/

S<sub>1-8</sub> esme man----e.

b. T: esme familetun ci-e/

S: esme familam-----e.

Drill 8b.2 Multiple Substitution (Explain that first and last names are connected by an "ezafe" in Persian. Be sure to do a number of examples before you begin this drill.)

T: un aqa ki-e/      S: esmeš      jamšide      nežad-e.

ali	senjabi
mehmud	jamšidpur
fereste	serifi
gasem	sadeq
hoseyn	etemadi
said	alavi

## Drill 8b.3 Conversation

T: esme šoma ci-e/

S: esme man ----e-----e.

## Drill 8b.4 Conversation (Ask each student.)

baradar darid?

esme kucikeš ci e?

koja zendegi mikone?

kar mikone? koja?

espanioli midune?

mire danešga?



## Drill 8b.4 Conversation

T: esme pedare	jamšid ci-e/	S: esmeš fereydun-e.
xakar		širin
madar		nušin
baradare kucik		parviz
baradare bozorg		manucer
madar bozorg*		parvin
pedar bozorg*		mahmud

## Drill 8b.6 Complex Substitution (Review)

moxleme	parviz	fizik	xeyli xub midune.	
dust	jamšid	inglisi	dars mid-	(neg)
baradar	zohre	šini	mifahm-	(aff)
pedaro madar	mina*	farsi	midun-	
xakaro baradar				

## Drill 8b.7 Complex Substitution (Review)

mašine	beraderem	kucik-e.
medad	xaher	sefid
xodnevis	pedar	
kaqaz	mašer	zard
ketab	dust	sabz
	mollim	qermez
	beradere kucik	bozorg
	beradere bozorg	xub
	xahere kucik	bad
	xahere bozorg	

## SUPPLEMENTARY LESSON 3

## 1. lotfan tekrar konid. (Choral practice)

in miz-e.  
 in gac-e.  
 in xodnevis-e.  
 in ketab-e.  
 in medad-e.  
 in dar-e.  
 in kaqaz-e.

un sandali-e.  
 un taxtepakkon-e.  
 un saæt-e.  
 un daftar-e.  
 un xodnevis-e.  
 un divar-e.  
 un medad-e.

2. Individual Practice (Repeat until each student can say the sentence

T: miz - sandali

S: in miz-e. un sandali-e.

medad - kaqaz  
 xodnevis - saæt  
 dar - divar  
 gac - taxtepakkon  
 ketab - daftar

(Repeat until each student can say the sentence easily using two cues at a time.)

## 3. lotfan guš konid.

in mize mœallem-e.  
 in ketabe mæn-e.

un mize šagerd-e.  
 un ketabe jamšid-e.

## 4. lotfan tekrar konid.

in mize mœallem-e.  
 in ketabe mæn-e.  
 in kaqaze dan-e.  
 in xodnevise xosrow-e.  
 in sandalie šagerd-e.  
 in medade judi-e.

un mize šagerd-e.  
 un ketabe jamšid-e.  
 un kaqaze sirin-e.  
 un xodnevise æxtar-e.  
 un sandalie mœallem-e.  
 un medade karol-e.

## 5. (Have each student make a complete sentence using one of the following possessors.)

T: mœallem

S: in(un) mize mœallem-e.

šagerd  
 mæn  
 xosrow  
 jamšid  
 karol

## LESSON 9

dialog a

- |    |   |   |
|----|---|---|
|    | hal   | condition, state, health                  |
| 1: | aqaye širazi, salam, hale soma cetor-e?       | Mr. Shirazi, hello; how are you?          |
| 2: | mersi, xube. hale šoma cetor-e?               | Fine, thanks. How are you?                |
|    | nist  | it is not (neg. of /-e/)                  |
|    | væli  | but                                       |
|    | sær   | head                                      |
|    | dærd mikone                                   | it hurts                                  |
| 1: | mersi, bæd nist. væli særæm dærd mikone.      | Not bad, thanks, but I have a headache.   |
|    | ziab  | very much, too much                       |
|    | xob   | well, (as hesitation "Well...")           |
| 2: | xob, šoma ziad kar mikonid.                   | Well, you work too much.                  |
|    | dorost  | right, correct, true                      |
|    | bæad az zora                                  | (in the) afternoons                       |
|    | esterahæt mikon-                              | rest (verb)                               |
| 1: | doroste. væli bæad az zora esterahæt mikonæm. | That's true, but I rest in the afternoon. |

\* \* \* \*

dialog a

- 1: aqaye širazi, salam, hale soma cetor-e?  
 2: mersi, xube. hale šoma cetor-e?  
 1: mersi, bæd nist. væli særæm dærd mikone.  
 2: xob, šoma ziad kar mikonid;  
 1: doroste. væli bæad az zora esterahæt mikonæm.

## Drill 9a.1 Forced Substitution (Review)

šoma ziad kar mikonid.

jamšid

man

dustetun

pedaretun

ma

aqaye širazi

pedaro madaretun

## Drill 9a.2 Forced Substitution (Review)

bæd æz zora esterahæt mikonæm.

(man)  
(šoma)  
(ma)  
(u)

kar mikon-  
mir- bazar  
farsi mixun-  
esterahæt mikon-  
dærs mixun  
farsio inglisi . mixun-

## Drill 9a.3 Simple Substitution

bæd æzzora cekar mikonid?

soba\*

šaba

jomeha\*

šæmbeha\*

yekšæmbeha\*

došæmbeha\*

sæmbeha\*

## Drill 9a.3 (cont'd)

čaršamba\* cekar mikonid?

panjšamba\*

## Drill 9a.4 Complex Substitution

šaba miram kelase inglisi

soba

(jamšid)

došamba

danešgaye tebriz

(pedero madaretun)

došamba

čaršamba

(širino zohre)

(šoma)

panjšamba

kelase fizik

sešamba

jomeha

(man)

šamba

čaršamba

danešgaye širaz

(mehmud)

jomeha

danešgaye tehran

## Drill 9a.5 Simple Substitution (Vocabulary)

a. sar česm      dest      del  
     pa    dændun      pošt

b. (Point out that after /-a/ and /-i/, /etun/ becomes /-tun/.)

danešgatun    ceter-eŕ

xabgatun

patun

farsitun

inglisitun

c. (Point out that after /-a/ and /-i/, /-eš/ becomes /-š/)

in danešgaš-e.

xabgaš

paš

farsiš

inglisiš

d. (Point out that /-am/ changes to /-m/ before /-a/ or /-i/)

in danešgam-e

xabgam

pam

farsim

inglisim

## Drill 9a.6 Forced Substitution

səɾæm dærd mikone

česm

pa

dændum

dæst

pošt

del

## Drill 9a.6 Forced Substitution

(Complex)

mašineš-

bæd nist

danesga (-ɔm)

kelas (-etun)

ketab

kelæse farsi

dæbirestan

inglisi



## LESSON 9

dialog b

1. šaba cekar mikonid? what do you do in the evenings?  
 mamulan usually  
 ketab mixun- read (books)
- 2: šaba ma:mulan ketab mixuram. I usually read in the evening.  
 saæt hour  
 cand how much, many  
 saæt cand (at) what time?  
 šam dinner  
 mixor- eat
1. saæt cand šam mixorid? What time do you eat dinner?  
 hašt eight  
 (saæt hašt) (at) eight o'clock
- 2: ma:mulan saæt- hašt šam mixorim. We usually eat dinner at eight o'clock.

\* \* \* \*

dialog b

1. šaba cekar mikonid.  
 2. šaba mamulan ketab mixuram.  
 1. saæte cand šam mixorid?  
 2. mamulan saæte hašt šam mixorim.

Drill 9.b.1 Simple Substitution (Draw a clock, using Persian numbers, as a visual cue).

mazmulan	saat	yek	miram	kelase	inglisi.
		do			
		se			
		car			
		panj			
		šiš			
		haft			
		hašt			
		noh			
		deh			
		yazdah			
		davazdah			

(Repeat this exercise rearranging the numbers at random, pointing to the clock, until they are well learned.)

Drill 9b.2 Conversation (Cued Response)

T: saat cand mirid sinemaye empayr? (do) S: saat-e do miram sinemaye empayr.  
 saat cand mirid danešgaye tehran? (haft)  
 saat cand mirid menzele moallemetun? (yazdah)  
 saat cand mirid un film-e rusi? (hašt)  
 saat cand mirid menzele jamšido ali? (šiš)  
 saat cand mirid sinemaye taj\*? (panj)  
 saat cand mirid semrun? (davazdah)  
 saat cand mirid menzeletun? (car)

## Drill 9b.2 (cont'd)

saət cænd mirid mænzele bæraderetun? (yek)

saət cænd mirid mænzele bæradere jãmsid? (se)

saət cænd mirid mænzele mœlleme ferešte? (dãh)

## Drill 9b.3 Complex Substitution

	mæn	mæstulan	saət hæšt	šam	mixoræn
(neg)	ma	šaba	1	sobhane*	
(aff)	šcma	bæed-æz zora	2	næhar.	
	jãmsid	soba	3	šam	
	mæn	šaba	4	qæza	
	pedaro madar		5		
	jãmsido æli		6		
			7		
			8		
			9		
			10		
			11		

## Drill 9b.4 Conversation (Review)

1. esme madæretun ci-e/
2. esme xahæretun ci-e/
3. esme bæraderetun ci-e/
4. esmē mœllemætun ci-e/

## Drill 9b.4 (cont'd)

5. pedaretun koja zendegi mikone?
6. madaretun kar mikone?
7. xahero baradar darid?
8. moallemetun irani-e?
9. kelasetun bozorg-e?
10. medade soma ~~qez~~mez-e?
11. ketabe man bozorg-e?
12. ketabe saaid sabg-e?
13. moalleme soma amrikai-e?
14. duste jorj irani-e?

## SUPPLEMENTARY LESSON 4

1. lotfan javab bedid. (Ask each student two questions: first with ci-e and then with ki-e. Use titles of address when calling students, e.g.:)

T: aqaye (xanome) -----, in ci-e/ S: in ketab-e.  
T: in ketabe ki-e/ S: in ketabe man-e.

(Use the following cues when asking questions:)

- |          |            |          |             |
|----------|------------|----------|-------------|
| 1. ketab | 3. sandali | 5. kagaz | 7. medad    |
| 2. miz   | 4. daftar  | 6. saet  | 8. xodnevis |

2. (Have the students ask and answer the questions among themselves.)

3. lotfan guš konid.

in xodnevis man-e.  
in saete man-e.

in xodneviso saete man-e.

4. lotfan tekrar konid.

in ketabo daftar man-e.  
un ketabo daftar širin-e.

in medado kagaze ahmed-e.  
un medado kagaze xosrow-e.

in mizo sandalie moallem-e.  
un mizo sandalie sagerd-e.

in daftaro xodnevis tam-e.  
un daftaro xodnevis qasem-e.

5. lotfan javab bedid.

T: aqaye (xanome) -----, in mizo sandalie ki-e/  
S: in mizo sandalie moallem-e.

(Use the following pairs of cues:)

- |                     |                     |
|---------------------|---------------------|
| 1. xodnevis - medad | 5. pedar - مادر     |
| 2. baradar - xahar  | 6. ketab - daftar   |
| 3. xodnevis - saet  | 7. miz - sandali    |
| 4. daftar - medad   | 8. kagaz - xodnevis |

Review Dialog 10.1 (cont'd)

1. pæs bištær farsî hærf mizænîd.  
 2. bæle.
1. færansevo almani nemîdunîd?  
 2. næxeÿr. faqæt farsîo torkî midunæm.
1. torkî hæm midunîd?  
 2. bæle. pedæro madæram torkî hærf mizænænd.
1. dær xune bištær torkî hærf mizænîd ya farsî?  
 2. torkî.
1. pedæro madæretun farsî midunænd?  
 2. bæle. farsî xub hærf mizænænd.
1. šoma baradæro xahær hæm darîd?  
 2. bæle. ye baradæro do xahære kucîk daræm.
1. unam\*torkî midunænd?  
 2. bæle. xahæram hæm inglîsî midune.
1. rast mîgîd? cetoÿ?  
 2. dær madrese yad mîgîre.
1. pæs nevêstan yad mîgîre.  
 2. næxeÿr. faqæt nevêstan yad nemîgîre. mællemeš amrikai-e.
1. xob. pæs hætmæn xub hærf mizæne.  
 2. bæle. mællemeš xeylî xub dærs mîde. ba šagerda faqæt inglîsî hærf mizæne.

## VOCABULARY

bebaxšîd

excuse me

extîar darîd.  
xæš mîkonæm.phrases of politeness (to  
be discussed later)

cera (two meanings)

1) why?  
2) positive assertion to  
negative statement or  
question.

unam

Contraction of una(they) and  
hæm.

## 2. Review Dialog 10.2

(The following dialog should be read slowly up to the asterisks on page . Then the whole dialog (including the part after the asterisks) should be read at a normal rate of speed. Try to include as many natural gestures as possible. Underlined forms indicate places you might include your own gestures. The following information should be read to the students.)

The following dialog will include words and expressions you have not heard before. Some of them may be understood or figured out by context. Others are not so clear. It is not important, however, to understand every word and you should not attempt to do so. You should be able to get the gist of the conversation from what you already know.

The end of the dialog is cultural in content. You will not be expected to understand everything, but you should be as observant and analytic of the situation as possible. Keep what you observe in mind as we will discuss it in the grammar session right after this class. The dialog will be read twice, once slowly, excluding the cultural material at the end and once again at a normal rate of speed with the end section included and natural gestures employed.

### Review Dialog 10.2

1. aqaye -----, salam. hale šoma cetore?
2. mersi, xub-e. hale šoma cetor-e?
1. ba'd nist, mersi. koja mirid?
2. man miram manzel. šoma cetor?
1. man dar danešga kelas daram.
2. rast migid? tabestun ham dars mixunid?
1. bale.
2. ci mixunid?
1. fiziko šimi mixunam. šoma cetor?

Review Dialog 10.2 (cont'd)

2. bəle. mən həm dərs mixunəm.
1. cənd ta kurs darid?
2. yeki fəqət.
1. yeki fəqət? cəra?
2. xob, tabestuna məmulən kar mikonəm.
1. səhih. koja kar mikonid?
2. dər ketəbxuneye danəşga.
1. Şəba kar mikonid ya soba?
2. Şəba. soba dərs mixunəm.
1. həla Şoma ci mixunid?
2. mən fəranse mixunəm.
1. fəranse yad migirid?
2. bəle, paiz mən mirəm irano yeki-do məh dər paris mimunəm.
1. ahaaa; pəs fəranse yad migirid. tənha mirid?
2. bəle, tənha mirəm vəli bəradərəm dər paris zəndəgi mikone.
1. rasti? cəkar mikone?
2. dər danəşgayə paris dərs mixune.
1. pəs hətənən fəranse xub midune.
2. bəle, xeyli xub hərf mizəne.
1. pəs Şoma cəra fəranse yad migirid?
2. xob, bəradərəm kar dare, xeyli. dərs mixune.
1. rast migid. məzzerət mixam, aqa, sət cənd-e?
2. sət əlan do-e.
1. ax, ax. məzzerət mixam. mən do kelas dərəm.

\* \* \* \*



1. ba ejazeye Ŝoma, mæn zudtær miræm.
2. xaeŝ mikonæm. inŝallah Ŝomaro dobare mibinim. qablæz raftænetun mixaym hætmæn ke mænzele ma taŝrif biarid.
1. ba kamale meyl. xeyli lotf darid.
2. xaeŝ mikonæm. pæs mozahemetun næŝæm.
1. extiar darid. ba ejazeye særkar.
2. xodafez marhæmmæte Ŝoma ziad.
1. lotfetun kæn næŝe.
2. qorbane Ŝoma. lotfæn be xanumetun salame mæro beresunid.
1. cæŝm. qorbane Ŝoma. xodafez.
2. xoda hafeze Ŝoma.

Grammar1. Phonology

We have seen in this unit that /h/ is often dropped when it occurs in syllable-final position. The following is a discussion of the phoneme /h/, its occurrence and allophones.

- 1.1 When /h/ is dropped at the end of a syllable within a word, there is often compensatory lengthening of the vowel that accompanies it. This can be summed up as /CVhC/ ----> [CVVC]. For example,

/æhmæd/ ----> [ææmæd]

/tehran/ --> [teeran]

- 1.2 When /h/ occurs intervocalically or in word-final position, it is often but not always dropped, with no compensatory lengthening of the vowel.

The phoneme /h/ will be transcribed here but you should learn to make the correct phonetic changes by imitation of your teacher.

Another Persian phoneme (the glottal stop, here transcribed as /'/) acts in a manner similar to /h/. This phoneme is produced by sharply cutting off the air at the glottis. The glottal stop occurs in the English sequences /'ə'ə/ and /'m'm/ (negative answers).

- 1.3 When /'/ precedes a consonant, it is dropped. A phonetic lengthening of the accompanying vowel occurs. For example,

/mæ'mulæn/ -----> [mææmulæn]

/dæ'væt/ -----> [dæævæt]

- 1.4 When /'/ occurs following a consonant, it is often pronounced.

- 1.5 When /'/ occurs intervocalically, it is dropped with no compensatory lengthening of the accompanying vowel(s). For example,

/sa'æt/ -----> [sææt]

/motma'en/ ----> [motmaen]

In this text, transcription of /h/ and /'/' will be treated differently. Since /h/ is not always dropped on all levels of speech, it will be transcribed here. Because the glottal stop is almost never pronounced in certain positions, it will be transcribed only following consonants. Long or double vowels occurring as a result of dropping /'/' will be written by doubling the vowel symbol. When you begin to write Persian, you must remember that words transcribed here with a double vowel will be written in Persian with one vowel and a glottal stop.

## 2. Morphology and Syntax

2.1 Modifiers of nouns in Persian follow the modified noun. Two kinds of modifier have been introduced in your dialogs, an adjective and another noun. For example,

baradāre jamšid	Jamshid's brother
baradāre kucik	younger brother

When a noun is modified in such a way, the 'connector' suffix /-e/ must be added to the modified noun. You will notice that the connector suffix /-e/ has two pronunciations.

a. When the modified noun ends in a vowel, the suffix is pronounced /-ye/. For example,

danešga- <u>ye</u> tegzas	University of Texas
---------------------------	---------------------

b. When the noun ends in a consonant, the suffix takes the form /-e/. For example,

baradāre kucik	younger (little) brother
----------------	--------------------------

The English equivalent to this Persian construction, you will notice, can take more than one form.

danešgaye tegzas	University <u>of</u> Texas
baradāre jamšid	Jamshid's <u>s</u> brother
xahāre kucik	<u>younger (little)</u> sister

But in each case the noun is being modified in some way, and this one construction is used in Persian.

2.3 A second kind of modifier that occurs following the modified noun is the personal possessive suffix.

baradāre <sup>am</sup>	<u>my</u> brother
baradāre <sup>tun</sup>	<u>your</u> brother
baradāre <sup>š</sup>	<u>his, her</u> brother

These inflections may be added to a noun plus adjective construction.

baradāre <sup>š</sup>	his brother
baradāre kucik	younger brother
baradāre kucike <sup>š</sup>	his younger brother

- 2.4 The third person singular of to be in Persian is an inflected /-e/. This inflection is phonetically part of the word. For example,

xub-e                    it's good

ketab-e                 it's a book

The negative of this form is /nist/, a separate word.

bad nist                it's not bad (it isn't bad)

ketab nist             it's not a book (it isn't a book)

Because the connector suffix and the third person singular inflections are homophonous, the verb form will be written with a hyphen and the connector without a hyphen. You must not confuse these forms in your speech. They have completely different grammatical functions.

### 3. Contrastive Notes

Note the following sentences:

- a. ma mirim sinema.
- b. xahareš hanuz madrese mire.
- c. emšab manzele fereydun daxvæt darin.

And their English equivalents:

- a. We're going to the movies.
- b. His sister still goes to school.
- c. We have an invitation to Fereydun's house tonight.

In each of the English sentences we use the word "to". When we contrast this to the Persian sentences above, we see that there is no equivalent preposition. On a slightly more formal level of Persian, however, the preposition /be/ is used. Sentence (a) would then become:

ma be sinema mirim.

Note that this involves a change of word order also. This sentence type is not used in colloquial Persian in most circumstances. The natural transfer for Iranians studying Persian will be to drop the preposition in the English sentence.

## SUPPLEMENTARY LESSON 5

1. lotfan guš konid. (Show the relative position of objects as indicated in the following statements by pointing.)

xodnevis ruye miz-e.  
 taxtepakkon zire miz-e.  
 sandali næzdike miz-e.

2. lotfan tekrar konid.

- |   |  |
|---|--|
| a. xodnevis ruye miz-e.<br>taxtepakkon zire miz-e.<br>sandali næzdike miz-e.  | c. sazt ruye divar-e.<br>taxtesia ruye divar-e.<br>saato taxtesia ruye divar-e.                  |
| b. ruzname ruye sandali-e.<br>medad zire sandali-e.<br>miz næzdike sandali-e. | d. mize Ŷoma næzdike dær-e.<br>sandalie Ŷoma næzdike dær-e.<br>mizo sandalie Ŷoma næzdike dær-e. |

3. lotfan javab bedid. (Point to pictures on Chart 1)

T. aqaye (xanume)-----, xodnevis ruye miz-e?

S. bale. xodnevis ruye miz-e.

- a. xodnevis ruye miz-e?  
 b. taxtepakkon zire miz-e?  
 c. sandali næzdike miz-e?  
 d. ruzname ruye sandali-e?  
 e. medad zire sandali-e?  
 f. miz næzdike sandali-e?  
 g. sazt ruye divar-e?  
 h. taxtesia ruye divar-e?  
 i. saato taxtesia ruye divar-e?  
 j. mize Ŷoma næzdike dær-e?  
 k. sandalie Ŷoma næzdike dær-e?  
 l. mizo sandalie Ŷoma næzdike dær-e?

4. lotfan soal konid. (Reverse the above practice. Have each student ask a question using /ruye/, /zire/ or /næzdike/.)

Pronunciation Unit 7

We saw in our discussion of /h/ and /' / that they are usually dropped and that the accompanying vowel becomes long for compensation. Since this is particularly true of /' /, let us pronounce some words with the long vowel /æ:/.

bæd	hæd
sæd	sæed
væz	vææz
dæva	dææva
bædæn	hæædæn
nære	næære
sæban	sææban
tæne	tææne

## LESSON 11

dialog a

hava

weather

1. havaye amrika cetor-e/

What's the weather in America like?

ja-be-ja

from place to place

2. havaš ja-be-ja fərq mikone.

The weather differs from place to place.

məsələn

for example, for instance

3. xob, havaye tegzas məsələn.

Well, Texas for instance.

mesle

like

2. havaye astin meslə haveye əhvaz-e.

The weather in Austin is like the weather in əhvaz.

\* \* \*

dialog a

1. haváye amriká cetór-e/

2. haváš ja-be-já fərq mikone.

1. xob, haváye tegzás məsələn.

2. haváye astín məslə haváye əhváz-e.

## Drill 11a.1 Simple Substitution

hāvaye amrika ceter-e/

iran

tehran

esfahan

širaz

mazānderan

tabriz

tegzas

nyo york

mašhad

## Drill 11a.2 Simple Substitution

emruz hāva garm-e.

sard

mārtub

xonāk

ābri

baruni

xošk

## Drill 11a.3 Complex Substitution

hāvaye astin mesle hāvaye āhvaz-e.

tehran

denver

mašhad

dallas

mazānderan

oregon

tabriz

wvayoming

ābadan

houston

kerman

reno



Drill 11a.4 Simple Substitution (The following exercise is between pairs of students. The teacher supplies each student with a cue.)

- |                                  |                                   |
|----------------------------------|-----------------------------------|
| 1. havaye <u>tehran</u> ceter-e/ | 2. mesle havaye <u>denver</u> -e. |
| abadan                           | hyuston                           |
| mazanderan                       | oregon                            |
| māšhad                           | dalas                             |
| esfahan                          | dalas                             |
| tabriz                           | reno                              |

Drill 11a.5 Simple Substitution (The following exercise follows the same format as Drill 11a.4.)

- |                                 |                                 |
|---------------------------------|---------------------------------|
| 1. havaye <u>ahvaz</u> ceter-e/ | 2. havaye ahvaz <u>garm</u> -e. |
| tabriz                          | sard                            |
| abadan                          | mārtub                          |
| šemrun                          | xonak                           |
| rāšt                            | baruni                          |
| abadan                          | garmō mārtub                    |
| šemrun                          | xonako xošk                     |
| mazanderan                      | mārtubo ābri                    |

Review

Review Drills 2b.11, 3a.4. and 3b.8.

## LESSON 11

dialog b

tabestun

summer

1. pas tabestunáš gærm-e?

Then the summers are hot?

2. bæle. ye kámi ham mærtub-e.

Yes, It's also a little humid.

zemestun

winter

1. zemestunáš cetor/

How about the winters.

bærf

snow

bærf miad

it snows, is snowing

2. zemestunáš sard-e váli bærf  
nemiad.The winters are cold but it doesn't  
snow.

\* \* \* \*

dialog b

1. pas tabestunáš gærm-e?

2. bæle. ye kámi ham mærtúb-e.

1. zemestunáš cetór/

2. zemestunáš sárde-e váli bærf nēmiad.

## Drill 11b.1 Simple Substitution

zemestunaye tabriz sard-e.

mašhad

tehran

gorgan

rezaye

azerbayjan

## Drill 11b.2 Simple Substitution (Vocabulary)

tunaye abadan garm-e.

bahara\*

paiza\*

zemestuna

## Drill 11b.3 Multiple Substitution (Two cues simultaneously)

tabestunaye širaz xonak-e.

paiza	tehran
bahara	mazanderan
zemestuna	rašt
tabestuna	rezaye

## Drill 11b.4 Cued Conversation (Give a place name and an adjective as cues to pairs of students. Try to keep the response factual. Repeat the exercise using all the seasons.)

1. havaye \_\_\_\_\_ cator-e/      2. havaš \_\_\_\_\_ -e.

Review Review Drills 8b.4, 9a.3, 9b.1 and 9a.6.

## Drill 11b.5 Imitation (Have the students repeat the following sentences.)

- |                             |                              |
|-----------------------------|------------------------------|
| havaye tegzas sard nist.    | havaye mazanderan xošk nist. |
| havaye minnesota garm nist. | havaye abadan sard nist. ✓   |
| havaye tehran martub nist.  | havaye sibiri garm nist.     |

Drill 11b.6 Forced Substitution (Go through the following exercise once repeating everything with the students, then give cues in the regular manner. Use only negative cues.)

- T. hævaye tegzas særd-e? (næxeýr) S. næxeýr, hævaye tegzas særd nist.  
 hævaye sibiri gærm-e? (næxeýr)  
 hævaye ræšt xošk-e? (næxeýr)  
 hævaye mišigan gærm-e? (næxeýr)  
 hævaye nevada mærtub-e? (næxeýr)  
 hævaye luyziana xošk-e? (næxeýr)

Drill 11b.7 Cued Conversation (Multiple Substitution) (Cue both the weather term and either affirmative or negative.)

- T. hævaye astin cetor-e? (særd - neg) S. hævayš særd nist.  
 hævaye mišigan cetor-e? (særd - aff)  
 hævaye tehran cetor-e? (mærtub - neg)  
 hævaye abadan cetor-e? (mærtub - aff)  
 hævaye mazænderan cetor-e? (xošk - neg)  
 hævaye esfahan cetor-e? (xošk - aff)  
 hævaye kerman cetor-e? (gærm - aff)  
 hævaye kerman cetor-e? (særd - neg)  
 hævaye ræšt cetor-e? (xošk - neg)  
 hævaye ræšt cetor-e? (mærtub - aff)

Drill 11b.8 Free Conversation

(Point to the city or place on the map that the students will recognize. Spoken cues may be given if they cannot remember the place name or if you wish to use an American place name. With this cue student one should ask: /hævaye ----- cetor-e? Student two should answer: /hævayš ----- -e (nist)/ as he wishes.

## SUPPLEMENTARY LESSON 6

1. lotfan guš konid.

T: (Point to book and notebook) in ketab-e. in ketab nist.

(Point to pencil and pen) in medad-e. in medad nist.

2. lotfan tēkrar konid.

in ketab nist.

in medad nist.

in sandali nist.

un miz nist.

un taxtesia nist.

un saæt nist.

3. lotfan javab bedid.

T: in ketab-e?

S: naxeyr. in ketab nist.

T: paş, ci-e?

S: in daftar-e.

(Continue in the same way pointing to objects different from what you use in your questions.)

4. lotfan guš konid.

a. xodnevis zire miz-e?

naxeyr, xodnevis zire miz nist.

b. taxtepakkon ruye miz-e?

naxeyr, taxtepakkon ruye miz nist.

5. lotfan javab bedid. (Point to pictures on Chart 1. Have the students give negative answers to the question. For example, )

xodnevis zire miz-e?

miz næzdike saæt-e?

taxtepakkon ruye miz-e?

saæt zire miz-e?

sandali næzdike dar-e?

taxtesia ruye sandali-e?

## SUPPLEMENTARY LESSON 6 (cont'd)

6. (Have the students repeat step 5 among themselves.)

Pronunciation Unit 8

## Pronunciation Drill 8.1 Imitation

ferz	færz
gerd	gærd
serv	særv
herfé	hærfé
xæræd	xæræd (béxæræd)
geræn	gæræn
ser	sær
bæri	bæri

Pronunciation Drill 8.2 (Review Pronunciation Unit 6, page 76.)

## LESSON 12

dialog a

-st

same as /-e/ "is" but occurs after /a/ and /e/.

1. xuneye šoma kojast?

Where is your house?

xiaban

street, avenue

tu

in, on

2. tu xiabune ša-rezast.

It's on Shah-Reza Avenue.

dur

far

1. az inja dur-e?

Is it far from here?

2. naxeyr. dur nist.

No, it's not far.

\* \* \* \*

dialog a

1. xuneye šomā kojast?

2. tu xiabane ša-rezast.

1. az injā dūr-e?

2. nāxeyr. dūr nīst.

## Drill 12a.1 Simple Substitution

xūneye Šoma kojast.

madrese

ketab

pedar

dust

xahar

pesar

madar.

kelas

dabirestan

xune

## Drill 12a.2 Simple Substitution

tu xiabane Ša-rezast.

minesota

oklahoma

sorayya\*

kalifornia

vila\*

dakota

amirabade bala\*

## Drill 12a.3 Forced Substitution

tu xiabune Ša-rezast.

taxte jamšid\*

pahlavi\*

vila



## Drill 12a.3 (cont'd)

tu xiabane vilast.

dakota

eslambol

ša-reza

amirabad

amirabade bala

naderi

saedi

sorayya

kalifornia

## Drill 12a.4 Cued Conversation (Teacher supplies cues below.)

S<sub>1</sub> -----e šoma kojast/

madrese

xune

dabirestan

kelas

xune

madrese

S<sub>2</sub> tu xiabane -----e (-st)

amirabad

sorayya

pahlavi

vila

amirabade bala

ša-reza

## Drill 12a.5 Complex Substitution

dabirestane man dur-e.

xune

šoma

(neg)

mašin

baradarsan

## Drill 12a.5 (cont'd)

mašine      bəradəram      dur    nist.

(aff)

qermez

ketab

bozorg

aqaye alavi

(neg)

daftar

šoma

(aff)

mašin

man

sia\*

(neg)

ketab

(aff)

abi\*

xodnevis

bəradəre kucikam

(neg)

daftar

qermez

(aff)

šoma

sefid

xune

## Drill 12a.5 (cont'd)

xuneye      ŷoma      sefid-e.  
    dur  
    ma  
 mædrese

## Drill 12a.6 Simple Substitution

a. esme xaharam faribast\*

ziba\*

soheyla\*

ŷila\*

ŷahla

b. esme bæraderam mojtæbast\*

reza

dara

c. Forced Substitution

esme xaharam faribast.

parvin

ŷirin

ŷila

ŷahla

f. Forced Substitution

esme bæraderam mojtæbast

sæid

hoseyn

dara

qasen

Drill 12a.6.f (cont'd)

esme baradaram qasem-e.

reza

mojtaba

parviz

jamšid

dara

Drill 12a.7 Complex Substitution

xuneye šoma az inja dur-e?

baradaretun

dabirestan

(statement)

az ša-reza

baradaram

madrese

(neg)

ma

xune

(aff)

az mašinetun

(question)

baradaretun

## LESSON 12

dialog b

1. xunatun nazdike madresast?

ru-be-ru

2. bale. ruberuye madresast.

šomare

cand

1. šomareye xunatun cand-e/

2. šomaraš davazdest.

Is your house near the school?

across from

Yes. It's just across from  
the school.

number

how much (many)?

What's your house number?

It's number twelve.

\* \* \* \*

dialog b

1. xunatun nazdike madresast?

2. bale. ruberuye madresast.

1. šomareye xunatun cand-e/

2. šomaraš davazdest.

Drill 12b.1 Simple Substitution (Have the students imitate after you once before you begin drilling.)

a. mædresætun inja nist?

xune

šomare

ketabe færanse

b. mædresæm injast.

xune

šomare

ketabé færanse

c. mædresaš kojast?

xune

šomare

ketabe færanse

Drill 12b.2 Simple Substitution

xunæm næzdike sefarat\*æ.

dæbirestan

tæxte jamšid

šikago

xiabane pæhlavi

Drill 12b.3 Simple Substitution

esme man fereštæst.

šale\*

fateme\*

ferešte

mærzie\*

šale

## Drill 12b.4 Simple Substitution

xunetun nêzdike mædresæst?

ketabxune

dabirestan Žale

xuneye fereŝte

## Drill 12b.5 Complex Substitution

xunæm nêzdike mædresæst.

(-etun)

sinema

(neg)

taxte jamŝid

mædrese

(aff)

xiabane ŝa-reza

xune

dabirestan

dabirestane Žale

(neg)

xiabane Žale

(aff)

(-æm)

daneŝga

(-etun)

koja

daneŝga

(-eŝ)

xune

## Drill 12b.6. Complex Substitution (Review)

xuneye Şoma nêzdîk-e?

baradêretun

dur

maşin

sefid

sohrab\*

qermez

medad

bozorg

xodnevîs

Şoma

xub

farsi

dustetun

medad

bozorg

mên

maşin

qermez

## Drill 12b.7 Imitation

xunam nêzdîk-e.  
xuneye mên nêzdîk-e.

xunatun nêzdîk-e.  
xuneye Şoma nêzdîk-e.

esmam pêrvîz-e.  
esme mên pêrvîz-e.

esme famîlam eston-e.  
esme famîle mên eston-e.

ketabam qermez-e.  
ketabe mên qermez-e.

ketabetun kojast/  
ketabe Şoma kojast/



Drill 12b.8 (Repeat these sentences with half the class playing the role of Student One and the other half playing the role of Student Two. Then have the students do them in pairs with you supplying the cues.)

S<sub>1</sub> xunætun kojast?

S<sub>2</sub> xunæm næzdik-e. xuneye Şoma kojast?

S<sub>1</sub> esmetun ci-e?

S<sub>2</sub> esmæm jorj-e. esme Şoma ci-e?

S<sub>1</sub> haletun cetor-e?

S<sub>2</sub> mersi, xub-e. hale Şoma cetor-e?

S<sub>1</sub> ketabetun kojast?

S<sub>2</sub> ketabæm injast. ketabe Şoma kojast?

Drill 12b.9 Simple Substitution

xunæm az inja dur-e.

mædrese

xiabane pahlævi

dæbirestan

mæsjed\*

Drill 12b.10 Transformation (Say a sentence containing the words /dur/ or /næzdik/. The student should then convert the sentence into a sentence using the other word. Follow the pattern below.)

T. xunæm az dæbirestan dur-e.

S. xunæm næzdike dæbirestan-e.

xunæm az mædresætun dur-e.

mædresætun næzdike injast?

xunæm næzdike mædresæst.

xuneye Şoma az inja dur-e?

## Drill 12b.10 (cont'd)

T. madreseye Šoma az inja dur-e?

xunam az ketabxune dur nist.

tehran az darya dur-e.

tehran nazdike darya nist.

## Drill 12b.11 Free Conversation

1. Šoma be'radar darid?  
esmeš ci-e?  
xunəš kojast?

2. xunatun kojast?  
həvaye unja cetor-e?  
zemestunəš cetor-e?

3. danešgatun kojast?  
bozorg-e?  
az xunatun dur-e?

4. Šoma xahər darid?  
xunəš kojast?  
xunəš az xuneye Šoma dur-e?

5. Šoma tu xune gorbe\*darid?  
esme gorbətatun ci-e?  
bozorg-e ya kucik?.

6. Šoma nahar koja mixorid?  
az inja dur-e?  
qəzaš xub-e?

7. daftəre farsitun kojast?  
sefid-e ya sia?  
bozorg-e ya kucik?.

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SUPPLEMENTARY LESSON 7

1. (Ask each student to change an affirmative statement to a question. Watch their intonation.)

T. xodnevis ruye mize,                      S. xodnevis ruye mize?

(Use the six sentences in Supplementary Lesson 6.5 as cues.)

2. lotfan guš konid.

in dar-e.                      un panjeræst.

in kaqez-e.                      un majallæst.

in ketab-e.                      un ruznamæst.

3. lotfan tækrar konid.

in dar-e.                      un panjeræst.

in kaqez-e.                      un majallæst.

in ketab-e.                      un ruznamæst.

in kelas-e.                      un ketabxunæst.

in saat-e.                      un šunæst.

in paket-e.                      un namæst.

in divar-e.                      un næxæst.

4. lotfan jævab bedid.

(T. [Point to window] un dar-e.                      S. næxeyr. un panjeræst.)

1. in dar-e? (window)
2. un tæxtepakkon-e? (blackboard)
3. in saate šagerd-e? (teacher's watch)
4. in xodnevise mæn-e? (student's pen)
5. in kaqez-e? (magazine)
6. un ketab-e? (letter)

## SUPPLEMENTARY LESSON 7 (cont'd)

- 4.7 in daftar-e? (newspaper)
8. in xodnevis-e? (comb)
9. in kelas-e? (library)
10. un ketabo daftar-e? (a sheet of paper and a magazine)
11. un divar-e? (map)
12. in paket-e? (letter)

Pronunciation Unit 8

kæřf	kæřf	æřk	xælq
banæřř	bæřř	loxt	morq
ræxs	bæhs	taxt	tælx
ræřř	neřf	cærx	tebq
læřs	eřq	omq	sædq

## LESSON 13

dialog a

(Lesson 13a does not follow the regular format. Supplementary sentences have been added that should be learned along with the dialog.)

danešju

college student

-id

you are

1. Šoma danešjuid?

Are you a student?

-am

I am

2. bāle. man danešjuam.

Yes, I am a student.

bālād

know, know how (this word is translatable by a verb in English. In Persian, however, it functions as an adjective and must be thought of as such.)

1. Šoma farsi bālādid?

Do you know Persian?

2. bāle. man farsi bālādam.

Yes, I know Persian,

\* \* \* \*

dialog a

1. Šoma danešjuid?

2. bāle, man danešjuam.

1. Šoma farsi bālādid?

2. bāle. man farsi bālādam.

Repeat the memorize the negative answers to the above questions:

1. Šoma danešjuid?

2. nāxeyr. man danešju nistam.

1. Šoma farsi bālādid?

2. nāxeyr. man farsi bālād nistam.

## Drill 13a.1 Simple Substitution

a. Šoma danešju-id?

moellem

šagerd

doxtar\*

mohandes\*

doktor\*

b. bale. men danešju-am.

moellem

šagerd

doxtar

pesar

mohandes

doktor

c. nexeyr. men danešju nistam.

moellem

šagerd

doxtar

pesar

mohandes

Drill 13a.2 Free Conversation (Repeat Drill 13a.1.a as questions to be answered without cue by the student.)

Drill 13a.3 Complex Substitution (Repeat in negative; repeat also alternating negative and affirmative.)

mæn moælleme farsiam.

šimi

mohændes\*

šoma

moællem

jamšid

baradaer

mæn

doktor

dustetun

hoseyn

dust

Drill 13a.4 (Review) Complex Substitution

sæmbe saæt se miræm kelase faranse.

jome	paenj
došambe	šiš
yekšambe	dæh
sešambe	dævazdæ
caršambe	yazdæ
	hæft
	hæšt

Drill 13a.5 Simple Substitution

mæn inglisi bæladæm.

farsi

faranse

espanyoli

## Drill 13a5 (cont'd)

mən espanyoli bələdəm

aspəzi\*

nəqqasi\*

duxtən\*

şəna\*

basketbal\*

Şatranj\*

Drill 13a.6 (Repeat Drill 13a.3 as free conversation.)

Drill 13a.7 Imitation (Check for comprehension.)

un ketabe fereştəst.

dustəm hala dər mədrəsəst.

mədəde mən dər xunəst.

maşınəm ruberuyə kitabxunəst.

janşid keyli xəstəst\*.

esmə xahərəm şaləst.

bərədərəm dər fəransəst.

şomareye xunəm sizdəst.\*

həft şomarəst.

duste mən dər rezayəst.

Drill 13a.8 Review (Review Drills 11a.3 and 11a.5.)

Drill 13a.9 Multiple Substitution (Repeat in the negative.)

dəftərə şoma meslə dəftərə mən-e.

ketab

kot\*



## Drill 13a.9 (cont'd)

kote šoma mesle kote man-e.

keravæt

pirahæn\*

kafš\*

medad

xodnevis

## Drill 13a.10 Multiple Substitution (Repeat in the negative.)

dæftære jorj mesle dæftære jamšid-e.

fered

jan

meri

ferešte

sæid

jeri

## Drill 13a.11 Complex Substitution (Repeat giving more than one cue at a time.)

medade . man mesle medade ali-e.

ketab

(neg)

jamšid

šoma

lebas

ma

fereydun

pirahæn

man

(aff)

kafš

## LESSON 13

dialog b

narahat

worried, disturbed, uncomfortable

emruz

today

1. Šoma emruz narahatid?

Is something bothering you today?

2. baele. keyli narahatam.

Yes, something is.

1. ce-a?

Why? (teacher should point out accompanying gesture)

naxoš

sick

2. nemidunam. emruz kami naxošam

I don't know. I'm a little sick today.

\* \* \* \*

dialog b

1. Šomá emrúznarahatid?

2. baele. xéyli narahatam.

1. cera?

2. némidunam. emrúz kami naxošam.

Drill 13b.1 Simple Substitution (The teacher should be careful to drill these substitutions enough with himself before he attempts to have the students substitute the vocabulary items.)

Šoma emruz narahætíd?

xæste\*

xošhal\*

naxoš

mæšqul\*

bikar\*

qæmgin\*

Drill 13b.2 Simple Substitution (Repeat Drill 13b.1 using /man/ as the subject of the above model sentence. Change the question to a statement.)

Drill 13b.3 Simple Substitution (Repeat Drill 13b.2 as a negative statement, substituting the items listed.)

Drill 13b.4 Cued Conversation (Repeat in the negative.)

T. Šoma emruz narahætíd?

S. bæle, emruz xeyli narahætæm.

mæšqul

xošhal

naxoš

qæmgin

bikar

Drill 13b.5 Cued Conversation (Repeat Drill 13b.4 in the following manner: the teacher gives a one word cue, student one asks the question and student two answers it.)

T. narahæt

S<sub>1</sub> Šoma emruz narahætíd?

S<sub>2</sub> bæle, emruz xeyli narahætíd. (or negative answer)

## Drill 13b.6 Forced Substitution

mæn emruz xoʻshalam.

mæʃqul

jamʃid

xæste

(question)

(statement)

narahat

ʃoma

(neg.)

mæn

qamgin

bikar

(aff)

(question)

naxoʻs

xoʻshal

ʃoma

(statement)

(neg)

mæn

## Drill 13b.7 Free Conversation (Optional)

1. ʃoma xoʻshalid ya qamgin/
2. ʃoma . rahatid\* ya narahat/
3. ʃoma faqirid\*ya puldar\*/
4. ʃoma xabid\* ya bidar/
5. ʃoma mæʃqulid ya bikar/

## Drill 13b.8 Review Complex Substitution

xuneye Šoma                      næzdik-e.

baradæretun

aqaye jamšidpur

dur

sefid

sæbz

man

næzdik

dur

ma

mašin

Šoma

næzdik

## Drill 13b.9 Free Conversation

1. "Dexter House" æz inja dur-e?
2. sinemaye tegzas næzdik-e?
3. tehran næzdik-e?
4. megzik az inja dur-e?
5. tabriz æz tehran dur-e?
6. xuneye Šoma dur-e?
7. kafeteria næzdike injast?
8. xuneye Šoma næzdike kojast?

## SUPPLEMENTARY LESSON 8

1. lotfan guš konid.

- |                            |                                  |
|----------------------------|----------------------------------|
| a. xuneye Šoma kojast/     | xuneye ma ruberuye danešgast.    |
| b. madreseye ahmad kojast/ | madreseye ahmad pošte danešgast. |
| c. otaqe Šoma kojast/      | otage man tuye xabgast.          |

2. lotfan tekrar konid.

- xuneye ma ruberuye danešgast.  
 madreseye ahmad pošte danešgast.  
 otaqe man tuye xabgast.  
 otaqe išun tuye xabgast.  
 mize Šoma ruberuye taxtesias.  
 sandalie Šoma ruberuye taxtesias.  
 mizo sandaliye Šoma ruberuye taxtesias.  
 kelase ma tuye danešgast.  
 ketabxune tuye danešgast.

3. lotfan javab bedid. (Have the students use the words in parentheses in their response.)

- T. aqaye (xanume)-----, xuneye Šoma kojast/ (danešga)  
 S. xuneye man ruberuye danešgast.
- a. otaqe Šoma kojast/ (danešga)  
 b. otaqe išun kojast/ (xabga)  
 c. mize Šoma kojast/ (taxtesia)  
 d. sandalie Šoma kojast/ (taxtesia)  
 e. mizo sandalie Šoma kojast/ (taxtesia)  
 f. kelase ma kojast/ (danešga)  
 g. ketabxune kojast/ (danešga)  
 h. madreseye ahmad kojast/ (danešga)  
 i. ketabxuneye danešga kojast/ (xabga)  
 j. manzele baradaretun kojast/ (xiabane ša-reza)  
 k. manzele dustetun kojast/ (xiabane sina)  
 l. madreseye xaharetun kojast/ (danešga)

## SUPPLEMENTARY LESSON 8 (cont'd)

4. lotfan tēkrar konid.

gac injast.

taxtēpakkon unjast.

ketab injast.

medad unjast.

mizo sandæli injast.

taxtēpakkonō sandæli unjast.

5. (Have the students question and answer among themselves using the following expressions.)

a. ruberuye

b. pošte

c. tuye

d. injast

e. unjast

## LESSON 14

dialog a

hæstid

you are. (equals -id)

1. Šoma irani hæstid?

Are you Iranian?

2. bæle. mæn iraniæm. Šoma cetor?

Yes, I am Iranian. And you?

1. næxeyr. mæn irani nistæm.

No, I'm not Iranian.

kojai

where from

2. kojai hæstid?

Where are you from?

1. mæn amrikaæm.

I'm American.

\* \* \* \*

dialog b

1. Šomá iraní hæstid?

2. bæle. mæn iraníæm. Šomá cetór?

1. næxeyr. mæn iraní nístæm.

2. kojái hæstid?

1. mæn amrikaíæm.



Drill 14a.1 Simple Substitution (Point out that when the šoma form of "to be" occurs on the end of a noun or adjective that ends in /i/, the long form hæstid must be used instead of the short form /-id/.)

Šoma irani hæstid?

amrikai

italyai

yæzdi

tehrani

esfahani

Širazi

tegzasi

nyo yorki

Drill 14a.2 Simple Substitution (Go through this drill once to show that in all other cases, the shorter form /-id/ is used in colloquial speech.)

Šoma torkid?

arab

rus

kord

Drill 14a.3 Forced Substitution (Be sure to elicit /šoma narahætid./ not /šoma narahæt hæstid./)

Šoma irani hæstid?

amrikai

tork

bikar

kord

qængin

Širazi

naxoš

## Drill 14a.3 (cont'd)

Yoma naxošid.

rus

tehrani

xæste

puldar

tork

nyo yorki

xošhal

tork

yazdi

tegzasi

rus

faqir\*

kesel\*

## Drill 14a.4 Combination (Complex and Forced) Substitution Drill

Yoma irani hæstid.

(question)

amrikai

jorj

(neg)

narahæt

xošhal

tehrani

(statement)

## Drill 14a.4 (cont'd)

jorj tehrani- nist.

puldar\*

Jamšid

Širin

italyai

(aff)

man

naxoš

(neg)

(Repeat the above drill using as many different combinations of substitutions as possible.)

## Drill 14a.5 Free Conversation

- a. (Ask every student.) kojai haštīd?
- b. (Ask each student one group of the following questions.)

1. Šoma bāradar darīd?  
esme bāradaretun ci-e?  
koja zendegi mikone?  
danešga mire?
2. pedaro madaretun koja zendegi mikonand?  
pedaretun unja kar mikone?  
madaretun cetor?  
bāradarō xahar darīd?
3. Šoma kojai haštīd?  
pedaro madaretun dar kodum\* Šahr zendegi mikonand?  
bāradarō xahar darīd?  
koja zendegi mikonand?
4. danešgatun kojast?  
bozorg-e?  
xunatun kojast?  
šomaraš cand-e?
5. xunatun dar kodum Šahr-e?  
kodum xiabun-e?  
telefon dare?  
šomare telefonetun cand-e?

## Drill 14a.5 (cont'd)

6. baradære bozorg darid?  
 zæn\* dare?  
 bæce\* dare?  
 esme xanumeš ci-e/
7. Šoma dar xunætun sæg\* darid?  
 esmeš ci-e/  
 bozorg-e/  
 gorbe hæm darid?

Drill 14a.6 Transformation (Point out that the inflection /-ešun/ , "their", follows the same pattern as /-etun/. That is, after vowels the inflection becomes /-šun/. Otherwise it remains /-ešun/.)

T. ketabe alio jamšid	S. ketabešun
mašine alio jamšid	mašinešun
kelase širino ferešte	kelasešun
kelase faranseye alio jamšid	kelase faransæšun
kelase farsie alio jamšid	kelase farsišun
xuneye pedæro madaram	xunæšun
mædreseye alio jamšid	mædresæšun
kelase inglisie alio jamšid	kelase inglisišun

Drill 14a.7 Transformation (Explain that the inflection /-emun/ "our" follows the same sound change pattern as /-etun/ and /-ešun/.)

T. kelase inglisie mano Šoma	S. kelase inglisimun
mašine mano Šoma	mašinemun
kelase mano Šoma	kelasemun
xuneye mano Šoma	xunæmun
mædreseye mano Šoma	mædresæmun
ketabe mano Šoma	ketabemun
kelase faranseye mano Šoma	kelase faransæmun
kelase farsie mano Šoma	kelase farsimun

Drill 14a.8 Multiple Substitution (Select two cues in different positions to be given simultaneously.)

ketab -emun bozorg-e.

kelas (-etun)

mašin (-ešin)

dabirestan (-emun)

madrese

savari

kelase faranse

kelase inglisi

kelase farsi

saet

## LESSON 14

dialog b

aqam

contraction of /aqa/ and  
/hæm/

1. in aqam amrikaiænd?

Is this gentleman American also?

hærdó

both

2. bæle. ma hærdó amrikai hæstim.

Yes, we're both American.

1. išun hæm farsí bæladænd?

Does he know Persian too?

2. næxeyr. išun farsí bælad nistænd.

No, he doesn't know Persian.

\* \* \* \*

dialog b

1. in aqám amrikaiænd?

2. bæle. ma hærdó amrikai hæstim.

1. išún hæm farsí bæladænd.

2. næxeyr. išún farsí bælad nistænd.

Drill 14b.1 Forced Substitution (Be sure the students use /hæstid/  
and /-id/ correctly in this drill.)

Šoma irani hæstid.

narahæt

amrikai

tegzasi

raxoš

hazer\*

tehrani

aræb

tork

xošhal

Drill 14b.2 Forced Substitution (Review)

Šoma farsî keyli xub bælædid.

mæn

Šoma

ma

bæradæram

Šoma

mæn

pedæretun

ma

Drill 14b.3 (Repeat Drills 14b.1 and 14b.2 in the negative.)

Drill 14b.4 Complex Substitution (Forced)

Šoma amrikai hæstid.

ma

tork

## Drill 14b.5 (cont'd)

ma torkim.

(neg)

arab

(aff)

ma.

jamšid

irani

xaste

xošhal

tehrani

šoma

(neg)

## Drill 14b.6 Multiple Substitution Drill (Repeat in the negative.)

šoma amrikai hæstid.

men tork

ma xošhal

jamšid xaste

baradaretun arab

pedarəm tehrani

duste ali širazi

moalleme jorj yazdi

Give a short explanation of the use of /išun/ and the /-ænd/ verb ending when referring to a third person present or not present out of politeness. Explain that this is especially true of important dignitaries and people related to or friends of the person addressed.)



## Drill 14b.7 Simple Substitution

un aqa amrikaiand?

išun

alio jamšid

pedaro madarəm

pedaretun

lindon janson

išun

axelahazrat\*

išun

## Drill 14b.8 Multiple Substitution (Repeat in the negative.)

un aqa amrikaiand?

šoma irani

mən bikar

išun məšqul

alio məhmud kord

aqaye estilu nyo yorki

lindon janson tegzasi

šoma arab

pedaro madar naxoš

## Drill 14b.9 Transformation

T. mašinam qermez-e.

mašinetun qermez-e.

medadam bozorg-e.

ketabeš kucik-e.

ketabeš siast.

S. mašine qermezam xub-e.

mašine qermezetun xub-e.

etc.

## Drill 14b.9 (cont'd)

- T. medadeš siast.  
 medadam siast.  
 xodnevisam siast.  
 xodnevisam bozorg-e.  
 mašinemun sabbz-e.  
 mašinemun kucik-e.  
 mašinemun siast.  
 ketabemun siast.  
 ketabemun zard-e.\*  
 ketabetun zard-e.  
 ketabetun bozorg-e.  
 daftaretun bozorg-e.  
 daftaretun siast.  
 medadetun siast.  
 medadetun qermez-e.  
 medadešun qermez-e.  
 medadešun bozorg-e.  
 ketabešun bozorg-e.  
 ketabešun siast.  
 mašinešun siast.  
 mašinešun qermezo siast.  
 mašinešun qermezo sefid-e.

(The teacher should read the following paragraphs aloud to the students, filling in the blanks with the correct information about himself. This should be read at normal speed. The teacher may have to repeat the reading two or three times until all the information is understood by the students.)

## Drill 14b.10 Comprehension

man moalleme farsiam. man irani hastam vali dar amrika dars mi-  
xunam. -----sale dar amrikam. pedaro madaram dar ----- zendegi mi-  
konando xunashun dar xiabune ----- xiabune ----- nazdike ----- e.  
man --- baradaro ---- xahar darano unam ----- zendegi mikonand.  
esme baradaram ----- e ----- e.

in tabestun dar danešgaye tegzas dars midam. dustamun baed az tabes-  
tun inšallah mirand iran. hala farsi yad migirand. farsišun bəd nist.  
kəmi mifahmendo kəmi harf mizanand vali ba moallemešun hamiše inglisi  
harf mizanand. un keyli bəd-e. vali mašallah xub yad migirand.

soba məəmulan dar xabga sobhanə mixoram. saat həste sob dar danešga  
kelase farsi darim. vali man emruz keyli xestam. havaye tegzas keyli  
gərm-e. man keyli narahatam. vali baed az kelas miram xabgavo esterahət  
mikonam. emšab ma saate šiš (panjo-nim) šam mixorim. hamiše qəzaye am-  
rikai mixorim. qəzaye irani dust darəm vali ma inja dorost nemikonim.

Drill 14b.11 Conversation (Now the teacher should give the following  
cues and have one student use it in a question to another  
student about the above paragraphs. All questions and  
answers should be in the /išun/ form since they are  
speaking about their teacher. For this reason they  
should use the aqaye ----- form.)

T. irani (You should hope to elicit a question similar to the follow-  
ing from this cue.)

S<sub>1</sub> aqaye ----- iranland?

S<sub>2</sub> bəle. aqaye ----- iraniand.

Cues:

- |                   |            |                 |
|-------------------|------------|-----------------|
| a. moalleme farsi | d. xunəšun | g. esterahət    |
| b. dars xundan    | e. sobhane | h. šam          |
| c. pedaro madar   | f. xəste   | i. qəzaye irani |

## SUPPLEMENTARY LESSON 9-10

The contents of this lesson should be drilled over the period in which regular lessons 14a., 14b. and 15 are drilled. The material covered in this lesson is review material.

1. lotfan javab bedid. (Have the students give an affirmative answer to the questions.)

T. in ketab-e? (Point to your book).	S. bale. in ketabe.
in ketabe man-e?	bale. in ketabe šomast.
ketabe man ruye miz-e?	bale. ketabe šoma ruye. miz-e.

(Continue in the same way using the following words.)

a. (xodnevis - šoma - zire məjalle)

b. (dər - kelas - nəzdike taxtesia)

c. (šune - bab - ruye ruzname)

d. (kelas - ma - ruberuye ketabxune)

e. (otaq - barbara - tuye xabga)

f. (mədrese - xətar - pošte danəşga)

2. (Have the students make negative or affirmative statements according to the cue. Use Chart 1.)

T. a. in xodnevis-e? (watch)	S. naxeyr. un xodnevis nist. un
in saəte tam-e?	saət-e.
saəte man unjast?	naxeyr. un saəte šomast.
	naxeyr. saəte šoma ruye miz-e.
b. in divar-e? (blackboard)	
taxtesia ruye zəmin-e?	
c. un kaqəz-e? (pencil)	
un medade gloriast?	
medade ----- kojast?	
d. un saət-e? (map)	
un naxšeye amrikast?	
naxšeye iran ruye miz-e?	
e. un dər-e? (window)	
pənjərə nəzdike saət-e?	
f. in noxšast? (letter)	
name tuye ketabe?	

3. lotfan soal konid. (Have the students make questions from the following answers.)

- |   |  |
|---|--|
| <p>T. in ketab-e.<br/>in ketabe man.<br/>ketabe man injast.</p> | <p>S. in ci-e/<br/>in ketabe ki-e/<br/>ketabe šoma kojast/</p> |
|---|--|
- a. un otaq-e.  
un otaqe barbarast.  
otage barbara tuye xabgast.
- b. in kelas-e.  
in kelase farsî-e.  
kelase farsî næzdike ketabxunæst.
- c. un ketabxunæst.  
un ketabxuneye danešgast.  
ketabxuneye danešga unjast.
- d. in miz-e.  
in mize moællem-e.  
mize moællem næzdike taxtesîast.
- e. un saat-e.  
un saate kelas-e.  
saate kelas ruye divar-e.
- f. in saato xodnevis-e.  
in saato xodnevis-e man-e.  
saato xodnevis-e man zire ruznamest.
- g. in namæst.  
in nameye baradaram-e.  
nameye baradaram injast.

4. (Substitution Practice)

manzele man pošte madresæst.

ruberuye danešga

otage jamšid

tuye xabga

næzdike kelas

næzdike madrese

xuneye mina

koja 168

## 4. (cont'd)

xuneye mina kojast.

xiabune Şa-reza

unja

mize Şoma

ruberuye taxtesia

sandælie man

næzdike pænjere

mæjælle

## 5. (Have the students question and answer each other.)

T. (xodnevis - saæt)

S<sub>1</sub> in xodneviso saæte ki-e/

S<sub>2</sub> in xodneviso saæte aqaye (xanume)-----.

(Have the students use the following words in their conversation.)

a. (medad - kaqæz)

b. (miz - sandæli)

c. (dær - divar - pænjere)

d. (saæt - ruzname)

e. (daftar - name)

f. (kêlas)

g. (xabga - ketabxune)

h. (ketab - mæjælle)

i. (medad - ketab - daftar)

j. (miz - daftar - Şune)

## LESSON 15

## (Review Unit)

Review Dialog 15.1

Please see page 98 for instructions in reading this dialog. The procedure will be the same as for Review Dialog.10.1.

1. salam aqa. hale šoma cetor-e?
2. mersi. xub-e. hale šoma cetor-e?
1. xeyli xub-e. mersi.
2. šoma inglisi haštid?
1. naheyr. man amrikaiam. šoma cetor?
2. man iraniam.
1. šoma danešjuid?
2. bale. man danešjuam.
1. dar kodum danešgaid?
2. man dar danešgaye širazam.
1. širazi haštid?
2. naheyr. tehraniam vali hala dar širaz zendegi mikonim.
1. pedero madaretun koja zendegi mikonand?
2. dar širaz zendegi mikonand.
1. pedaretun cekar mikone?
2. pedaram dige kar nemikone.
1. šoma ci mixunid?
2. man šimio fiziko inglisi mixunam.
1. dar danešga inglisi mixunid?
2. naheyr. dar danešga faqat šimio fizik mixunam.
1. pes inglisi koja mixunid?
2. man dar anjomane iran-amrika mixunam.

Review Dialog 15.1 (cont'd)

1. duste amrikai haem darid?
2. man ye duste inglisi dareem.
1. dustetun farsi midune?
2. naexeyr. kaemi mifahme vaali haerf nemizane.
1. inja kar mikone?
2. baale. mohandes-e.
1. baale?
2. dustaem mohandes-e.
1. mohandes.
2. mohandes - na. mohandes.
1. mohandes, mohandes. mohandes yaeni ci?
2. mohandes nemidunid ci-e? inglisi migand "engineer".
1. ha! rast migid. mohandes. mersi, aqa.
2. xaeš mikonam. Šoma mašallah farsi xeyli xub baalaaid.
1. extiar darid, aqa. farsim xub nist.
2. extiar darid. Šoma mesle iraniam haerf mizanid.
1. xaeš mikonam.
2. Šoma cetor farsi yad migirid?
1. man Šaba haemiše farsi mixunam.
2. haerf-zadan cetor?
1. baale. haemiše farsi haerf mizunam.
2. Šoma kojai haestid?
1. man tegzasiam.
2. tegzas kojast?
1. tegzas dar junube amrikast.



Review Dialog 15.1 (cont'd)

2. unja, Şahre bozorg dare?
1. bəle. car-panj ta Şahre bozorg dare.
2. həvaye unja cetor-e?
1. tegzas keyli bozorg-e. həvaş ja-be-ja fərq mikone.
2. rast midid? Şahre Şoma cetor?
1. Şahre ma keyli mərtub-e. nəzdike dəryast.
2. zəməstunaş cetor-e? bərf miad?
1. nəxeyr. bərf nemiad. barun miad.
2. pəs hətman mesle mazənderan-e.
1. həvaye mazənderan cetor-e?
2. mazənderan keyli mərtub-e. nəzdike dəryaye xəzər-e.
1. gərm-e?
2. gərm-e, bəle. vali keyli gərm nist. tegzas cetor?
1. nə. tabestunaye tegzas keyli gərm-e.
2. pəs hətman mesle həvaye əhvaz-e. əhvaz gərm-e. tabestunaş həm mərtub-e.
1. səbz-e unja?
2. nəxeyr. əhvaz səbz nist.
1. xob, tegzas keyli bozorg-e vali nəzdike dərya keyli səbz-e.
2. pəs həvaş mesle əhvaz-e vali mesle mazənderan səbz-e.
1. azərbayjan həm səbz-e.
2. bəle. azərbayjano gilano mazənderan keyli səbz-e.
1. barun cetor?
2. bəle. birun miad vali gilano mazənderan biştər barun miad.
1. tabriz dər azərbayjan-e. nist?
2. bəle. tabriz keyli bozorg-e. bəzəd əz tehran Şahre dovvome iran-e.

Review Dialog 15.1 (cont'd)

1. rast migid? vali tæbrizia farsî hærf nemizanænd.
2. næxeyr. tæbriziavo azærbayjania torki hærf mizanænd.
1. farsî cætor?/
2. farsî hæm dær mædreseha hærf mizanænd.
1. Ŷoma torki midunid?
2. torki? næxeyr. faqæt ye kælæme midunæm - "yaxci"
1. be farsî ci miŶeŶ?
2. "yaxci" be farsî miŶeŶ "xub".
1. mersi. mæn ye duste azærbayjani daræm. torki xub hærf mizæne. hala ye kælæme midunæm - "yaxci". mersi, aqa.
2. xaeŶ mikonæm.

Grammar1. The Verb to be

We have seen the following sentences with different forms of the verb to be.

mæn farsî balædæm  
mæn irani nistæm

Ŷoma emruz narahætîd?  
Ŷoma irani nistîd.  
Ŷoma irani hæstîd?

un aqa ki-eŶ?  
æslæn næzdik nist.  
pæs kojastŶ?  
ruberuye mædresæst.

ma farsî balædim.  
ma irani nistim.  
ma amrikai hæstim.

in aqa hæm amrikaiænd.  
iŶun farsî balæd nistænd.

At first sight the forms of the verb to be may seem confusing and may have caused you some trouble in your pattern practices. The situation becomes more clear when we point out that the alternation in these forms depends on the phonemic environment in which they are found.

To simplify matters, we will examine the negative forms first. The negative form has /nist-/ as its base and to this the regular endings of all other verbs are added. The only exception to this is that in the third person singular there is no verb ending added. Go back over the list of sentences on the previous page and examine the negative forms.

Of the affirmative forms the "I" and "they" forms present no particular problem. The endings are /-am/ and /-and/ respectively and are always attached without change to the noun or adjective.

The "šoma" and "ma" forms act in a similar manner. The basic forms of these are /-id/ and /-im/, and are suffixed to the noun or adjective. When the noun or adjective ends in the phoneme /i/ then an alternate form, the long form, is used.

/šoma irani/ plus /-id/ becomes /šoma irani haštid./

/ma amrikai/ plus /-im/ becomes /ma amrikai haštim./

The "u" form presents different problems of phonological environment. When the noun or adjective before it ends in a consonant or any vowel except /a/, /æ/ or /e/, the form of the verb to be is /-e/.

ki-e/

nəzdik-e.

When the preceding words ends in one of the vowels /a/, /æ/, or /e/, the form of the verb is /-st/.

There is an additional phonological change in connection with the "u" form. When the preceding word ends in /e/ (mədrese, xune, etc.) the /e/ of the word before the /-st/ inflection changes to /æ/. For example, /mədrese/ plus "to be" is /mədresæst/. Examples of the "u" forms are:

nəzdik-e.

tu xiabane ša-rezast.

ruberuye mədresast.

dəvazdəst.

## 2. Phonological Alternation of Inflections

The rule of word-final /e/ becoming /æ/ before certain suffixes can be applied in cases other than that of before the "to be" inflection. Note the following examples.

/xune/ plus /-etun/ is /xunətun/      /xune/ plus /-eš/ is /xunəš/

/xune/ plus /-am/ is /xunəm/      /xune/ plus /-ešun/ is /xunəšun/

/xune/ plus /-emun/ is /xunəmun/ 171

3. Style

We have seen that there are two ways of expressing the possessive:

/xunatun kojast/      or      /xuneye šoma kojast/

/esman jorj-e./      or      /esme man jorj-e./

There is no important difference between these two structures when they appear in this intonational pattern. When one wishes to stress the possessor then the longer form must be used with sentence stress on the possessor. For example,

/xuneye šoma kojast./      "Where's your house?"

## LESSON 16

dialog a

-a

plural marker

mal

possession

(male Šoma)

your(s)

1. un ketaba male Šomast?

Are those books yours?

2. kodum ketaba?

Which ones?

1. un ketabaye farsī.

Those Persian books.

2. nāxeyr. male mān nist.

No, they're not mine.

1. pās male ki-e?

Then whose are they?

2. male aqāye Širazi-e.

They're Mr. Shirazi's.

\* \* \* \*

dialog a

1. un ketabā male Šomāst?

2. kodūm ketabā?

1. un ketabāye farsī.

2. nāxeyr. māle mān nist.

1. pās māle kī-e?

2. māle aqāye Širazī-e.

## Drill 16a.1 Conversation with Cue. (Review)

T. un ci-e?	xiaban	S. un xiaban-e.
	xune	xunast
	xiabane ŝa-reza	
	mædrese	
	xunætun	
	xiabane ferdowsi	
	daneŝga	
	maŝinetun	
	sinema	

## Drill 16a.2 Forced Substitution

un ketaba male ŝomast?

man  
 jamŝid  
 dara  
 ma  
 daneŝga  
 baradare ŝirin  
 ŝoma  
 una\*  
 aqaye sadeq

Drill 16a.3 Forced Substitution (Multiple Cue) (Repeat Drill 16a.2 alternating negative or affirmative as additional cue.)

Drill 16a.4 Simple Substitution (Singular cue, plural response.)

un ketaba male ŝomast.

medad

## Drill 16a.4 (cont'd)

un medadā male ŷomast.

xodnevis

qali\*

mašin

taksi

botri\*

kaqaz

miz

səndali

livan\*

fenjun

Drill 16a. 5 Cued Conversation (Repeat Drill 16a.4 as a question that the students answer in the negative.)

For example, T. un ketaba male ŷomast? S. un ketaba male mæn nist.

Drill 16a.6 Simple Substitution (Repeat this drill at least two times. The first time the cue should be in the plural. The second time give the singular as a cue and make clear to the student(s) that they should change it to the plural in their response.)

ketabaye jamšid xeyli xub-e.

medad

xodnevis

qali

mašin

kaqaz

miz

səndali

livan

fenjun

Drill 16a.7 Forced Substitution (The student should change the subjects of the following sentences to plural in his response.)

1. qaliye jamšid keyli bozorg-e.
2. mašine fereydun qermez-e.
3. ketabe man ru miz-e.
4. xodnevis man xarab-e.\*
5. sandaliye Dexter House rahat-e.
6. livane jamšid kucik-e.

Drill 16a.8 Imitation

ketabatun ru miz-e.  
 medadatun ru miz-e.  
 kaqazam ru miz-e.  
 xodnevisam ru miz-e.  
 livanaš ru miz-e.  
 ketabaš ru miz-e.  
 botriamun ru miz-e.  
 medadamun ru miz-e.  
 daftarašun ru miz-e.  
 kaqazašun ru miz-e.

Drill 16a.9 Transformation (Be sure that the students also change the subject to the plural in addition to changing the subject pronoun to the possessive inflection.)

T. daftar - šona	S. daftaratun xub-e.
ketab - man	
xodnevis - šcma	
medad - u	
livan - man	



## Drill 16a.9 (cont'd)

T. botri - una

mašin - u

qali - šoma

fenjun - ma

xodnevis - una

botri - u

medad - ma

daftar - man

S. botriašun xub-e.

## Drill 16a.10 Complex Substitution

ketabaye aqaye širazi ru miz-e.

medad

jamšid

saendali

xanume šarifi

kaqaz

(neg)

(singular)

(aff)

livan

šoma

(question)

mano šoma

(plural)

miz

(statement)

fenjun

## Drill 16a.11 Multiple Substitution

ketabaye farsi unjast.  
 medad sefid  
 xodnevis sabz  
 qali esfahani  
 mašin rusi  
 taksi kucik  
 madrese amrikai  
 botri kasif\*  
 kaqaz bozorg  
 miz qavei  
 sandali kucik  
 livan cai  
 fenjun qavei

## Drill 16a.12 Complex Substitution (One cue at a time.)

un sandaliaye kucik male aqaye tabrizi-e.  
 medad sabz man  
 xodnevis sefid Šoma  
 qali qavei ma  
 mašin bozorg jamšid  
 taksi rusi jorj  
 ketab irani hoseyn  
 botri amrikai aqaye javadi  
 miz now\* xanume Karifi  
 livan esfahani pedare fereydun  
 fenjun kasif

## LESSON 16

dialog b

tədris mikon-

same as /dars mid-/but  
on a more educated level  
of speech

1. Šoma inglisi tədris mikonid?

Do you teach English?

dəbir

moalleme dəbirestan

pənjom

fifth

həstəm

/-əm/ long form

2. bəle. dəbire kelase pənjom  
həstəm.Yes, I teach fifth grade high school.  
(equivalent to American junior year.)

1. cənd-ta kelas dərs midid?

How many classes do you teach?

2. soba do-ta kelas dərs midəm,  
bəzəd əz zorəm do-ta.I teach two in the morning and two  
in the afternoon.

1. cənd-ta šagerd darid?

How many students do you have?

2. xeyli šagerd daram. kelas be  
kelas fərq mikone.I have a lot of students. It dif-  
fers from class to class.

\* \* \* \*

dialog b

1. Šoma inglisi tədris mikonid?

2. bəle. dəbire kelase pənjom həstəm.

1. cənd-ta kelas dərs midid?

2. soba do-ta kelas dərs midəm, bəzəd əz zorəm do-ta.

1. cənd-ta šagerd darid?

2. xeyli šagerd daram. kelas be kelas fərq mikone.

## Drill 16b.1 Simple Substitution

mæn kelase pænjom dærs midæm.

carom\*

sevvom\*

dovvom\*

ævvæl\*

pænjom

šišom\*

## Drill 16b.2 Simple Substitution

mæn æz ketabe ævvæl dærs midæm.

dovvom

sevvom

carom

pænjom

šišom

haftom\*

hæštom\*

nohom\*

dæhom\*

## Drill 16b.3 Simple Substitution

mæn ævvæl mehr miræm iran.

dovvom

sevvom

carom

pænjom

šišom

## Drill 16b.3 (cont'd)

māri ŠiŠom e mehr mirām iran.

haftom

haštom

nohom

dāhom

## Drill 16a.4 Complex Substitution

dābire kelase pānjom hāstām.

māellem

dābestan

Šagerd

dābirestan

mohāsel\*

dāneŠgaye tehran

ostad\*

dāneŠgaye Širaz

dāneŠju

dāneŠgaye māŠhad

sale\* sevvom

mohāsel

kelase carom

dāneŠamuz\*

dābestan

Šagerd

dābirestan

kelase ŠiŠom

## Drill 16b.5 (cont'd)

ŷagerde kelase ŷiŷom hæstam.

mœallem

dæbestan

dæbestane ferdowsi

dæbirestane ferdowsi

dæbir

daneŷga

dæbirestan

dæbestan

mohæsel

daneŷga

dæbirestan

mœallem

dæbestan

ŷagerd

dæbirestan

daneŷmuz

dæbestan

(Repeat the above exercise using /iŷun/ and the corresponding /hæstænd/.)

## Drill 16b.6 Complex Substitution

baradaram dær dæbirestan dærs mide.

daneŷga

tædris mikone.

dæbirestan

dærs mixune.

## Drill 16b.6 (cont'd)

bæradaræm dar dæbirest 1 dærs mixune.

dæbestan

dærs mide.

daneŝga

tæhsil mikone\*

dæbirestan

dærs mixune.

daneŝga

tæhsil mikone.

dærs mide.

tædris mikone.

Drill 16b.7 Forced Substitution (Be sure that the students' responses contain the plural.)

ŝoma mesle irania hærf mizænid.

amrikai

tehrani

esfæhani

rus

faransavi\*

(Repeat the above exercise once using /man/ and once again using /jamŝid/ as the subject and using the negative.)

Drill 16b.8 Complex Substitution

ma mesle irania zendegi mikonim.

hærf mizænim.

qæza mixorim.

qæza dorost mikonim.

## Drill 16b.8 (cont'd)

ma mesle irania qaza dorost mikonim.

mosaferat mikonim.

inglisi dars midim.

farsi

hærf mizaenin.

balædim

inglisi

yad migirim.

farsi

migim \* "inšallah"

"befarmaid"

taarof mikonim.

## Drill 16b.9 Simple Substitution (Repeat in the negative.)

mæn mesle šoma farsi balædam.

almani

inglisi

torki

ašpæzi

næqqaši

duxtan

šena

basketbal

šætranj



## Drill 16b.10 Simple Substitution

Yoma caand-ta Yagerd darid?

ketab

medad

otaq

baradar

xodnevis

mohasel

xahar

pirahan\*

daman\*

moxellem

## Drill 16b.11 Complex Substitution

ma do-ta Yagerd darim.

se

car

ketab

dah

ketabe farsi

cel\*

bist\*

medad

medade qermez

se

noh

mohasel

## Drill 16b.11 (cont'd)

ma moh-ta mohassel darim.

panjah\*

moeellem

dah

danešga

## Drill 16b.12 Simple Substitution

ceqaad\* kaqaz darid/

šekar

polo

kar

ab\*

qaza

cai

gušt\*

pul\*

vaxt\*

## Drill 16b.13 Simple Substitution

xeqli šagerd daran.

ketab

kaqaz

kar

polo

šekar

mohassel

Drill 16b.14 Conversation (The teacher gives the cue, student one asks the question, and student two answers as below.)

T. ketab	S <sub>1</sub>	cænd-ta ketab darid?	S <sub>2</sub>	keyli ketab daræm.
Şekær	S <sub>1</sub>	ceqad Şekær darid?	S <sub>2</sub>	keyli Şekær daræm.
kaqaz				
mohæsel				
kar				
Şagerd				
polo				
qæza				
pul				

Drill 16b.15 Conversation

1. dær kelasemun cænd-ta Şagerd darim?
2. Şoma cænd-ta moællem darid?
3. dær astin cænd-ta moælleme farsî darim?
4. dær daneŞgaye tegzas cænd-ta mohæsele irani darim?
5. dær Dexter House cænd-ta daftær\* darim?
6. tu kelasemun cænd-ta doxtær darim?
7. dær kelasemun cænd-ta pesær darim?
8. tu jibetun\* cænd-ta medad darid?
9. tu jibetun cænd-ta xodnevis darid?
10. ketabe farsimun cænd-ta sæfe\* dare?
11. amrika cænd-ta ayyalat\* dare?
12. iran cænd-ta daneŞga dare?
13. Şahre vaŞangton cænd-ta daneŞga dare? (10)
14. Şoma cænd-ta jib darid?
15. Şoma dær astin cænd-ta ketab darid?
16. otaqe Şoma cænd-ta ceraq\* dare?
17. jamŞid cænd-ta baradar dær amrika dare?

## SUPPLEMENTARY LESSON 11

## 1. lotfan guš konid.

kelase ma si-ta\* šagerd dare.  
 kelase šoma bist-ta šagerd dare.  
 kelase ma az kelase šoma šuluqtar-e. (or)  
 kelase šoma az kelase ma xelvattar-e.

in saxtemun car tabaqast.  
 un saxtemun do tabaqast.  
 in saxtemun az un saxtemun bolandtar-e. (or)  
 un saxtemun az in saxtemun kutatar-e.

## 2. lotfan tekrar konid.

kelase ma az kelase šoma šuluqtar-e.  
 kelase šoma az kelase ma xelvattar-e.  
 in saxtemun az un saxtemun bolandtar-e.  
 un saxtemun az in saxtemun kutatar-e.  
 saate šoma az saate man geruntar-e.  
 saate man az saate šoma arzuntar-e.  
 darse emruz az darse diruz saxttar-e.  
 darse diruz az darse emruz asuntar-e.  
 farsie jamšid az farsie tam behtar-e.  
 farsie tam az farsie jamšid baxttar-e.  
 havaye šomale iran az havaye junub saradtar-e.  
 havaye junube irar az havaye šomal garmtar-e.

## 3. Have the students use comparatives in sentences. Give a pair of statements as cues. Practice this chorally and then individually.

T. kelase ma šuluq-e.  
 kelase šoma ziad šuluq nist.

S. kelase ma az kelase šoma  
 šuluqtar-e.

kelase šoma xelvat-e.  
 kelase ma ziad xelvat nist.

in saxtemun boland-e.  
 un saxtemun ziad boland nist.

un saxtemun kutast.  
 in saxtemun ziad kuta nist.

saate šoma gerun-e.  
 saate ma ziad gerun nist.

saate man arzun-e.  
 saate šoma ziad arzun nist.

## Supplementary Lesson 11

## 3. (cont'd)

T. inglisiæ ahræd bæd-e.  
 inglisiæ Źaie bæd nist.

farsie fereydun xub-e.  
 farsie mæn ziad xub nist.

dærse emruz sæxt-e.  
 dærse diruz ziad sæxt nist.

dærse diruz asun-e.  
 dærse emruz ziad asun nist.

## 4. lotfan javab bedid. (Affirmative cue.)

T. kelase ma æz kelase Źoma suluqtar-e? S. bæle. kelase ma æz kelase  
 Źoma Źuluqtar-e.

kelase Źoma æz kelase ma xalvattar-e?

un saxtemun æz in saxtemun kutatar-e?

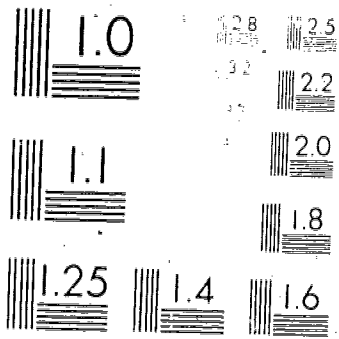
in saxtemun æz un saxtemun bolandtar-e?

saate Źoma æz saate mæn geruntar-e?

saate mæn æz saate Źoma ærzuntar-e?

dærse emruz æz dærse diruz sæxttar-e?

dærse diruz æz dærse emruz asuntar-e?



With a resolution of 1.0 to 3.2 cycles per millimeter

## LESSON 17

dialog a

- |   |  |
|---|--|
| otobus  | bus  |
| miad  | he, she, it comes  |
| 1. otobus saat cand az tehran miad?                                 | What time does the bus come from Tehran?                     |
| qorban  | sir  |
| 2. sob saat dah miad, qorban.                                       | It comes at ten o'clock in the morning, sir.                 |
| dir mikone  | he, she, it arrives late                                     |
| 1. keyli xob. maa <del>m</del> ulan dir mikone?                     | Fine. Is it usually late?                                    |
| montazer  | waiting for (adj.)   |
| kasi  | someone  |
| 2. maa <del>m</del> ulan dir nemikone. montazere kasi hastid?       | It doesn't usually arrive late. Are you waiting for someone? |
| miand   | they come  |
| 1. baale. do-se-ta az dustam az tehran miand.                       | Yes, two or three of my friends are coming from Tehran.      |
| 2. dustatun amrikaiand?   | Are your friends American?                                   |
| hama <del>s</del> un  | all of them  |
| 1. baale. hama <del>s</del> un ham farsi xub ba <del>l</del> adand. | Yes, and they all speak Persian well.                        |
- \* \* \* \*
- dialog a
- |   |
|---|
| 1. otobus saat cand az tehran miad?                                 |
| 2. sob saat dah miad, qorban.                                       |
| 1. keyli xob. maa <del>m</del> ulan dir mikone?                     |
| 2. maa <del>m</del> ulan dir nemikone. montazere kasi hastid?       |
| 1. baale. do-se-ta az dustam az tehran miand.                       |
| 2. dustatun amrikaiand?   |
| 1. baale. hama <del>s</del> un ham farsi xub ba <del>l</del> adand. |

## Drill 17a.1 Complex Substitution (Review)

dustatun inglisi hærf mizanænd.

bæradæratun

farsi

yad migirænd

rusi

bælædænd

ŷagerdatun

inglisi

mixonænd

færanse

yad migirænd

aŷpezi

dustatun

bælædænd

ŷena

dust darænd\*

qæzaye irani

xahæratun

dorost mikonænd

qæzaye amrikai

mixonænd

bæradæratun

sobhane

masto xiar\*

dust darænd



ill 17a.2 Transformation (Using the following sentences as the cue, elicit the corresponding singular sentence as a response.)

1. Şagerdatun inglisi xub hærf mizanand.
2. baradaratun koja zendegi mikonand.
3. dustatun dar dæbirestan dærs midand?
4. moallemaye Şoma kojaiand?
5. dustatun saæt cænd miand?
6. xaharatun aŞpæzi balædand.
7. Şagerdatun færanse yad migirand?
8. dustatun qæzaye irani dorost mikonand?
9. baradaratun dar Şiraz kar mikonand?

ill 17a.3 Transformation (Elicit a plural response to the singular sentence.)

1. baradaretun koja zendegi mikone?
2. dustetun qæzaye irani mixore?
3. Şagerdæm Şena dust dare.
4. xahære jamŞid Şagerde dæbestan-e.
5. dustæm farsî xeyli xub balæd-e.
6. baradaram qæzaye hendi\* dust dare.
7. Şagerdæm rusi yad nemigire.
8. xaharam hæmiŞe sobhane mixore.

ll 17a.4 Simple Substitution

do-ta az ketabam ru miz-e.

medadam

kaqæzam

xodnevisam

## Drill 17a.5 Simple Substitution

do-ta az dustam tu otaqand.

Ʒagerdam

dustatun

Ʒagerdatun

moallema

irania

moallematun

Ʒagerdaye irani

moallemaye amrikai

dustaye irani

## Drill 17a.6 Forced Substitution

do-ta az Ʒagerdatun tu otaqand.

ketabatun

medadatun

moallema

irania

Ʒagerdaye irani

kaqazatun

dustaye amrikaitun

xodnevisam

dustaye iranitun

moallemaye amrikaitun

ketabaye farsitun

ketabaye amrikaitun

moallema

## Drill 17a.6 (cont'd)

do-ta az moallema tu otaqand.

medadaye qermezetun

medadaye qermezemun

moallemaye iranimum

ketabaye farsimum

ketabaye amrikaimun

dustaye amrikaimun

šagerdaye iranimum

## Drill 17a.7 Simple Substitution

hamešun farsi xub balaedand.

inglisi

ašpaži

šena

faranse

šatranj

## Drill 17a.8 Simple Substitution (Repeat this drill using /hamešun/.)

hametun\* farsi xub balaedid.

haerf mizanid.

midunid

talafoz mikonid\*

daers midid

yad migirid

minevisid

## Drill 17a.9 Simple Substitution (Repeat in the negative.)

montazere šoma haestam.

baeradaram

## Drill 17a.9 (cont'd)

mont azere baradaram hæstam.

mællenam

dustam

pedæro mædaram

vazire farhang\*

ketabam

ŷagerdam

modire mædrese\*

Drill 17a.10 Review the following exercises: 12a.3, 12a.5, 14a.3 and 14a.8.

## LESSON 17

dialog b

- |   |  |
|---|--|
| miaid   | you come   |
| xodetun                                       | yourself   |
| 1. xodetun saæt dah miaid injá?               | Are you coming here at ten your-<br>self?  |
| ye kæmi                                       | a little   |
| 2. mæn ye kæmi dir miam.                      | I'm coming a little late.  |
| be  | to   |
| migæm   | I tell, say, am saying,<br>will tell, say  |
| ke  | that   |
| 1. pæs mæn be dustatun migæm ke<br>dir miaid. | Then I'll tell your friends that<br>you're coming late.                                  |
| motšakeræm                                    | thank you  |
| 2. xeyli xob. motšakeræm, aqa.                | Fine. Thank you, sir.  |
| xæš mikonæm                                   | you're welcome   |
| befærmaid.                                    | you're welcome (This<br>phrase in this case is<br>the equivalent of "Any<br>time, sir.") |
| 1. xæš mikonæm, qorban, befærmaid.            | You're welcome, sir, you're welcome.   |

\* \* \*

dialog b

1. xódetun saæt dah miaid injá?
2. mæn ye kæmi dir miam.
1. pæs mæn be dustátun migæm ke dir miaid.
2. xéyli xòb. motšakeræm, aqa.
1. xæš mikonæm, qórbán, befærmaid.

## Drill 17b.1 Forced Substitution (Be sure the verb changes.)

xodetun mirid unja

xodeš\*

xodam\*

xodemun\*

xodešun\*

## Drill 17b.2 Conversation

- T. xodetun farsi dars midid?      S. bale. xodam dars midam.  
 janson xodeš qaza dorost mikone?      bale. xodeš qaza dorost mikone.  
 pedaro madaretun xodešun mirand iran?      bale. xodešun mirand iran.  
 Šomavo baradaretun xodetun inglisi yad migirid?  
 man xodam iraniam?  
 jamšid xodeš dar amrika dars mixune?  
 xodetun celow kabab dorost mikonid?

## Drill 17b.3 Complex Substitution

- man be dustatun migam ke dir      miad.  
 zud\*  
 mir-  
 sarevaxt\*  
 ye saat dir  
 do  
 haft  
 now  
 dah

Drill 17b.4 Transformation (The cue sentence should be combined with /man be dustatun migæm ke.../ by the students.)

T. qæza dorost mikonid. S. man be dustatun migæm ke qæza dorost mikonid  
 farsi bælədid.  
 emruz dir mikonid.  
 emruz kar darid.  
 emruz narahætid.  
 emruz xeyli xæsteid.  
 bæəd æz zor dærs midid.  
 emšæb dærvæt darid.  
 emšæb mirid sinema.

Drill 17b.5 Conversation (The teacher gives cue. Student one makes the corresponding statement and student two combines this with the /ke/ clause.)

T. narahæt S<sub>1</sub> emruz narahætæn. S<sub>2</sub> man be dustatun migæm ke emruz  
 xæste narahætid.  
 mæšqul  
 bikar  
 man emruz pul nædæræn  
 kar  
 kelas  
 (aff)  
 emšæb  
 kar  
 dærvæt

Drill 17b.6 Review Drills 7b.3, 9a.3, 14b.2 (in the negative) and any other drill that practices a problem that your class may be having.)

Drill 17b.7 Comprehension

jan hamilton amrikai-e. dar ŝahre yazd zendegi mikone. yazd ye ŝahre irani-e va\* ye sal-e ke jan unja kar mikone. dar do-ta ez dabirestaná inglisi tadrís mikone. soba dar dabirestane ferdowsi dars midevo, baad az zora kelasáŝ dar dabirestane ŝalast. dar dabirestane ferdowsi kelase panjom dars mide. ŝagerdaŝ inglisi xub baladand vali biŝtar neveŝtan baladand. ye sal-e ke ba jan inglisi mixunand. jan ba ŝagerdaŝ hamiŝe inglisi hærif mizanevo hala inglisi xub mifahmendo kani hærif mizand. albatte jan farsi keyli xub balad-e va baraye in, ŝagerdaŝ hamiŝe baŝ farsi hærif mizand ya be farsi soal mikonand.

dar dabirestane zale kelase sevvom dars mide. jan unja hamiŝe farsi hærif mizane. ŝagerdaŝ inglisi ba baladando modire madrese ham inglisi nemidune. iŝun faranse xub hærif mizand vali jan faranse balad nist.

emruz ŝambast, ruze avvale hafte. jan saate ŝid bidar miŝe\* vali boland nemiŝe.\* keyli xestast. ŝiŝo nim\* boland miŝevo hamman mikone.\* baad lebas mipuŝe.\* saat haft sobhane mixore. baraye sobhanaŝ hamiŝe nuno panir\* mixore. saat hafto bist dayqe\* mire madrese. dabirestane ferdowsi az xunaŝ dur nist va hamiŝe piade\* mire. dah dayqe tul mikiŝe.\*



## SUPPLEMENTARY LESSON 12

## 1. Substitution Practice

kelase ma az kelase šoma šuluqtar-e.

	xelvat	
	bozorg	
	kucik	
	xub	
dars	asun	
	saxt	(neg)
	bad	

## 2. Substitution Practice

xuneye ma az xuneye šoma bozorgtar-e.

	kucik	
	arzun	
	boland	
	gerun	
	keta	
	nazdik	
	xub	
	dur	
	šuluq	(neg)
	xelvat	
	ziba	

## 3. lotfan javab bedid. (Negative cue.)

T. Šoma az baradaretun bozorgtarid? S. naxeyr, man az baradaretun bozorgtar nistam.

danešgaye tehran az danešgaye tegzas bozorgtar-e?  
 havaye inja az havaye mišigan garmtar-e?  
 xuneye šoma az xuneye ma bolandtar-e?  
 saate man az saate šoma geruntar-e?  
 havaye šomal az havaye junub garmtar-e?  
 farsi az inglisi asuntar-e?  
 dars diruz az dars emruz saxtar-e?  
 inglisi man az inglisi šoma behtar-e?  
 vašangton az nyo york šuluqtar-e?  
 restorane danešga az in restoran xelvattar-e?

## Supplementary Lesson 12

## 4. lotfæn javab bedid. (Free Conversation)

- T. xælvæt Šuluq S<sub>1</sub> kelase ma az kelase Šoma xælvættar-e?  
 S<sub>2</sub> bæle. kelase Šoma az kelase ma xælvættar-e. (or)  
 næxeyr. kelase ma az kelase Šoma Šuluq-e.

arzun  
 gerun

bæd  
 xub

kuta  
 bolænd

asun  
 saxt

kucik  
 bozorg

næzdik  
 dur

## LESSON 18

dialog a

- |    |  |  |
|----|--|--|
|    | gorosnatun-e                             | you are hungry                                     |
| 1. | aqaye jorj, gorosnatun-e?                | George, are you hungry.                            |
|    | gorosnam-e                               | I'm hungry   |
|    | gorosnam nist                            | I'm not hungry                                     |
|    | hala                                     |  |
| 2. | naxeyr, aqa. hala gorosnam nist.         | No, I'm not hungry now.                            |
|    | qaza mixor-                              | eat (in general)                                   |
| 1. | maamulan saat cand qaza mixorid?         | What time do you usually eat?                      |
| 2. | maamulan saat haft qaza mixoran.         | I usually eat at seven.                            |
|    | befarmaid                                | please (come)                                      |
| 1. | pas emsab saat six befarmaid manzele ma. | Then please come over to our house tonight at six. |
| 2. | xeyli motšakeram, aqa. lotf darid.       | Thank you very much.                               |
| 1. | xaes mikonam.                            | You're welcome.                                    |

\* \* \* \*

dialog a

1. aqaye jorj, gorosnatun-e?
2. naxeyr, aqa. hala gorosnam nist.
1. maamulan saat cand qaza mixorid?
2. maamulan saat haft qaza mixoran.
1. pas emsab saat six befarmaid manzele ma.
2. xeyli motšakeram, aqa. lotf darid.
1. xaes mikonam.

## Drill 18a.1 Imitation

gorosnætun-e?

bale. gorosnam-e.

gorosnætun-e?

næxeyr. gorosnam nist.

gorosnæš-e?

bale. gorosnæš-e.

gorosnæš-e?

næxeyr. gorosnæš nist.

jamšid gorosnæš-e?

bale. jamšid gorosnæš-e.

næxeyr. jamšid gorosnæš nist.

## Drill 18a.2 Complex Substitution

gorosnam-e.

(question)

(šoma)

(statement)

jamšid

(neg)

(mæn)

(aff)

fereydun

(question)

## Drill 18a.3 Imitation

tešnætun-e?\*

tešnam-e.

## Drill 18a.3 (cont'd)

særdetun-e?\*

særdæm-e.

gærdetun-e?\*

gærdæm-e.

cænd saletun-e?\*

bist salæm-e.

## Drill 18a.4 Complex Substitution

mæn hala gorosnæm-e.

šoma

(question)

tešne

jænšid

(statement)

gærm

(neg)

širin

gorosne

(aff)

cænd sal

šoma

mæn

gærm

(neg)

šoma

(question)

## Drill 18a.5 Simple Substitution

ma'mulan saat cend qaza mixorid?

šam

naħar

sobhane

mixabid\*

boland mišid.\*

mirid sare kelas.

mirid danešga.

miaid inja.

mirid Dexter House

dars mixunid.

naħar mixorid.

mixabid.

šam mixorid.

Drill 18a.6 Repeat Drill 18a.6 as questions to be answered by the student. The answer should be on the hour and not exact.)

## Drill 18a.7 Complex Substitution

ma emšab qazaye irani mixorim. šomam befarmaid.

amrikai

dorost mikonim.

šam

irani

qaza

mirim sinema

restorane lalezar

xuneye baradaram

Drill 18a.8 Conversation (Drill 18a.7 should be repeated in the following manner. The teacher gives the short cue. Student one says the whole sentence and student two answers with the sentence /motšakeran, aqa. lotf darid./ Student one completes the conversation with /xaeš mikonam./)

T. qazaye irani

S<sub>1</sub> ma emšab qazaye irani mixorim. Šomam befarmaid.

S<sub>2</sub> motšakeran, aqa. xeyli lotf darid.

S<sub>1</sub> xaeš mikonam.

(Continue in this manner using the cues in Drill 18a.7.)

Drill 18a.9 Conversation

1. Šoma maemulan saat cand bidar mišid?\*
- maemulan saat cand mixabid?\*
2. saat cand sobhane mixorid?
- koja?
3. Šoma šaba kelase farsi darid?
- ceqad tul mikeše?\*
4. šoba kelase farsi darid?
- saat cand?
5. koja nahar mixorid?
- Šoma emšab ~~daevat~~ darid?
6. kelase farsitun ceqad tul mikeše?
- saat cand Šam mixorid?
7. Šambeha saat cand mixabid?
- yekšambeha saat cand boland mišid?\*
8. yekšambeha saat cand sohane mixorid?
- yekšambeha Šam koja mixorid?

## LESSON 18

dialog b

xošetun miad

1. az qazaye irani xošetun miad?
2. bāle. xeyli xošam miad.
1. az kodum bištār xošetun miad?

fesenjun

dust darām

2. fesenjun xeyli dust darām.
1. pas emšāb barāye šoma fesenjun dorost mikonim.
2. bāh-bāh! cē xūb!
1. xaēš mikonam. tašrif biarid.

\* \* \* \*

dialog b

1. az qazāye irani xošetun miad?
2. bāle. xeyli xošam miad.
1. az kodum bištār xošetun miad?
2. fesenjūn xeyli dūst darām.
1. pas emšāb barāye šomā fesenjūn dorost mikonim.
2. bāh-bāh! cē xūb!
1. xaēš mikonam. tašrif biarid.

you like

Do you like Persian food?

Yes, I like it very much.

Which kind do you like most?

(explain)

I like

I like "fesenjun" a lot.

Then we will fix "fesenjun" for you tonight.

(untranslatable exclamation of enthusiasm)

formal expression



## Drill 18b.1 Simple Substitution

az qazaye irani xošetun miad?

musiqie\* irani

xoreše bademjun

filmaye amrikai

pirahæne jamšid

šahre ma

## Drill 18b.2 Imitation

xošetun miad?

xošetun nemiad?

xabetun miad?\*

bædam miad.\*

xabam miad.

xabam nemiad.

bædam nemiad.

keyli xošam miad.

keyli xošeš miad.

keyli xabeš miad.

keyli bædeš miad.

jamšid xošeš miad.

fereydun xošeš nemiad.

az qazaye irani keyli xošeš miad.

Drill 18b.3 Expansion

košeš miad.

keyli košeš miad.

az musiqi keyli košeš miad.

az musiqiye irani keyli košeš miad.

az musiqio qazaye irani keyli košeš miad.

jamšid az musiqio qazaye irani keyli košeš miad.

jamšido jorj az musiqio qazaye irani keyli košešun miad.

mano jamšido jorj az musiqio qazaye irani keyli košemun miad.

Drill 18b.4 Complex Substitution

jamšid az qazaye amrikai xošcš miad.

(neg)

musiqi

fereydun

raxs\*

bad

(aff)

man

qaze

xoš

mano jamšid

irani

(neg)

bad

šoma

(aff)

## Drill 18b.5 Comprehension

mohammad firuzi ye pesare irani-e. mohammad bist saleš-e. dar šahre kerman zendegi mikonevo unja tahsil mikone. mohammad mohasele sale šišome dābirestane šahpur-e. dar hafte\* se ruz kelase inglisi dare - yekšambeha, sešambhavo panjšambeha. mohammad ye duste amrikai dare. dusteš dar kerman nist. dusteš dar amrika zendegi mikone va baraye mohammad name minevise. baraye in, mohammad mokaleme balad nist vali name be inglisi qašang\* minevise. esme dusteš "Paul"-e. Paul ham farsi yad migire vali hanuz xeyli kam balad-e. Paul moalleme farsi nadare va az mohammad yad migire. baraye in, talafozeš kub nist. ye mohasele irani dar šahre Paul zendegi mikone va Paul hamiše ba un mohasel hārf mizane. vali un mohasel xeyli kar dare va ziad\*be Paul komæk\* nemikone. Paul mohasele sale dovvome danešgast.

mohammad se zaban balad-e. farsio kordio inglisi. farsi xeyli kub hārf mizanevo xundano neveštan ham balad-e. be kordi faqat hārf-zadan balad-e va be inglisi faqat neveštan balad-e. mohammad dar kerman zendegi mikone vali kermani nist. pedareš hamadani-e. dar hamadan farsavo\* kordavo torke zendegi mikonand. re mohammad ham kord-e. madareš farsio torke ham balad-e va vali ba mohammad hamiše kordi hārf mizane. pedareš baraye vezarate farhang\* kar mikone va do sal-e ke dar kerman zendegi mikone.

- |                                      |                                      |
|--------------------------------------|--------------------------------------|
| 1. mohammad irani-e?                 | 13. Paul cekar mikone?               |
| 2. esme famileš ci-e?                | 14. Paul farsi midune?               |
| 3. koja zendegi mikone?              | 15. talafoz farsiš cetor-e?          |
| 4. dar kerman cekar mikone?          | 16. mohammad cand-ta zaban midune?   |
| 5. dar kodum madrese tahsil mikone?  | 17. koduma?                          |
| 6. dar kodum kelas-e?                | 18. mohammad kermani-e?              |
| 7. inglisi balad-e?                  | 19. kojai-e?                         |
| 8. duste amrikai dare?               | 20. kordiš cetor-e?                  |
| 9. dusteš kojast?                    | 21. madareš kojai-e?                 |
| 10. esme dusteš ci-e?                | 22. pedareš kojai-e?                 |
| 11. baraye mohammad name minevise?   | 23. esme pedareš ci-e? (nemidunam)   |
| 12. be inglisi ya be farsi minevise? | 24. pedareš dar kerman cekar mikone? |

## Drill 18b.6 Conversation

1. az qazaye irani xošetun miad?
2. az cai saerd xošetun miad?
3. az cai gærm xošetun miad?
4. az filmaye Žaponi xošetun miad?
5. az romanaye\* rusi xošetun miad?
6. az məjälleye "Life" xošetun miad?
7. az musiqiye irani xošetun miad?
8. az celow kabab xošetun miad?
9. az həvaye tegzas xošetun miad?

## Drill 18b.7 Conversation (Repeat the above questions as cues in the following format.)

- T. (to S<sub>1</sub>) az qazaye irani xošetun miad?
- S<sub>1</sub> bale. az qazaye irani xošəm miad. (or) naxeyr. az qazaye irani xošəm nemiad.
- T. (to S<sub>2</sub>) az qazaye irani xošeš miad? (referring to S<sub>1</sub>'s answer)
- S<sub>2</sub> bale. az qazaye irani xošeš miad. (or) naxeyr. az qazaye irani xošeš nemiad.

## SUPPLEMENTARY LESSON 13

## 1. lotfan guš konid.

man guš mikonam.  
man tekarar mikonam.  
man soal mikonam.

lotfan guš konid.  
lotfan tekarar konid.  
lotfan soal konid.

## 2. tekarar konid.

lotfan guš konid.  
lotfan tekarar konid.  
lotfan soal konid.  
lotfan nega konid.  
lotfan javab bedid.  
lotfan dars bedid.  
lotfan dast bedid.  
lotfan farsi bexunid.  
lotfan farsi benevisid.  
lotfan farsi harf bezanid.

## 3. Have the students change the following statements into the request form.

T. man guš mikonam.                      S. lotfan guš konid.

man tekarar mikonam.  
man soal mikonam.  
man javab midam.  
man dars midam.  
man nega mikonam.  
man dast midam.  
man farsi mikonam.  
man farsi minevisam.  
man farsi harf mizanam.

## 4. Have each student make two sentences, one statement and one request. Give the following cues.

T. guš kardæn                      S. man guš mikonam. lotfan guš konid.

tekarar kardæn  
soal kardæn  
nega kardæn  
dars dadæn  
dast dadæn  
xundæn  
neveštan  
harf zadæn

Supplementary Lesson 12

5. Transformation Practice

mæn farsi hærf. mizænæm.

Cues: ma

inglisio farsi

farsi

hærf bezænid

mixunim

bexunid

inglisi

dærs midæm

dærs bedid

yad begirid

## LESSON 19

dialog a

naxše

1. in naxšeye tehran-e?
2. naxeyr. naxšeye iran-e.

paytaxt

1. paytaxte iran kodum šahr-e?
2. paytaxte iran tehran-e.

map

Is this a map of Tehran?

No, it's a map of Iran.

capital

What's the capital of Iran?

The capital of Iran is Tehran.

\* \* \* \*

dialog a

1. in naxšeye tehrān-e?
2. naxeyr. naxšeye irān-e.
1. paytāxte irān kodūm šāhr-e?
2. paytāxte irān tehrān-e.

## Drill 19a.1 Conversation

1. esfahan kojast? esfahan bozorg-e?
2. Širaz kojast? Širaz næzdike mæšhad-e?
3. tæbriz kojast? dær kordestan-e?
4. mæšhad kojast? mæšhad paytaxte iran-e?
5. ahvaz kojast? kucik-e?
6. rezaye kojast? rezaye æz tæbriz dur-e?
7. rašt kojast? næzdike dæryast?
8. kerman kojast? qætar mire kerman?
9. tehran kojast? tehran paytaxte iran-e?
10. esfahan kojast? qæšang-e?
11. æfqanestan kojast? æfqanestan næzdik-e?
12. æraq kojast? dær æraq farsî harf mizanænd?
13. torkiye kojast? torkiye bozorg-e?
14. rusiye (šowrævi) kojast? rusiye kucik-e?

Drill 19a.2 (Prepare a talk about Iran using the map as an aid. Say as much as you think your students can understand, trying not to introduce so much vocabulary that they cannot understand. Avoid translation as much as possible, using simple definitions in Persian, gestures or pictures to get your meaning across. Bring in the sentence types and vocabulary concerning the weather found in Lesson 11a and 11b. Ask questions to check on the students' questions. No new grammar constructions should be used in your talk. For this reason, this talk must be thought out ahead of time.)

Drill 19a.3 Review Drills 16a.11, 16b.3, 16b.4, 16b.12, 17a.3, and 17a.6. Be sure that the students' responses are automatic.



Drill 19b.1 (Review Drills 8a.2 and 8a.3 using the map as an aid.)

Drill 19b.2 Imitation (Point to corresponding areas on the map.)

irania inja zendegi mikonand.

tabrizia

korda

esfahania

yazdia

rusa

Drill 19b.3 Forced Substitution (Explain that the teacher will supply only the place name, the student should respond with a sentence containing a plural noun of nationality.)

T. tehran

S. tehrania inja zendegi mikonand.

(The students should be warned that they will not be familiar with some of the place names but they should be able to derive the correct forms from them using the same pattern.)

T. iran (Point to the map at the same time you give the verbal cue.)

tabriz

azarbajjan

kordestan

arabestan

esfahan

lorestan

tehran

širaz

yazd

afqanestan

## Drill 19b.3 (cont'd)

T. torkie  
 rusie  
 bālucestan  
 amrika  
 hend  
 kordestan  
 cin  
 iran

## Drill 19b.4 Conversation

1. Širaz dār Šomale iran-e?
2. tehran dār junube iran-e?
3. māšhad dār māšrege\* iran-e?
4. rāst dār Šomale iran-e?
5. ahvaz dār junube iran-e?
6. tabriz dār junube iran-e?
7. kermanšah dār māgrebe iran-e?
8. hamedan dār māgrebe iran-e?
9. hamedan nāzdike kermanšast?
10. mazānderan kojaye iran-e?
11. abadan kojaye iran-e?
12. xorasan dār māšrege iran-e?
13. rezaye dār mārkeze iran-e?
14. māšhad dār junube iran-e?
15. abadan dār junube iran-e?
16. yāzd dār mārkeze iran-e?

## SUPPLEMENTARY LESSON 14

1. lotfan guš konid.

mæn miræm paye taxtesia. lotfan berid paye taxtesia.

mæn ye jomle minevisæm. lotfan ye jomle benevisid.

mæn mišînæm. lotfan bešînid.

2. Have the students repeat the above sentences after you chorally.

3. Give the statements as cues and have the students respond with the requests. Continue for all the above statements.

T. mæn miræm paye taxtesia. S. lotfan berid paye taxtesia.

4. Give the requests as cues. The students respond with the statements. Continue as above.

T. lotfan berid paye taxtesia. S. mæn miræm paye taxtesia.

5. Combine the three simple sentences into one compound sentence. Have the students repeat both forms (statement and request) after you.

a. mæn miræm paye taxtesia, ye jomle minevisæmo mišînæm.

b. lotfan berid paye taxtesia, ye jomle benevisido bešînid.

6. lotfan guš konid.

mæn miam inja. lotfan biayd inja.

mæn ruye sandæli mišînæm. lotfan ruye sandæli bešînid.

mæn be naxšeye iran nega mikonæm. lotfan be naxšeye iran nega konid.

7. Have the students repeat the sentences after you. Then have them change statements to requests and vice versa.

Combine the three simple sentences into one compound sentence. Have the students repeat both forms (statement and request) after you several times. e.g.,

a. mæn miam inja, ruye sandæli mišînæmo be naxšeye iran nega mikonæm.

b. lotfan biayd inja, ruye sandæli bešînido be naxšeye iran nega konid.

## Supplementary Lesson 14

## 8. Pattern Practice

mæn emšab miræm sinema.

Cues: ma

jamšid

kelase farsi

šoma

berid

ketabxune

biayd

xuneye ma

restoran

berid

miræm

park

miam

biayd

konsert

## LESSON 20

Review

## Drill 20.1 Conversation

1. paytaxte iran kodum ŧahr-e/  
tehran az inja dur-e?  
az inja ta\* tehran ba havapeyma ceqad tul mikeshe?\*
2. havaye tehran cetor-e/  
havaye tehran mesle havaye astin-e?  
havaye astin mertub-e?
3. az havaye astin xoŧetun miad?  
ŧoma kojai haŧtid/  
havaye ŧahretun cetor-e?
4. paytaxte amrika kodum ŧahr-e?  
az inja dur-e?  
havaye vaŧangton cetor-e/
5. ŧahre abadan kojast/  
az ahvaz dur-e?  
abadan bozorg-e?
6. raŧt kojast?  
tu mazanderan-e?  
az mazanderan dur-e?
7. havaye raŧt cetor-e/  
az havaye mertub xoŧetun miad?  
havaye astin mertub-e?
8. dar kelasemun cand-ta ŧagerd darim?  
dar hafte cand ruz dars mixunim?  
dar ruz cand saet mixunim?
9. ŧoma ŧaba farsi taerlin mikonid?\*ŧoma farsi xub mifahmid?  
farsi mesle arabi-e?
10. ŧomareye otaqetun cand-e/  
otaqetun saerd-e?  
bozorg-e?
11. kaiŧe ŧoma siast?  
muye\* saeid siast?  
daftare farsitun saebz-e?

## Drill 20.1 (cont'd)

12. daftære\* TEFL kojast/  
mesle daftære zæbane farsî-e?  
daftære zæbane farsî tamîz-e?
13. xoreşe bademjun xoşetun miad?  
şoma raxs bælədid?  
raxse irani yad migirid?
14. hævaye tabriz mesle hævaye kojast/  
tabriz az şowrævi dur-e?  
tabriz kucik-e?
15. hæmædan kojast/  
dær hæmædan kordi hærf mîzænand?  
kordi mesle farsî-e?
16. irania baraye sobhane ci mîxorænd?  
şoma sobhateye amrikai mîxorid?  
az qæzaye irani xoşetun miad?
17. torki koja hærf mîzænand/  
şoma torki midunid?  
"yaxci" yææni ci?
18. şoma farsî xub bælədid?  
neveştæn yad migirid?  
farsî moşgêl\*-e?
19. soba sææt cænd bidar mişid?\*soba værzeş mikonid?\*az værzeş xoşetun miad?
20. şoma duste irani darid?  
ba dustetun farsî hærf mîzænand?  
dustetun dær amrika dærs mîxune?
21. madær bozorgetun qæzaye irani dorost mîkone?  
pedær bozorgetun qæzaye irani dust dare?\*esme madær bozorgetun fereştæst?
22. dær astin barun miad?  
ba otobus mirid sære kelase farsî?  
kelasaye farsî az Dexter House dur-e?
23. abadan kojast/  
abadan næft\* dare?  
hævaye abadan cætor-e?

## Drill 20.1 (cont'd)

24. Šoma emruz narahætid?  
særetun dærd mikone?  
gorosnætun-e?
25. Šoma irani hæstid?  
farsi mifahmid?  
kojai hæstid?
26. esme familetun ci-e?  
be farsi cetor tælæfoz mikonid?  
esmaye irani mošgel-e?
27. Šaba inglisi dærs midid?  
kelasetun æz inja dur-e?  
mæmulæn sare væxt\* miresid?\*
28. Šoma piade mirid særekelase farsî?  
ceqæd tul mikeše?  
xæsteid?
29. Šaba saat cænd kelase farsî darid?  
emšæb ki dærs mide?  
kelase farsî bææd æz šam-e?
30. irania saat cænd neher mixorænd?  
æz amrikaia bištær mixorænd va kantaær?  
šoma æz polow xošetun miad?
31. yekšambeha koja mirid?  
esterahæt mikonid?  
šena mikonid?

GrammarNoun Plurals

The plural is formally expressed only when there is no other determiner of plurality. Determiners of plurality include numbers and adverbs of quantity.

çand-ta šagerd darid?

keyli šagerd daræm.

dæh-ta šagerd daræm.

When there is no other plural indicator in the sentence, the noun may be made plural by the addition of the plural morpheme /-â/. The plural morpheme is always stressed.

Number Concord

When a plural noun is the subject of a sentence in Persian, specific rules of concord must be observed. An inanimate plural subject will require a singular verb inflection while an animate plural subject will occur with a plural verb inflection. This rule of concord is true only for the third person. For example,

un ketabâ male šomast?

dustatun amrikaiænd?

Other uses of the third person plural verb:

- a. Speaking of a third person who is present.

in aqa amrikaiænd?

išun farsi bæladænd?

- b. Speaking of an important third person who is not present.

vazire farhang emruz miand inja.

- c. Speaking of a third person not present who is related to the person you are speaking to. His family members are referred to in the third person plural out of politeness even if they are not present.

pedaretun koja kar mikonænd?

The plural used with singular nouns to indicate politeness holds true only for verb morphology but other morphology as well.

i farsi xub bæladænd. in aqa amrikaiænd. esmešun ham esmit-e.



### 3. Counters

There is a difference in Persian (as there is in English) between countable and non-countable nouns. This difference is shown by occurrence with different adverbs of quantity. For example,

cænd-ta ketab daridʒ

ceqæd šekar daridʒ

A counter (in this case /-ta/) must be suffixed to the number or adverb you are using as a modifier of the noun. /cænd/ means "how many" but when used with a countable object it must take the counter /ta/. The numbers /yek/, /do/, etc. are used alone only when enumerating or counting. When used to modify countable nouns, however, they occur in the form /do-ta/, /se-ta/, /car-ta/, etc. This counter is retained when referring to a countable noun not mentioned.

šoma cænd-ta ketab daridʒ

dæh-ta.

The counter used with the number one (/ye/ or /yek/) is /-dune/.

cænd-ta medad daridʒ

ye-dune.

The counters - are not used with units of time such as ruz, saæt, hæfte, mah, sal, etc.

ye saæt

do saæt

se ruz

car hæfte

pænj mah

šiš sal

### 4. Compound Verbs

Certain Persian verbs occur in the compound state when there is no direct object expressed. When the direct object is indicated, it takes the place of the noun component. Examples of this type of verbs that you have seen are /mixoræm/ and /mixunæm/. Both of these verbs generally occur with a noun component even when the meaning is general in nature, and no direct object is intended.

Examples of this type of compound verb are:

- a. /nəhar mixoræm/ "I eat lunch"  
 /šam mixoræm/ "I eat supper"  
 /nun mixoræm/ "I eat bread"  
 /qæza mixoræm/ "I eat"
- b. /farsi mixunæm/ "I study Persian"  
 /šimi mixunæm/ "I study chemistry"  
 /dærs mixunæm/ "I study"
- c. /sorude melli mixunæm/ "I am singing the national anthem"  
 /avaz mixunæm/ "I am singing"

Note that the verb /mixunæm/ means either "I read, study, sing" depending on the noun component. It is for this reason that compound verb forms must always be considered in their entirety.

## SUPPLEMENTARY LESSON 15

## 1. guš konid.

lotfan tekrar konid.	lotfan tekrar <i>n</i> akonid.
lotfan soal konid.	lotfan soal <i>n</i> akonid.
lotfan javab bedid.	lotfan javab <i>n</i> adedid.
lotfan kar konid.	lotfan kar <i>n</i> akonid.
lotfan dars bedid.	lotfan dars <i>n</i> adedid.
lotfan dast bedid.	lotfan dast <i>n</i> adedid.
lotfan farsi bexunid.	lotfan farsi <i>n</i> axunid.
lotfan farsi harf bezanid.	lotfan farsi harf <i>n</i> azanid.

## 2. Have the students change the requests above to the negative. e.g.,

T. lotfan inglisi harf bezanid. S. lotfan inglisi harf *n*azanid.

## 3. Have individual students make affirmative and negative request forms. Give infinitives as cues. e.g.,

T. dars dadan. S. lotfan dars bedid. lotfan dars *n*adedid.

tekrar kardæn  
soaæ kardæn  
nega kardæn  
kar kardæn  
dars dadæn  
dast dadæn  
neveštæn  
xundan  
harf zadæn  
raftæn  
nešastæn  
amædæn

## 4. lotfan tekrar konid.

lotfan farsi harf bezanid, vali inglisi harf *n*azanid.  
lotfan ruye sandali bešinid, vali ruye miz *n*ašinid.  
lotfan ketabxune berid, vali sinema *n*arid.  
lotfan farsi benevisid, vali inglisi *n*anevisid.  
lotfan soal konid, vali harf *n*azanid.  
lotfan guš konid, vali javab *n*adedid.

## 5. Have individual students make sentences similar to those practiced above. Give two cues at a time. e.g.,

T. soal kardæn, harf zadæn S. lotfan soal konid, vali harf *n*azanid.  
tekrar kardæn, soal kardæn  
neveštæn, harf zadæn  
xundan, soal kardæn  
kar kardæn, esterahæt kardæn  
salam kardæn, dast dadæn

## LESSON 21

dialog a

nežad

family name

mišenas-

know, be acquainted with

1. aqáye nežado mišenasid?

Do you know Mr. Nežad?

migid

you mean

2. jamšide nežado migid?

Do you mean Jamshid Nežad?

1. naxeyr. baradarešo migam.

No, I mean his brother.

2. man faqat jamšide nežado mišenasam.

I only know Jamshid Nežad.

\* \* \* \*

dialog a

1. aqáye nežado mišenasid?

2. jamšide nežado migid?

1. naxeyr. baradarešo migam.

2. man faqat jamšide nežado mišenasam.

## Drill 21a.1 Simple Substitution

aqayé nežado mišenasið?

sadeq

burbur

ohanian

aryan nežad

kazemian

fiuzat

## Drill 21a.2 Simple Substitution (Repeat in the negative.)

mæn bæraderetino mišenasæm.

pedar

madar

xahær

dust

mæallem

dæbir

ostad

Drill 21a.3 (Repeat Drill 21a.2 using the model sentence /šoma bæraderišo mišenasið?/)

## Drill 21a.4 Multiple Substitution

mæn jamšide nežado mišenasæm.

parviz aryan nežad

qasem sadeq

sasan burbur

vigen ohanian

## Drill 21a.5 Cued Conversation

T. nežad : S<sub>1</sub> Šoma aqaye nežado mišenasiđ? S<sub>2</sub> jamšide nežado migid?

aryan-nežad

sadeq

burbur

ohanian

Drill 21a.6 Cued Conversation (Repeat the cues from Drill 21a.5 using the following model sentences.)

T. nežad

S<sub>1</sub> Šoma aqaye nežado mišenasiđ?

S<sub>2</sub> jamšide nežado migid?

S<sub>1</sub> naxeyr, baradarešo migam.

## Drill 21a.7 Simple Substitution

mæn baed az zor aqaye nežado mibinaem.\*

burbur

sadeq

said

hoseyn

perviz

ohanian

baradaretun

pedar

madar

moællem

dæbir

dust

## Drill 21a.7 (cont'd)

mæn bæed æz zor dustetuno mibinæn.

ostad

xahær

## Drill 21a.8 Complex Substitution

bæed æz zor bæradæramo mibinid?

pedær

mædær

(-eš)

dust

bæradær

moællem

(-etun)

pedær

dust

dæbir

(-ešun)

pedær

ostad

xahær

(-emun)

ostad

moællem

dust

## Drill 21a.9 Simple Substitution

men be'radare jamšido mišenasam.

fereydun

parviz

hoseyn

said

schrab

qasem

## Drill 21a.10 Cued Conversation

T. daftar S<sub>1</sub> un daftaro mibinid? S<sub>2</sub> bāle. S<sub>1</sub> male ki-e? S<sub>2</sub> nemidunam.

ketab

medad

kaqaz

xodnevis

pirahan

mašin

nāvar\*

## Drill 21a.11 Simple Substitution

ma aqaye nežado mibinim.

dābirestane alborz

danešgaye tehran

xanume kazemian

dābestane pars\*

danešgaye širaz

aqaye fiuzat



## Drill 21a.11 (cont'd)

ma aqaye fiuzato mibinim.

bimarestan\*

jamšid

sinemaye empayr

xiabane taxte jamšid

xuneye fereydun

ketabe wahmud

dəbirestane mehr\*

mašine men

jamšido baradareš

ketabaye said

medresamun

ketabam

medadam

daftaram

mocallemetun

mocallmemun

mocallemešun

mocalleneš

mocallenaš

ketabaš

baradaraš

baradaram

baradaramun

## Drill 21a.12 Simple Substitution

mæn un ketabo mixam.\*

medad

daftær

mašin

livan

fenjun

gæc

johær\*

ketabe qermez

daftære kucik

mašine xarab

livane kucik

fenjune sefid

gæce zard

johære sabz

Drill 21a.13 Forced Substitution (Review) (Give one cue at a time, producing as many combinations as possible.)

mæn

mibinam.

šoma

hærf mizæn-

(neg)

ma

dærs mid-

(aff)

išun

kar mikon-

alio jamšid

midun-

mæn

mixun-

u

yad migir-

baradæram

mir-

esterahæt mikon-

dæævæt dar-

qæza mixôr-

dar-

dir mikon-

mia-

mixa-

mišenas-

## Drill 21a.14 Expansion

- a. un kitab male man-e.  
 un ketabe bozorg male man-e.  
 un ketabe bozorgo qeruez male man-e.
- b. un medad ru miz-e.  
 un medade kucik ru miz-e.  
 un medade kuciko sabz ru miz-e.
- c. un kitab mošgel-e.  
 un kitab koloft\* mošgel-e.  
 un ketabe kolofto sia mošgel-e.
- d. un kaqaz male ki-e/  
 un kaqaze sefid male ki-e/  
 un kaqaze sefido kohne\* male ki-e/

## Drill 21a.15 Expansion

- a. un medado mixam.  
 un medade kuciko mixam.  
 un medade kuciko qermezo mixam.
- b. un ketabo mibinid?  
 un ketabe kolofto mibinid?  
 un ketabe kolofto sabzo mibinid?
- c. un mašino nemixam.  
 un mašine kasifo\* nemixam.  
 un mašine kasifo xarabo nemixam.

## LESSON 21

dialog b

- |  |  |
|--|--|
| 1. esme baradarešo midunid?                              | Do you know his brother's name?                            |
| 2. naxeyr. esmeš ci-e/                                   | No. What's his name?                                       |
| behruz   | first name   |
| farda  | tomorrow   |
| beš  | to him   |
| bešun  | to him (polite), to them                                   |
| moarefi mikon-   | introduce  |
| 1. esmeš behruz-e.farda šomaro bešun<br>moarefi mikonam. | His name is Behruz. I'll introduce<br>you to him tomorrow. |
| 2. xeyli xob. pas farda šomaro<br>mibinam.               | Fine. Then I'll see you tomorrow.                          |
| miar-  | bring  |
| 1. bale. aqaye nežado ba xodam<br>miaram.                | Yes. I'll bring Mr. Nezhad with<br>me.                     |

\* \* \* \*

dialog b

- |   |
|---|
| 1. esme baradarešo midunid?                           |
| 2. naxeyr. esmeš ci-e/                                |
| 1. esmeš behruz-e.farda šomaro bešun moarefi mikonam. |
| 2. xeyli xob. pas farda šomaro mibinam.               |
| 1. bale. aqaye nežado ba xodam miamam.                |

## Drill 21b.1 Simple Substitution

a. aqaye etemadiro mišenasid?

marāši

zia.

alavi

mehdi

b. xanume šarifiro mišenasid?

marāši

širazi

## Drill 12b.2 Forced Substitution

aqaye alaviro mišenasim.

marāši

kasemian

parviz

mehdi

sadeq

zia

širazi

hoseyn

nežad

aryan-nežad

sohrab

šarifi

fiuzat

alavi

mehdi

## Drill 21b.3 Simple Substitution

a. esme bæraderešo midunid?

pedær

madær

dust

xahær

moællem

ostad

b. esme madresašo midunid?

majælle

danešga

bæradæra

## Drill 21b.4 Forced Substitution

a. mæn šomaro mišenæsæm.

jamšid

ma

pedæro madæræm

mæn

moællemæm

b. mæn esme šomaro midunæsæm.

jamšid

ma

pedæro madæræm

mæn

moællemæm

## Drill 21b.5 Simple Substitution

açaye nežado ba xodam miarxam.

zia

sadeq

marraşi

reza

## Drill 21b.6 Review Drill 18b.3.

Drill 21b.7 Forced Substitution (Change the verb to /midun-/ where necessary.)

man baradarešo mişenasam.

pedar

esm

esme baradar

moellem

esme famil

esme dust

dust

## Drill 21b.8

man ferextaro nemibinam.

žale

majalle

ruzname

fateme

šomare

ketabxune

marzie\*

madrese

žune

## Drill 21b.9 Forced Substitution

man fereštaro mibinam.

jamšid

reza

fariba

mādrese

ketab

šoma

hoseyn

ketabxune

majalle

sinema

sinemaye ferdowsi

ketabe šimi

ketabe fizik

## Drill 21b.10 Conversation

T. pesar, jamšid

S<sub>1</sub> un pesaro mibinid?

S<sub>2</sub> bale.

S<sub>1</sub> esmešo midunid?

S<sub>2</sub> bale. esmeš jamšid-e.

doxtar, parvin

pesar, reza

pesar, parviz

doxtar, šila

doxtar, fariba

pesar, dara

pesar, said



## Drill 21b.10 (cont'd)

T. doxtar, Zale  
 doxtar, ferešte  
 doxtar, ziba

## Drill 21b.11 Imitation

Šeba məəmulan kitab mixunam.  
 dar mədrese in ketabo mixunim.  
 mən həmiše ruzname mixaram\*  
 mən həmiše ruznameye keyhano mixaram.  
 jəmšid həmiše kitab mixune.  
 jəmšid həmiše ketabe xodešo mixune.  
 mən məəmulan qəzaye irani dust darəm.  
 mən həmiše cai mixoram.  
 mən in cairo nemixoram.  
 Šoma cənd-ta kitab darid?  
 Šoma ketabaye məno mixunid?  
 mən kitab dust darəm.  
 mən in ketabo dust darəm.  
 mən qəve mixoram.  
 mən in qəvəro mixoram.  
 Šoma cai dorost mikonid?  
 Šoma kodum cairo dorost mikonid?  
 qəzaye irani dust darid?  
 in qəzaro dust darid?

## Drill 21b.12 Simple Substitution

a. Šaba maemulan ketab mixunam.

majalle

ruzname

roman

zabane farsi

ketabaye inglisi

ketabaye almani

b. man emšab in ketabo mixunam.

roman

majalle

ruzname

ketabe farsi

c. in ketabo mixune.

un

kodum

## Drill 21b.13 Complex Substitution

emšab in ketabo mixune.

ruzname

un

roman

kodum

majalle

ketab

in

un

ruzname

## SUPPLEMENTARY LESSON 16

1. lotfæn guš konid.

mæn æz in ketab xošæm miad æma æz un ketaba xošæm nemiad.

mæn æz in film xošæm miad æma æz un filma xošæm nemiad.

2. lotfæn tekrær konid.

1. mæn æz in ketab xošæm miad æma æz un ketaba xošæm nemiad.

2. mæn æz in film xošæm miad æma æz un filma xošæm nemiad.

3. mæn æz in ahæng xošæm miad æma æz un ahænga xošæm nemiad.

4. mæn æz in sorud xošæm miad æma æz un soruda xošæm nemiad.

5. mæn æz in tablo xošæm miad æma æz un tabloa xošæm nemiad.

6. mæn æz in dastan xošæm miad æma æz un dastana xošæm nemiad.

3. Have the students use singular and plural forms of the nouns in the above pattern sentence. Give the following cues as substitutions.

ketab

film

ahæng

sorud

tablo

dastan

4. lotfæn javab bedid.

T. Šoma æz in xodnevis xošætun miad?

S. bæle, mæn æz in xodnevis xošæm miad æma æz un xodnevisa xošæm nemiad.

saæt

mašin

restoran

qaza

## Supplementary Lesson 16

## 4. (cont'd)

T. Šoma əz in qəza xošetun miad.

dastan

ahəng

mive

namayəš

5. lotfan soal konid. Reverse the above practice. Have the students ask questions using the same cues. e.g.,

T. dastan S<sub>1</sub> Šoma əz in dastan xošetun miad?

S<sub>2</sub> bəle. mən əz in dastan xošəm miad əma əz un dastana xošəm nemiad.

6. lotfan guš konid.

mən faqət ye bəradər dərəm vəli dustəm car-ta bəradər dare.

mən faqət ye əmu dərəm vəli dustəm se-ta əmu dare.

7. lotfan tekrar konid.

1. mən faqət ye bəradər dərəm vəli dustəm car-ta bəradər dare.

2. mən faqət ye əmu dərəm vəli dustəm se-ta əmu dare.

3. mən faqət ye xahər dərəm vəli dustəm do-ta xahər dare.

4. mən faqət ye moəlleme farsı dərəm vəli dustəm do-ta moəlleme farsı dare.

5. mən faqət ye kelase inglisi dərəm vəli dustəm še-ta kelase inglisi dare.

8. lotfan jəvab bedid.

T. Šoma cənd-ta bəradər darid? S. mən faqət ye bəradər dərəm vəli dustəm do-ta bəradər dare.

bəradəre bozorgtar

bəradəre kuciktər

xahər

xahəre kuciktər

xahəre bozorgtar

əmu

xale

moəlleme farsı

## LESSON 22

dialog a

qand

lump sugar

Šekar

granular sugar

1. Šoma cai ba qand dust darid ya Šekar?

Do you like tea with sugar or "qand"?

2. qand ci-e?

What's "qand"?

1. qand mesle Šekar-e vali seft<sup>\*e</sup>.

"Qand" is like sugar but it's hard.

cejuri

in what manner

2. pas qando cejuri mixorand?

Then how do you use (eat) "qand"?

mizar-

put

dæhan

mouth

1. qando mizarand tu dæhan, un vaxt cairo mixorand.

You put the "qand" in your mouth then drink the tea.

\* \* \* \*

dialog a

1. Šomá cai ba qand dúst dàrid ya Šekar?

2. qand ci-e?

1. qand mäsle Šekar-e váli séft-e.

2. pas qándo cejurí mixorand?

1. qándo mizarand tu dæhan, un vaxt caíro mixorand.



## Drill 22a.4. (cont'd)

4. Šoma cai ba yax dust darid ya cai garm?
5. Šoma az qahve amrikai xošetun miad ya qahveye tork?
6. Šoma cai širin dust darid ya cai talx\*?
7. Šoma qahve ba šir mixorid ya bedune\* šir?
8. Šoma gušte gav\* dust darid ya gušte gusfand?
9. irania gušte gav mixorand ya gušte gusfand?
10. irania cai ba šekar bištar mixorand ya qand?
11. irania cai ba yax mixorand ya cai garm?
12. amrikaia cai ba qand dust darand ya šekar?
13. amrikaia gušte gusfand bištar mixorand ya gušte gav?
14. irania az cai širin xošešen miad ya cai talx?

## Drill 22a.5 Simple Substitution (Give infinitive as cue.)

mæn ino midunam.

dorost mikon-

mixor-

mjg-

mifahm-

minevis-

mipuš-

mibin-

mixun-

mixa-

- Drill 22a.6 Simple Substitution (Repeat Drill 22a.7 once with /šehla/ as the subject, and once with /šoma/ as the subject. Use the question form with the third repetition.)

## Drill 22a.7 Simple Substitution

man in livano dust daram. un livano dust nedaram.

ketab

cai

madrese

johar\*

xodnevis

ketabxune

estekan

qahve

hava

gušt

fenjun

xune

kelas

danešga

## Drill 22a.8 Simple Substitution

reza daftaretuno mixad.

medad

ketab

mašin

livan

fenjun

gac

johar

ketabe qermez

daftare kucik

mašine xarab



## Drill 22a.8 (cont'd)

reza mašine xarabetuno mixad.

livane kucik

fenjune sefid

gæce zærd

johære sæbz

Drill 22a.9 Repeat Drill 22a.8 using the model sentence / reza daftæramo mixad./

## Drill 22a.10 Simple Substitution

in mesle un-e vali bozorgtar-e.

sæxt

kucik

kohne

mošgel

kuta

seft

torš\*

tælx

širin

koloft

kasif

sia

qermez

Drill 22a.11 Repeat Drill 22a.10 using the model sentence / æz un bozorgtar mixam./

## Drill 22a.12 Expansion

- a. un ketab male ki-e/  
 un ketabe farsi male ki-e/  
 un ketabe farsie sia male ki-e/
- b. un ruzname ru miz-e.  
 un ruznameye inglisi ru miz-e.  
 un ruznameye inglisie kohne ru miz-e.
- c. un ketab moşgel-e.  
 un ketabe inglisi moşgel-e.  
 un ketabe inglisie koloft moşgel-e.
- d. un kaqaz xub-e.  
 un kaqaze almani xub-e.  
 un kaqaze almanie sefid xub-e.

## Drill 22a.13 Expansion

- a. un ketabo mixam.  
 un ketabe farsiro mixam.  
 un ketabe farsie siaro mixam.
- b. un ruznamero mixam.  
 un ruznameye farsiro mixam.  
 un ruznameye farsie kohnaro mixam.
- c. un kaqazo nemibinam.  
 un kaqaze almaniro nemibinam.  
 un kaqaze almanie sefido nemibinam.

## Drill 22a.13. (cont'd)

d. in dæftæro mixayd?

in dæftære farsiro mixayd?

in dæftære farsie kolofto mixayd?

## LESSON 22

dialog b

jaleb

interesting

2. rast migid? xeyli jaleb-e.

Really? That's very interesting.

1. bale. ino migand cai qand-pahlu.

Yes, this is called "qand-pahlu" tea.

2. xob, cai ba šekar cetor?

Well, what about tea with sugar?

1. cai ba šekaro migand cai širin.

Tea with sugar is called sweet tea.

kodum yeki

which one

2. xodetun kodum yekiro dust darid?

Which one do you like (prefer) yourself?

1. cai qand-pahluro.

"Qand-pahlu".

\* \* \* \*

dialog b2. rast migid? xeyli jaleb-e.

1. bale. ino migand cai qand-pahlu.

2. xob, cai ba šekar cetor?1. cai ba šekaro migand cai širin.2. xodetun kodum yekiro dust darid?1. cai qand-pahluro.

## Drill 22b.1 Complex Substitution

- men beradaretuno ba xodam miarəm.

pedar

(u)

xabər

ketab

moəlləm

(ma)

ostad

dəftər

dust

(una)

dəbir

kaqəz

şagerd

(mən)

bəradər

johər

bəradərə kucik

madaer

xodnevis

(šoma)

madaer bozorg

duste irani

dəftərə sia

Drill 22b.2 Simple Substitution (Repeat this drill after Drill 22b.4.)

man fesenjun mixoram.

cai

qahve

polo

celo kebab

xoreše bademjan

cai garm

gušte gav

Drill 22b.3 Simple Substitution (Use the cues from Drill 22b.2 as substitution items in the following model sentence.)

man in fesenjuno mixoram.

Drill 22b.4 Simple Substitution (Use the cues from Drill 22b.2 as substitution items in the model sentence below.)

man fesenjunetuno mixoram.

Drill 22b.5 cænd væxt-e dar iran hæstid/

in Šahr

tehran

yæzd

kerman

rašt

Šahre ma

mazænderan

iran

in dæbirestan

dæbirestane ma

kešvære ma\*

## Drill 22b.6 Simple Substitution

čand vaxt-e farsi yad migirid?

farsi mixunid

inglisi dars midid

dar iran zendegi mikonid

dar iran dars midid

dar in Ŷahr haestid

moallem haestid

qazaye irani mixorid

inja zendegi mikonid

## Drill 22b.7 Simple Substitution

do-ta ketab ru miz-e. kodum yeki male Ŷomast?

daftar

medad

xodnevis

name

livan

fenjun

xodkar

## Drill 22b.8 Conversation (Repeat Drill 22b.9 in the following manner.)

T. ketab

S<sub>1</sub> do-ta ketab ru miz-e. kodum yeki male Ŷomast?

S<sub>2</sub> un yeki male man-e.

## Drill 22b.9 Simple Substitution

man in livano dust dar-am. Ŷoma kodum yekiro dust darid?

ketab

cai

## Drill 22b.9 (cont'd)

mæn in cairo dust daræm. Šoma kodum yekiro dust darid?

mædrese

xodnevis

ketabxune

estekan

qæhve

fenjun

xune

kelas

danešga

dæftar

Šæhr

xiaban

dabirestan

## Drill 22b.10 Conversation (Repeat Drill 22b.9 in the following manner.)

T. ketab

S<sub>1</sub> mæn in ketabo dust daræm. Šoma kodum yekiro dust darid?

S<sub>2</sub> mæn un yekiro dust daræm.

## Drill 22b.11 Expansion

a. in dæftar mesle un dæftar-e.

in dæftare kucik mesle un dæftare kucik-e.

in dæftare kuciko sefid mesle un dæftare kuciko sefid-e.

b. in dæftar mesle un dæftar-e.

in dæftare farsi mesle un dæftare farsi-e.

in dæftare farsie koloft mesle un dæftare farsie koloft-e.



## Drill 22b.11 Expansion (cont'd)

- c. un kaqazo mixam.  
 un kaqaze sefido mixam.  
 un kaqaze sefido xubo mixam.
- d. un kaqazo nemixam.  
 un kaqaze almaniro nemixam.  
 un kaqaze almanie kohnaro nemixam.
- e. un ketabo bar midaram.\*  
 un ketabe germezo bar midaram.  
 un ketabe farsie germezo bar midaram.
- f. un medada kojast/  
 un medadaye zard kojast/  
 un medadaye almanie zard kojast/
- g. un romano mixunam.  
 un romane moşgelo mixunam.  
 un romane rusie moşgelo mixunam.

## SUPPLEMENTARY LESSON 17

1. lotfan guš konid.

- a. bebaxšid aqa, šoma tond ra mirid, lotfan kami yavaštær ra berid.
- b. bebaxšid aqa, šoma tond hærf mizænid, lotfan kami yavaštær hærf bezænid.
- c. bebaxšid aqa, šoma tond mirunid, lotfan kami yavaštær berunid.

2. lotfan tækrar konid.

- a. bebaxšid aqa, šoma tond ra mirid, lotfan kami yavaštær ra berid.
- b. bebaxšid aqa, šoma tond hærf mizænid, lotfan kami yavaštær hærf bezænid.
- c. bebaxšid aqa, šoma tond mirunid, lotfan kami yavaštær berunid.
- d. bebaxšid aqa, šoma tond mixunid, lotfan kami yavaštær bexunid.
- e. bebaxšid aqa, šoma tond minevisid, lotfan kami yavaštær benevisid.
- f. bebaxšid aqa, šoma tond dærs midid, lotfan kami yavaštær dærs bedid.

3. Have the individual students follow the pattern. Give the following cues.

- T. hærf zadæn S. bebaxšid aqa, šoma tond hærf mizænid, lotfan kami yavaštær hærf bezænid.

rundæn

ra raftæn

kundæn

dærs dadæn

neveštæn

jævab dadæn

soal kærden

tekrar kærden

## Supplementary Lesson 17

4. Repeat the above drill substituting /bebaxšid xanum/ for /bebaxšid aqa/
5. lotfan tekrar konid.
- Šoma ziad kar nemikonid, lotfan bištær kar konid.
  - Šoma ziad dærs nemixunid, lotfan bištær dærs bexunid.
  - Šoma ziad tamrin nemikonid, lotfan bištær tamrin konid.
  - Šoma ziad soal nemikonid, lotfan bištær soal konid.
  - Šoma ziad hærf nemizanid, lotfan bištær hærf bezanid.
  - Šoma ziad xuneye ma nemiajd, lotfan bištær xuneye ma biayd.
6. Have the students follow the pattern. Give the following cues.
- T. kar kærdaen    S. Šoma ziad kar nemikonid, lotfan bištær kar konid.
- dærs daðaen
- tamrin kærdaen
- soal kærdaen
- hærf zaðaen
- amæðaen (xuneye ma)
- raftæn ketabxune
- esterahæt kærdaen
- yad gereftæn

## LESSON 23

dialog a

1. aqaye jorj, ci mixunid?  
ruzname  
What are you reading, George?  
newspaper
2. man ruzname mixunam.  
I'm reading the newspaper.
1. ruznameye inglisiro?  
The English newspaper?
2. naxeyr. ruznameye keyhano  
mixunam.  
No, I'm reading the Keyhan.
- baratun  
baraye soma
1. baratun moşgel-e?  
xaste mikon-  
Is it hard for you?  
tire out, make tired
2. bale. xeyli. mano xaste mikone.  
Yes, very much so. It tires me out.

\* \* \* \*

dialog a

1. aqaye jorj, ci mixunid?
2. man ruzname mixunam.
1. ruznameye inglisiro?
2. naxeyr. ruznameye keyhano mixunam.
1. baratun moşgel-e?
2. bale. xeyli. mano xaste mikone.

## Drill 23a.1 Simple Substitution

a. mæn ruzname mixunæm.

ketab

mæjælle

roman

b. mæn in ruznamæro mixunæm.

ketab

mæjælle

roman

## Drill 23a.2 Complex Substitution

mæn ruznameye inglisiro mixunæm.

farsi

ketab

rusi

roman

faransævi

mæjælle

ireni

ketab

almani

roman

inglisi

ruzname

amrikai

## Drill 23a.3 Conversation (Repeat Drill 23a.2 in the following manner.)

T. farsi

S<sub>1</sub> kodum ruznamæro mixunid?S<sub>2</sub> ruznameye farsiro mixunæm.

Drill 23a.4 Transformation (Change the indefinite to the definite.)

T. mæn cai dust daræm. S. mæn in cairo dust daræm.

mæn hævaye nærtub dust daræm.

mæn Šaba ketab mixunæm.

mæn Šaba ruzname mixunæm.

mæn qæhve mixam.

Šoma cai dust darid?

Šoma roman mixunid.

mæhmud medad nemixad.

Drill 23a.5 Transformation (Repeat the above drill using /-eš/ in the following sentence type. Repeat all the sentences in this manner and have the students transform them into the definite.)

T. mæn cai dust daræm. S. mæn caišo dust daræm.

mæn hævaye nærtub dust daræm. mæn hævaye nærtubešo dust daræm.

Drill 23a.6 Simple Substitution

mæn tehrano dust daræm.

iran

nyo york

vašangton

yæzd

Širaz

mazænderan

kerman

rašt

italya

mæšhæd

tæbriz

## Drill 23a.6 (cont'd)

mæn tebrizo dust daræm.

færanse

šomale iran

esfæhan

azerbayjan

kalifornia

junube iran

rezaye

Drill 23a.7 Simple Substitution (Use cues from Drill 23a.6 above.)

mæn tehrano mišenasæm.

Drill 23a.8 Simple Substitution (Use cues from Drill 23a.6 above.)

mæn hævaye tehrano dust daræm.

Drill 23a.9 Imitation. (Explain that the following pairs have the same meaning.)

bæratun

bæraye šoma

batun

ba šoma

betun

be šoma

bæratun mošgel-e?

baš hærf mizænid?

bæram mošgel-e.

betun migæm.

bamun mirid?

bærašun mošgel-e.

beš migæm.

bam hærf mizænid?

Drill 23a.10 Transformation (Have the students change the short forms to long forms and the long forms to short forms.)

1. in ketab baraye ŷoma moŷgel-e?
2. jamŷid bamun harf nemizane.
3. man be ŷoma migam.
4. in baram asun-e.
5. man batun nemiram.

Drill 23a.11 Simple Substitution

a. mano xaste mikone.

ŷoma

jamŷid

ma

iŷun

fereydun

una

b. mano xaste mikone.

narahat

qamgin

xoŷhal

bidar

faqir

Drill 23a.12 Multiple Substitution

mano xaste mikone.

ŷoma faqir

jamŷid xoŷhal

ma bidar



## Drill 23a.12 (cont'd)

maro. bidar mikone.

una qamgin

man xošhal

išun' narahat

fereydun xaste

## Drill 23a.13 Simple Substitution

ye sal-e dar iran hastam.

ruz\*

mah\*

saat

hafte

## Drill 23a.14 Complex Substitution

ye sal-e dar iran zendegi mikone.

do

mah

tehran

dars midam.

sal

panj

kerman

hafte

hastam.

ruz

se

širaz

## Drill 23a.14 (cont'd)

se ruz-e dær Širaz hæstam.  
 zendegi mikonam.  
 mah  
 hæft  
 dærs midam.  
 in dæbirestan  
 sal  
 dærs mixunam.  
 ye  
 mah

## Drill 23a.15 Expansion

- a. un dæftær male mæn nist.  
 un dæftære farsi male mæn nist.  
 un dæftære farsie koloft male mæn nist.  
 un dæftærefarsie kolofto sia male mæn nist.
- b. un mašin male ki-e/  
 un mašine amrikai male ki-e/  
 un mašine amrikaie bozorg male ki-e/  
 un mašine amrikaie bozorgo gerun\* male ki-e/
- c. in parce\* cænd-e/  
 in parceye italyai cænd-e/  
 in parceye italyaie koloft cænd-e/  
 in parceye italyaie kolofto xub cænd-e/

## Drill 23a.15 (cont'd)

d. in kola\* xeyli qaxang-e.

in kolaye rusi xeyli qaxang-e.

in kolaye rusie gerd\* xeyli qaxang-e.

in kolaye rusie gerdo sia xeyli qaxang-e.

e. un ketabo mibinid?

un ketabe inglisiro mibinid?

un ketabe inglisie kolofto mibinid?

un ketabe inglisie kolofto setzo mibinid?

f. in parcaro nemixam.

in parceye inglisiro nemixam.

in parceye inglisie xarabo nemixam.

in parceye inglisie xarabo kohnaro nemixam.

## LESSON 23

dialog b

- |   |  |
|---|--|
| komæk mikon-  | to help  |
| 1. pæs mæn be šoma komæk mikonæm.                       | Then I'll help you.                                |
| 2. mersi, aqá. kàr nêdarid?                             | Thank you. Don't you have anything to do?          |
| otaq  | room   |
| bær migærd-   | return, come back                                  |
| 1. næxeyr. in ketabáro mizaram tu otaqæmo bær migærdæm. | No. I'll put these books in my room and come back. |
| 2. xeyli xob, mersi.                                    | Fine, thanks.                                      |
| qesmæt  | section, part                                      |
| 1. kodum qesmætešo mixunid?                             | Which part are you reading?                        |
| ælan  | right now  |
| sæfe  | page   |
| 2. ælan sæfeye ævvælo mixunæm.                          | Right now I'm reading the first page.              |
| 1. un qesmæteš xeyli mošgel-e.                          | That part is very difficult.                       |

\* \* \* \*

dialog b

- |   |
|---|
| 1. pæs mæn be šoma komæk mikonæm.                       |
| 2. mersi, aqá. kàr nêdarid?                             |
| 1. næxeyr. in ketabáro mizaram tu otaqæmo bær migærdæm. |
| 2. xeyli xob, mersi.                                    |
| 1. kodum qesmætešo mixunid?                             |
| 2. ælan sæfeye ævvælo mixunæm.                          |
| 1. un qesmæteš xeyli mošgel-e.                          |

## Drill 23b.1 Complex Substitution

in ketabaro mizaram tu otaqam.

daftar

mašin

xune

kaqaz

ketab

otaq

ruzname

menzel

ketab

medad

mašin

kağı

xune

pirahan

otaq

## Drill 23b.2 Simple Substitution

in ketabaro mizaram tu otaqamo bar migardam.

miram bazar.

be Şoma komæk mikonam.

qazaye irani dorost mikonam.

miam inja.

beratun avaz mixunam.

ye name minevisam.

ruzname mixunam.

Şam mixoram.

## Drill 23b.2 (cont'd)

in ketabaro mizaram tu otaqamo Yam mixoram.  
 batun harf mizanam.  
 ye fenjun cai mixoram.  
 be jamšid komæk mikonam.  
 miram sare kelas.  
 be jamšid telefon mikonam.

## Drill 23b.3 Simple Substitution

in ketabaro mizaram tu otaqamo, bar migardam.  
 in cairo mixoram  
 in ketabo tamam mikonam\*  
 in ketabo mizaram ru miz  
 in qahvaro mizaram tu ašpezkune\*  
 ye ruzname mixoram  
 in daftararo mizaram tu mašin  
 be dustam telefon mikonam  
 miram sare kelas

## Drill 23b.4 Simple Substitution

man un medadaro mibinam.  
 daftar  
 mašin  
 livan  
 fenjun  
 ketab  
 gæc  
 ŷagerd  
 kaqaz  
 estekan

## Drill 23b.4 (cont'd)

mæn ud estekanaro mibinam.

ostad

ketabe qermez

dæftare kucik

mašine xarab

livane kucik

fenjune sefid

qace zærd

Drill 23b.5 Conversation (Follow the following pattern.. Give singular cues.)

T. dæftar S<sub>1</sub> un dæftararo mibinid? S<sub>2</sub> bæle. S<sub>1</sub> male ki-e? S<sub>2</sub> nemidunam.

ketab

medad

kaqæz

xodneviš

pirahæn

kæfš

mašin

nævar\*

Drill 23b.6 Simple Substitution

sæfeye ævvælo mixunam.

dovvom

carom

nohom

hæftom

sevvom

## Drill 23b.6 (cont'd)

safeyé sevvomo mixunam.

dæhom

pænjom

bistom

yazdæhom

hæštom

axæri\*

šišom

punzdæhom

## Drill 23b.7 Simple Substitution

a. kodum qesmetešo mixunidž

ketab

ruzname

roman

safe

b. kodum bærådareš dar amrika zendegi mikonež (Repeat using /-etun/.)

xahar

pesar

dust

## Drill 23b.8 Complex Substitution

in ketabæm xub-e.

(-etun)

un

(-eš)

(-æm)

in

(-ešun)



## Drill 23b.8 (cont'd)

in ketabešun xub-e.

kodum

(-etun)

(-em)

(-emun)

in

(-ešun)

un

kodum

Drill 23b.9 Transformation (Long forms of prepositional phrases should be changed to short forms. Change /jəmšid/ to the pronominal /-eš/ as in /ba jəmšid/ --- /baš/.)

T. ba šoma hærf nemizanam.

S. batun hærf nemizanam.

baraye man asun-e.

be jəmšid komæk mikonam.

jəmšido be šoma moærefi mikonam.\*

baraye šoma qæzaye irani dorost mikonam.

ba ma hærf bezanid.

farsi baraye jəmšid mošgel nist.

cera be man nemigid/

be šoma nega mikonand.

baraye una tarjome mikonam.\*

ba šoma miram bazar.

šomaro be jəmšid moærefi mikonam.

## Drill 23b.10 Conversation

- T. ketab, mošgel
- S<sub>1</sub> man ketab mixam.
- S<sub>2</sub> befarmaid.
- S<sub>1</sub> az in mošgeltar mixam.
- S<sub>2</sub> az in mošgeltar nedarim.

kaqaz, koloft

qali, kohne

livan, bozorg

johar, sia

parce, qermez

pirahan, qašang

bəqlava\*, širin

saat, arzun

fenjun, gerun

medad, kuta

Drill 23b.11 Conversation (S<sub>1</sub> has free choice of response but his question must include the cue.)

- T. farsi
- S<sub>1</sub> man farsi mixunam.
- S<sub>2</sub> cand vaxt-e farsi mixunid?
- S<sub>1</sub> do mah-e farsi mixunam.

inglisi

kerman zendegi mikonam.

dəbirestan

iran

šahre ma

dəbirestane ma

## Drill 23b.11 (cont'd)

T. mceellem  
 in Šahr  
 kesvare ma  
 mazanderan  
 dars mid-

## Drill 23b.12 Expansion

- a. un ketab-e.  
 un ketabe jamšid-e.  
 un ketabe qermeze jamšid-e.  
 un ketabe qermezo bozorge jamšid-e.
- b. un mašin-e.  
 un mašine fereydun-e.  
 un mašine kucike fereydun-e.  
 un mašine kuciko sefide fereydun-e.
- c. in ruznamest.  
 in ruznameye man-e.  
~~in ruznameye~~ inglisie man-e.  
 in ruznameye inglisie kohneye man-e.
- d. un ketabo mixam.  
 un ketabe mehmudo mixam.  
 un ketabe farsie mehmudo mixam.  
 un ketabe farsie mošgele mehmudo mixam.  
 un ketabe farsi mošgele mehmudo fereyduno mixam.

## Drill 23b.12 (cont'd)

e. un ketabo bær darid.

un ketabe rezaro bær darid.

un ketabe farsie rezaro bær darid.

un ketabe farsie kohneye rezaro bær darid.

un ketabe farsie kohneye rezavo dararc bær darid.

## SUPPLEMENTARY LESSON 18

1. lotfan guš konid. (Demonstrate the actions.)  
 man dare kelaso baz mikonam. man dare kelaso mibandam.
2. lotfan tekarar konid.  
 man dare kelaso baz mikonam.  
 man dare kelaso mibandam.  
 man panjere kelaso baz mikonam.  
 man panjere kelaso mibandam.  
 man ketabe farsiro baz mikonam.  
 man ketabe farsiro mibandam.
3. lotfan guš konid. (Demonstrate the actions.)  
 man ketabe farsiro ruye miz mizaram.  
 man ketabe farsiro az ruye miz bar midaram.
4. lotfan tekarar konid.  
 man ketabe farsiro ruye miz mizaram.  
 man ketabe farsiro az ruye miz bar midaram.  
 man naxšeye irano ruye divar mizaram.  
 man naxšeye irano az ruye miz bar midaram.  
 man taxtepakkonon ruye sandali mizaram.  
 man taxtepakkonon az ruye sandali bar midaram.  
 man gaco az ruye miz bar midaram.
5. lotfan guš konid. (Demonstrate the actions.)  
 man sandaliro miaram inja.  
 man sandaliro mibaram unja.
6. lotfan tekarar konid.  
 man sandaliro miaram inja.  
 man sandaliro mibaram unja.  
 man ketabamo miaram madrese.  
 man ketabamo mibaram madrese.  
 man baradaramo miaram sinema.  
 man baradaramo mibaram sinema.
7. Have the students substitute jamšid for man in number 2, Soma for man in number 4 and išun for man in number 6. e.g.,  
 T. man dare kelaso baz mikonam.  
 S. jamšid dare kelaso baz mikone.

## Supplementary Lesson 18

## 7. (cont'd)

- T. mæn ketabe farsiro ruye miz mizaræm.  
 S. šoma ketabe farsiro ruye miz mizarid.

- T. mæn sændæliro miaræm inja.  
 S. išun sændæliro miarænd inja.

## 8. Have individual students combine the statements and requests as follows.

- T. mæn dare kelaso baz mikonæm.  
 S. mæn dare kelaso baz mikonæm, šoma haam lotfan dare kelaso baz konid.

1. mæn dare kelaso baz mikonæm.
2. mæn dare kelaso mibændæm.
3. mæn ketabe farsiro ruye miz mizaræm.
4. mæn ketabe farsiro æz ruye miz bæz mizaræm.
5. mæn sændæliro miaræm inja.
6. mæn sændæliro mibæræm unja.

## 9. Have individual students use the following verbs in sentences, either statements or requests. Give the infinitive and the direct object as cues. e.g.,

baz kardæn, dare kelas

bæstæn, pænjaræha

gozaštæn, tæxtepakkon

bærdæštæn, xodnevisa

aværdæn, ketaba

berdæn, pula

## LESSON 24

Grammar1. Phonology

Note the following sentences.

1. Šoma cai ba qand dust darid ya šakar.
2. Šoma qandinid ya xošhal.
3. Šom xasteid ya nā.

The intonation of the above sentences through the verb is that of a question; the /ya -----/ phrase takes statement intonation. There is, however, no pause between these two intonations. This new intonation pattern is therefore a combination of two intonations already learned but must be considered as one intonation. You will also notice that there are two sentence stresses on this type of sentence.

2. Reflexives

There are two major uses of the inflected forms of /xod-/ in Persian.

1. Emphasis that the speaker is doing something himself (not anyone else).

/mæn xodæm qaza dorost mikonæm/ "I fix dinner myself".

/jæmšid xodeš qaza dorost mikone/ "Jamshid is fixing dinner himself."

2. If the subject of the sentence and the object of any preposition are the same, the object of the preposition is /xod-/ in the corresponding person. For example,

/mæn aqaye širaziro ba xodæm miaræm./ "I'll bring Mr. Shirazi with me."

It would be impossible to say /\*mæn aqaye širaziro ba mæn miaræm./ For this reason, Iranians often translate this type of concord into English as "I'll bring him with myself tomorrow" instead of the correct form "I'll bring him with me tomorrow."

If the subject of the sentence and the object of the preposition are different, the usual pronoun is used instead of /xod-/.

/jæmšid ba xodeš hærf mizæne./ "Jamshid is talking to himself".

/jæmšid baš hærf mizæne./ "Jamshid is talking to him (someone else)."

### 3. Prepositional Phrases Containing Pronouns

Certain prepositional phrases consisting of a preposition and a personal pronoun have long and short forms. The long form consists of the preposition plus the subject pronoun.

baraye mæn

be šoma

be u

The short form consists of the preposition plus the personal possessive form of the pronoun. The phonological forms of the pronoun follow the same rules as for pronouns attached to nouns. Note the analogous changes:

paye mæn "my foot"

pam "my foot"

ketabaye mæn "my books"

ketabam "my books"

paye šoma

patun "your foot"

ketabaye šoma "your books"

ketabatun "your books"

ba mæn "with me"

bam "with me"

ba šoma "with you"

batun "with you"

be una "to them"

bešun "to them"

baraye u "for him"

baraš "for him"

Note that the short form of /baraye/ is /bara-/. This case is similar to /sinemaye mæn/ changing to /sinemam/.

### 4. Direct Object Marker

Direct objects of Persian verbs are of two kinds, definite and indefinite. These two grammatical categories are not always distinguished formally in Persian, but modifiers such as /in/, /un/, /kodum/ or personal possessive inflections always mark the definite noun. The direct object marker occurs only with definite direct objects.

Examples of the occurrence of the direct object marker are:

1. in ketabo mibinam.

"I see this book."

2. kodum ketabo mibinid/

"Which book do you see?"

3. ketabetuno mibinam.

"I see your book."



4. ketab mibinam. "I see a book".  
 5. ketabo mibinam. "I see the book".

Note that the direct object marker /-ro/ in number 5 has the secondary purpose of distinguishing the object as being definite. Note also that while the English definite and indefinite is always marked formally (by "a" and "the") the Persian equivalent does not always have a formal marker.

Noun elements of compoundverbs or nouns that take their place (c.f. Chapter 15, Part 4.) when used in sentences denoting habitual action do not take the direct object marker. The English equivalents, however, often do take the definite article.

- ketab mixunam. I read (in general)  
 ketabo mixunam. I read the book.  
 man har šab ruzname mixunam. I read the newspaper every night.  
 in ruznamero mixunam. I'm reading this newspaper.

The direct object marker /-ro/ is suffixed to nouns or noun phrases.

- un ketabo mibinam. un ketabe farsie sefido mibinam.  
 un cairo mixam. un cai ba qando mixam.

You will notice that the phonemic shape of this suffix is /-o/ after consonants and /-ro/ after vowels. The usual change of final /e/ to /æ/ upon suffixation holds true for this suffix also.

madrese plus ro is madresero.

#### 5. Phonemic Alteration of Verb Inflections

Verbs stems that end in consonants are inflected in the following manner.

man mibinam  
 šoma mibinid  
 ma mibinim  
 išan (una) mibinand  
 u mibine

Verb stems that end in vowels are inflected in the following manner.

man mixam  
 šoma mixayd  
 ma mixaym  
 išan (una) mixand  
 u mixad

### 6. Contrastive Notes

Two classes of modifiers that precede the noun in English are 1) this, that, which and 2) my, your, his, etc. In English these two classes are mutually exclusive in occurrence. In Persian, however, there is no such restriction of occurrence of the Persian equivalents. Both types of modifier can modify one noun at the same time.

in qesmateš	"this section of it"
in ketabam	"these books of mine"
kodum baradaretun	"which brother of yours" or "which of your brothers"

Because this restriction does not occur in Persian, an Iranian learner of English will transfer his pattern into English, as in the following phrases:

this my book

which your brother

## LESSON 25

dialog a

dišab

last night

raft-

went (past root of mir-)

1. dišab koja raftid?

Where did you go last night?

2. ba beradaram raftam sinema.

I went to the movie with my brother.

ce filmi

what movie

did-

saw (past root of mibin-)

1. ce filmi didid?

What movie did you see?

federa

"Phaedra"

2. filme federaro didim.

We saw the movie "Phaedra".

\* \* \* \*

dialog a

1. dišab kojá raftid?

2. ba beradaram raftam sinemá.

1. cé filmi didid?

2. ffilme federáro didim.

## Drill 25a.1 Simple Substitution

dišab raftid sinema?

danešga

xune

dærse inglisi

astin

manzele jamšid

teatr\*

tehran

Drill 25a.2 Simple Substitution (Repeat Drill 25a.1 using the model sentence /bæle. dišab raftam sinema./)

Drill 25a.3 Simple Substitution (Repeat cues listed in Drill 25a.1 using the model sentence /naxeyr. dišab naraftam sinema./)

Drill 25a.4 Conversation (Use the above drills to form a conversation practice, following the format below.)

T. sinema

S<sub>1</sub> dišab raftid sinema?

S<sub>2</sub> bæle. dišab raftam sinema. (or) naxeyr. dišab naraftam sinema.

## Drill 25a.5 Forced Substitution

šambe rezaro didid?

fereydun

aqaye širazi

un film

ferešte

šagerda

ketab

xanume tehrani

dustetun

mašine ali

Drill 25a.6 Repeat the above exercise 25a.5 in the same way as Drills 25a.2 through 25a.4. Use the following models:

a. bāle. Šambe rezaro didam.

b. naxeyr. Šambe rezaro nēdidam.

c. T. reza.

S<sub>1</sub> Šambe rezaro didid?

1

S<sub>2</sub> bāle. Šambe rezaro didam. (or) naxeyr. Šambe rezaro nēdidam.

Drill 25a.7 Simple Substitution

Šoma aqaye nešado didid?

dābirestane alborz

danešgaye tehran

xanume kazemian

dābestane pars

danešgaye Širaz

aqaye fiuzat

bimarestan

jamšid

sinemaye empayr

xiabane taxte jamšid

xuneye fereydun

ketabe mähmud

dābirestane mehr

mašine mæn

jamšido baradareš

ketabaye sa'id

madresamun

## Drill 25a.7 (cont'd)

Šoma mædresæmuno didid?

ketab

medad

dæftær

mællamætnn

mællæmemun

mællæmešun

mællæmeš

mællæmaš

ketabaš

bæradzraš

bæradaram

bæradaramun

## Drill 25a.8 Multiple Substitution

ba bæradaram raftam sinema.

dust danešga

xahær xuneye ferešte

mællæm konferans\*

šagerda kelube inglisi\*

duste hoseyn teatr

rafiqam\* sinema

pedaretun xuneye aqaye širazi

## Drill 25a.9 Conversation (Explain the use of /čis/ while hesitating.)

T. sinemaye empayr S<sub>1</sub> dišæb koja raftid/

S<sub>2</sub> dišæb raftam ciz.....sinemaye empayr.



## Drill 24a.9 (cont'd)

T. filme federa  
 ye filme hendi  
 xuneye aħmād  
 kelase farsi  
 danešgaye tehran  
 kelube inglisi  
 ketabxune  
 Āemrun

## Drill 25a.10 Simple Substitution

film cetor bud\*?  
 kelas  
 dārese farsi  
 ketabe moāllemetun  
 xiabane ferdowsi  
 danešga  
 moāllemetun  
 farsiš

Drill 25a.11 Simple Substitution (Repeat the above cues for the model sentence /film xeyli xub bud./)

Drill 25a.12 Conversation (Use cues from Drill 25a.10.)

T. film            S<sub>1</sub> film cetor bud?  
                      S<sub>2</sub> film xeyli xub bud.

Drill 25a.13 Forced Substitution

ba dustam raftam sinema.

(šoma)

(maen)



## Drill 25a.13 (cont'd)

ba dustam raftam sinema.

(šoma)

(ma)

(šoma)

(man)

(ma)

Drill 25a.14 Repeat Drill 25a.13 in the negative.

## Drill 25a.15 Forced Substitution

ce filmi didid?

ketab

doktor

aks\*

kæs\*

mašin

moællem

mædrese

šahr

ostad

dæbirestan

ja\*

aɣyalæt\*

Drill 25a.16 Free Conversation (Although the final response is free, the conversation should follow the format below.)

S<sub>1</sub> aqaye (xanume) -----, dišab koja raftid?

S<sub>2</sub> bælé? ci goftid?\*

S<sub>1</sub> goftam dišab koja raftid.

S<sub>2</sub> dišab raftam -----.

## Drill 25a.17 Transformation

- T. diruz\* jamšido didaem.      S. farda jamšido mibinaem.  
 farda koja mirid/                      diruz koja raftid/  
 diruz be jamšid ci goftid/  
 diruz ce filmi didid/  
 farda mirid danešga  
 diruz moallemetun koja raft/  
 farda pedaro madaretun mirand širaz.

## LESSON 25

dialog b

xošetun aməd

you liked

(aməd

came [past root of miad])

1. federa cetor bud/ xošetun aməd? How was "Phaedra"? Did you like it?

hanuz

yet

2. bale. xeyli xošemun aməd. xodetun hanuz nəræftid? Yes, I liked it very much. Haven't you gone yourself?

perišab

night before last

1. cəra. perišab raftam. mən həm xoşam aməd. Sure I did. I went night before last. I liked it too.

\* \* \* \*

dialog b

1. federa cetör bud/ xošetun aməd?  
 2. bale. xeyli xošemun aməd. xodetun hanuz nəræftid?  
 1. cəra: perišab raftam. mən həm xoşam aməd.

## Drill 25b.1 Review

## a. Simple Substitution

federa cetor bud?

film

darsetun

dustetun

haleš

hale pedaretun

xuneye ahmad

un danešga

debirestane mehr

mašine ali

farsie jorj

## b. federa xub bud. (Substitute the cues listed in a.)

c. T. federa  $S_1$  federa cetor bud/  $S_2$  federa xub bud.

## Drill 25b.2 Simple Substitution

az federa xošam amad.

ketabetun

un film

farsie jorj

xuneye reza

un ahang

un šahr

šomale iran

darze diruz

un kaefš

esfahan

madresatun

Drill 25b.3 Simple Substitution (Repeat Drill 25b.2 using the model sentence /az federa xoşemun nasyaræd/)

Drill 25b.4 Simple Substitution (Vocabulary)

a. dişab raftam xuneye ali.

pæriruz\*

diruz sob\*

pæriruz sob\*

pærişab

b. farda miram xuneye ali

farda şab

farda sob\*

pæsfarda\*

pæsfarda şab\*

pæsfarda sob\*

Drill 25b.5 Forced Substitution:

dişab raftam xuneye ali.

diruz

farda

farda sob

pæriruz sob

diruz sob

pæsfarda şab

pærişab

pæsfarda

pæsfarda sob

pæriruz

## Drill 25b.6 Transformation

a. (Use the following transformations in changing the sentences.

diruz ----- farda

dišab ----- farda šab

diruz sob ----- farda sob

periruz ----- pasfarda

periruz sob ----- pasfarda sob

perišab ----- pasfarda šab

Drill these as an exercise in itself before going on to changing sentences.)

b. T. ma dišab raftim sinema.                      S. ma farda šab mirim sinema.

jamšid diruz raft tehran

mano šoma periruz raftim šemrun.

išun periruz sob amedand inja.

šoma perišab amedid inja?

pedaro madaram diruz sob raftand širaz.

## Drill 25b.7 Complex Substitution

man se ruze piš\* raftam.

šiš

mah

ye

sal

dah

do

mah

hafte

se

## Drill 25b.7 (cont'd)

mæn se hæfteye piš raftæm.

dæqige\*

car

pænj

saæt

dæh

bist

dæqige

saæt

ruz

hæfte

mah

sal

Drill 25b.8 Complex Substitution (Use the cues listed in Drill 25b.7 as substitutions for the model sentence /mæn se ruze dige miræm./)

Drill 25b.9 Combination Drill (Multiple Forced Substitution)

jeamhid do ruze dige mire tehran.

fereydun

car

mašhad

piš

pænj

mah

ye

mæn

## Drill 25b.9 (cont'd)

man ye mahe piš raftam mašhad.

amrika

dige

sal

mano šoma

širaz

hafte

se

piš

išun

do

šomale iran

dige

dustam

miad

inja

dustam

ye

ruz

sare kelas

piš

daqiqe

man

šoma

sare kar



## Drill 25b.9 (cont'd)

Šoma ye daqiqeye piš amədīd sare kar.

hafte

dige

mire

man

saat

sinoma

## Drill 25b.10 Cued Conversation

T. bāradār, ferešte, naser

S<sub>1</sub> bāradāre fereštaro nādīdīd?

S<sub>2</sub> kodum bāradārešo migīd?

S<sub>1</sub> bāradāre kucikešo migām.

Cues:

S<sub>2</sub> nā. man nasero didām.

bāradār, mahmūd, āli

xahār, Šila, pārvīn

pesār, aqāye Širāzi, jamšīd

bāradār, xanūme javādī, xosro

doxtār, xanūme javādī, fāriba

pesār, aqāye javādī, fereydun

Drill 25b.11 Complex Substitution (Do not drill any cues that are not listed.)

man goftām.

Šoma raft-	(aff)	(pres)
ma goft-	(neg)	(past)
išun aməd-		
una diđ-		

## SUPPLEMENTARY LESSON 19

## 1. lotfæn guš konid.

mæn daræm farsî dærs midæm.

Šoma darid farsî yad migirid.

mæn daræm hærf mizænæm.

Šoma darid guš mikonid.

## 2. lotfæn tekrær konid.

mæn hala daræm farsî yad migiræm.

ma hala darim farsî yad migirim.

Šoma hala darid farsî dærs midid.

Šoma hala darid farsî hærf mizænid.

ma hala darim dærs mikunim.

Šoma hala darid dærs midid.

## 3. lotfæn jævab bedid. (Have individual students answer the questions using the following cues.)

Šoma hala darid cekær mikonid?

1. dærs xundæn

2. yad gereftæn

3. jævab dadæn

4. nega kærden

5. guš kærden

6. tekrær kærden

7. kar kærden

8. neveštæn

## 4. Have each student ask the question using the following cues. e.g.,

T. dærs dadæn S. Šoma hala darid dærs midid?

T. bæle. mæn hala daræm dærs midæm.

## Supplementary Lesson 19

## 4. (cont'd)

T. hærf zædan

kar kerdan

nega kerdan

javab dadan

dars dadan

yad gereftan

tæmrin kerdan

## 5. Substitution Practice

Šoma hala darid farsi hærf mizænid.

mæn

yad gereftan

reza

xahæraem

inglisi

una

hærf zædan

farsi

ma

išun

dars dadan

xundan

name

neveštæn

## Supplementary Lesson 19

6. Have the students change the tense to present progressive. e.g.,  
 T. man dars mixunamo kar mikonam. S. man daram dars mixunamo kar mikonam.

(Explain to the students that only the first verb is used to form the progressive form for the whole sentence.)

- T. pedaram ruzname mixunevo šam mixore.

baradaram dar amrika dars mixunevo kar mikone.

man sobhane mixoramo be radio guš mikonam.

reza dar restorane danešga kar mikonevo pul jam mikone.

aqaye moallem esterahat mikonevo sigar mikeše.

xanume esmit ra mirevo bastani mixore.

dustam ketab mixunevo fek(r) mikone.

šoma fek(r) mikonido harf mizanid.

## LESSON 26

dialog a

1. diruz sare kelas dir amədid?

Did you come to class late yesterday?

bolənd řod-

got up (bolənd miř- pres.)

2. bəle. dir bolənd řodəm.

Yes, I got up late.

məge

function word used in answer to a statement that the speaker considers doubtful. Can be roughly as "You mean..." or "You don't mean that..."

xərab

broken.

1. məge saətətun xərab bud?

You mean your watch was broken?

bidar řod-

woke up

2. nə xəste budəmo bidar nəřodəm.

No, I was tired and didn't wake up.

\* \* \* \*

dialog a

1. diruz sare kelas dir amədid?

2. bəle. dir bolənd řodəm.

1. məge saətətun xərab bud?

2. nə, xəste budəmo bidar nəřodəm.

## Drill 26a.1 Forced Substitution

jəmšid koja bud?

šoma

ferešte

man

šoma

ma

baradaretun

pedaro madaretun

mano šoma

man

išun

duste šoma

šoma

ma

mavo šoma

šomavo baradaretun

Drill 26a.2 Repeat Drill 26a.1 using the model sentence /jəmšid sære kelas bud./

Drill 26a.3 Repeat the above two drills as a Conversation Drill using the following format.

T. jəmšid S<sub>1</sub> jəmšid koja bud?  
S<sub>2</sub> jəmšid sære kelas bud.

## Drill 26a.4 Forced Substitution

mæge saætetun xærab bud.

mašin

xodnevis

## Drill 26a.4 (cont'd)

mæge xodnevisetun xarab bud?

ceraq\*

savari

xodkar\*

ojaq\*

taksi

telefon

Drill 26a.5 Forced Substitution (Use the cues in 26a.4 with the model sentence below.)

næxeyr. saætæn xarab næbud.

Drill 26a.6 Complex Substitution

diruz sare kelas dir amædid.

kar

zud

(raftæn)

periruz

sare væxt\*

(amædæn)

pariæab

kelas

zud

(neg)

diæab

emtehan\*

dir

(aff)

(raftæn)

## Drill 26a.6 (cont'd)

dišab sare emtehan dir raftid.

diruz sob

zud

(question)

kelas

## Drill 26a.7 Simple Substitution (Repeat in present tense with /emruz/.)

mæn dišab bidar šodam.

boland

narahat

xaste

pa\*

xošhal

bidar

mæriz\*

## Drill 26a.8 Forced Substitution (Repeat Drill 26a.9 alternating affirmative and negative.)

## Drill 26a.9 Transformation (Students should change the following sentences to negative equivalents.)

T. mæn xuneye aħmæd budam.

S. mæn xuneye aħmæd næbudam.

dišab raftim sinema.

diruz šomaro didam.

hafteye piš raftim tehran.

mæn ba bæradaeretun raftam ketabxone.

reza amad inja.

ketabetuno tuye kelase farsi didam.

xahære kucikam daer mædrese bud.

mæn dir boland šodam.



## Drill 26a.9 (cont'd)

- T. saataam xarab bud.                      S. saataam xarab nabud.  
 moalleme farsimun emruz dir amad.  
 Šoma diŠab xaste budid?

## Drill 26a.10 Transformation (Change negative statements to affirmative, and vice versa.)

- T. man naraftam sinema.                      S. man raftam sinema.  
 saate pedaram xarab bud.                      saate pedaram xarab nabud.  
 man ye hafteye piŠ raftam kalifornia.  
 diruz Šomaro nedidam.  
 jamŠid diŠab dar xunova Šoma nabud?  
 rezavo ali raftand xuneye baradareŠun.  
 Šoma farsi harf mizanid?  
 mahmudsate ŠiŠ boland naŠod.  
 man az tehran amadam.  
 duste Šomavo ali pa Šod?  
 do-ta az Šagerdam sare kelas nabudand.  
 lotfan fatsi harf bezanid.

## Drill 26a.11 Transformation (Change present tense to past tense.)

- T. man emŠab miam xuneye Šoma.                      S. man diŠab amadam xuneye Šoma.  
 maŠinam xarab-e.  
 cera nemirid daneŠga?  
 otobus saat cand miad?  
 man ketabetuno nemibinam.  
 xunastun kojast?  
 man saat panj bidar miŠam.

## Drill 26a.11 (cont'd)

T. koja mirid?

S. koja raftid?

Šoma ba ma nemiayd?

Šoma moalleme dabestan haestid?

emruz baradaramo mibinid?

rafiqe hoseya mire iran.

xunam ruberuye xadresast.

## Drill 26a.12 Complex Substitution

gorosnatun bud?

(u)

tešne

(statement)

(ma)

(neg)

(šoma)

(question)

sard

garm

(maen)

(aff)

bist sal

(past)

hivda\* sal

(u)

(jamšid)

(neg)

## Drill 26a.12 (cont'd)

jamšid hivdæ saleš nabud.

(na)

(aff)

(šoma)

(question)

Drill 26a.13 Transformation (Change the following sentences from /piš/ and the corresponding past tense to /dige/ and the corresponding present (future) and vice versa.)

T. ma ye hafteye dige mirim kerman. S. ma ye hafteye piš raftim kerman.

man do mahe dige miram mosaferæt.\*

jamšid ye sale piš raft amrika.

šoma do sale dige mirid amrika?

do sale dige jamšido mibinam.

car ruze piš dar tehran budam.

ye hafteye piš un filmo didam.

vazire farhang ye mahe dige miand inja.

ye saate dige miram sare kelas.

## Drill 26a.14 Complex Substitution

man dir boland šodam.

jamšid

zud

bidar

(neg)

(pres)

šoma

Drill 26a.14 (cont'd)

šoma zud bidar nemišid.

(aff)

dir

bolænd

(question)

pedaræm

(past)

ma

(statement)

pa

(neg)

zud

xæste

išun

(aff)

narahæt

(pres)

šoma

(neg)

næriz

amrikaia

(aff)

narahæt

(past)

bidar

dir

Drill 26a.14 (cont'd)

amrikaia dir bidar Yodænd.

maano Yoma

(question)

bolænd

bæradæratun

(statement)

## LESSON 26

dialog b

belaxere

at last, finally

1. belaxere saət cænd bolænd šodid? What time did you finally get up?  
 2. saət yazda. Eleven o'clock.

bæəd

after(wards)

kar kænd-

past tense of kar mikon-

1. bæəd cekar kændid? What did you do afterwards?  
 lebas pušid- past tense of lebas mipuš-  
 2. bæəd lebas pušidæmo raftam sare kelas. Afterwards I got dressed and went to class.

\* \* \* \*

dialog b

1. belaxeré saət cænd bolænd šodid?  
 2. saət yazda.  
 1. bæəd cekar kændid?  
 2. bæəd lebas pušidæmo raftam sare kelas.

## Drill 26b.1. Simple Substitution

a. mæn unja kar kardam.

tehsil

esterahæt

hæmmam

mosaferæt

soal

dir

b. mæn xeyli kar kardam.

talafoz

esterahæt

tekrar

komæk

mosaferæt

taarof

guš

Drill 26b.2 Repeat Drill 26a.1.a. in the negative.)

Drill 26b.3 Simple Substitution (Vocabulary)

lebas pušidamo raftam sinema.

kot

kot-šalvar\*

kašs

pirahæne sæbz\*

jurabo kašs\*

šalvare\*sia

## Drill 26b.4 Cued Conversation

- T. hæšt, sare kelas S<sub>1</sub> sob saæt cænd bidar šodid?  
 S<sub>2</sub> saæt hæšt bolænd šodaam.  
 S<sub>1</sub> bææd cekar kærdid?  
 S<sub>2</sub> bææd lebas pušidamo raftæm sare kelas.

noh, restoran

šiš, ketabxune

šišo nim, kar

yazda, sinema

dah, kelas

hæft, danešga

panj, forudga

hafto nim, emtehan

## Drill 26b.5 Complex Substitution

mage šoma xæste budid.

irani

(pres)

ræfiqetun

narahæt

amrikai

(neg)

una

(past)

xæste

(aff)

bidar



## Drill 26b.5 (cont'd)

mæge una bidar budænd.

(pres)

reza

irani

(neg)

(past)

xæste

narahæt

(aff)

## Drill 26b.6 Multiple Substitution

mæn ye ruz unja budæmo bærgæstæm\* tehran.

do

širaz

hafte

esfahan

se

amædan

mah

mazænderan

ye

raftan

reza

sal

bærgæstæm taëbriz

alio pærviz hafte

pænç

šomale iran

## Drill 26b.7 Complex Substitution

mæn ye sal unja kar kardam.

saæt

æsterahæt

šoma

hafte

Drill 26b.7 (cont'd)

šoma ye hafte unja esterahæt kærdid.

(neg)

mosaferæt

sal

jæmšid

tahsil

(aff)

kar

saæt

alio reza

guš

(neg)

dir

ma

(aff)

soal

esterahæt

ali

hafte

zendegi

maen

sal

tahsil

ma

## Drill 26b.8 Complex Substitution

hamešun farsi xub bælæd budænd.

ašpæzi

šoma

(pres)

næqqašî

inglisi

una

šetræn

ma

(past)

kartbazi

færanse

šena

una

basketbal

duxtan

## Drill 26b.9 Complex Substitution

xodetun raftid tehran?

(neg)

(una)

širaz

(statement)

(aff)

(man)

mazânderan

(šoma)

## Drill 26b.9 (cont'd)

xodetun raftid mazānderan.

mašhad

(neg)

(u)

rezaye

(ma)

(aff)

## Drill 26b.10 Complex Substitution

ye saæt montāzere fereydun budām.

do

(šoma)

pānj

dāqiqe

bist

dustām

ye

saæt

moellememun

nim

moelleme farsimun

## SUPPLEMENTARY LESSON 20

1. lotfan guš konid.  
 kelas dare šoru miše lotfan dige harf nazanid.  
 dars dare šoru miše lotfan dige soal nakonid.
2. lotfan tekrar konid.
  1. kelas dare šoru miše lotfan dige harf nazanid.
  2. dars dare šoru miše lotfan dige soal nakonid.
  3. šagerda darand tekrar mikonand lotfan dige javab nadid.  
 aqaye moallem darand soal mikonand lotfan dige tekrar nakonid.
  5. sinema dare šoru miše lotfan dige sigar nakešid.
  6. aqaye moallem dare miad lotfan dige harf nazanid.
3. Have each student make a compound sentence, using a statement and a request as above. Give the following cues, e.g.,
 

T. šoru šodan - harf zaedan	S. kelas dare šoru miše lotfan dige harf nazanid.
tekrar kardæn - soal kardæn	
šoru šodæn - bazi kardæn	
soal kardæn - tekrar kardæn	
arædan - harf zaedan	
guš kardæn - šuluq kardæn	
xundan - harf zaedan	
4. Have the students answer the questions using the pattern above. e.g.,
 

T. dars dare šoru miše?	S. bale. lotfan dige harf nazanid.
kelas dare šoru miše?	
sinema dare šoru miše?	
bazi dare šoru miše?	
aqaye moallem dare miad?	

## Supplementary Lesson 20

## 4. (cont'd)

T. Šagerda darand dars mixunand?

Šoma darid ruzname mixunid?

parviz dare be radio guš mikone?

beradaretun dare kar mikone?

una darand farsi mixunand?

Šoma darid esterahæt mikonid?

## 5. lotfan tekrar konid. (Affirmative request)

1. sinema dare Šoru miše lotfan əjalle konid.

2. kelas dare Šoru miše lotfan əjalle konid.

3. otobus dare mire lotfan əjalle konid.

4. taksi dare mire lotfan əjalle konid.

5. pedarəm dare ruzname mixune lotfan saket bašid.

6. aqaye moällem dare dars mide lotfan saket bašid.

7. mən darəm esterahæt mikonəm lotfan saket bašid.

8. parviz dare mixabe lotfan saket bašid.

6. Have each student make a compound sentence using either /əjalle kardæn/ or /saket budæn/.

7. Have the students ask questions using the following cues.

T. Šoru Šodæn S<sub>1</sub> kelas dare Šoru miše? S<sub>2</sub> bale. lotfan əjalle konid.

guš kardæn

raftæn

tekrar kardæn

xundæn

esterahæt kardæn

xabidæn

bazi kardæn

amædæn

## LESSON 27

dialog a

yad gereft-

past stem of yad nigir-

1. Šoma dær amrika farsī yad gereftid?

Did you learn Persian in America?

hanuz

(not) yet

2. bāle. vāli hanuz xub bālād nīstām.

Yes. But I don't know it well yet.

xund-

past stem of xun-

1. extiār darid. cānd vāxt farsī xundid?

"I beg to differ". How long did you study Persian?

hæmæš

all together, all in all

2. hæmæš se mah farsī xundām.

I studied Persian for three months all together.

\* \* \* \*

dialog a

1. Šomā dær amrikā farsī yād gereftid?  
 2. bāle. vāli hanuz xub bālād nīstām.  
 1. extiār dārid: cānd vāxt farsī xundid?  
 2. hæmæš sé mah farsī xundām.

Drill 27a.1 Transformation (Have the students change the following sentences to the past tense.)

man miran xuneye zehaad.

šoma ba ma miayd?

šoma farsi baalaid?

šoma dar dabirestane ferdowsi dars mixunid?

key\* mirid tehran?

šoma emruz narahatid?

ali dar širaz tahsil mikone.

az in qaza xošetun miad?

man farda miran šomale iran.

man dar bimarestan hastam.

šoma dar amrika farsi yad migirid?

išun šetranj baalaid.

in amrikaia torki mixunand.

ye saete dige miran xune.

šoma baad az zor esterahet mikonid?

Drill 27a.2 Complex Substitution

mano xaste kard.

šoma

narahat

ali

bidar

narahat

ma

xaste

bidar



Drill 27a.3 Transformation (Have the students change the /budæn/ verbs to /kærdæn/ verbs. Make the subject "we".)

T. æli bidar bud.

S. (ma) aliro bidar kærðim.

šoma narahæt budid.

una xæste budænd.

saætetun xærab bud.

alio reza narahæt budænd.

pedæretun bidar budænd.

mašine fereydun xærab bud.

šoma xæste næbudid.

una narahæt budænd.

dara bidar bud?

xodnevisetun xærab bud?

Drill 27a.4 Transformation (Using the sentence cues in the above exercise, have the students change the /budæn/ verbs to /šodæn/ verbs.)

T. æli bidar bud.

S. ali bidar miše.

Drill 27a.5 Cued Conversation (Use the multiple substitutions in the sentences according to the following format.)

T. mazænderan, mærtub

S<sub>1</sub> mæn do hæfteye piš mazænderan budæm.

S<sub>2</sub> hævaš cetor bud?

S<sub>1</sub> hævaš mærtub bud.

širaz, xošk

ræst, baruni

hæmædan, xonæk

abadan, mærtub

kermanša, særd

## Drill 27a.5 (cont'd)

T. rezaye, æbri  
 kordestan, xonak  
 mašhad, gæria

## Drill 27a.6 Multiple Substitution (Give infinitive and subject as cue.)

cænd væxt farsî xundid/

amrika budid

mæriz budid

æsterahæt kærd

sare kelas budid

inglisi xundænd

tehran budid

bidar budid

xærab bud

dar bimaræstan budæn

æsterahæt kærdid

farsî xundim

mazænderan budid

Drill 27a.7 Multiple Substitution (Give infinitive and subject as cues.  
 The student must also change the sentence to the present tense.)

T. cænd væxt farsî xundid/

S. cænd væxt-e farsî mixunid/

(use sentence cues from  
 Drill 27a.6.)

(Note: before doing Drill 27a.8, the teacher should explain the difference between the following two sentences: )

cænd væxt tehran budid/

cænd dææfe tehran budid/

## Drill 27a.8 Simple Substitution

a. cænd dææfe tehran budid?

širaz

dære kelas

esfahan

xuneye mahmud

mešhad

šomale iran

danešgaye tehran

yæzd

šahre yæzd

b. cænd dææfe ino tekrar kardid?

neveštid

xundid

didid

pušidid

goftid\*

yad gereftid

talæfoz kardid

## Drill 27a.9 Complex Substitution

xæn farsî yad gæreftæn.

inglîsî

(xundæn)

færanse

(bælæd budæn)

šena

## Drill 27a.9 (cont'd)

mæn šena bæləd budæm.

næqqaši

ašpazi

(yad gereftæn)

hærf-zadæn

(neg)

jorj

(xundæn)

(aff)

šimio fizik

alio reza

(question)

inglisi

(bæləd budæn)

(pres)

ferešte

duxtan

šena

(question)

faranse

(yad gereftæn)

(present continuous [dare ----])

inglisi

farsi

aræbi

## Drill 27a.9 (cont'd)

ferešte dare arabi yađ migire?

(xundan)

(pres [simple])

(neg)

(dunestan)

esmetun(o)

(baład budan)

(past)

(aff)

(yađ gereftan)

esmeš(o)

(neg)

šoma

(aff)

(question)

esme kucikeš(o)

(statement)

(neg)

## Drill 27a.10 Cued Conversation

T. farsi

S<sub>1</sub> mæn farsi xub bælæd niStæm.S<sub>2</sub> extiar darid. Šoma farsi xeyli  
xub bælædid.

inglisi

hærf-zædæn

neveštæn

torki

ræqqasi

ašpæzi

rundæn\*

Review Drills 23a.4, 23a.12 (in the past tense), 23a.15 and 23b.2.

## LESSON 27

dialog b

ali

wonderful(ly), extremely  
well.

dašt-

past stem of dar-

1. pas ali bälædid. moälleme  
irani daštidi?Then you know it extremely well.  
Did you have an Iranian teacher?2. bæle. yazdæ-ta moälleme irani  
daštini.

Yes. We had eleven Iranian teachers.

1. neveštæn ham yad gereftidi?

Did you learn writing, too?

amma

but

faramuš kard-

forgot (pres. stem faramuš  
mikon-)2. bæle. amma bištærešo faramuš  
kardæn.

Yes. But I forgot most of it.

\* \* \* \*

dialog b

1. pas ali bälædid. moälleme irani daštidi?

2. bæle. yazdæ-ta moälleme irani daštini.

1. neveštæn ham yad gereftidi?

2. bæle. amma bištærešo faramuš kardæn.

Drill 27b.1 Cued Conversation (The teacher's cue is a sentence. S<sub>1</sub> changes it to the past tense. S<sub>2</sub> answers it in the negative.)

- T. Šoma moalleme irani darid? S<sub>1</sub> Šoma moalleme irani daštid?  
S<sub>2</sub> naxeyr. moalleme irani nadaštam.
- in ketabo mixunid?  
Šoma farsi baxavid?  
ali mire bazar?  
moallemetun inglisi baxavid?  
pedaro madaretun mašin darand?  
Šoma neveštan yad migirid?  
az tehran xošetun miad?  
Šoma ba jamšid mirid širaz?  
baradaretun narahat-e?  
Šomaro xaste mikonid?  
bist-ta šagerd darid?  
dustatun miand inja?  
otobus dir mikone?  
Šoma farda xuneid?  
ali dir boland miše?  
saætetun xarab-e?

Drill 27b.2 Imitation (Repeat starred forms several times after finishing the exercise.)

- |                         |                                 |
|-------------------------|---------------------------------|
| mæn farsi yad migiræm.  | mæn daftaretuno baz mikonæm.    |
| mæn farsi yad gereftæm. | mæn daftaretuno baz kardæm.     |
| *Šoma name minevisid?   | *in kaqæzo bar midaræm.         |
| Šoma name neveštid?     | in kaqæzo bar daštæm.           |
| Šoma medad darid?       | ali qæzaye irani dorost mikone. |
| Šoma medad daštid?      | ali qæzaye irani dorost kard.   |



## Drill 27b.2 Imitation

\*maen ye ruzname mixraam.  
maen ye ruzname xaridaam.

\*farsie ali ro mifahmaam.  
farsie ali ro fahmidam.

un ketabo taanam mikonid?  
un ketabo taanam kaardid?

emruz jaansido mibinid?  
emruz jaansido didid?

\*livano mizaram ru miz  
livano gozaštam ru miz.

šoma farsi mixunid?  
šoma farsi xun did?

\*aqaye nežado miaram.  
aqaye nežado ovordam.

\*ye darse inglisi minevisam.  
ye darse inglisi neveštam.

## Drill 27b.3 Simple Substitution

šoma un ketabo xun did?

taanam kaardid?

neveštid?

didid?

gozaštid ru miz?

baer daštid?

xaridid?

dorost kaardid?

baz kaardid?

yad gereftid?

daštid?

fahmidid?

ovordid?

## Drill 27b.4 Complex Substitution

šoma un ketabo xun did?

reza

ruzname

(xaridam)

## Drill 27b.4. (cont'd)

reza un ruznamaero xærid?

(pres)

medad

(didæn)

(past)

æqa

(fæhmidaæn)

(statement)

(ovordæn)

(neg)

mæjalle

(teaman kardæn)

(aff)

(bær daštæn)

šoma

(pres)

livan

(neg)

ma

(didæn)

(past)

(gozaštæn ru miz)

(aff)

fenjun

(pres)

išun

## Drill 27b.4 (cont'd)

işun un fenjuno mizarand ru miz.

ketab

(past)

(xaridan)

(neg)

man

roman

(tamam kardan)

(pres)

(aff)

qaeza

(dorost kardan)

(past)

(ovordan)

abbas\*

cai

(xaridan)

daftær

(neg)

(baz kardæn)

(bar daştæn)

man

kaqæz

(xarab kardæn)

(aff)

## Drill 27b.4 (cont'd)

mæn un kaqæzo xærab kærðam.

(pres)

mašin

(rundaen)

(neg)

(past)

Drill 27b.5 Transformation (Have the students change the present tense to the past tense.)

T. mæn dær danešga farsi yad migiram. S. mæn dær danešga farsi yad gereftam.

mæn færda aqaye nežado mibinam.

moelleme inglisimun dær amrika tahsil mikone.

mæn be dustatun migam ke dir miayd.

mæn kafše sia mipušam.

mæn do hæfteye dige miram kerman.

baaradaram keyli narahat miše.

baraye mohammad ye name minevisam.

mæn sale dige bær migardam amrika.

æz un filme žaponi keyli xošam miad.

šoma tešnætun-e?

saate cand boland mišid?

færda un ketab miarid?

medade janšido bær midaram.

mæn færda bær migardam.

in aqaro xub mifachmid?

caie irani koja miweid?

## Drill 27b.5 (cont'd)

T. be ahmæd ci migid?

bæradzære kucike reza kojast?

## Drill 27b.6 Cued Conversation (Teacher gives cues listed below.)

S<sub>1</sub> in ketabo xundid? S<sub>2</sub> bæle. æmma bištærešo færamuš kardæn.

ruzname

yad gereftæn

dzærs

tæmam kardæn

roman

kurs

dust daštæn

film

didæn

namayeš\*

## Drill 27b.7 Conversation (Class repeat cue after teacher. The students then answer teacher's question about cue.)

T. ketabforuši S. ketabforuši T. dær ketabforuši ci miforušænd?

S. ketab miforušænd.

kafšforuši

parceforuši

miveforuši\*

ketabforuši

qaliforuši\*

lebasforuši

safeforuši\*



## SUPPLEMENTARY LESSON 21

1. lotfan guš konid.
  - in daftarayeye naqqaši dunei cand-e?
  - cand-ta daftare naqqaši lazem darid?
  - yeki lazem darām.
2. lotfan tēkrar konid.
  - a. in daftarayeye naqqaši dunei cand-e?  
cand-ta daftare naqqaši lazem darid?  
yeki lazem darām.
  - b. in namehaye hāvai dunei cand-e?  
cand-ta nameye hāvai lazem darid?  
do-ta lazem darām.
  - c. in safehaye irani dunei cand-e?  
cand-ta safeye irani lazem darid?  
se-ta lazem darām.
  - d. in xodnevisaye xareji dunei cand-e?  
cand-ta xodnevisaye xareji lazem darid?  
yeki lazem darām.
  - e. in dastmalaye irani dunei cand-e?  
cand-ta dastmale irani lazem darid?  
car-ta lazem darām.
  - f. in keravataye xareji dunei cand-e?  
cand-ta keravate xareji lazem darid?  
se-ta lazem darām.

## Supplementary Lesson 21 (cont'd)

## 3. lotfan soal konid.

T. daftare naqqaši S<sub>1</sub> in daftaraye naqqaši dunei cand-e?

S<sub>2</sub> cand-ta daftare naqqaši lazem darid?

S<sub>1</sub> yeki lazem daræm.

(Continue in the same way using the following cues. Have the students change the cues to plural.)

a. daftare naqqaši

b. nameye havai

c. safeye irani

d. xodnevise xareji

e. dastmale irani

f. keravate xareji

g. pærdeye irani

h. kolaye xareji

i. pakate havai

j. tambre irani

k. sabune amrikai

## 4. lotfan guš konid.

-- panire tabrizi kiloi cand-e?

-- ceqæd panire tabrizi lazem darid?

-- nim kilo lazem daræm.

## 5. lotfan tekrar konid.

a. cai xareji kiloi cand-e?

ceqæd cai xareji lazem darid?

ye kilo lazem daræm.



## Supplementary Lesson 21 (cont'd)

## 5. (cont'd)

- b. panire tabrizi kiloi cænd-e?  
ceqad panire tabrizi lazem darid?  
nim kilo lazem daræm.
- c. roqane kermanšahi kiloi cænd-e?  
ceqad roqan kermanšahi lazem darid?  
ye kilo lazem daræm.
- d. kæreye danmarki kiloi cænd-e?  
ceqad kære danmarki lazem darid?  
nim kilo lazem daræm.
- e. sibe lobnani kiloi cænd-e?  
ceqad sibe lobnani lazem darid?  
do-kilo lazem daræm.
- f. šekære irani kiloi cænd-e?  
ceqad šekar irani lazem darid?  
se kilo lazem daræm.
- g. goje farangi kiloi cænd-e?  
ceqad goje farangi lazem darid?  
ye kilo lazem daræm.

## 6. lotfan soal konid.

- T. cai xareji S<sub>1</sub> cai xareji kiloi cænd-e?  
S<sub>2</sub> ceqad cai xareji lazem darid?  
S<sub>3</sub> ye kilo lazem daræm.

(Continue in the same way, using the following cues.)

- a. cai xareji  
b. panire tabrizi

## Supplementary Lesson 21 (cont'd)

## 6. (cont'd)

- c. roqane kermanşahi
- d. kêrêye danmarki
- e. sibe lobnani
- f. Şekare amrikai
- g. goje farangi
- h. qêveye eslambuli
- i. arde rusi
- j. ränge xareji

## LESSON 28

(Review)

Review Dialog 28.1

The following dialog should be taught in the following way. Three classes should combine. The teachers, each taking a part in the dialog, should read it through once slowly and once more quickly. The students should be asked how much they understand.

The three classes should then separate and each student should be given a copy of the dialog so that he can follow as his teacher reads the dialog again. The teacher should explain anything that is not understood.

The students should then repeat after the teacher. Repeat every sentence several times until it can be said without much hesitation. It is not necessary, however, to memorize the sentences. Be careful to note sentence stress and correct intonation patterns.

The students should then break up into small groups and read through the dialog. After they feel they can read through it well and without hesitation, groups of three should act out the dialog in skit form.

dialog

jorj. mæn keyli gorosnæm-e. Šoma cetoŕ?

jamšid. bæle. mæn hæm gorosnæm-e. berim restoran næhar boxorim.

jorj. keyli xob. ci meyl dærid\* celo kæbab mixayd?

jamšid. mæn az celo kæbab xošæm miad væli dišæb celo kæbab xordæm.

jorj. pæs ci boxorim? juje kæbab hæm xub-e.

jamšid. bah-bah! keyli væxt-e juje kæbab næxordæm. berim. taksij!!  
ma xiabane naderi mirim.

taksi. kojaye naderi?

jamšid. ruberuye ketabforušiye mebsø.

taksi. befærmaid.

jamšid. aqaye jorj, befærmaid.

Review Dialog 28.1 (cont'd)

- jorj. bəbaxšid.
- jamšid. āqa, ma keyli əjalle darim. lotfan zud bašid.
- taksi. cəšm, gərban.
- jorj. aqayə jamšid, šoma narahətid?
- jamšid. naxeyr. narahət nistəm. faəqət ye kami xasteəm. sərəm hən dard mikone.
- jorj. aspirin mixayd?
- jamšid. mersi. mən aspirin məəmulan nemixoram.
- jorj. kodum restoran mirim?
- jamšid. ye celo kebabi mišenasəm - keyli xub-e.
- jorj. aqayə jamšid, hala saat cənd-e?
- jamšid. hala dorost saat yek-e. cərə? keyli gorosnərtun-e?
- jorj. bəle. mən emruz sobhane saat šiš xordəm.
- jamšid. saat šiš? məəmulan saat cənd bidar mišid?
- jorj. məəmulan saat šišo nim bidar mišəm vali emruz sob pənjo nim bidar šodəm.
- jamšid. cərə? kar daštid?
- jorj. naxeyr. dišəb keyli xaste budəm saat noh xabidəm. sob hən zud bidar šodəm.
- jamšid. sob məəmulan ci mixorid?
- jorj. nuno pənir ba mərəbba\*, cəlo šire gərm ba šekar.
- jamšid. pəs sobhaneye irani dust darid.
- jorj. bəle. sobhaneye amrikai nemixoram. dər amrika hən dust nədəšəm.
- jamšid. sobhaneye amrikai cejuri-e?
- jorj. amrikaia sob ziad mixorənd. toxme morq\*, gušt, šir, qəhvə, nune širin.
- jamšid. rast, nigid? nahar cətor?

Review Dialog 28.1 (cont'd)

- jorj. baraye nahar kaantar az irania mixorand.
- jamšid. keyli jaleb-e. vali šoma sisteme irani mixorid.
- jorj. bale.
- taksi. aqa, šoma amrikai hastid?
- jorj. bale, aqa.
- taksi. mašallah farsi keyli xub baladid.
- jorj. xaeš mikonam. henuz darsen yad migiram.
- taksi. cand vaaxt-e dar iran hastid?
- jorj. do ma.
- taksi. do ma! do ma farsi yad gereftid?
- jorj. naxeyr. se ma ham dar amrika xundam.
- taksi. maqe dar amrika farsi harf mizanand?
- jorj. naxeyr. dar danešga yad gereftam.
- taksi. farsi dar danešga dars midand?
- jorj. bale.
- jamšid. išun m'alleme irani daštand.
- taksi. rast migid? unja ham irani dare?
- jamšid. danešjuye irani dar amrika ziyadand.
- taksi. haa. mirand unja, dars mixunand. aqa mohandes. šoman amrika budid?
- jamšid. naxeyr. amrika nabudam.
- taksi. aqaye mister. išun zabane šomaro midunand?
- jorj. bale. išun qaešang baladand.
- jamšid. xaeš mikonam. extiar darid. mesle farsie šoma balad nistam.
- taksi. aqaye mister, man zabane amrikairo baladam.
- jorj. rasti? pas lotfan baraye man heri bezanid.

Review Dialog 28.1 (cont'd)

taksi. xeyli xob. šoma - amrika - balad - xub?

jorj. ci goftid?

taksi. šoma nafahmidid?

jorj. naxeyr.

taksi. pas man hatman Žaponi goftam.

jamšid. aqa, ma xeyli yavaš mirim - aaaa!

taksi. bebaxšid aqa. xiabana suluq-e. saate yek-e. hame mirand sare kar.

jorj. inja kojast?

jamšid. inja xiabane šast. baad az xiabane ša, xiabane naderi-e.

jorj. restoran tu naderi-e?

jamšid. naxeyr, tu kucast.

jorj. unja ci darand.

jamšid. unja celo kabab darand, juje kabab darand. celo xorešesun han xub-e.

jorj. pas man celo xoreš mixoram.

jamšid. az qazaye irani xošetun miad?

jorj. baaaaale. xoreše badenjun xeyli dust daram.

taksi. aqa. šoma ab-gušt dust darid?

jorj. ab-gušt ci-e?

taksi. ab-gušt nemidunid ci-e/ supe irani ba gušt dorost mikonand, va vaxt nun mizarand tuš.

jorj. man naxordam. xub-e?

taksi. xeyli ali-e. befarmaid xuneye ma. xarunam baraye šoma dorost mikone.

jorj. motšakeram aqa. xeyli lotf darid.

taksi. befarmaid. taarof nemikonam.

Review Dialog 28.1 (cont'd)

jorj. xaeš nikonam. Šoma hatran xeyli kar darid.

taksi. extiar darid. xošhal mišim.

jamšid. motšakeram aqa. vali sazte yeko nim dær danešga kar darim.

taksi. xob. inšallah dæfeye dige.\*

jorj. inšallah.

## Drill 28.1 Conversation

1. Šoma dišab koja Šam xordid?  
ci xordid?  
xub bud?
2. Šoma məamulan Šam koja mixorid?  
nəhar cətor?  
məamulan saat cənd nəhar mixorid?
3. Šoma cai dust darid ya qəhvə?  
dišab sare miz\* qəhvə xordid?  
Šoma qəhvə ba šir mixorid?
4. dišab dərs xundid?  
bəəd az Šam cekar kərdid?  
saət cənd xabidid?
5. Šoma məamulan sohanə mixorid?  
emruz sobhanə xordid?  
saət cənd sobhanə xordid?
6. dišab koja raftid?  
cekar kərdid?  
dərs nəxundid?
7. Šoma sinema dust darid?  
in həfte raftid sinema?  
šəmbə šab cekar kərdid?
8. Šoma ziad ketab mixunid?  
dišab ketab xundid?  
Šoma məjəlle darid?
9. Šoma darid fərsi yad migirid?  
hərf-zadən yad migirid?  
xundəno nəveštən cətor?
10. cənd vaxt-e dər astin həstid?  
əz astin xošetun miad?  
əz həvayə astin xošetun miad?
11. dəftəretunə ba xodəšun ovordid?  
dəftəretun kolof-t-e?  
dəftəretun siast?
12. emruz saat cənd bidar šodid?  
vərzeš kərdid?  
sobhanə xordid?



## Drill 28.1 (cont'd)

13. Šoma key amadid astim?  
az koja amadid?  
ceqad tul kešid?
14. Šoma diruz saare kelos budid?  
saat cand bær gaštid Dexter House?  
Šoma piade mirid?
15. yekšambeye piš cekar kærdid?  
Šena nemirid?  
Šena bæladid?
16. dišab name neveštid?  
tæmbr daštid?  
cand-ta tæmbr darid?
17. Šomareye otaqetun cand-e?  
otaqetun dišab sard bud?  
tu otaqetun ki zendegi mikone?
18. diruz xæste budid?  
saat cand bidar Šodid?  
bæad az zor esterahæt kærdid?
19. koja taħsil kærdid?  
az inja dur-e?  
cand sal unja budid?
20. hævaye inja ba hævaye iran xeyli færq mikone?  
hævaye iran cetor-e?  
ræšt kojast?

Grammar1. Verbs

All Persian verbs have two stems; all verb forms and derivatives are formed from these two stems. One stem is the present tense stem; the other, as we have seen from the introduction of the past tense, is the past stem.

Let us examine the present stems of some familiar verbs.

midunæm

mibinæm

miræm

bær migærdæm

zendegi mikonæm

ketab mixunæm

As was pointed out in previous grammar discussions (c.f. 5.2.2) all verbs (except II Verbs which include only dar- and hæst-) have the prefix /mi-/ in the present tense. We may therefore subtract this prefix from the present stem. Again looking at the list above, we see that we may also subtract the personal ending /-æm/. The following present stems remain:

-dun-

-bin-

-r-

bær -gærd-

noun -xun-

noun -kon-

These stems are resultant from only a random sampling of the verbs we have already had and are by no means representative of all the stem-types that occur in Persian. In order to set up a list of stem-types, we must examine the relationships between the present and past roots. In order to do this type of linguistic analysis of the relationship between stems, let us go through a list of past tense verbs we saw this week and compare the present and past roots of each verb. Remember the selection of verbs is at random (only verbs covered in the past three lessons).

1. Verbs (cont'd)

<u>Lesson</u>	<u>Verb</u>	<u>Present Stem</u>	<u>Past Stem</u>
25a	miræm	-r-	ræft-
25a	mibinæm	-bin-	did-
25b	miam	-a-	amæd-
25b	-æm/hæstæm	hæst-	bud-
26a	mišæm	-š-	šod-
26b	mikonæm	-kon-	kærd-
26b	mipušæm	-puš-	pušid-
26b	bær migærdæm	bær -gærd-	bær gæšt-
27a	yad migiræm	yad -gir-	yad gereft-
27a	mixunæm	-xun-	xund-
27a	minevisæm	-nevis-	nevešt-
27a	mi gæm	-g-	goft-
27b	daræm	dar-	dašt-
27b	mixæræm	-xær-	xærid-
27b	mifæhmæm	-fæhm-	fæhmid-
27b	mizaræm	-zar-	gozašt-
27b	miaræm	-ar-	ovord-

In examining the above list of verb stems, we see that there are many classes of stems and that the changes from the present to the past stem are not regular. There are the following ways of forming the past stem, all of which are different:

-r-	----->	ræft-	-gir-	----->	gereft-
-bin-	----->	did-	-zar-	----->	gozašt-
-a-	----->	amæd-	-xun-	----->	xund-

From this list you can see that we can not make any simple generalizations about the formation of past stems. In general the past and present stems must be learned by repetition and memorization. We will, however set up some general classes of verb roots as a general guide for the student in his future study.

One generalization which can be made about all Persian past stems is that they all invariably end in /t/ or /d/. Thus we may say that the formation of the past stem takes place in the following manner:

present stem . . ( a change in the form) . . /d/ or /t/

I. (Regular formation)

A. present stem + /d/ or /t/

-xun- ----> xund-  
-xor- ----> xord-

B. present stem + /-id/

-fəhm- -----> fəhmīd-  
-puš -----> pušīd-

II. present stem + vowel + /f/ or /s/ + /t/

A. -dun- -----> dunest-  
-g- -----> goft-  
-r- -----> ræft-

B. (This subclass involves additional stem changes.)

-gir- -----> gereft-

III. present root + vowel + /d/

-š- -----> šod-  
-d- -----> dad-

IV. change of nasal to homorganic stop ( /n/ --- /d/, etc.)

A. (hærf) -zæn- -----> (hærf) zæd-

B. change of nasal plus other stem change plus /æst/

-šin- -----> nešæst-

V. sibilant ----> /x/ + /t/

A. z ----> x

-duz- ----> duxt-

B. s ----> x

-šenas- ----> šenaxt-

C. š ----> x

-foruš ----> foruxt-

VI. /r/ or /rd/ ----> /š/ + /t/

A. -dar- ----> dašt-

B. (This subclass involves an additional stem change.)

-zar- ----> gczaxšt-

VII. Irregular

-nevis- ----> nevešt-

-a- ----> ašad-

-bin- ----> did-

-ar- ----> ovord-

-band- ----> bašt-

-kon- ----> kard-

In dictionaries verbs are listed according to infinitives. The infinitive is formed from the past stem plus the infinitive marker /-an/. Since the infinitive is formed on the past stem, the student will have to derive the present base in reverse order from what has been listed above. It is, however, impossible to know which category any one verb belongs to since the classes are not based on the phonetic shape of either stem. For this reason, we will list both stems from now on. In dictionaries where only the infinitive is listed the student will have to ask a native speaker in order to be sure what the present stem is.

The only rule that can be posited is the formation of the past stem from the infinitive by the subtraction of the /-an/ infinitive marker. The above classification of present and past stems is to show the pattern of the language insofar as it can be analysed.

## Class I.

Verb Inventory

A.	xundæn	-xun-	to read
	dærs xundæn		to study
	ketab xundæn		to read (in general)
	avaz xundæn		to sing
	farsi, ŧimi etc. xundæn		to study Persian, chemistry, etc.
	xordæn	-xor-	to eat
	rundæn	-run-	to drive
B.	koŧtæn	-koŧ-	to kill
C.	fahmidæn	-fahm-	to understand
	puŧidæn	-puŧ-	to put on, wear
	xabidæn	-xab-	to sleep, go to sleep
	keŧidæn	-keŧ-	to pull
	tul keŧidæn		to last, take time
	sigar keŧidæn		to smoke
	residæn	-reŧ-	to arrive

## Class II.

A.	dunestan	-dun-	to know
	tunestan	-tun-	to be able
	goftæn	-g-	to say
	raftæn	-r-	to go
B.	gereftæn	-gir-	to take
	yad gereftæn		to learn
	xastæn	-xa-	to want

## Class III.

A.	šodaen	-š-	to become
	dadæen	-d-	to give
	dærs dadæen		to teach
	dæst dadæen		to shake hands
	javab dadæen		to answer
	oftadæn	-oft-	to fall

## Class IV.

A.	zædæn	-zæn-	to hit
	hærf zædæn		to speak
B.	nešæstæn	-šin-	to sit down
	šekæstæn	-škan-	to break

## Class V.

A.	duxtæn	-duz-	to sew
	endaxtæn	-ndaz-	to drop, let fall
	aks endaxtæn		to take a picture
	suxtæn	-suz-	to burn (intransitive)
	poxtæn	-pæz-	to cook
B.	šenaxtæn	-šenæs-	to know (someone)
C.	foruxtæn	-foruš-	to sell

## Class VI.

A.	daštæn	-dar-	to have
	bær gæštæn	bær gard-	to return
	kaštæn	-kar-	to sow, plant

## Class VII.

A.	neveštæn	-nevis-	to write
	bordæn	-bær-	to take, carry
	mordæn	-mir-	to die

## Class VII.

B. amædæn	-a-	to come
xoš amædæn		to like
bæd amædæn		to dislike
xab amædæn		to be sleepy
didæn	-bin-	to see
ovordæn	-ar-	to bring
bæstæn	-bænd-	to close, tie
(kærdæn)	-kon-	auxiliary verb
zendegi kærdæn		to live
kar kærdæn		to do, work
dærd kærdæn		to hurt, ache
esterahæt kærdæn		to rest
dir kærdæn		to come late
xæš kærdæn		to ask, beg
dorost kærdæn		to fix, prepare
tæhsil kærdæn		to study
tædris kærdæn		to teach, instruct
tææfox kærdæn		to pronounce
tekrar kærdæn		to repeat
komæk kærdæn		to help
soal kærdæn		to ask
hæmmam kærdæn		to bathe
farq kærdæn		to differ
mosaferat		to travel
taarof kærdæn		to taarof



## Class VII

## B. (cont'd)

baz kærdaen	(baz)-kon-	to open
færamuš kærdaen		to forget
guš kærdaen		to listen
nega kærdaen		to watch, look at
tæmrin kærdaen		to practice
fek(r) kærdaen		to think
bazi kærdaen		to play
æjalle kærdaen		to hurry, rush

## SUPPLEMENTARY LESSON 22

1. lotfan guš konid.

haz ruz saate šiš az xab bidar mišam.

diruz saate šiš az xab bidar šodam.

2. lotfan tekrar konid.

haz ruz saate šiš az xab bidar mišam.

diruz saate šiš az xab bidar šodam.

haz ruz saate šišo nim varzeš mikonam.

diruz saate šišo nim varzeš kerdam.

haz ruz saate haft sobhane mixoram.

diruz saate haft sobhane xordam.

haz ruz saate hašt miram danešga, farsio inglisi mixunam.

diruz saate hašt raftam danešga, farsio inglisi xundam.

haz ruz saate davazda tu restorane danešga nahar mixoram.

diruz saate davazda tu restorane danešga nahar xordam.

haz ruz baed az nahar kami esterahat mikonam.

diruz baed az nahar kami esterahat kerdam.

haz ruz saate do haz migardam kelas ta saate car farsi mixunam.

diruz saate do haz gaštam kelas ta saate car farsi xundam.

haz ruz saate panjo nim haz migardam xabgavo šam mixoram.

diruz saate panjo nim haz gaštam xabgavo šam xordam.

hamiše baed az šam esterahat mikonam.

dišab baed az šam esterahat kerdam.

3. Have the students change the simple present tense to the simple past tense. e.g.,

T. haz ruz saate šiš bidar mišam.

S. diruz saate šiš bidar šodam.

(Use the first sentence of each pair listed in 2. as a cue for 3.)

4. Reverse the above practice. Give the past tense sentence as the cue. The student(s) should respond with the present tense sentence.

5. Write the hours of the day as used in the sentences on the blackboard. Give the infinitive of the verbs as cues. Then ask individual students to make the two sentences with present and past verbs.

6.00 a.m.	bidar šodan
6.30	varzeš kardān
7.00	sobhane xordān
8.00	raftān danešga, farsio inglisi xundān
12.00	nāhar xordān
12.00	esterahæt kardān
2.00 p.m.	bār gaštān
ta 4.00	farsi xundān
5.30	bār gaštān xabga, šam xordān

6. Have the students give short answers to the questions, e.g.,

T. saāte šišo nim cekar mikonid? S. varzeš mikonim.

(Cues consist of times listed above. The student should respond with sentences containing the corresponding verb.)

7. Have individual students ask questions with /key/. Give short answer as a cue. e.g.,

T. saāte šiš S. key bidar mišid? (continue for all times)

8. Repeat 6 and 7 for simple past tense. e.g.

T. diruz saāte šiš cekar kardid? S. bidar šodim.

T. varzeš kardam. S. diruz key varzeš kardid.

## LESSON 29

ahmado behruz danešjuzand. dar danešgaye tehran taħsil mikonand. ahmad danešjue sale sevvome danešgasto behruz danešjue sale dovvom-e. ahmad tarix mixune va behruz adabiyate irano mixune. vali har-do inglisi ham mixunand. ruzaye ye-šambevo se-šambevo panj-šambe kelase inglisi darand.

inglisie ahmad az inglisie behruz behtar-e. inglisi baraye behruz keyli mošgel-e. behruz xub mixunevo tarjome mikone vali keyli kam mifahme. moallemešun amrikai-e. išun dar iran farsi yad migirando inglisi taħris mikonand. sare kelas moalleme amrikaišun inglisi harf mizane va az šagerda be inglisi soal mikone. behruz xub nemifahme.

dar se diruz baraye behruz keyli mošgel bud va henuz yad nageraft. ahmad be behruz telefon kard va hala darand harf mizanand.

dialog a

ahmad. man mixam beram sinema. šomam miayd?

behruz. mersi. mixam beram bazar.

ahmad. emšab cekar mikonid?

behruz. bazad az zor mixam dars bexunam, bazad miam xuneye šoma.

\* \* \* \*

Ahmad. I want to go to the movies. Would you like to come too?

Behruz. Thank you, no. I want to go to the bazaar.

Ahmad. What are you doing tonight?

Behruz. I want to study this afternoon. I'll come to your house afterwards.

## Drill 29a.1 Simple Substitution

mæn mixam beræn sinema.

danešga

bazar

(sære) kelas

širaz

dæbirestane žale

(sære) kar

mædrese

## Drill 29a.2 Complex Substitution

mæn mixam dærs bexunæm.

farsi

ketab

(neveštæn)

name

(xundæn)

ruzname

šimi

farsi

(yad gereftæn)

šena

inglisi

## Drill 29a.3 Forced Substitution

mæn mixam dærs bexunæm.

jamšid

šoma

## Drill 29a.3 (cont'd)

šoma mixayd dærs bexunid.

mæn

mæno šoma

mæno jæmšid

dustetun

ma

ælio reza

šoma

jæušido šoma

xosro

## Drill 29a.4 Complex (Forced) Substitution

mæn mixam dærs bexunæn.

farsi

šoma

ketab

ma

(neveštan)

una

nâme

(xundan)

æli

ruzname

šimi

mæno æli

farsi

## Drill 29a.4 (cont'd)

māno ali mixaym farsi bexunim.

mān .

(yad gereftan)

šena

šoma

inglisi

## Drill 29a.5 Complex Substitution

baxad az zor mixam dars bexunam, baxad miam xuneye šoma.

ketab

farsi .

(neveštan)

name

(xundan)

dars

## Drill 29a.6 Transformation (Add the proper form of "to want" to the following sentences.)

T. jamšid mire tehran.      S. jamšid mixad bere tehran.

mān fārda miram tēbriz.

ali mire sare kelase inglisi.

jamšid ketab mixune.

šoma šena yad migirid?

koja mirid?

baxad az zor ma šimi mixunim.

išun ye name minevisand.

šoma ruzname mixunid?

xosro inglisi yad migirc.

Drill 29a.7 Transformation (Repeat Drill 29a.6 giving an additional negative cue. For example,)

T. jəmšid mire tehran. S. jəmšid nemixad bere tehran.

Drill 29a.8 Forced Substitution (Review)

mæn mixam in ketabo bexunam.

ruzname

roman

name

kaqaz

ketabe farsi

ruznameye inglisi

romane rusi

Drill 29a.9 Transformation ( $S_1$  changes model sentence to present tense,  $S_2$  adds "to want" and  $S_3$  changes it to negative form.)

T. bəradəram ye name nevēšt.  $S_1$  bəradəram ye name minevise.  
 $S_2$  bəradəram mixad ye name benevise.  
 $S_3$  bəradəram nemixad ye name benevise.

mæn raftam xuneye ahmæd.

šagerdatun dærs xundænd.

ali inglisi yad gereft.

šoma in namæro nevēštid?

ma raftim kenare dærya.



## LESSON 29

dialog b

- A. mixayd ba mæn hærf bezænid? Do you want to talk to me?  
rajebe about, concerning
- B. bæle. mixam rajébe dærsa hærf bezænæn. Yes. I want to talk about the lessons.  
mitun- (tunestæn) can, be able to
- A. saæt cænd mituníd biayd? What time can you come?  
qæblæz before
- B. mæn qæblæz šiš nemitunæn biam. I can't come before six.
- A. pæs saæt hæft biayd. mitunim Then come at seven. We can  
ba hæm dærs bexunim. study together.

\* \* \* \*

dialog b

- A. mixayd ba mæn hærf bezænid?
- B. bæle. mixam rajébe dærsá hærf bēzænæn.
- A. saæt cænd mituníd biayd?
- B. mæn qæblæz šiš nēmitunæn biam.
- A. pæs saæt hæft biayd. mitunim ba hæm dærs bēxunim.

---

 Drill 29b.1 Simple Substitution

mixayd ba man hærf bezænid.

dærs xundæn

ræftæn sinema

inglisi yad gereftæn

ketab xundæn

ræftæn danešga

farsi xundæn

næhar xordæn (response should be /næhar boxorid/)

ruzname xundæn

nešastæn

ræftæn kenare dærya

šam xordæn

## Drill 29b.2 Complex (Forced Substitution)

šoma mixayd ba man hærf bezænid?

janšid

šam xordæn

(neg)

ælio reza

nešastæn

(aff)

ma

dærs xundæn

una

inglisi yad gereftæn

hæri<sup>2</sup> zadæn

## Drill 29b.2 (Con't)

Šoma mixayd ba una hærf bezænid?

(neg)

mæhmud

næhar xordæn

Šimi xundæn

## Drill 29b.3

mæn mitunæn ba Šoma dærs bexunæn

ræftæn danešga

Šam xordæn

næhar xordæn

Šimi xordæn

ræftæn bazar

nešastæn

ketab xundæn

dærs xundæn

hærf zædæn

ræftæn mædrese

qæza xordæn

## Drill 29b.4 Forced Substitution

mæn mixam ba jamšid hærf bezænan.

ma

æli

mæno æli

Šoma

una

moallemetun

## Drill 29b.4 (cont'd)

moallemetun mixad ba jamšid hærf bezæne.

šagerdam

išun

reza

mæn

## Drill 29b.5 Multiple Substitution

mæn mixam ba æli hærf bezænam.

šoma mæn

mæn pedæretun

ma šoma

jamšid moallemes

mæn dustam

šoma šagerdatun

išun šoma

išun dustetun

išun ma

moallemetun šoma

## Drill 29b.6 Simple Substitution

mæn mixam rajebe dærsa hærf bezænam.

ketabatun

kelase inglisi

duste jamšid

dærsatun

šagerdam

karetun

## Drill 29b.6 (cont'd)

mæn mixam rajebe karetun hærf bezanæm.

dustetun

kelasa

mædresætun

danešgaye tehran

amrika

havaye iran

## Drill 29b.7 Complex Substitution

mæn qæblæz šiš nemitunæm biam.

hæft

bææd æz

pænĵ

hæšt

qæblæz

do šambe

jome

bææd æz

se šambe

šambe

hæfteye dige

qæblæz

sale dige

bææd æz

Drill 29b.8 Transformation (Add the correct form of /tunestæn/ to following sentences.)

T. Šoma farsī hærif mizænīd? S. Šoma mitunīd farsī hærif bezænīd?

Šoma bææd æz zor dærs mixunīd?

išun mirænd danešga?

dustetun ba ma hærif mizæne.

moællemetun ba ma mišine.

ma ba hæm dærs mixunim.

baradæretun inglisi yad migire?

dustatun farsī hærif mizænænd?

ma ba hæm šam mixorim.

Drill 29b.9 Repeat the above exercise in the negative.

Situational Dialog 1A

1. ba aqāye širazī ašnāīd?
2. næxeyr. vali xeyli mayelæm bašun ašna bešæm.
1. pæs āgar mīxayd, šomaro bešun moærefī mikonæm.
2. xeyli motšakéræm.

(This dialog should be repeated until the students can say it as comfortably as a native speaker. It should be repeated every day until the students reach situational dialog 1C. The teacher should encourage the students to act out these few lines in the classroom, using whatever proper names they wish.)

## LESSON 30

dialog a

1. car Şambe baæd az zor cekar mikonid?

bayæd

2. man baæd az zor bayæd dar anjomæne iran-amrika dærs bedæm.

1. pænjšambe mixayd cekar konid?

taætil

2. in pænjšambe taætilim.

1. pæs do ruz taætil darid.

2. bæle.

What are you doing Wednesday afternoon?

must, necessary, have to

I have to teach at the Iran-America Society in the afternoon.

What do you want to do Thursday afternoon?

free, holiday

We're free this Thursday.

Then you have two days free.

Yes.

\* \* \* \*

dialog b

1. car Şambé baæd az zor cekâr mikonid?

2. man baæd az zor bayæd dar anjomæne iran-amrika dærs bedæm.

1. pænjšambe mixayd cekâr konid?

2. in pænjšambé taætilim.

1. pæs do ruz taætil darid.

2. bæle.

## Drill 30a.1 Simple Substitution

do šambe man bayæd dærs bedæn.

raftæn sinema

inglisi yad gereftæn

farsi xundæn

nešæstæn

raftæn danešga

nahar xordæn

amædæn

ruzname xundæn

inglisi dærs dadæn

hærf zædæn

amædæn inja

sobhane xordæn

## Drill 30a.2 Forced Substitution (Repeat in the negative)

man bayæd dærs bexuræn.

šoma

mano šoma

mano reza

reza

ali

rezavo ali

baradaretun

ma

išun

man



## Drill 30a.3 Complex Substitution

mæn bayæd farsî bexunæn.

yad gereftæn

inglîsî

ma

xastæn

dærs dadæn

dustæn

xundæn

(neg)

bayæd

ketab

neveštæn

(aff)

tunestæn

name

šoma

dastæn

xundæn

ketab

xæridæn

bayæd

keqæz

næhmud

xastæn

## Drill 30a.4 Imitation

Šoma mixayd ōekar konid? (translate)

Šoma mixayd kar konid? (translate)

mær. mixam kar konam.

mæn bayæd kar konam.

mæn bayæd qæza dorost konam.

Šoma mixayd qæza dorost konid?

Šoma mixayd esterahæt konid?

## Drill 30a.5 Complex Substitution

mæn bayæd esterahæt konam.

tahsil kardæn

kar kardæn

xastæn

soal kardæn

xosro

(neg)

mosaferæt kardæn

tunestæn

taæzfoz kardæn

(aff)

bayæd

tædris kardæn

## Drill 30a.6 Expansion

dærs mixunam.

mæn dærs mixunam.

mæn ba jæmsid dærs mixunam.

## Drill 30a.6 (cont'd)

mæn ba jaššid inglisi mixunaam.

mæn haamiše ba jaššid inglisi mixunaam.

mæn haamiše ba moalleme jaššid inglisi mixunaam.

mæn haamiše bayæd ba moalleme jaššid inglisi bexunaam.

## Drill 30a.7 Expansion

mæn dærs midæm.

mæn inglisi dærs midæm.

mæn dær anjomæne iran-amrika inglisi dærs midæm.

mæn se-šambeha dær anjomæne iran-amrika inglisi dærs midæm.

mæn se šambeha bayæd dær anjomæne iran-amrika inglisi dærs bedæm.

(Repeat the above using /tædris mikonæm/.)

## Drill 30a.8 Expansion

mæn miræm esfæhan.

mæn færda miræm esfæhan.

mæn færda ba mašin miræm esfæhan.

mæn færda mixam ba mašin beræm esfæhan.

mæn færda mixam ba mašine æli beræm esfæhan.

## LESSON 30

dialog b

kenare derya

seashore, seaside

- |   |  |
|---|--|
| 1. mæn hæm tæxtilæm. mitunim<br>ba hæm berim kenare derya.        | I'm free too. We can go to the<br>beach together.                    |
| 2. xeyli xob. mæn šena bælæd<br>nistam væli mixam yad<br>begiram. | Fine. I don't know how to swim<br>but I'd like to learn.             |
| 1. pæs ba mašine mæn berim.<br>saæt cænd biam xunætun?            | Then let's go with my car. What<br>time should I come to your house? |
| 2. taqribæn hæft-hæfto nim<br>biayd.                              | Come about seven or seven thirty.                                    |

dialog b

1. mæn hæm tæxtilæm. mitunim ba hæm bér<sup>im</sup> kenáre deryá.
2. xéy<sup>li</sup> xòb. mæn šená bælæd ní<sup>st</sup>am væli míxam yá<sup>d</sup> bégí<sup>ra</sup>m.
1. pæs ba mašine mæn bér<sup>im</sup>. saæt cænd biam xuná<sup>t</sup>un?
2. taqribæn hæft-hæfto ní<sup>m</sup> bíayd.

Drill 30b.1 Transformation (Change the following sentences to the "let's" form.)

example - ma hærf mizanim ----- hærf bezanim.

ma inglisi yad migirim.

ma farsi mixunim.

ma mirim bazar.

ma name minevišim.

ma ba ham šam mixorim.

ma ruzname mixarim.

ma ba jamšido æli mišinim.

ma mirim sare kelas.

ma emšæb dærs mixunim.

Drill 30b.2 (a cue is given by the teacher. s1 then uses the command form with s2. S2 then uses the "let's" form with s3. ex -  
t - farsi hærf mizanid.

s1 farsi hærf bezanid (to s2)

s2 farsi hærf bezanim (to s3)

emšæb dærs mixunid.

do-ta name minevisid.

mirid sare kelase inglisi.

ye ketabe farsi mixarid.

ba ham šam mixorid.

ba jamšid hærf mizanid.

ba dustetun mišinid.

qæblæz šiš miayd.

un ketabe farsiro mixunid.

rajebe amrika hærf mizanid.

## Drill 30b.3 Simple substitution

jome madreseha tamtil-e.

edareha

kelasa

anjomane iran-amrika

madreseye ma

danešga

## Drill 30b.4 Simple Substitution

mitunim ba ham berim kenare darya.

sinema

sare kelas

šam xordan

harf zaedan

dar amrika taehsil kardæn

mašin xaridan

farsi harf zaedan

inglisi tamrin kardæn

šimi xundan

Drill 30b.5 Repeat the above exercize with the following sentence.

/ba ham berim kenare darya./

Drill 30b.6 Cued conversation (Supply cues for underlined word in the following example -)

s1. Šoma šena baladid?

s2. naxeyr. balad nistæn vali mixam yad begiram.

cues - ašpaži

ingliši

nevestane farsi

## Drill 30b.6 (con't)

basketbal

xundæn

farsi

## Drill 30b.7 Simple Substitution

saæt caænd biam xunætun?

madresætun

sare kelasetun

daftæretun

Drill 30b.8 Cued conversation with multiple cues. (In the following exercise, the teacher points to one or two students as indicated in parentheses and asks the following questions. The student(s) is (are) to answer by saying /saæt caænd beræm/ or /saæt caænd berim/ depending on how many are asked. The teacher then answers with the time indicated.

ex - t. cera nemirid danesga? (1) (hæft)

sl. saæt caænd beræm?

t. saæt hæft.

cera šam nemixorid? (2) (šiš)

cera ruzname nemixærid? (1) (yek)

cera nemirid sare kelas? (1) (se)

cera nemixabid? (1) (yazdæ)

cera sobhane nemixorid? (2) (hæft)

cera farsi nemixunid? (1) (car)

cera telefon nemikonid? (1) (pænjo nim)

cera dærs nemidid? (1) (dæh)

cera nemirid postxune? (2) (dævazdæ)

cera nahar dorost nemikonid? (1) (yek)

Situational Dialog IB

(This dialog should be taught in the same manner as Situational Dialog IA. When it has been learned, it should be repeated as often as possible along with IA. The students should again be encouraged to act this out in skit form with two of the students playing Iranians. 1 - Iranian 2- jorj 3 - aqaye Širazi)

1. aqayun. ašna bešid. aqaye Širazi. aqaye jorj eston.
2. keyli xošvaxtaam, aqa.
3. man ham keyli xošvaxtaam hale soma xub-e?
2. motšakeram, aqa. hale soma cetor-e?



## LESSON 31

dialog a

1. dustetun inja nistand? Isn't your friend here?  
 2. naxeyr. raftand ruzname No, he<sup>t</sup> went to buy a newspaper.  
 bexarand.

ejaze  
 hast

permission  
 there is, are

1. pas ejaze hast inja besinan? Then may I sit here?  
 2. xaes mikonam. befarmayd, aqa. Please do.

dialog a

1. dustetun injá nístand?  
 2. náxeyr, ráftand ruznamé bəxarand.  
 1. pas ejazə hást injá béšinan?  
 2. xaéš mikonam. befármayd, aqá.

## Drill 3la.1 Forced Substitution

maan raftaen ruzname bexaeraem.

šoma

jamšid

ma

šoma

šagerdam

ferešte

maan

maeno šoma

una

## Drill 3la.2 Complex Substitution

una raftaend ruzname bexaeraend.

ketab

(xundaen)

dærs

(dadæn)

(xundaen)

inglisi

(haerf zaedæn)

(taemrin kaerdæn)

šena

ašpaezi

(dærs dadæn)

inglisi

(taedris kaerdæn)

## Drill 3la.3 Simple Substitution

ejaze hæst inja bešinam?

dars xundan

xabidan

sigar kešidan

harf zaedan

nešæstan

esterahæt kærðan

dars xundan

Drill 3la.4 Simple Substitution (Repeat above exercize with following sentence - /ejaze midid inja bešinam?/

## Drill 3la.5 Complex substitution

Šoma bæladid qæza dorost konid?

(poxtan\*)

fesenjun

qæzaye irani

(tunestan)

(dorost kærðan)

mašin

(bælæd budan)

(xæridan)

sæmovær

(dorost kærðan)

(rošæn kærðan)

mašin

(xæridan)

## Drill 3la.5 (Con'g)

Šoma bałædid mašin bexærid?

(xastan)

ruzname

xundan

(bałæd budæn)

farsi

hærf zædan

inglisi

## Drill 3la.6 Complex and Forced Substitution

mæn bałædam qæza dorost konæm.

janšid

poxtan

qæzaye irani

(xastan)

(xordæn)

una

nune irani

(bayæd)

(xæridæn)

mašin

ma

(dorost kærden)

ali

(raftæn)

## Drill 3la.6 (con't)

ali raft mašin dorost kone.

šir\* ("faucet")

(koštan\*)" ("lion")

(xordan) ("milk")

(xastan)

šire irani

cai qand-pæhlu

(dust dašan)

cai

Drill 3la.7 (Repeat above exercise in the negative.)

Drill 3la.8 Complex substitution

ejaze hæst un ækso bebinæm.

un ketab

xundæn

un ruzname

didæn

radio

kæm kærdaen\*

rošæn kærdaen

Drill 3la.9 Repeat above exercise with /ejaze mifærmayd..../

Drill 3la.10 Repeat 3la.8 in following form-

sl. aqa, ejaze mifærmayd un ækso bebinæm?

s2. albæte, qorban, xaeš mikonæm.

## LESSON 31

dialog b

1. aqaye nežad , šoma širazo xub balædid? Mr. Nezhad , do you know Shiraz very well?  
færmayeši daštîd expression of politeness (literal translation - "Did you have a command?)"
2. bæle. befærmayd. færmayeši daštîd? Yes. May I help you?
1. ceqad tul mikeše ta beresam dæbirestane žale? How long would it take me to get to Zhale high school?
2. ba taksi taqriban bist daqiqe tul mikeše. It takes about twenty minutes by taxi.
1. mersi. aqaye širazi mixad ke man emruz unja dærs bedam. Thank you. Mr. Shirazi wants me to teach there today.

dialog b

1. aqaye nežad, šomá širázo xub balædid?
2. bæle. befærmayd. færmayéši daštîd?
1. céqad túl mikeše ta béresam dæbirestáne žalé?
2. ba taksí taqribán bist daqiqé túl mikeše
1. mersi. aqáye širazí mixad ke man emrúz unjá dærs bédam.

## Drill 31b.1 Complex Substitution

ceqad tul mikeše ta beresam dæbirestane zale?

raftæn

tehran

amedæn

manzeletun

residan

sare kelas

bærgæštan

## Drill 31b.2 Complex Substitution

ceqad tul mikeše ta in ketabo bexunæn.

(tamam kærden)

(dærs dadæn)

in sæfe

(yad gereftæn)

inglisi

nevestæn

(dærs dadæn)





## Drill 31b.3

add /ceqad tul mikeše ta..../ to the following sentences

1. jamsid inglisi yad migire.
2. man nevestan dars midan.
3. man be amrika mosaferešt mikonam.
4. fesenjun dorost mikonid.
5. Šam mixorim.

## Drill 31b.4 Cued conversation

repeat above exercise by giving the same cues to S1. S1 will then ask the question as above to S2 who will answer with /taqriban \_\_\_\_\_ tul mikeše/ The cues for the time for S2 are given below in order.

1. ye sal
2. do ma
3. ye haft'e
4. ye saato nim
5. ye saat

## Drill 31b.5

aqaye Širazi mixad ke man unja dars bedam.

(kar kardam)

Šoma

mahmud

(inglisi yad gereftan)  
raftan bazar

ma

ketabe inglisi xundan

Šoma

ruzname xaridan  
farsi harf zadan  
inglisi tamrin kardan

pesarešun

inglisi xundan

Šoma

qaza dorost kardan  
ketabe inglisi ovordan  
bar gaštan sare kelas

man

ali

Šimi dars dadan  
cai ovordan  
Šam xordan  
bidar Šodan

Šoma

nešestan  
saket nešestan  
in ketabo bar daštan  
amadan sare kelas  
tekrar kardan

Situational Dialog IC

This dialog is to be learned and acted out in the same manner as IA and IB.

1. aqaye jorj, šoma ba aqaye širazi ašna nistid?
2. næxeyr, væli xeyli mayelæm bašun ašna bešam.
1. pæs befærmayd tu otaqe moællemin. šomaro bešun moærefi mikonæm.
1. aqaye širazi, ba duste amrikaimun ašna bešid. esmešun aqaye jorj eston-e.
3. sælam aqa. xeyli xošvæxtim.
1. mæn hæm hæmintor. hale šoma xub-e?
3. motšakeræm. hale šoma cetor-e?
2. motšakeræm. be lotfe šoma

The following two expressions may also be taught -

æz didæne šoma (æz molaqate šoma) xeyli xošvæxtæm.

æhvæle šoma - or æhvæle šarif-

Present the following situations to the students and have them act them out immediately - impromptu.

1. people involved - A.(American) B(Iranian teacher friend),  
C (third teacher)  
Situation - A does not know C but wishes to meet him. C is sitting apart, A asks B to introduce them.
2. People - A (American) B (Iranian friend) C (third Iranian sitting apart.)  
Situation - A knows B and C. A asks B if he knows C. Since he doesn't know him, he asks if he would like to meet C and then introduces them.
3. People - A (American) B (Iranian friend) C ( third Iranian - present)  
situation - B introduces A to C. Upon introduction, they exchange greetings and C asks A and B to sit down. A sits next to C. A is not familiar with Iranian names and must ask C politely to say his name since he cannot remember it.
4. A (American) B (Iranian)  
A has seen B before and thinks he knows his name. He then goes over to B and asks him if he is \_\_\_\_\_. He is. A introduces himself. B invites him to sit down and they talk about who A is and where he is from.
5. A (American) B (Iranian)  
B thinks he knows A and comes over to ascertain if he is \_\_\_\_\_. He is and B introduces himself. They exchange greetings and A invites B to sit down. As they sit down A politely asks for B's name since he cannot remember Iranian names well. A and B then start a conversation by asking about each other.

PERSIAN - ENGLISH GLOSSARY, LESSONS 1 - 20

ab	water	caršambe	Wednesday
abi	blue		
almani	German	čand	how many, how much
amrika	America	cel	forty
amrikai	American	celow kebab	(Persian dish)
aga	sir, Mister	ceqad	how much
ašpazi	cooking	čera	aff. answer to neg. question
			why
aalahazrat	H. I. M.	čerač	light, lamp
abri	cloudy	čeraq	eye
afqani	Afghani	češm	how
afqanestan	Afghanistan	četor	what
araq	Iraq	ci	China
araqī	Iraqi	cin	Chinese
arabi	Arabic	čini	elementary school
armanī	Armenian	dabestān	high school
avval	first	dabirestan	student (h.s./elem.)
ayyalat	state	danešamuz	college student
		danešju	university
ba	with	danešga	have
baruni	rainy	dar-	invitation
basketbal	basketball	daxvat	be invited
band az zor	afternoon	daxvat dar	teacher (h.s./coll.)
bače	child	dabir	office; notebook
bad	bad	dafter	ten
bad- miā-	dislike	dah	tooth
baed	after	dandun	in; door
behar	spring (season)	dar	hurt
baled	know (adj.)	dard mikon-	teach
bele	yes	dars mid-	sea
baluc	Baluchi	darya	hand
baradar	brother	dast	twelve
baraye	for	davazda	minute
berf	snow	dayqe	stomach; heart
berf miad	it's snowing	del	yet (with neg.)
baxtiari	Bakhtiari	dige	be late
be	to (prep.)	dir mikon-	wall
bebaxšid	excuse me	divar	two
befarmaid	go ahead, please,	do	doctor
	after you	doktor	right; ready
bidar	awake	dorost	prepare
bidar miš-	to wake up	dorost mikon-	Monday
bikar	not busy, free	došambe	girl
bioloži	biology	doxtar	know
bist	twenty	midun-	far
bištār	more	dur	friend
boland miš-	get up	dust	like, love
botri	bottle	dust dar-	sewing
bozorg	big	duxtan	
cai	tea	emruz	today
car	four	emšab	tonight

esm	name	javab mid-	answer (v.)
espanyoli	Spanish	jib	pocket
esterahæt mikon-	rest	jome	Friday
extiar darid	(taarof)	junub	south
		kaqaz	paper
famil	last name	kar	work
fars	Persian (person)	kařs	shoes
farsi	Persian (lang.)	kałame	word
mifahm-	understand	kami	a little (bit)
faqæt	only	kasi	someone
faqir	poor	kasif	dirty
faransavi	French (person)	ke	that
faranse	French (lang.)	keravæt	tie (n.)
farda	tomorrow	kesel	under the weather,
fenjun	cup		out of it
fesenjun	(Persian dish)	ketab	book
film	film, movie	ketab mixun-	read
fizik	physics	ketabxune	library
		ki	who
mig-	say, tell	kodum	which
gac	chalk	koja	where
garm	warm	kojai	where from
gorbe	cat	komek	help
gorosne	hungry	kord	Kurd
guř mikon-	listen	kot	jacket
guřt	meat	kucik	little
hala	now	landan	London
hazer	ready	lebas	clothes
hařt	seven	lebas mipuř	get dressed
hařte	week	livan	glass (drinking)
ham	also	lotfan	please, kindly
hame	all, every(one)	lotf darid	you're very kind
hanman mikon-	take a bath		
hamiře	always	ma	we
hardo	both	madar	mother
hařf mizæn-	talk, speak	madarbozorg	grandmother
hařt	eight	mal	possession
hařtman	certainly, un-	male man-e	it's mine
	doubtedly	masto xiar	(Persian dish)
hava	air, climate	mařallah	God keep it so
havapeyma	airplane	mařin	car
hend	India	mazandarani	Mazandarani
hendi	Indian	mazmulæn	usually
		madrese	school
inglist	English	majalle	magazine
inřallah	God willing	man	I
irani	Iranian	manzel	house, home
iřun	he, she (pol.)	martub	humid
		masalen	for, example, )
ja-be-ja	from place to	masjed	mosque
	place	mařqul	busy, occupied



məqreb	West	pedar	father
markəz	center	pedarbozorg	grandfather
məšreq	East	pesar	boy
medad	pencil	piade	by foot
mersi	thank you	pirahan	shirt
mesle	like, as	polo	cooked rice
mia-	come	pošt	back
miz	table	pōšte	behind
mcallem	teacher	pul	money
modire mədrese	principal	puldar	rich
mohandel	engineer		
mokaləme	student	qali	rug
montəzer	conversational	qəmgin	sad
	waiting, ex-	qəšang	beautiful
	pecting	qətar	train
motšaker	grateful	qəve	coffee
mošgel	difficult, hard	qəvei	brown
mu	hair	qəza	food, meal
musiqi	music	qəza mixor-	eat
		qermez	red
name	letter	qorban	sir
narahət	uncomfortable		
naxoš	sick, ill	mir-	go
nəfc	oil	rast	right, true
nəhar	lunch	rəxs	dance (n.)
nəqqaši	painting	miree-	arrive
nəxeyr	no	restoran	restaurant
nəxše	map	roman	novel
nəzdik	close (distance)	ruye	cn
neveštən	writing	ru-be-ru	across from
minevis-	write	rusi	Russian
nim	half	rusiye	Russia
nist	isn't	ruzname	newspaper
noh	nine		
now	new	saət	hour, clock
nun	bread	sal	year
		səbz	green
o	and	səfe	page
otaq	room	səg	dog
otobus	bus	səhiih	correct
ostad	professor	saalam	hello
		saəndəli	chair
pa	foot	sar	head
paiz	autumn	səre	at, to
pakət	envelope	sərd	cold
paytaxt	capital	səre vaxt	on time
penir	cheese	səvəri	type of taxi
penj	five	se	three
penjah	fifty	sefid	white
penjəre	window	sešambe	Tuesday
penjšəmbə	Thursday	sia	black
peəs	therefore	sinema	movie

soal mikon-	ask (v.)	xab	sleep (n.)
sob	morning	mixab-	sleep, go to sleep
sobhane	breakfast	xab- mia-	become sleepy
šagard	student	xabgah	dormitory
šam	supper	xaeš mikonam	excuse me, please
šab	evening	xahar	you are welcome
šahr	city	xanum	sister
šambe	Saturday	xaste	Mrs., Miss
šatranj	chess	keyli	tired
šekar	granular sugar	xob	very
šena	swimming	xiaban	well..., fine...
šimi	chemistry	xod	street, avenue
šiš	six	xodafez	self
šoma	you	xodnevis	goodbye
šomal	Ncrth	xonak	fountain pen
šomare	number	mixor-	cool
šowravī	Soviet	xoreš	eat, drink
šune	comb	xoš- mia-	type of Persian food
		xošhal	like (v.)
ta	until	xošk	happy
-ta	number suffix	xub	dry
taarof	no translation	mixun-	good
tabestun	summer	xune	read, study, sing
taksi	taxi		house
tadris mikon-	teach, instruct	yad migir-	learn
tahsil mikon-	study	yazda	eleven
talafoz mikon-	pronounce	ye(k)	one
tamrin mikon-	practice	yeki	a (certain) one
tašrif biarid	please come (pol.)	yekšambe	Sunday
taxtepakkon	eraser	zan	woman, wife
taxtesia	blackboard	zard	yellow
tekrar mikon-	repeat	zemestun	winter
telefon	telephone	zendegi mikon-	live (v.)
teren	train	ziad	too, very much
tešne	thirsty	zire	underneath
torkeman	Turkoman	zud	soon, early
torki	Turkish (lang)	žaponi	Japanese
tu	in, inside of		
tul mikeš-	take time (v.)		
u	he, she, it		
un	that, those		
una	they		
unja	there		
vali	but		
værzeš mikon-	exercise (v.)		
væxt	time		
væzire farhang	Minister of Edu-		
	cation		
vezarate farhang	Ministry of Edu-		
	cation		

Compiled by Don West