

Iraj Bashiri

PERSIAN
FOR BEGINNERS
Fourth Edition

Tape Manual



"Kutari" (pigeon)



PERSIAN
FOR BEGINNERS
Fourth Edition

Bashiri

 Sarayya
Publishers, Inc.

Minneapolis, MN

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Introduction

This manual consists of four parts: the sounds of Persian; a section entitled transition; instructional units; and a glossary.

1. The Sounds of Persian

This section includes materials that deal with the correct pronunciation of Persian sounds. The manner of articulation of each sound is explained in relation to similar sounds in English. Sounds which do not occur in English are taught individually at first and in contrast to sounds with similar points of articulation later. The entire text, except for a few recently added exercises, is on tape.

2. Transition

This component includes rules for the conversion of written/formal Persian into spoken Persian and vice versa. The manual assumes rudimentary knowledge of the writing system and of formal Persian discussed in the *Main Text*. See "Important Note," below.

3. Units of Instruction

This main component (and its accompanying tapes, produced at the Learning Resources Center at the University of Minnesota) deals with the spoken language of Iran. It includes twenty units each drilling a specific grammatical point. This being a tape manual, however, it does not include a detailed discussion of morphology and syntax. These discussions are relegated to the *Main Text of Persian for Beginners*.

4. Glossary

The glossary contains about 1500 items. The Persian words are transcribed according to their pronunciation in spoken Persian. The glossary is in two parts: Persian-English and English-Persian.

The Tapes and How to Use Them

1. The Sounds of Persian

Practice with the book open in early stages and work until you can reproduce the sounds without need for visual aid from the text.

2. Units of Instruction

These tapes include the body of the vocabulary, basic sentences, dialogs and drills in the *Tape Manual*. Each unit on tape begins with vocabulary followed by either a set of Basic Sentences or a Dialog. In either case, however, the patterns underlying the sentences and dialogs of this unit and of previous units are drilled. Each drill is an exchange between the teacher and students; it assumes students' knowledge of new vocabulary and of vocabulary and structures in previous units. Both elements of the exchange are made available so that learning effort can be concentrated on the point being drilled. The types of drills and their formats are explained below:

a) Repetition Drills

1) Repetition Drills on Basic Sentences and Dialogs

In these drills the instructor repeats the basic pattern two times. The students listen. The students then repeat after the instructor's third and subsequent repetitions of the basic pattern.

2) Repetitions that drill a specific point

These drills are devised to give the student an opportunity to practice vocabulary and grammatical points in a free (i.e., outside an exchange) context. In most parts, these drills are written around a group of forms such as the prepositions.

b) Substitution Drills

1) Simple Substitution Drills

For these drills the student is asked to substitute single cues provided by the instructor in the pattern sentence. He/she is not required to make substantial adjustments in the sentence structure while responding to the cues. After Unit Eleven, the term *dobaré* (again) is used to give the student an opportunity to repeat a pattern more than once and, if needed, be corrected.

2) Double and Multiple Substitution Drills

The format of these drills is the same as the one for the simple substitution drills. Instead of a single cue, however, the student is asked to substitute two (or more) cues and, where necessary, make appropriate adjustments.

c) Transformation Drills1) Simple Transformation Drills

These drills deal with simple morphological points such as the addition of the plural marker, negation and *ezafe* constructions.

2) Sentence Transformation

For these the student may be asked to make two or three changes in a pattern sentence at the same time. The format of these drills allows the student to hear and repeat both the main pattern and the transformed pattern a number of times before attempting to apply the change to new sentences.

Important Note

The purpose of this manual is to teach spoken Persian. Those who are not familiar with the writing system can begin with the "Sounds of Persian" and the units. They can ignore the supplements under "written" in the Persian script. Those who are familiar with the writing system, and possibly know some Persian, can use the "Transition" to systematically transform their knowledge of formal Persian into the spoken.

THE SOUNDS OF PERSIAN

INTRODUCTION

Most of the sounds in Persian are quite similar to those in English, but none are exactly the same. Some minor and some crucial differences distinguish the sounds of Persian from similar sounds in English. And there are some sounds in Persian for which there exist no English equivalents. These are mostly guttural sounds represented in everyday English by **kh**, **gh**, and the like.

The sounds of Persian can easily be divided into three main categories: vowels, semi-vowels (diphthongs) and consonants. In "The Sounds of Persian," we will examine the feature distinctions mentioned above and focus mostly on what makes Persian sound different from English.

PERSIAN VOWELS

Vowels are sounds which are produced with no closure in the vocal apparatus. The air stream flows unimpeded from the lungs. The position of the tongue and the rounding of the lips determine the features of the vowel.

The six vowels of Persian are differentiated by the height of the tongue: high, mid, low; and by the place in the mouth where each vowel is produced: front or back. The chart below shows this distinction:

	front	back
high	i	u
mid	e	o
low	æ	a

chart 1: Persian vowels

Persian vowels

In length, Persian vowels are almost the same. The vowel which receives the word stress, however, is always slightly longer in duration than other vowels in the word, and longer than itself, were it to be in an unstressed position. Note that only vowels carry stress. The most common place for Persian word stress is on the vowel of the last syllable. There are, however, some words such as **æge** 'if' that are exceptions to this rule. Below we will examine the six vowels of Persian and compare them to those sounds in English that come closest to them:

1. The vowel **i** is pronounced roughly like **ee** in the English word **seen**. The difference lies in the **y**-glide that follows the English **i**. The Persian **i** is not followed by this glide:

Compare:

Persian	English
sín	seen
bín	been
kín	keen
dín	dean

Drill

Repeat the following after your instructor:

í: kíf, bíst, ín, íl, biní, mellí
i: birún, bidár, gilás, injá, irán

2. The vowel **u** is pronounced roughly like **oo** in the English word **mood**. The difference lies in the **w**-glide that follows the English **u**. The Persian **u** is not followed by such a glide.

Compare:

Persian	English
rúd	rude
múr	moor
Íúr	sure
púl	pool
túr	tour

Drill

Repeat the following after your instructor:

ú: gús, xamús, æbrú, rasú, ú, ún
u: murčé, kušés, utú, unjá, kučé, uná

3. The vowel **o** is pronounced roughly like the **o** in the English word **gold**. The difference lies in a **w**-glide that follows the English sound. The Persian **o** is not followed by such a glide.

Compare:

Persian	English
gól	goal
tó	tow
dó	dough
bón	bone

Drill

Repeat the following after your instructor:

ó: xól, xóšk, doróst, tó, jeló, poló
o: ostád, omíd, koláh, bolból, otáq, otobús

4. The vowel **e** is fairly close in pronunciation to the vowel **e** in the English word **bed**.

Drill

Repeat the following after your instructor:

é: ésm, danés, xahés, léng, xané, lané
e: delbǽr, šená, sepǽr, ketáb, emzá, emriká

5. The vowel **æ** is pronounced roughly like **a** in the English word **bad**. The difference lies in the *ð*-glide (movement of the tongue to a neutral position) that follows the English sound. The Persian **æ** is not followed by this glide.

Compare:

Persian	English
jǽm	jam
rǽm	ram
sǽd	sad
cǽp	chap
dǽm	dam

Drill

Repeat the following after your instructor:

æ : ægær, æsb, æbr, sæng, mærd, næ
 æ : kæbáb, særáb, kæmæer, sæmúr, æfsún

6. The vowel **a** is fairly close in pronunciation to the vowel **a** in the English word **father**.

Drill

Repeat the following after your instructor:

á : án, áb, šám, xák, aqá, xodá
 a : adæm, abí, kafæer, kaší, damæen, kesalæet

Important Note:

The glides that distinguish the English vowel sounds from those of Persian do not usually affect the meaning of the words. If one were to pronounce the Persian words with the English vowels, he would be understood, albeit as a non-native with a heavy accent. The difference between **æ** and **a**, however, is one that may constitute a meaning distinction. The fact that English speakers find it difficult to distinguish these two vowels makes it imperative to learn to distinguish **æ** from **a** at an early stage. Furthermore, as we learn more about Persian, we realize that this distinction is essential for writing Persian as well. In Persian only the long vowels, in this case **a**, are written using a letter. **æ** is represented by a vowel sign (see "The Persian Writing System," for details). The words that follow illustrate how one might confuse the listener by using **æ** for **a** and vice versa:

Compare:

æ		a	
xæer	donkey	xár	thorn
dæer	door	dár	gallows
tæek	unique	ták	vine
kæer	deaf	kár	work
bæed	bad	bád	wind

PERSIAN SEMI-VOWELS

(diphthongs)

There are two diphthongs in Persian: **ey** and **ow**. These diphthongs are pronounced roughly like the **ai** in the English word **bait**, and the **oa** in the English word **boat** respectively.

Drill

Repeat the following after your instructor:

ey : séyf, séyl, qéyd, méyl, eyván, déy
ow : owqát, owzá', howléh, dowlæ't, nowbæ't, tówr

Contrast:

e - ey : sér séyr, xér xéyr, sél séyl, qér qéyr
o - ow : qól qówl, kón kówn, kót kówt, ból bówl

PERSIAN CONSONANTS

Consonants are sounds which are produced when the air stream initiating in the lungs is checked in one or two places at, or between, the vocal cords and the lips. A full closure produces a stop (e.g., **p**). A partial closure produces a fricative (e.g., **f**). If the vocal cords vibrate when producing the sound, the consonant is voiced (e.g., **b**, **v**). If the vocal cords do not vibrate, the consonant is voiceless (e.g., **p**, **f**).

This text teaches the sounds of Persian through imitation of given models, rather than through instruction; it assumes that the instructor supplies the students with a fair knowledge of the rudiments of phonology. And that students, especially those who use this text as a teach-yourself manual, consult a good introductory linguistics text, listen to tapes and to a native Iranian. This procedure insures that the sounds they produce are fairly close to those produced by a native speaker. The following consonants of Persian are pronounced approximately the same in English and Persian.

Drill

Repeat after your instructor:

p púl, pá, kæpæ'r, sepæ'r, típ, čæp
b bú, bæ'r, abí, babá, kæbáb, hobáb
t túp, tæ'r, sæ'tr, ketáb, dæ'st, pakát

d	dúst, dóm, sedá, medád, mærd, kelíd
f	færdá, fil, felfél, næft, kíf, tæsadóf
v	vám, væbá, divár, jelvé, dív, særv
č	čærx, čúb, bæččé, ačár, gæč, máč
j	ján, jæng, ajíl, hæjm, sænj, bórij
s	sæng, siné, asmán, mesál, ræqs, xís
z	zæbán, zoqál, kuzé, væzn, górz, míz
š	šám, šotór, xoršíd, rowsæen, húš, næqš
ž	žærf, žulidé, kæždóm, možé, gúž, déž
m	murčé, kæmæer, ræmz, sím, xætm, zæxm
n	noqré, kenár, xún, payán, mætn, dæfn
l	lalé, læsgæer, jolgé, dælír, gól, dél
w	owqát, owlád, tówr, tówq, jelów, paltów
y	yék, yár, siyá, donyá, kéy, méy

The following consonants are either not found in English at all, or their distribution in the two languages is somewhat different.

1. The Persian **r**

The Persian **r** is pronounced differently from the English **r**. In intervocalic positions (i.e., between two vowels), Persian **r** is trilled. It sounds somewhat like the Spanish trilled **r** in **perro** 'dog'. At the end of a word, the Persian **r** is a flap. In other positions it is a single tap.

Drill

Please repeat after your instructor:

r between vowels : *dærré, ærák, boradé, tærazú, ærré*

r word final : *sǽr, axǽr, čadór, dúr, dár*

r in other positions: *rúz, rí́g, farsí, dá́rd, fá́rš*

2. The glottal stop ' and h

The glottal stop is produced by the opening and closing of the glottis. ' is produced in the area immediately in front of the glottis. Unlike the glottal stop which is produced by a complete closure of the glottis, **h** needs only a partial closure (**h** is a fricative) at the area in which it is produced. Glottal stop and **h** are found in both English and Persian. The environment in which these sounds occur in English, however, is more restricted than in Persian. In English **h** occurs in words such as **house** and **bah!**; the glottal stop occurs in certain exclamations like '**oh** '**oh!**

Drill

Repeat after your instructor:

h : *húš, holú, mahí, mæšhúr, máh, gorúh, šǽhr, ná́hr*

' : '*áj, 'úd, ráé'd, sé'r, jáem', šo'á', báé'd, jáé'd, sáé'd*

It should be noted that after vowels both the glottal stop and **h** may be dropped and their place be taken by the lengthening of the vowels that precede them. This is usually referred to as compensatory lengthening of the vowel preceding the deleted consonant.

Compare:

<i>šǽhr</i>	<i>šǽ:r</i>	city	[<i>šǽr</i>	evil]
<i>ná́hr</i>	<i>náé:r</i>	stream	[<i>náér</i>	male]
<i>máh</i>	<i>má:</i>	moon	[<i>má</i>	we]
<i>ráé'd</i>	<i>ráé:d</i>	thunder	[<i>ráéd</i>	refusal]
<i>báé'd</i>	<i>báé:d</i>	later	[<i>báéd</i>	bad]
<i>jáé'd</i>	<i>jáé:d</i>	curl	[<i>jáédd</i>	ancestor]

It was mentioned earlier that Persian vowels in stressed positions are always slightly longer than those in unstressed positions. The compensatory lengthening, brought about by the deletion of ' and **h**, produces enough duration to eliminate any confusion that might arise.

Compare:

šǎhr = šǎ:r šǎr
 bǎhs = bǎ:s bǎs
 sǎ'd = sǎ:d sǎd
 rǎ'd = rǎ:d rǎd

nǎhr = nǎ:r nǎr
 sǎhm = sǎ:m sǎm
 bǎ'd = bǎ:d bǎd
 dǎ'vá = dǎ:vǎ dǎvǎ

jǎhl = jǎ:l jǎl
 rǎhm = rǎ:m rǎm
 mǎ'ní = mǎ:ní mǎní
 bǎ's = bǎ:s bǎs

3. The Consonants k and g

Compare the sound of **k** in the English word **cool** with the same sound in the English word **kitten**. It is apparent that the two sounds differ, albeit minimally, both in their release and in their place of articulation. The **k** in **cool** has a clear and sharp release, produced further back in the mouth than the **k** in **kitten**. The **k** in **kitten** has a somewhat aspirated or a **y**-glide release and, of course, it is produced further forward in the mouth than the **k** in **cool**.

These features of the English **k** are shared by all English words in which the **k** sound precedes a front vowel (e.g., cane, cat, keel); and by those words in which the sound **k** occurs before a back vowel (e.g., code, comb, coast). This important distinction exists in Persian as well. Here, however, the distinction is more prominent than in English. Listen to your instructor pronounce these words, then repeat:

before back vowels: kúh, kúd, kórd, kár, kám, kónd

before front vowels: kíf, kíš, kǎrm, ketáb, kǎrd, kǎm

elsewhere: xúk, kúk, ǎšk, tórk, ordǎk, tǎkmíl, mǎktǎb

As is evident, the front/back distinction explained for English also holds true for Persian. Namely, before **i**, **e**, and **ǎ** (front vowels) the sound **k** is produced further forward in the mouth, and it has a **y**-glide release. When it occurs in front of **u**, **o**, and **a** (back vowels) it is produced further back in the mouth and does not have a distinct release.

The **y**-glide release discussed above results from the raising of the front portion of the tongue when **k** is before a front vowel, or when **k** is in word, or syllable, final position. The intensity of the release differs from speaker to speaker. For some speakers, the release of **k** in a word such as **ketáb** 'book' can be strong enough to sound like a **č**.

Drill

Repeat after your instructor:

kúh, kúd, kán, ǎks, kiné, kisé, kǎj, ták, pótk, ǎkól, kǎdú

In the same environment, the **g**-sound of Persian behaves in exactly the same manner as **k**.

Drill

Repeat after your instructor:

gúr, gáv, gilás, ægær, gællé, gelú, gærm, ræg, sæg

mærg, góm, ængúr, sængín, rægbár, sæggórg

4. The Persian sound x

The sound **x** does not occur in English. It is a guttural sound and Americans usually replace it with either an English **k** or an **h**. To avoid mispronunciations such as ***keyli kub** and ***heyli hub** for **xeili xub** 'very good,' these three sounds are presented below in contrast to one another.

Drill

Repeat after your instructor:

xár, bæxt, sæxt, xoršíd, tóxm, xém, zæxm, róx, tænasóx,

nosxé, bix, síx, ræxt, bæxt, xúb, móx, súxt, dúxt,

axær, æxtær, mæxmǽl, axúnd, xormá, ræxš, bæxš.

Repeat after your instructor:

x : xær, xúk, boxár, bæxt, šáx, síx

k : kúh, kán, 'áks, kiné, kæj, ták

h : húš, holú, mahí, mæšhúr, máh, gorúh

Please contrast:

lák lák, bák bák, róx rók, xál kál, xéšt kéšt

Contrast **x** and **k**:

xúd kúd, xúk kúk, xém kém, xær kær, róx rók,

xál kál, xár kár, xúb kúb

Contrast **x** and **h**:

Please repeat:

xǣr hǣr, xíz híz, xól hól, šáx šáh, xǣm hǣm, xár hár

Contrast **k** and **h**:

kál hál, kár hár, kúr húr, kǣr hǣr, kǣm hǣm, kán hán

Contrast **x**, **h**, and **k**:

xǣm hǣm kǣm, xǣr hǣr kǣr, xál hál kál, xán hán kán

5. The Persian sound **q**

Like **x**, **q** is not one of the sounds of the English language. To produce this voiceless stop, place the farthest back portion of the tongue against the uvula and try to say **k**.

Drill

Repeat the following words three times after your instructor:

qáb, qír, búq, otáq, qóm, qǣbr, qǣzá, qút, meqdár,
qomár, rǣqs, sǣqf, qætár, qóws, qesmǣt, qǣlb

Contrast **q** and **g**

qǣnd gǣnd, qerán gerán, qúš gúš,
qolí golí, qǣbr gǣbr, qáz gáz

Contrast **q** and **x**

qáb xáb, qóm xóm, qǣnd xǣnd,
qú xú, qalí xalí, qomár xomár

Contrast **q** and **k**

qúk kúk, qǣsb kǣsb, qáš káš,
qǣm kǣm, qár kár, qól kól

Contrast **q**, **x** and **k**

qú xú kú, qól xól kól, qár xár kár, qúk xúk kúk,
qæm xæm kæm, qænd xænd kænd, qúr xúr kúr

The voiceless stop **q** has a voiced fricative variant symbolized by **ɣ**. For some speakers this variant replaces **q** in intervocalic (between vowels) position, before voiced consonants and in syllable final positions. For other speakers it may replace **q** altogether. Speakers using **ɣ** are familiar with Arabic. They use the Arabic pronunciation of the words borrowed from Arabic into Persian in quite the same way that some actors put on a French or Spanish accent.

Drill

Repeat the following words three times after your instructor:

q : ráqs, sáqf, váqf, váqt, séqt, rætq, fætq, mæqtúl, náqš

ɣ : dáɣf, aɣá, toɣán, otáɣ, soráɣ, eɣlím, neɣáb, náɣš

Contrast **q** and **ɣ**

dæqíq dæɣf, aqá aɣá, oláq oláɣ, fáqɣ fáɣɣ,
mæqbúl mæɣbúl, soráq soráɣ, báɣq báɣɣ,
meqdár meɣdár

THE SUPRASEGMENTALS

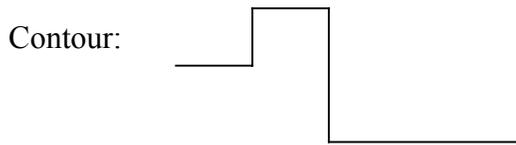
The suprasegmentals are intonation patterns, stresses, emphases, and other elements that affect the pronunciation.

1. Question in Persian

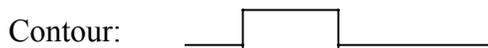
Questions in Persian are made either by using a question word like **če** 'what', and **kojá** 'where' or by changing the intonation contour of the declarative sentence. This section deals with the latter sentence types (yes/no questions).

Both the declarative and question sentences in Persian carry a sentence stress. Both start at the same level pitch contour. The contour of both types rises at the sentence stress. After the rise both contours fall, except the contour of the question resumes the original level while that of the statement falls *below* the original level. Example:

Statement: u dær bazár kar mikone.



Question: u dær bazár kar mikone?



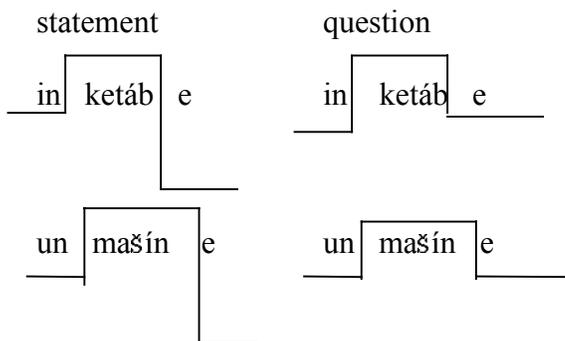
One can transform the statement "He works in the market" into a question sentence in English by raising the intonation. However, the intonation contour of English sentences of this type rises sharply at the end of the sentence and does not level off:

Question: Does he work in the market?



Drill

Repeat the following, first as statements then as questions. The words that carry the sentence stress are emboldened:



mà **farsí** yàd mígirim
 šomà **farsí** dærs mídid
 tò dæ̀r **tehrán** zendegì míkoni

mà **farsí** yàd mígirim?
 šomà **farsí** dæ̀rs mídid?
 tò dæ̀r **tehrán** zendegì míkoni?

unà dæ̀r **danešgá** dæ̀rs míxunæn
 ìn **ketábe**
 ùn **mašíne**
 inà **čeráqe**

unà dæ̀r **danešgá** dæ̀rs míxunæn?
 ìn **ketábe**?
 ùn **mašíne**?
 inà **čeráqe**?

2. Emphasis in Persian

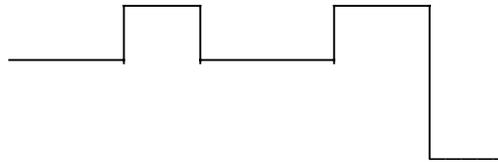
We have already seen how question formation changes the intonation contour of the declarative sentence. This unit deals with intonation change when it signals emphasis on one or more parts of the sentence. Compare the following sentences and their respective intonation contours:

Statement: pedæ̀re mæn tuye bazáre.

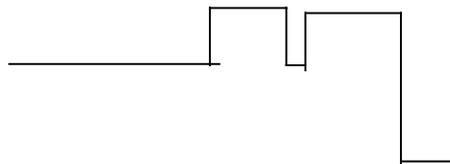
Contour (1):



Contour (2):
(emphasis on
mæn).



Contour (3):
(emphasis on
tuye)



The second intonation contour indicates that the speaker's father is in the market, not, for example, the hearer's. The third intonation contour indicates that the father is *in* the market, not outside or near it. The same phenomenon, of course, occurs in English. Compare the following sentences. The words that are emphasized are emboldened:

statement: My father is in the market.
 emphasis on my: **My** father is in the market.
 emphasis on in: My **father** is in the market.
 emphasis on in: My father is **in** the market.

Multiple Transformation Drill

The instructor repeats the model sentences three times. The students listen. Then the instructor gives the first declarative sentence to individual students and the students give the other four possibilities:

Example:

Statement: xahæreš unja rusí mixune

Question: xahæreš unja rusí mixune?

(emphasis on xahær)

xahæreš unja rusí mixune

(emphasis on unjá)

xahæreš **unja** rusí mixune

(emphasis on xahær+ question)

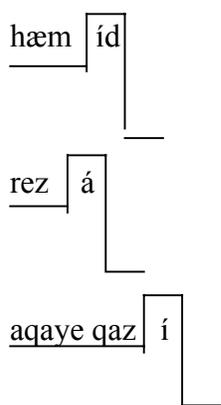
xahæreš unja rusí mixune ?

1. bærådæreš inja kar mikone
2. zæneš širaz danešga mire
3. pesæret unja dærs mide
4. ma tuye danešga hendi mixunim
5. madæretun æzinja betehran mire
6. šoma unja kar nemikonid
7. u æzma kæmi pul migire
8. mæn tuye in hotel zendegi mikonæm
9. mæn tuye bazaræm

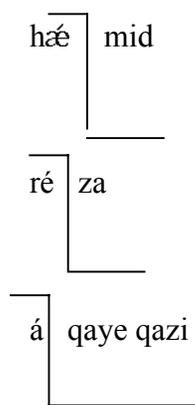
3. Intonation pattern of address

When using people's names in Persian a distinction is made between when a person is being talked about, and when he is being addressed. The former carries the normal Persian stress pattern: **hæsǽn**; the latter does not: **hæ̀sæn**. The intonation patterns of the two forms are also different. When speaking about someone, the intonation pattern is low, it rises and reaches its peak at the end where the stress is located. On the other hand, the intonation pattern for addressing a person starts high where the stress is located (at the initial syllable). It falls as it passes the peak. Compare the following:

mentioning or naming



addressing



4. Stress in Persian

Some verbal prefixes like the negative marker **nǽ-** and the imperative marker **bé-** are always stressed. This is in contradistinction to the nominal stress pattern of Persian--only a few forms have initial stress. To illustrate this point some nouns and verbs are contrasted below:

bé-de	give!	be-dé	to the village
bé-zæn	hit!	be-zǽn	to the woman
bé-xun	read!	be-xú́n	in blood
bé-gu	say!	be-gú	to the ball
bé-gir	take!	be-gír	to the pin
bé-pær	jump!	be-pǽr	to the feather
bé-xær	buy!	be-xǽr	to the donkey

These illustrations show that the shift of stress on some basic forms can affect the meaning of a given form. To prevent confusion, it is important to learn the verbal prefixes that carry stress.

Another example of stress shift is where Persian uses an unstressed **i** to denote indefiniteness and a stressed **í** to make abstract nouns out of adjectives and nouns. An accidental shift of stress on the same basic form, thus, may create confusion.

Compare:

kæm-í	lack	kæm-i	a little
xub-í	goodness	xúb-i	a good one
mærd-í	manhood	mærd-i	a man
bozorg-í	greatness	bozórg-i	a noble one
delavær-í	heroism	delavæ-r-i	a hero
pir-í	old age	pír-i	an old person
jævan-í	youth	jæván-i	a youth

5. Harmony

Although not a feature of the Persian sound system, there are instances of both vowel and consonant harmony:

a. Vowel Harmony

In spoken Persian, when the prefix **bé-** (either for forming the imperative or the subjunctive) is used, the **-é-** may be changed to **i**, **o**, or **u** to match the vowel of the stem. This change does not affect the stress pattern. Example:

bé + bin	bí - bin	see!
bé + xor	bó - xor	eat!
bé + xun	bú -xun	read!

b. Consonant Harmony

Second members of consonant clusters tend to assimilate to the first. Example:

dæst	dæss	hand
bæstæní	bæssæní	ice cream
dózd	dózz	thief
mózd	mózz	wages

Spectrogram

One of the ways to see some of the differences outlined above for the sounds of Persian is to look at spectrographs produced for individual sounds in the language laboratory. The spectrograph indicates where stops, fricatives, etc. begin and where they end. It also shows how vowels make a gradual transition into the consonants and out of them. The following spectrograms show a) how the sound **h** is overtaken by the vowel **æ**, b) how the geminate consonant **tt** is different from the simple consonant **t**.

Transition

Spoken and written Persian share the same phonological system, morphological derivations, and syntactic constructions. Spoken Persian, however, is a somewhat abbreviated form of the written language.

Written or formal Persian is employed by public speakers, the print media, radio and television and by educational forums for the dissemination of various national programs. Tajiki and Dari languages are very close to this version of the language.

Unlike formal Persian, which enjoys international prestige, spoken Persian is restricted by geography and by local idiosyncrasies. It is the language used among the members of the family and among friends; a refined version is spoken by businessmen and professionals. The spoken language presented in these materials is based on the speech of the educated and professional Iranians of the Tehran region.

The basic differences outlined above for the written and spoken languages are broadly categorized below as phonological, morphological or syntactic. They are not, however, all the differences that distinguish the two levels of Persian. Students are thus urged to listen to their instructor, to tapes, and to native speakers and to ask questions regarding forms that sound familiar but which do not fit the patterns they already recognize. In the following discussion, the formal language is written out in the Persian script; the spoken version of the same is transcribed.

Phonological Differences

a. The following correspondences show that spoken Persian uses **u** before a nasal (i.e., **m** or **n**); written Persian uses **a** represented by an **ælef**:

Example:

written	spoken	meaning
نان	nun	bread
ارزان	ærzun	cheap; inexpensive
آن	un	that
خیابان	xiyabun	street
مهمان	mehmun	guest
می‌دانم	midunæm	I know
گران	gerun	expensive
خانه	xune	house

Newly formed words, words borrowed from other languages, and some Iranian names remain the same for both the written and colloquial.

Example:

written	spoken
دانشگاه	university
دانشجو	university student
رستوران	restaurant
استکان	tea cup
ساسان	Sasan, boy's name
آپارتمان	apartment
توران	Turan, girl's name

b. Some syllables that are pronounced with an **e** in the written, change the **e** into **i** in the colloquial.

Example:

written	spoken	meaning
کوچک	kučik	small
چکار	čikar	what work
نگاه	niga	look
چه	či	what
انگلیسی	ingilisi	English

Again, borrowed words such as سیگار 'sigar' (cigarette) are not affected.

c. Some words ending in **-re** in the written language are pronounced with a final **-e** in the colloquial.

Example:

written	spoken	meaning
اگر	æge	if
دیگر	dige	other
مگر	mæge	surprise marker

d. The members of the consonant cluster **ست** **st** remain distinct in the written but undergo assimilation (**س** = **ss**) in the colloquial.

Example:

written	spoken	meaning
بستنی	bæssæni	ice cream
دست	dæss	hand
نیست	niss	is not
خسته	xæsse	tired
دوست	duss	friend

Consonant clusters might lose one or other of their members in the colloquial.

Example:

written	spoken	meaning
هفت	hæf	seven
هشت	hæš	eight
چطور	četow	how
چقدر	čeqæd	how much
فکر	fek	thought
شهر	šæ:r	city
مهر	me:r	love
خوشحال	xošal	happy
صبح	sob	morning

e. Some forms that end in **اه** **ah** in the written lose the final **h** in the colloquial.

Example:

written	spoken	meaning
سیاه	siya	black
دانشگاه	danešga	university
کلاه	kola	hat
شاه	ša	king
فروشگاه	forušga	department store

Morphological Differences

The discussion of morphological differences here is restricted to differences that affect the endings that fulfill grammatical functions:

I. Nouns and Pronouns

a. The plural marker for written Persian is **ها** **-ha**; for the colloquial it is **-a**.

Example:

written	spoken	meaning
میزها	miza	tables
درختها	dæræxta	trees
کتابها	ketaba	books
صندلیها	sændælia	chairs

Note: Often, in order to soften the transition from **i** to **a**, in the spoken language, a buffer **-y-** is pronounced. The pronunciation then is **sændæli-y-a**; the **-y-** has no meaning.

b. The definite direct object marker in formal Persian is **را** **ra**. In colloquial Persian **ra** is pronounced as an **o** after consonants and **ro** after vowels.

Example:

written	spoken	meaning
بیزن را	bižæno	Bizhan-def. d. o. marker
تو را	toro	you (sing.)-def. d. o. marker

Note: When this marker, or others like the possessive endings, is added to words that end in **eh**, the **-eh** changes to **æ** before the **o** or the possessive ending is added.

Example:

written	spoken	meaning
خانه را	xunæro	house-def d. o. marker

c. The conjunction و is written independently in all instances in written Persian and is pronounced **væ**. This conjunction, which becomes an integral part of the preceding word, is pronounced **o** (**vo** after vowels) in colloquial Persian.

Example:

written	spoken	meaning
شبنم و رضا و من	šæbnæmo rezavo mæn	Shabnam, Reza and I

d. The word هم **hæm** (also), is reduced to **æm** or just **m** in the colloquial language.

Example:

written	spoken	meaning
من هم	mænæm	I also
شما هم	šomam	you (pl.) also

e. The possessive endings are pronounced somewhat differently in the two levels.

Compare:

written	spoken	meaning
کتابم	ketabæm	my book
کتابت	ketabet	
کتابش	ketabeš	
کتابم‌ان	ketabemun	
کتابت‌ان	ketabetun	
کتابشان	ketabešun	

In written Persian, forms that end in *-e*, add an *ælef* to carry the vowel of the endings. This *ælef* is optional for the plural forms (i.e., we, you [pl.], they). In the spoken language, the rule explained in the Note after (b), above, applies.

Example:

written	spoken	meaning
خانه ام	xunæm	my house
خانه ات	xunæt	
خانه اش	xunæš	
خانه مان	xunæmun	
خانه تان	xunætun	
خانه شان	xunæšun	

Similarly, nouns ending in *-a* and *-u* add a *-ye* to the written to carry the vowel of the endings. The vowels of the endings are dropped in the colloquial.

Compare:

written	spoken	meaning
پتویم	pætum	my blanket
پتویت	pætut	
پتویش	pætuš	
پتویمان	pætumun	
پتویتان	pætutun	
پتویشان	pætušun	
پایم	pam	my foot
پایت	pat	
پایش	paš	
پایمان	pamun	
پایتان	patun	
پایشان	pašun	

The same procedure applies to prepositions that take the **ezafe**.

Compare:

written	spoken	meaning
برایم	bæram	for me
با من	bam	with me

II. The Verb "to be"

When the verb to be appears on a noun, or on an adjective, the following differences can be distinguished:

a. The third person singular is **است æst** in the written. In colloquial Persian **است** is pronounced **e**.

Example:

written	spoken	meaning
این میز است	in mize	This is a table.
آن درخت است	un dæræxte	That is a tree.

b. The second person plural is always **-ید -id** in written, but either **-id** or **-in** in the colloquial.

Example:

written	spoken	meaning
شما - دخترید	šoma doxtærid/in	You are a girl. You are girls.

c. The third person plural is always **ند ænd** in the written, **æn** in the colloquial.

Example:

written	spoken	meaning
آنها مادراند	una madæræn	They are mothers.

In forms such as بچه (child), which end in a e , an ælef precedes the endings for the written (cf. بچه ام), and the -e is dropped for the colloquial.

Example:

بچه ام	bæččæm	I am a child
بچه ای	bæččei	
بچه است	bæččæss	
بچه ایم	bæččeim	
بچه اید	bæččeid/in	
بچه اند	bæččæn	

If the form ends in ælef or u , the vowel of the ending is dropped in the colloquial; an added ælef carries the vowel of the ending in the written. In these cases the independent forms of "to be" (i.e., ... هستی ، هستم) are preferred.

Example:

written	spoken	meaning
بابا هستم = بابا ام	babam	I am a father.
بابا هستی = بابا ای	babai	
بابا هست = بابا است	babass	
بابا هستیم = بابا ایم	babaim	
بابا هستید = بابا اید	babaid/in	
بابا هستند = بابا اند	baban	

III. Other Verbs

The present stems of some verbs are abbreviated in the colloquial.

Example:

written	spoken	meaning
می روم	miræm	I go
میروی	miri	
میروود	mire	
میرویم	mirim	
میروید	mirid/in	
میروند	miræn	

Other such abbreviated present stems are:

written	spoken	meaning
خواه	xa	to want
آور	ar	to bring
شو	š	to become
ده	d	to give
گذار	zar	to put
گو	g	to say
نشین	šin	to sit

When the present stem ends in a vowel in the written, a **ی** **ye** or a **hamza** precedes the endings. The short form of the endings is used in the colloquial.

Example:

written	spoken	meaning
می آیم	miyam	I come
می آیی	miyai	
می آید	miad	
می آییم	miaim	
می آیید	miaid/in	
می آیند	mian	

Similarly:

می خواهم	mixam	I want
می خواهی	mixai	
می خواهد	mixa(d)	
می خواهیم	mixaim	
می خواهید	mixaid/in	
می خواهند	mixan	

Note: The **ه** **he** in the present stem of **خواه** **xah** is part of the full form of the stem. The **و** is silent before **ælef**. Some stems are not abbreviated but include some of the phonological changes explained earlier.

Compare:

written	spoken	meaning
خوان	xun	to read
دان	dun	to know
ران	run	to drive

Compound verbs may include one or more of the changes outlined above.

Example:

written	spoken	meaning
فکر می کنم	fek mikonæm	I think.
دوست دارد	duss dare	He/she likes.
نگاه کنید	niga konid/in	look!

Syntactic Differences

There are no great syntactic differences between the two levels of Persian. A few exceptions are worth mentioning.

1. While the verb of the sentence invariably appears at the end of a sentence, in the spoken language other elements might follow the verb.

Example:

written: می خواهم به خانه بروم
spoken: mixam beræm xune I want to go home.

As can be seen, in such cases the preposition به **be** (to) is dropped from the colloquial sentence.

2. In the colloquial language, often the definite direct object is repeated as an ending on the verb. The **ezafe** is usually dropped.

Example:

written: حسن را در توی خیابان دیدم
spoken: hæsäno tu xiyabun didæmeš I saw Hassan on the street.

3. There are two types of prepositions in Persian; those like در **dær**, به **be**, etc., which do not take the **ezafe** and those like تو **tu**, زیر **zir**, رو **ru**, etc., which take the **ezafe**. In the formal language, the preposition that takes the **ezafe** follows the one that does not. In the spoken language, the latter is used without its **ezafe**.

Compare:

written: حسن توی اتاق است
حسن در اتاق است
حسن در توی اتاق است
spoken: hæsäen tu otaqe Hassan is in the room.

4. In colloquial Persian, the conjunction اگر **æge** (if) may be dropped, but must be retained in the written language.

Example:

written: اگر راستش را بخواهی...

spoken: rasseš o bexay... to tell you the truth...

5. Certain constructions are used on only one level. The formal future, for instance, خواهد رفت ، خواهی رفت ، خواهیم رفت (I will go, etc.), is a feature of written Persian.

Another feature of colloquial Persian is the addition of a stressed **-e** to the noun or adjective to indicate definiteness.

Compare:

spoken:

kučike male mæne

The small one belongs to me.

pesære tu xiyabune bud

The boy was in *the* street.

Features of this type may pertain only to certain dialects of colloquial Persian. An example of this is in colloquial Shirazi where the **-e** is replaced by **-u**.

Compare:

spoken:

kučuku male mæne

pesæru tu xiyabunu bud

End of Transition

Unit One

The Verb 'to be'

The verb 'budæn' (to be) appears as a set of endings on nouns and adjectives. For instance, the combination of the noun 'mærd' (man) and '-e', the third person singular of 'budæn', results in 'mærd-e' (He is a man).

The full conjugation of 'budæn' is presented below. This Unit focuses on the third person singular of 'budæn':

spoken	written	meaning
mærdæm	مردم	I am a man.
mærdi	مردی	You (sing.) are a man.
mærde	مرد است	He is a man.
mærdim	مردیم	We are men.
mærdid / in	مردید	You (pl.) are men.
mærdæn	مردند	They are men.

The endings representing 'budæn' never carry the stress. The ending for second person plural has a frequently used variant represented by '-in'.

In the example above, the endings are added to a noun that ends in a consonant. When the noun ends in a vowel, a buffer '-y-' is used between that vowel and the ending: 'sændæli-y-e' (it is a chair).

Vocabulary:

Please repeat:

spoken	written	meaning
míz	میز	table
sændæli	صندلی	chair
telefón	تلفن	telephone
dær	در	door
čeráq	چراغ	lamp

mašín	ماشین	car
televiziyón	تلویزیون	television
ketáb	کتاب	book
dæræxt	درخت	tree
ín	این	this
ún	آن	that
hotél	هتل	hotel

Basic Sentences

spoken	written	meaning
ìn míz-e	این میز است .	This is a table.
ìn telefón-e	این تلفن است .	This is a telephone.
ùn sændæli-ye	آن صندلی است .	That is a chair.
ìn čeráq-e	این چراغ است .	This is a lamp.
ùn mašín-e	آن ماشین است .	That is a car.
ìn ketáb-e	این کتاب است .	This is a book.
ìn hotél-e	این هتل است .	This is a hotel.
ùn dæræxt-e	آن درخت است .	That is a tree.

Repetition Drill

The instructor repeats the basic pattern two times. The students listen. The students then repeat after the instructor's third and subsequent repetitions of the basic pattern.

Example:

spoken	written
teacher: ìn míze	این میز است .
teacher: ìn míze	
teacher: ìn míze	
student: repeat	
teacher: ìn míz-e	
student: repeat	

teacher: in míz-e
student: repeat

Please Repeat:

spoken

in telefóne

ùn sændæliye

in čeráqe

ùn mašíne

in hotéle

ùn dæræxte

in ketábe

written

این تلفن است .

آن صندلی است .

این چراغ است .

آن ماشین است .

این هتل است .

آن درخت است .

این کتاب است .

End of Unit One

Unit Two

The Verb 'to be'--Negative

To negate 'mærd-e' (He is a man), replace '-e' with '-st' and prefix 'ní-', the marker for negation, to it. This marker is always stressed. The combination of this marker and '-st' is, of course, 'ní-st' ([it] is not). Here is the negative of the conjugation of 'mærd' and 'budæn':

spoken	written	meaning
mærd ní-st-æm	مرد نیستم .	I am not a man.
mærd ní-st-i	مرد نیستی .	You are not a man.
mærd ní-st	مرد نیست .	He is not a man.
mærd ní-st-im	مرد نیستیم .	We are not men.
mærd ní-st-id/in	مرد نیستید .	You (pl.) are not men.
mærd ní-st-æn	مرد نیستند .	They are not men.

This Unit also teaches how to form a question by affixing 'budæn' (3rd. sing., usually) to 'čí' (what).

Vocabulary

spoken	written	meaning
ní-st	نیست	is not
čí	چه ؟	what (question word)
čí-ye	چه است ؟	what is...
tekrár	تکرار	repetition

Basic Sentences

spoken	written	meaning
in čí-ye	این چه است ؟	What is this?
ùn čí-ye	آن چه است ؟	What is that?

ìn mìz ní-st	. این میز نیست .	This is not a table.
ùn sændæli ní-st	. آن صندلی نیست .	That is not a chair.
ìn hotèl ní-st	. این هتل نیست .	This is not a hotel.
ùn ketàb ní-st	. آن کتاب نیست .	That is not a book.

Repetition Drill

The instructor repeats the basic pattern two times. The students listen. The students then repeat after the instructor's third and subsequent repetitions of the basic pattern:

Example:

spoken

written

teacher: ìn mìz níst

. این میز نیست .

teacher: repeat

teacher: ìn mìz níst

student: repeat

teacher: ìn mìz níst

student: repeat

teacher: ìn mìz níst

student: repeat

Please repeat:

spoken

written

ìn sændæli níst

. این صندلی نیست .

ùn hotèl níst

. آن هتل نیست .

ìn ketàb níst

. این کتاب نیست .

Substitution Drill (1)

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined form:

Example:

spoken

written

in telefóne

این تلفن است .

teacher: in telefone

student: repeat

teacher: in telefone

student: repeat

Please substitute:

teacher: book

student:

teacher: in ketabe

student: repeat

teacher: car

student:

teacher: in mašine

student: repeat

teacher: hotel

student:

teacher: in hotele

student: repeat

teacher: tree

student:

teacher: in dæræxte

student: repeat

teacher: lamp

student:

teacher: in čeraqe

student: repeat

Substitution Drill (2)

Learn the pattern sentence then substitution the cues provided by the instructor for the underlined form:

Example:

spoken

written

ùn ketàb níst . آن کتاب نیست .

teacher: un ketab nis(t)

student: tekrar

teacher: un ketab nis(t)

student: tekrar

Please substitute:

teacher: tree

student:

teacher: un dæræxt nis(t)

student: tekrar

teacher: chair

student:

teacher: un sændæli nis(t)

student: tekrar

teacher: door

student:

teacher: un dær nis(t)

student: tekrar

teacher: lamp

student:

teacher: un čeraq nis(t)

student: tekrar

teacher: hotel

student:

teacher: un hotel nis(t)

student: tekrar

End of Unit Two

Unit Three

Personal Pronouns

The subject of a Persian sentence using the verb 'budæn' is marked by the following dependent pronouns:

-æm
-i
-e
-im
-id/-in
-æn'.

The use of these pronouns is obligatory.

Persian also uses a set of independent pronouns. Except in cases when these latter are used to emphasize or clarify the subject of the sentence, the use of independent pronouns is optional. The independent pronouns are:

Spoken	written	meaning
mæn	من	I
tó	تو	you (sing.)
ú	او	he/she
má	ما	we
šomá	شما	you (pl. or sing. polite)
uná	آنها	they

The independent pronouns may thus appear with the conjugation of the verb 'budæn' and a noun. The parentheses indicate that the independent pronouns are optional:

Affirmative:

spoken	written	meaning
(mæn) mærdæm	(من) مردم	I am a man
(tò) mærdi	(تو) مردی	
(ù) mærdæ	(او) مرد است	
(mà) mærdim	(ما) مردیم	
(šomà) mærdid/in	(شما) مردید	
(unà) mærdæn	(آنها) مردند	

Negative:

spoken	written	meaning
(mæn) mærd nístæm	. (من) مرد نیستم .	I am not a man
(tò) mærd nísti	. (تو) مرد نیستی .	
(ù) mærd níst	. (او) مرد نیست .	
(mà) mærd nístim	. (ما) مرد نیستیم .	
(šomà) mærd nístid/in	. (شما) مرد نیستید .	
(unà) mærd nístæn	. (آنها) مرد نیستند .	

Vocabulary

Please repeat:

spoken	written	meaning
zæn	زن	woman; wife; lady
doxtær	دختر	girl; daughter
mo'ællém	معلم	teacher, instructor
šagérd	شاگرد	student; apprentice
doktór	دکتر	doctor
pesær	پسر	boy; son
pedær	پدر	father
madær	مادر	mother
bæradær	برادر	brother
xahær	خواهر	sister

Basic Sentences

spoken	written
mæn doktóræm.	. من دکترم .
mà šagérdim.	. ما شاگردیم .
tò mo'ællémi.	. تو معلمی .
unà pesæræn.	. آنها پسرند .
ù doktóre.	. او دکتر است .

mà pedær nístim.	ما پدر نیستیم .
tò madær nísti.	تو مادر نیستی
ù doxtær níst.	او دختر نیست .
šomà šagèrd nístid.	شما شاگرد نیستید .

Translation

I am a doctor.
 We are students.
 You (sing.) are a teacher.
 They are boys.
 He/she is a doctor.
 We are not fathers.
 You are not a mother.
 She is not a girl.
 You (pl. or sing. polite) are not a student.

Note: Normally Persian does not distinguish gender. Thus 'ú' can be translated as either 'he' or 'she,' depending on context.

Repetition Drill

See Basic Sentences, above.

Substitution Drill (1)

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined form:

spoken	written
mæn <u>mo'aëllémæm</u>	من معلم .

teacher: doctor
 student: mæn doktoræm

teacher: student
 student: mæn šagerdæm

teacher: mother
 student: mæn madæræm

teacher: father
 student: mæn pedæræm

teacher: man
 student: mæn mærdæm

teacher: woman
 student: mæn zænæm

Substitution Drill (2)

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined form:

spoken	written
mà <u>ʒagérdim</u>	ما شاگردیم .

teacher: daughter
 student: ma doxtærim

teacher: sister; brother; teacher; man

Substitution Drill (3)

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined form:

spoken	written
<u>tò</u> doktóri	تو دکتری .

teacher: u
 student: u doktore

teacher: šoma; una; mæn

Substitution Drill (4)

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined form:

spoken

written

mà doktòr nístim

ما دكتور نیستیم .

teacher: student

student: ma šagerd nístim

teacher: teacher; girl; woman; mother; boy**Substitution Drill (5)**

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined form:

spoken

written

ù šagèrd níst

او شاگرد نیست .

teacher: I

student: mæn šagerd nístæm

teacher: they; you (sing.); we; he; you (pl.)**End of Unit Three**

Unit Four

The 'ezafé' : a Brief Note

The 'ezafé' relates two nouns to each other in a possessed/possessor relationship. The thing possessed is cited first followed by an 'ezafé'; the possessor follows the 'ezafé'. The 'ezafé' is pronounced with the noun representing the object possessed. Example:

spoken	written	meaning
ketáb-e mæn	کتاب من	my book

In the example above 'ketáb' (book) is the thing possessed; '-e' marks the 'ezafé' and 'mæn' (I) is the possessor.

spoken	written	meaning
ketáb-e ú	کتاب او	his/her book
in ketáb-e mæn-e	این کتاب من است .	This is my book.

For more information on the 'ezafe' and its uses see Lesson Four.

Vocabulary

Please repeat:

spoken	written	meaning
sælám	سلام	hello
sælám 'ælæykom	سلام علیکم	response to sælám
hál	حال	condition
četów(r)	چطور	how (question word)
bæd	بد	bad
motæšækkér	متشکر	thankful
xodá	خدا	God
haféz	حافظ	protector, keeper
rezá	رضا	Reza, first name male
šæbnæm	شبنم	Shabnam, first name female

Basic Sentences

In Persian, as in English, there are various ways of greeting, paying respect or saying good-bye. The following dialog is one of the more common ways:

Dialog

Please listen:

spoken

written

sælám šæbnæm

سلام شبنم

sælám 'ælæykóm, rezà.

سلام علیکم رضا .

hàl-e šomà četówr-e?

حتله شمت چطور است ؟

bæd níst, motæšækkèræm

بد نیست ، متشکرم .

xodà haféz

خدا حافظ .

besælamæt

بسلامت .

Translation:

Hello, Shabnam.

Hello, Reza.

How are you?

It (i.e., my 'hál') is not bad, Thank you.

Good-bye.

Good-bye (response to 'xodà haféz').

Note 1: Note that the verb 'budæn' in 'hàl-e šomà četówr-e?' (How are you?) is singular. The reason for this is that the inquiry is made with regard to the listener's 'hál' (health, condition) and not in relation to himself.

Note 2: The تعارف 'tæ'aróf' system is one of the interesting aspects of the Iranian culture. And it is a complex one at that. The few remarks that follow are intended to acquaint the student with the rudimentary elements of this system. The remarks are strictly for information purposes; the student need not memorize them yet.

The cultural aspects outlined below deal with the way Iranians meet and try to make each other feel comfortable. In a Persian way of putting it, "They taróff". In this context, the 'tæ'aróf' system is a way of socializing which, within its simple formulae, allows the

experienced to find delicate ways of expressing approval, willingness, refusal, and the like. Indeed, through the introductory remarks, one can communicate the tone of a whole conversation.

1. Greeting

'sælám' (hello) is the standard way to greet at all times. 'sælám 'ærz mikonæm' (hello [lit., I offer peace]) is also frequently heard.

'sælám 'ælæykóm' is the standard response to the above greetings. Among friends a mere 'sælám' will do.

'sælám æz-bændé' (hello [lit., hello from this slave]) expresses humility on the part of the person responding. It also may indicate that the person responding is in a lower social category.

'hàle šomà četóvře?' (How are you?) is the standard way to inquire about someone's health. This is, however, the colloquial or the informal way. A more formal way is 'hàle šomà četóvr æst?'. The word "šomá" may be replaced by a number of honorific terms of address to indicate the social status of the addressee. Thus greetings such as 'hàl-e šærif četóvr æst?' or 'hàl-e jenáb-e 'alì četóvr æst?' or 'hàl-e hæzræt-e 'alì četóvr æst?' are also heard. These latter terms of greeting, however, occur in conversations that are formal and that take place at a high level of society.

Below the "šomá" level, if we can call it that, is 'to' (you singular, informal or familiar). 'hàlet četóvře?' (How are you?) is said to a čild, a close friend, a member of the family or to a servant.

2. With Company

There are certain terms of 'tæ'aróf' that have acquired "universal" usage. They may be used in more than one situation. In each situation, however, the word is interpreted differently. One such word is 'béfærma'id'. Like its Turkish equivalent *buyurun*, 'béfærma'id' is an invitation to action. If it is said when pointing to a chair, for example, it means please take a seat; if it is used when entering or leaving a place, or in the course of a conversation, it means please go ahead; if said when offering tea, sweets, fruit or other foodstuffs, it means please help yourself. In all such cases 'béfærma'id' is accompanied by a gesture indicating the action to be undertaken. Some of these gestures are facial; others involve motion of the head, hand or hands.

If, when visiting a friend, he or she offers you something or, if he or she prepares food, you say: 'dæste šomá dærd nækone' (Thank you! [lit., may your hand not ače!]); in return you hear:

'sære šomá dærd nækone' (Thank you! [lit., may your head not ače!]).

When a friend offers to prepare food or drink for you or, if he or she offers to put you up for the night, you say: 'némixam bešomà zæhmæt bédæm' (I don't want to inconvenience you) and, in return, you hear: 'xahéš mikonæm, hič zæhmæti níst' (That's all right; or, Please, that's all right [lit., I beg of you. It is no inconvenience at all]).

If you accidentally bump into someone, step on his or her toe in a dark place, or if you want to attract someone's attention, perhaps someone sitting directly behind you, you say: 'mæ'zeræt mixelam' (excuse me!). In return you will hear: 'xahéš mikonæm' (that's all right [lit., I beg of you]).

Normally, if someone is sitting directly behind you, you may say: 'mæ'zeræt mixelam (or, bébæxšid) pòštæm bešomást' (Excuse me, I have my back towards you!). In return you might hear: 'xahéš mikonæm, gol pòšto ru nædare' (please, don't bother. That's all right. [lit., I beg of you, a flower has no front or back!]).

If a guest enters your house you say: 'xèyli xoš âmædid, bэфæрма'id tu' (You are very welcome. Come in!). Your guest, in turn, will say: 'motæšækkéræm' or 'mèrsi,' (Thank you!). Sometimes the phrase: 'sæfà avædid' (Welcome [lit., you brought serenity with you!]) is added to: 'xoš âmædid'. To make your guest more comfortable, you say: 'xunèye xódetune' (Treat here as if it were your own house [lit., this is your own house!]). Your guest will say: 'sahèbeš zendé bàše' (May its owner live [a long life!]).

If someone is wearing a new dress or a new suit, you say: 'mobaræk bàše' (May it be auspicious!) The wearer will answer with: 'sælamæt bàšid' (May you remain healthy!) and 'motæšækkéræm' (Thank you!).

As a compliment to one who wears a new suit, you may say: 'in lebàs xèyli bešomà (or betùn) míyad' (This suit suits you very well!). The answer again is: 'motæšækkéræm' or 'mèrsi' (Thank you!).

A warning might be in order here with regard to what is usually known as 'piškæš' (gift). When you compliment a person on a nice tie or a nice watch, the chances are that he or she might try to give the tie or the watch to you *as a gift*. The acceptance or rejection of such a gift depends on how close you feel you are to the person and whether, in similar circumstances, you would be ready and willing to respond in kind.

If someone is working hard at something, you say: 'xæstè næbašid' (Working hard! [lit., don't be tired]). The answer is: 'sælamæt bàšid' (Thank you! [lit., May you remain healthy!]).

If a person sneezes, you say: 'affiyæt bàše' (Bless you!) and the person will answer: 'sælamæt bàšid' (Thank you!). The same phrase is used if you encounter someone leaving a bathhouse or when someone has just taken a shower or a swim. The answer remains the same.

3. Leave-taking

Leave taking can be as elaborate as greeting. When you are about to say good-bye, you say 'ba ejazèye šomá mæn moræxxæs mišæm' (With your permission, I now take my leave!), or: 'mæn bayæd zæhmæto kæm kónæm' (I should diminish the trouble). To both of these elaborate ways of saying 'I have to leave,' the host says: 'kojà tæšrif mibærid?' (Why do you wish to leave? [lit., where are you going?]), and may also add: 'halà ke zúde' (It is still early [for you to leave]).

When the guest is on the way out, the host repeats the phrase used in greeting the guest, i.e.: 'xèyli xoš ámædid, sæfà aværdid', and adds: 'inšallà dobaré tæšrif bíyarid' (God willing, come back again!). The guest responds with: 'čæšm, inšallà dobaré xedmæt miresim' (Of course, I [lit, we] will come to your service again).

The last remark before saying good-bye may be: 'xèyli zæhmæt kešídíd' (You went into a lot of trouble!). The host answers: 'qabèli nædare' (No trouble at all!). The final leave taking is: 'xod haféz' and the response is either 'bésælamæt' or just a repetition of 'xodà haféz'.

The host may here, as a last remark, say: 'lotfæn be-... sælâm béræsunid' (Please say hello to...). The guest responds with: 'čæšm' (of course) and adds: 'šomám sælâm bérésunid' (you, too, say hello [to your family or whomever]).

The word "enšælláh" (also pronounced 'inšalla' and 'išalla') is frequently used in conversation. It has many meanings among them "God willing". It is used at the beginning or planning stage of an action, or as a wish for bliss for the present. 'inšallà hále šomà xúbe?' (lit., God willing, are you feeling fine?) or 'išallà key be-esfæhán mirid?' (God willing, when are you going to Isfahan?).

A humorous way of asking about someone's health is: 'dæmàqe šomá čáqe?' (How are you [lit., Is your nose fat?]).

The answer to all inquiries about one's health can be simply: 'xúbæm' (I am fine.); 'xúbæm, mersí' (I am fine, thank you!); 'xúbæm motæšækkéræm' (I am fine, thank you!). And all these answers may be preceded by the Arabic phrase: 'ælhæmdolelláh' (Praise be to God).

Other phrases such as: 'lòtfe šomà ziyád' (Thank you! [lit., may your kindness increase!]); 'sayèye šomà kæm næše' (Thank you! [lit., may your shadow never decrease or diminish!]); or the more formal 'sayèye jenábe 'alì kæm næše' or 'sayèye hæzræte 'alì kæm næše' are also heard frequently, albeit in very formal conversation.

If a friend receives a piece of good news, or if a relative returns from a journey, you say: 'čěšme šomá rowšæn' (I heard the good news [lit., may your eye be lighted!]). As an answer you might hear: 'čěšmo dèle šomá rowšæn' (Thank you! [lit., may your eyes and heart be lighted!]).

If you unexpectedly see someone far from home you say: 'šomà kojá, injà kojá?' (What are *you* doing in this neck of the woods? [lit., you where, here where?]). The person responds with an explanation of the circumstances that have brought him to the place.

Repetition Drill

The instructor repeats the basic pattern two times. The students listen. The students then repeat after the instructor's third and subsequent repetitions of the basic pattern:

Example:

spoken

written

teacher: sælám šæbnæm

سلام شبنم .

teacher: tekrar

teacher: sælám šæbnæm

student: tekrar

teacher: sælám šæbnæm

student: tekrar

teacher: sælám šæbnæm

student: tekrar

Please repeat:

spoken

written

sælám 'ælæykóm, rezà.

سلام عليكم رضا .

hàl-e šomà četówr-e?

حال شما چطور است ؟

bæd níst, motæšækkéræm.

بد نیست ، مت شكرم .

xodà haféz.

خدا حافظ .

besælamæt

بسلامت .

Substitution Drill (1)

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined form:

spoken

written

sælám, šæbnæm

. سلام شبنم .

teacher: Reza

student: sælam, reza

teacher: John, Bill, Mary, Tina, Ray**Substitution Drill (2)**

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined form:

spoken

written

sælàm 'ælæykom, rezà

. سلام علیکم رضا .

teacher: Shabnam

student: sælam 'ælæykom, šæbnæm

teacher: John, Bill, Mary, Tina, Ray**Substitution Drill (3)**

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined form:

spoken

written

hàle šomà četówre?

حال شما چطور است ؟

teacher: u

student: hale u četowre?

teacher: mæn; ma; to

Substitution Drill (4)

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined form:

spoken

written

bæd nist. motæšækkéræm.

. متشكروم

teacher: we

student: bæd nist, motæšækkerim

teacher: you (pl.); I; you (sing.)**End of Unit Four**

Unit Five

Plural in Persian

Persian uses a number of suffixes to form the plural of a noun. Of these, only '-á' is used on all nouns at all times. This marker is always stressed; the stress is shifted from the last syllable of the noun to this suffix.

Example:

spoken	written	meaning
ketáb	کتاب	book
ketab-á	کتاب ها	books

The full form of '-á' is '-há'. When the noun ends in a vowel, the full form of the ending is used:

spoken	written	meaning
xodá	خدا	God
xoda-há	خداها	gods

For more details on the plural see Lessons One and Five.

This Unit also deals with the demonstrative adjectives 'in' (this) and 'un' (that). A discussion of these as well as a discussion of the pronouns 'in' and 'un' is found in Lessons One and Five.

Basic Sentences

spoken	written
in čí-ye	این چی است ؟
in míz-e	این میز است .
in-à čí-ye	اینها چی است ؟
in-à míz-e	اینها میز است .

in ketàb xúb-e	این کتاب خوب است .
in ketab-à xúb-e	این کتابها خوب است .
ùn zæn xúb-e	آن زن خوب است .
ùn zæn-à xúb-æn	آن زنها خوبند .
in šagèrd xub níst	این شاگرد خوب نیست .
in šagerd-à xub níst-æn	این شاگردها خوب نیستند .

Translation:

What is this?
 This is a table.
 What are these?
 These are tables.
 This book is good.
 These books are good.
 That woman is good.
 Those women are good.
 This student is not good.
 These students are not good.

Repetition Drill

The instructor repeats the basic pattern two times. The students listen. The students then repeat after the instructor's third and subsequent repetitions of the basic pattern:

Example:

spoken

written

teacher: in čí-ye?

این چی است ؟

teacher: tekrar

teacher: in čí-ye?

student: tekrar

teacher: in čí-ye?

student: tekrar

teacher: in čí-ye?

student: tekrar

Please Repeat:

spoken	written
in mize	این میز است .
ina čiye?	اینها چی است ؟
ina mize	اینها میز است .
in ketab xube	این کتاب خوب است .
in ketaba xube	این کتابها خوب است .
un zæn xube	آن زن خوب است .
un zæna xubæn	آن زنها خوبند .
in šagerd xub nist	این شاگرد خوب نیست .
in šagerda xub nistæn	این شاگردها خوب نیستند .

Drill

Contrast singular and plural:

singular		plural	
spoken	written	spoken	written
ketáb	کتاب	ketab-á	کتابها
hotél	هتل	hotel-á	هتلها
dæræxt	درخت	dæræxt-á	درختها
sændæli	صندلی	sændæli-yá	صندلیها
míz	میز	miz-á	میزها
mærd	مرد	mærd-á	مردها
zæn	زن	zæn-á	زنها
televiziyón	تلویزیون	televiziyon-á	تلویزیونها
doxtær	دختر	doxtær-á	دخترها
dær	در	dær-á	درها
pedær	پدر	pedær-á	پدرها
doktór	دکتر	doktor-á	دکترها
pesær	پسر	pesær-á	پسرها
ín	این	in-á	اینها
ún	آن	un-á	آنها

Transformation (1)

Transform singular into plural:

singular		plural	
spoken	written	spoken	written
ìn ketáb	این کتاب	ìn ketab-á	این کتابها
ùn hotél	آن هتل	ùn hotel-á	آن هتلها
ìn dæræxt	این درخت	ìn dæræxt-á	این درختها
ùn sændælí	آن صندلی	ùn sændæli-yá	آن صندلیها
ìn míz	این میز	ìn miz-á	این میزها
ìn mærd	این مرد	ìn mærd-á	این مردها
ùn doxtær	آن دختر	ùn doxtær-á	آن دخترها
ìn pedær	این پدر	ìn pedær-á	این پدرها
ùn dær	آن در	ùn dær-á	آن درها

Transformation (2)

Transform singular into plural:

singular	plural
ìn ketábe	inà ketábe
ìn míze	inà míze
ùn dæræxte	unà dæræxte
ìn čeràq níst	inà čeràq níst
ùn hotèl níst	unà hotèl níst
ìn sændælíye	inà sændælíye
ìn dær níst	inà dær níst
ùn mašìn níst	unà mašìn níst

Transformation (3)

Transform singular into plural:

singular	plural
ìn mærdæ	inà mærdæn
ùn doxtære	unà doxtæræn
ìn doktòr níst	inà doktòr nístæn
ùn mo'ælléme	unà mo'ællémæn
ìn šagèrd níst	inà šagèrd nístæn
ùn pedær níst	unà pedær nístæn
ìn madære	inà madæræn
ùn zæne	unà zænæn

Substitution Drill (1)

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined form:

spoken

written

inà ketàb níst

ایندها کتاب نیست .

teacher: ina ketab nist.

student: tekrar

teacher: ina ketab nist.

student: tekrar

teacher: ina ketab nist.

student: tekrar

Please substitute:

teacher: table

student: ina miz nist

teacher: chair; telephone; television; hotel; door; tree

Substitution Drill (2)

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined form:

spoken

written

in mašîn xúbe

این ماشین خوب است .

teacher: in mašîn xube.

student: tekrar

teacher: in mašîn xube.

student: tekrar

teacher: in mašîn xube.

student: tekrar

Please substitute:

teacher: televiziyon

student: in televiziyon xube

teacher: čeraq; hotel; miz; sændæli; mærd; šagerd; doxtær; doktor**Substitution Drill (3)**

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined form:

spoken

written

in šagerdà xub nístæn . این شاگردها خوب نیستند .

teacher: in šagerda xub nistæn.

student: tekrar

teacher: in šagerda xub nistæn.

student: tekrar

teacher: in šagerda xub nistæn.

student: tekrar

Please substitute:

teacher: teacher
 student: in mo'ællema xub nistæn

teacher: woman; girl; father; boy; mother; doctor; man

Substitution Drill (4)

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined forms:

spoken

written

in mašina xube

این ماشینها خوب است .

teacher: in mašina xube.

student: tekrar

teacher: in mašina xube.

student: tekrar

teacher: in mašina xube.

student: tekrar

Please substitute:

teacher: television
 student: in televiziyona xube

teacher: lamp; hotel; table; chair; man; student; girl; doctor

End of Unit Five

Unit Six

The Imperative

For a discussion of the imperative see Lesson Eight of the *main text* .

Vocabulary

Please repeat:

spoken	written	meaning
lótɸ	لطف	kindness
lotfæn	لطفًا	please
gúl bèdid/in	گوش بد هیید	listen!
gúl kònid/in	گوش کنیید	listen!
tekrár	تکرار	repetition
tælæffóz	تلفظ	pronunciation
jæváb	جواب	answer
loqæt	لغت	word
yæ'ni ċi	یعنی چه ؟	what does it mean?
jomlé	جمله	sentence
bæ'd æz mæn	بعد از من	after me

Basic Sentences

spoken	written
lotfæn gúl bèdid	لطفًا گوش بد هیید!
lotfæn gúl kònid	لطفًا گوش کنیید!
lotfæn tekrár kònid	لطفًا تکرار کنیید!
lotfæn tælæffóz kònid	لطفًا تلفظ کنیید!
lotfæn jæváb bèdid	لطفًا جواب بد هیید!
in loqæt yæ'ni ċi ?	این لغت یعنی چه ؟
in jomlé yæ'ni ċi ?	این جمله یعنی چه ؟

Translation:

Please listen!
 Please listen!
 Please repeat!
 Please pronounce!
 Please answer!
 What does this word mean?
 What does this sentence mean?

Repetition Drill:

The instructor repeats the basic pattern two times. The students listen. The students then repeat after the instructor's third and subsequent repetitions of the basic pattern:

Example:

spoken

written

teacher: lotfæn guí bèdid

لطفا گوش بدھید!

teacher: tekrár

teacher: lotfæn guí bedid

student: tekrár

teacher: lotfæn guí bedid

student: tekrár

teacher: lotfæn guí bedid

student: tekrár

Please repeat:

spoken

written

lotfæn guí kònid/in

لطفا گوش کنید!

lotfæn tekrár kònid/in

لطفا تکرار کنید!

lotfæn tælæffóz kònid/in

لطفا تلفظ کنید!

lotfæn jæváb bèdid/in

لطفا جواب بدھید!

in loqæt yæni čí ?

این لغت یعنی چه ؟

in jomlé yæ'ni čí ?

این جمله یعنی چه ؟

End of Unit Six

Unit Seven

The Present/Future Tense

To form the present/future of Persian verbs proceed as follows:

1. take the present stem of the verb
2. except for 'daštæn' (to have), prefix the present tense marker 'mí-'
3. add the personal endings: '-æm', '-i', '-e', '-im', '-id/in', '-æn'.

Example:

mí-r-æm I go
 mí-r-i
 mí-r-e
 mí-r-im
 mí-r-id/in
 mí-r-æn

With regard to the formation of the present tense, two points need to be explained; the first concerns the present stem of verbs while the second relates to the endings that indicate person.

The Present Stem

Often the stem used in the spoken language is an abbreviated version of the one used in the written/formal language. The majority of written and spoken stems, however, are the same. Here is a list of the most frequently used present stems:

spoken	meaning
r	go
g	say
bin	see
kon	do
xor	eat
gir	take
d	give
xun	read
dun	know (a thing)
forúš	sell
xær	buy
šnás	know (a person)
zæn	hit
dar	have, own

The Personal Endings

The personal endings are basically those used for the written except for the use of '-e' for the written '-æd' and minor changes for the second and third persons plural, i.e., the use of '-id/-in' and '-æn' in the spoken, discussed earlier.

For a complete study of the present tense, see Lesson Six of the main text.

Important Note

The section called "Transition" taught us how to transform formal/written Persian into informal/colloquial Persian. Transcription, i.e., rendering the sounds of spoken Persian into Latin equivalents, helped us achieve that goal.

Units One through Six placed the spoken language at the side of the written and allowed us to observe the rules of Transition at work. The differences were minimal, not so the amount of effort needed to make those rules work smoothly.

Starting with this Unit, the use of Persian orthography is discontinued so that we can concentrate all our efforts on learning the patterns introduced. The student is urged to use the text only for the first time that he/she listens to the tape. Thereafter, it is advantageous to refer to the text only when patterns become too difficult to repeat after one exposure.

If the patterns cannot be repeated comfortably in this fashion, the chances are that the student is not ready for the unit being studied. He/she must be advised to backtrack to a more comfortable unit and start from there.

Vocabulary

lotfæn tekrâr konid:

farsí	Farsi; Persian language
yád	memory
yád miġirim	we learn
dærs	lesson
dærs miġid/in	you (pl. or sg. polite) teach
dær	in
bazár	market
kár	work
kár miġkone	he/she works
tehrán	Tehran; capital of Iran
zendeġí	life
zendeġí miġkoni	you (sg.) live
daneŝġá	university
miġxunæn	they read; they sing
dærs miġxunæn	they study
kí	who (question word)

bank	bank
kojá	where (question word)
kojást	where is
key	when (question word)
be-	to; in the direction of
behotél	to the hotel

Special Vocabulary

spoken	meaning
ingilisí/engelestán	English/England
færansé/færansé	French/France
rusí/rusiyyé	Russian/Russia
torkí/torkiyyé	Turkish/Turkey
hendí/hend(ustán)	Hindi/India
almaní/almán	German/Germany
'æræbí/mesr, etc.	Arabic/Egypt
farsí/irán	Persian/Iran

Basic Sentences

ma farsí yad mîgirim
 şoma farsí dærs mîdid/in
 u dær bazár kar mîkone
 to dær tehrán zendegi mîkoni
 una dær daneşgá dærs mîxunæn
 un mærd kíye ?
 bank kojást ?
 key behotél mîri ?

Translation

We (are) learn(ing) Persian.
 You (are) teach(ing) Persian.
 He works in the market.
 You (sing.) live in Tehran.
 They study at the university.
 Who is that man?
 Where is the bank?
 When are you going to the hotel?

Repetition Drill

The instructor repeats the basic pattern two times. The students listen. The students then repeat after the instructor's third and subsequent repetitions of the basic pattern:

Example:

mo'ællem: ma farsi yad migirim.
mo'ællem: tekrar

mo'ællem: ma farsi yad migirim.
şagerd: tekrar
mo'ællem: ma farsi yad migirim.
şagerd: tekrar
mo'ællem: ma farsi yad migirim.
şagerd: tekrar

Please repeat:

şoma farsi dærs midid.
u dær bazar kar mikone.
to dær tehran zendegi mikoni.
una dær daneşga dærs mixunæn.
un mærd kiye?
bank kojast?
key bebank miri?

Substitution Drill (1)

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined form:

Example:

mo'ællem: şoma farsi dærs midin.

mo'ællem: şoma farsi dærs midin.
şagerd: tekrar
mo'ællem: şoma farsi dærs midin.
şagerd: tekrar
mo'ællem: şoma farsi dærs midin.
şagerd: tekrar

mo'ællem: ingilisi
şagerd: şoma ingilisi dærs midin.

mo'ællem: færanse
şagerd: şoma færanse dærs midin.

mo'ællem: rusi
šagerd: šoma rusi dærs midin.

mo'ællem: torki
šagerd: šoma torki dærs midin.

mo'ællem: hendi
šagerd: šoma hendi dærs midin.

mo'ællem: almani
šagerd: šoma almani dærs midin.

mo'ællem: 'æræbi
šagerd: šoma 'æræbi dærs midin.

Substitution Drill (2)

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined form:

Example:

mo'ællem: ma farsi yad migirim.

mo'ællem: to
šagerd: to farsi yad migiri.

mo'ællem: u
šagerd: u farsi yad migire.

mo'ællem: mæn
šagerd: mæn farsi yad migiræm.

mo'ællem: una
šagerd: una farsi yad migiræn.

mo'ællem: šoma
šagerd: šoma farsi yad migirid.

mo'ællem: un zæn
šagerd: un zæn farsi yad migire.

mo'ællem: in doxtæra
šagerd: in doxtæra farsi yad migiræn.

Substitution Drill (3)

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined form:

Example:

mo'ællem: u dær bazar kar mikone.

mo'ællem: alman
šagerd: u dær alman kar mikone.

mo'ællem: torkiyye
šagerd: u dær torkiyye kar mikone.

mo'ællem: engelestan
šagerd: u dær engelestan kar mikone.

mo'ællem: tehran
šagerd: u dær tehran kar mikone.

mo'ællem: mesr
šagerd: u dær mesr kar mikone.

mo'ællem: rusiyye
šagerd: u dær rusiyye kar mikone.

mo'ællem: færanse
šagerd: u dær færanse kar mikone.

Substitution Drill (4)

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined form:

Example:

mo'ællem: to dær tehran zendegi mikoni.

mo'ællem: I
šagerd: mæn dær tehran zendegi mikonæm.

mo'ællem: they
šagerd: una dær tehran zendegi mikonæn.

mo'ællem: we
šagerd: ma dær tehran zendegi mikonim.

mo'ællem: you (pl.)
šagerd: šoma dær tehran zendegi mikonid.

mo'ællem: these girls
šagerd: in doxtæra dær tehran zendegi mikonæn.

mo'ællem: those doctors
šagerd: un doktora dær tehran zendegi mikonæn.

Double Substitution Drill (1)

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined forms:

Example:

mo'ællem: una dær danešga dærs mixunæn.

mo'ællem: mæn - engelestan
šagerd: mæn dær engelestan dærs mixunæm.

mo'ællem: to - alman
šagerd: to dær alman dærs mixuni.

mo'ællem: un doxtær - emrika
šagerd: un doxtær dær emrika dærs mixune.

mo'ællem: šoma - færanse
šagerd: šoma dær færanse dærs mixunid.

mo'ællem: ma - iran
šagerd: ma dær iran dærs mixunim.

mo'ællem: in pesær - mesr
šagerd: in pesær dær mesr dærs mixune.

mo'ællem: un mo'ællema - hendustan
šagerd: un mo'ællema dær hendustan dærs mixunæn.

Simple Substitution Drill (1)

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined forms. Do not attempt to repeat the sentence after the instructor gives the correct form; compare your answer with the correct form and carry on:

mo'ællem: un mærd kiye?

- mo'ællem: zæn
šagerd: un zæn kiye?
- mo'ællem: pesær
šagerd: un pesær kiye?
- mo'ællem: doxtær
šagerd: un doxtær kiye?
- mo'ællem: in
šagerd: in doxtær kiye?
- mo'ællem: šagerd
šagerd: in šagerd kiye?
- mo'ællem: doktor
šagerd: in doktor kiye?
- mo'ællem: madær
šagerd: in madær kiye?
- mo'ællem: pedær
šagerd: in pedær kiye?
- mo'ællem: mo'ællem
šagerd: in mo'ællem kiye?
- mo'ællem: un
šagerd: un mo'ællem kiye?

Simple Substitution Drill (2)

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined forms. Do not attempt to repeat the sentence after the instructor gives the correct form; compare your answer with the correct form and carry on:

- mo'ællem: bank kojast ?
- mo'ællem: hotel
šagerd: hotel kojast?
- mo'ællem: tehran
šagerd: tehran kojast?
- mo'ællem: engelestan
šagerd: engelestan kojast?

mo'ællem: mesr
šagerd: mesr kojast?

mo'ællem: hend
šagerd: hend kojast?

mo'ællem: alman
šagerd: alman kojast?

mo'ællem: injast
šagerd: alman injast.

mo'ællem: emrika
šagerd: emrika injast.

mo'ællem: færanse
šagerd: færanse injast.

mo'ællem: unjast
šagerd: færanse unjast.

mo'ællem: torkiyye
šagerd: torkiyye unjast.

mo'ællem: rusiyye
šagerd: rusiyye unjast.

mo'ællem: kojast
šagerd: rusiyye kojast?

mo'ællem: iran
šagerd: iran kojast?

Simple Substitution Drill (3)

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined form. Do not attempt to repeat the sentence after the instructor gives the correct form; compare your answer with the correct form and carry on:

mo'ællem: key be hotel miri?

mo'ællem: tehran
šagerd: key betehran miri?

mo'ællem: engelestan
šagerd: key beengelestan miri?

mo'ællem: mesr
šagerd: key bemesr miri?

mo'ællem: hendustan
šagerd: key behendustan miri?

mo'ællem: emrika
šagerd: key beemrika miri?

mo'ællem: alman
šagerd: key bealman miri?

mo'ællem: unja
šagerd: key beunja miri?

mo'ællem: færanse
šagerd: key befæranse miri?

End of Unit Seven

Unit Eight

Possession

In Persian possession is expressed either by adding a set of possessive endings to the noun representing the thing possessed or by relating the possessor and the thing possessed to each other by means of an 'ezafé'.

a. The Possessive Endings

There are six possessive endings. Below they appear on the noun 'ketáb' (book):

ketáb-æm	my book
ketáb-et	
ketáb-eš	
ketáb-emun	
ketáb-etun	
ketáb-ešun	

The short form of the endings: '-m', '-t', '-š', '-mun', '-tun', '-šun' is added to nouns that end in a vowel. The initial vowel of the ending is dropped.

Example:

sændælí-m	my chair
sændælí-t	
sændælí-š	
sændælí-mun	
sændælí-tun	
sændælí-šun	

b. The 'ezafé'

The 'ezafé' construction is composed of two or more words related to each other with an 'ezafé'. One function of these constructions is to indicate possession. For this, the noun representing the thing possessed is followed by noun or nouns representing the possessor.

Example:

ketáb-e rezà	Reza's book
ketab-e dúst-e mæn	my friend's book

For additional information on possession and on the role of the 'ezafé,' see Lesson Four of the main text.

Vocabulary

lotfæn tekrar konid:

bizhæn	Bizhan, first name (male)
amriká/emriká	America, the U.S.A.
míduni	do you know
kodúm	which (question word)
fek(r)	thought
fék mikonæm	I think
harvárd	Harvard
hæm	also
bæle	yes

Special Vocabulary: The Cities of Iran

esfæhán	Isfahan
širáz	Shiraz
mæšæd	Meshed
tæbríz	Tabriz
æhváz	Ahwaz
abadán	Abadan
kermán	Kerman
hæmædán	Hamadan
ræšt	Rasht
xorræm abád	Khorram Abad
zahedán	Zahedan

Dialog

- xahære šæbnæm kojá dærs mîxune ?
- dær emriká.
- mîduni dær kodúm danešgà ?
- fék mikonæm dær danešgáhe harvárd.
- bærdære šomâm unjást ?
- bæle, bæradæræm unjà ingilisí mîxune.

Translation

Where does Shabnam's sister go to school ?
 In America.
 Do you know in which university ?
 At Harvard, I believe (lit., I think).
 Is your brother there, too ?
 Yes, my brother is studying English there.

Repetition Drill

See the Dialog, above.

Substitution Drill (1)

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined form:

mo'ællem: xahære šæbnæm koja dærs mixune?

mo'ællem: bæradær

šagerd: bæradære šæbnæm koja dærs mixune?

mo'ællem: madær

šagerd: madære šæbnæm koja dærs mixune?

mo'ællem: pesær

šagerd: pesære šæbnæm koja dærs mixune?

mo'ællem: doxtær

šagerd: doxtære šæbnæm koja dærs mixune?

mo'ællem: šagerd

šagerd: šagerde šæbnæm koja dærs mixune?

mo'ællem: mo'ællem

šagerd: mo'ælleme šæbnæm koja dærs mixune?

mo'ællem: pedær

šagerd: pedære šæbnæm koja dærs mixune?

Substitution Drill (2)

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined form:

mo'ællem: fek mikonæm dær danešgahe harvard.

mo'ællem: tehran

šagerd: fek mikonæm dær danešgahe tehran

mo'ællem: širaz

šagerd: fek mikonæm dær danešgahe širaz.

mo'ællem: esfæhan
 šagerd: fek mikonæm dær danešgahe esfæhan.

mo'ællem: mæšhæd
 šagerd: fek mikonæm dær danešgahe mæšhæd.

mo'ællem: æhvaz
 šagerd: fek mikonæm dær danešgahe æhvaz.

mo'ællem: tæbriz
 šagerd: fek mikonæm dær danešgahe tæbriz.

mo'ællem: kerman
 šagerd: fek mikonæm dær danešgahe kerman.

Substitution Drill (3)

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined form:

mo'ællem: bæradæræm unja ingilisi mixune.

mo'ællem: farsi
 šagerd: bæradæræm unja farsi mixune.

mo'ællem: torqi
 šagerd: bæradæræm unja torqi mixune.

mo'ællem: almani
 šagerd: bæradæræm unja almani mixune.

mo'ællem: færanse
 šagerd: bæradæræm unja færanse mixune.

mo'ællem: 'æræbi
 šagerd: bæradæræm unja 'æræbi mixune.

mo'ællem: rusi
 šagerd: bæradæræm unja rusi mixune.

mo'ællem: hendi
 šagerd: bæradæræm unja hendi mixune.

Transformation (1)

Transform: ezafe constructions into equivalent possessive phrases:

ezafe	possessive
ketabe mæn	ketabæm
ketabe u	ketabeš
ketabe šoma	ketabetun
ketabe to	ketabet
mašine bæradæret	mašineš
mize ma	mizemun
sændæliye šoma	sændælitun
bæradære šæbnæm	bæradæreš
xahære reza	xahæreš
čeraqe mašin	čeraqeš
dære hotel	dæreš
danešgahe tehran	danešgaheš
dærse šoma	dærsetun
hotele unja	hoteleš
bazare esfæhan	bazareš
banke alman	bankeš
pesære aqaye qazi	pesæreš

Transformation (2)

Transform: ezafe constructions into their equivalent possessive phrases:

ezafe	possessive
ketabaye mæn	ketabam
ketabaye u	ketabaš
ketabaye šoma	ketabatun
ketabaye to	ketabat
mašinaye bæradæret	mašinaš
mizaye ma	mizamun
sændæliaye šoma	sændæliyatun
bæradæraye šæbnæm	bæradæraš
xahæraye reza	xahæraš
čeraqaye mašin	čeraqaš
dæraye hotel	dæraš
danešgahaye tehran	danešgahaš
dærsaye šoma	dærstatun
hotelaye unja	hotelaš
bazaraye esfæhan	bazaraš
bankaye alman	bankaš
pesæraye aqaye qazi	pesæraš

Transformation/Substitution Drill (1)

Transform the ezafe construction provided into possessive. Substitute the possessive construction in the pattern sentence:

xahære šæbnæm koja dærs mixune?

xahæreš koja dærs mixune?

mo'ællem: bæradære šæbnæm

šagerd: bæradæreš koja dærs mixune?

mo'ællem: madære šæbnæm

šagerd: madæreš koja dærs mixune?

mo'ællem: doxtære to

šagerd: doxtæret koja dærs mixune?

mo'ællem: pesæraye una

šagerd: pesærašun koja dærs mixunæn?

mo'ællem: mo'ællemaye ma

šagerd: mo'ællemamun koja dærs mixunæn?

mo'ællem: doxtære šoma

šagerd: doxtæretun koja dærs mixune?

Transformation/Substitution Drill (2)

Transform the ezafe construction provided into possessive. Substitute the possessive construction in the **negative** form of the pattern sentence:

xahæraye šæbnæm unja zendegi mikonæn.

xahæraš unja zendegi nemikonæn.

mo'ællem: Shabnam's brothers

šagerd: bæradæraš unja zendegi nemikonæn.

mo'ællem: Reza's doctors

šagerd: doktoraš unja zendegi nemikonæn.

mo'ællem: our daughters

šagerd: doxtæramun unja zendegi nemikonæn.

mo'ællem: your doctors
šagerd: doktoratun unja zendegi nemikonæn.

mo'ællem: his sons
šagerd: pesæraš unja zendegi nemikonæn.

mo'ællem: my students
šagerd: šagerdam unja zendegi nemikonæn.

End of Unit Eight

Unit Nine

Present/future Tense (cont.)

It was noted earlier that the present/future marker 'mí-' is not affixed to the present stem of 'daštáén' (to have) to form the present/future tense for this verb. Here is the conjugation of 'daštáén':

dáræm I have
 dári
 dáre
 dárím
 dárid
 dáræn

The negative of this tense is also pronounced somewhat differently. The negative marker was pronounced 'né-' before 'mí-' It is pronounced 'náé-' before forms other than mí-:

nædaræm I don't have
 nædari
 nædare
 nædarím
 nædarid
 nædaræn

Note 1: The verb 'daštáén' is also employed as an auxiliary to form verbs expressing an ongoing action. In that case, there is need for simultaneous conjugation, i.e., 'daštáén' and the main action verb are both conjugated for all persons. See Lesson Eight for details.

Note: 2 The numeral 'ye(k)' (one) does not take the unitizer 'ta'. The word 'yektá' (Unique) is an attribute of the Almighty.

Vocabulary

Please repeat:

cáenta/cáendta?	how many?; several (if not used as a question word)
xuné	house
dárid	you (pl. or sing. polite) have
dàre... telefón mìkone	he is making a telephone call
ostád	professor; instructor; teacher
žalé	Zhale, girl's name
kæm	little
káemi	a little; some

pul	money
mídim	we give
æz	from
mígire	he/she receives, gets
miná	Mina, girl's name
qalí / færs	carpet
míxære	he/she buys, is buying
orupá	Europe

Special Vocabulary: Numbers 1-10

Please repeat:

yek	one
do	two
se	three
čar	four
pænj	five
šiš	six
hæf(t)	seven
hæš(t)	eight
no(h)	nine
dæ(h)	ten

Note: In Persian, as in English, the numeral precedes the noun but, unlike English, the noun remains in the singular:

yè ketáb	one book
pænj ketáb	five books

Basic Sentences

- šoma čændta xuné darid?
- šoma čændta xuné darid.
- ma bežalè kæmi púl mîdim.
- žalè æzma kæmi púl mîgire.
- minà dare ye qalí mîxære.
- unà æzirán beorupá mîræn.

Translation

How many houses do you have?
 You have several houses.
 We give some money to Zhale.
 Zhale receives some money from us.
 Mina is buying a carpet.
 They are going from Iran to Europe.

Repetition Drill

See Basic Sentences, above.

Transformation Drill (1)

Transform the question sentences provided into affirmative sentences:

šoma pænĵta xune darid?

šoma pænĵta xune darid.

mo'ællem: ma se ta hotel darim?

šagerd: ma se ta hotel darim.

mo'ællem: hæšæn bešoma telefon mikone?

šagerd: hæšæn bešoma telefon mikone.

mo'ællem: ma beuna kæmi pul nemidim?

šagerd: ma beuna kæmi pul nemidim.

mo'ællem: u æziran beorupa mire?

šagerd: u æziran beorupa mire.

mo'ællem: pedæretun seta mašin mixære?

šagerd: pedæretun seta mašin mixære.

mo'ællem: una bema telefon nemikonæn?

šagerd: una bema telefon nemikonæn.

mo'ællem: mina dare ye qali mixære?

šagerd: mina dare ye qali mixære.

mo'ællem: šæbnæm doxtære aqaye qaziye?

šagerd: šæbnæm doxtære aqaye qaziye.

mo'ællem: aqaye qazi pedære reza nist?

šagerd: aqaye qazi pedære reza nist.

mo'ællem: bæradæraš inja zendegi mikonæn?

šagerd: bæradæraš inja zendegi mikonæn.

Transformation Drill (2)

Transform the **affirmative** sentences provided into **negative**:

šoma seta xune darid.

šoma seta xune nædarid.

mo'ællem: u nohta šagerd dare.

šagerd: u nohta šagerd nædare.

mo'ællem: ma tuye un hotel zendegi mikonim.

šagerd: ma tuye un hotel zendegi nemikonim.

mo'ællem: una dæhta qali daræn.

šagerd: una dæhta qali nædaræn.

mo'ællem: un xanom tuye hotele ma kar mikone.

šagerd: un xanom tuye hotele ma kar nemikone.

mo'ællem: doxtære doktor tuye danešgahe tehran dærs mide.

šagerd: doxtære doktor tuye danešgahe tehran dærs nemide.

mo'ællem: pesæreš dær mesr dærs mixune.

šagerd: pesæreš dær mesr dærs nemixune.

mo'ællem: unainja farsi yad migiræn.

šagerd: unainja farsi yad nemigiræn.

mo'ællem: xahæraš unja zendegi mikonæn.

šagerd: xahæraš unja zendegi nemikonæn.

Double Substitution Drill (1)

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined forms:

mina dare ye qali mixære.

mo'ællem: žale - ketab

šagerd: žale dare ye ketab mixære.

mo'ællem: un mærd - televiziyon

šagerd: un mærd dare ye televiziyon mixære.

mo'ællem: pedære bižæn - xune

šagerd: pedære bižæn dare ye xune mixære.

mo'ællem: madæret - čeraq
šagerd: madæret dare ye čeraq mixære.

mo'ællem: bæradæreš - miz
šagerd: bæradæreš dare ye miz mixære.

mo'ællem: doxtæremun - sændæli
šagerd: doxtæremun dare ye sændæli mixære.

mo'ællem: u - dær
šagerd: u dare ye dær mixære.

Double Substitution Drill (2)

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined forms:

mæn æz iran be orupa miræm.

mo'ællem: mesr - engelestan
šagerd: mæn æzmesr beengelestan miræm.

mo'ællem: færanse - rusiyye
šagerd: mæn æzfæranse berusiyye miræm.

mo'ællem: esfæhan - širaz
šagerd: mæn æzesfæhan beširaz miræm.

mo'ællem: danešga - bank
šagerd: mæn æzdanešga bebank miræm.

mo'ællem: xuneye šoma - hotel
šagerd: mæn æzxuneye šoma behotel miræm.

mo'ællem: emrika - iran
šagerd: mæn æzemrika beiran miræm.

mo'ællem:inja - unja
šagerd: mæn æzinja beunja miræm.

End of Unit Nine

Unit Ten

a) The Simple Past Tense

The formation of the simple past tense is quite similar to that of the present tense. The Subject markers '-æm,' '-i,' '-Ø,' '-im,' '-id,' '-æn,' are suffixed to the past stem--the infinitive without '-æn'. When the sentence is in the affirmative the primary stress falls on the last syllable of the past stem. Because it deals with a completed or perfected action, the simple past does not have a distinctive marker like the 'mi-' marker of the present tense. Here is the conjugation of 'ræft-...n' (to go) in the past tense:

ræft-æm I went
 ræft-i
 ræft
 ræft-im
 ræft-id/in
 ræft-æn

For the compound verbs, as was the case with the present tense of such verbs, only the verbal auxiliary is conjugated. The primary stress remains on the noun. Here is the conjugation of 'kær kærd-...n' (to work):

kær kærd-æm I worked
 kær kærd-i
 kær kærd
 kær kærd-im
 kær kærd-id/in
 kær kærd-æn

Present and past tenses in contrast

Please repeat:

present	past
míre	ræft
kár míkone	kár kærd
yád mīgíre	yád gerèft
dærs mède	dærs dàd
zendegí míkone	zendegí kærd
dærs mixelone	dærs xùnd
mixelone	xùnd
fék míkone	fék kærd
mídune	dunést
dáre	dašt
míde	dad

mígire	geréft
míxære	xæríd
jæváb mǐde	jæváb dad
gúš mǐde	guš dad
tælæffóz mǐkone	tælæffóz kærð

To form the negative of this tense, prefix 'næ-' (always with primary stress) to the verb stem of the simple verbs or to the verbal auxiliary of the compounds:

næ-ræft	he/she did not go
kàr næ-kærð	he/she did not work

b. The Definite Direct Object

The noun that receives the action of a verb is the direct object of that verb. Such nouns are usually definite. Proper names, personal pronouns, nouns and phrases defined by 'in' and 'un', ezafé constructions, and question words referring to people, 'ki', or to things, 'kodúm', are all regarded definite; when used as direct object, these nouns must be marked by the direct object marker '-o' ('-ro' after vowels). Examples:

bizæn-o did-æm	I saw Bizhan.
ketáb-o xúnd-æm	I read the book.
ún-o xæríd-æm	I bought that.
un xunæ-ro forúxt-æm	I sold that house.
kodum loqæt-o xúnd-i	Which word did you read?

When '-ro' is added to a noun ending in '-e', the '-e' is pronounced '-æ':

xuné	house
xunæ-ro	house + 'ro'

c. The Conjunction '-o'

The conjunction '-o' has the same pronunciation as the definite marker '-o'. The former is usually followed by another noun; the latter by either a noun preceded by a preposition or by the verb of the sentence.

bizæn-o rezá-ro did-æm	I saw Bizhan and Reza.
------------------------	------------------------

In the above sentence the first '-o' is a conjunction, while the second ('-ro' after the vowel '-a') is the definite direct object marker '-o'. In this material both markers are attached to the preceding noun and are pronounced as part of that noun. Example:

bizæn-o šæbnæm-o did	He/she saw Bizhan and Shabnam.
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Here 'bižǽn-o šæbnǽm' (Bizhan and Shabnam) is the definite direct object of 'did-ǽ n' (to see).

The Word "mal"

The word 'mal' means property or belongings. In this sense 'mal' is usually the first part of an ezafe construction: 'mal-e' (property of):

mál-e mæn	mine, my property
mál-e ù	his, his property

Vocabulary

Please repeat

bižǽn-o	Bizhan, first name (male)
tú-y-e	in
xiyabún	street
díd/mí-bin-e	(he) saw/sees
dirúz	yesterday
mehmún	guest
šæbnǽm-o	Shabnam and
bahǽm	together
sinemá	cinema
dúst	friend
forudgá(h)	airport
forušgá(h)	department store
forušgáh-e ferdowsì	Ferdowsi department store
xéyli	very
dúr	far
pærvín	first name (female)
ašpǽz	cook
ašpǽzxuné	kitchen
hævapeymá	airplane
mál-e...	property of...
šerkæt = kompaní	company

Special Vocabulary for drills

Please repeat

næzdík (næzík)	near
šolúq	crowded, noisy
xælvæt	uncrowded, empty of people
bozórg	big
kučík	small
tæmíz	clean
kæsíf	dirty
gerún	expensive
ærzún	cheap

modérn (jædíð)	modern
qædíð	ancient days
qæðim-í	ancient, old (not for people)
otobús	bus
garáʒ	garage
ketabxuné	library
ketàbforuší	bookstore
bæstæní (bæssæní)	ice cream
bæstænìforuší	ice-cream shop
gól	flower
gòlforuší	flower shop
næqšé	map
šæhr (also šæ:r)	city
qalìforuší	carpet shop
belít	ticket
belítforuší	ticket office
bæččé	child
mæðresé	school

Basic Sentences

Please listen

- bižæn-o tù-y-e xiyabún díd-æm.
- dirüz bæradær-æm cænd(ta) mehmún dàšt.
- šæbnæm-o mæn bahæm besinemà næ-ræft-im.
- dúst-e šomà tú-y-e forudgà næ-bud.
- forušgáh-e ferdowsì xeyli dūr bùd.
- pærvín-o xahær-eš tù-y-e ašpæzxuné bùd-æn.
- in hævapeymá mál-e kodùm šerkæt-e ?

Translation

I saw Bizhan on the street.
 Yesterday my brother had several guests.
 Shabnam and I did not go to the movies together.
 Your friend was not in the airport.
 The Ferdowsi Department Store was very far.
 Parvin and her sister were in the kitchen.
 To which company does this airplane belong?

Repetition Drill

See Basic Sentences, above.

Substitution Drill (1)

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined form:

diruz bæradæræm čænd mehmun dašt.

mo'ællem: your sister

šagerd: diruz xahæret čænd mehmun dašt.

mo'ællem: his doctor

šagerd: diruz doktores čænd mehmun dašt.

mo'ællem: my students

šagerd: diruz šagerdam čænd mehmun daštæn.

mo'ællem: Mr. Qazi

šagerd: diruz aqaye qazi čænd mehmun dašt.

mo'ællem: their daughters

šagerd: diruz doxtærašun čænd mehmun daštæn.

mo'ællem: the university professor

šagerd: diruz ostade danešga čænd mehmun dašt.

mo'ællem: that man

šagerd: diruz un mærd čænd mehmun dašt.

Substitution Drill (2)

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined form:

šæbnæmo mæn bahæm besinema næræftim.

mo'ællem: market

šagerd: šæbnæmo mæn bahæm bebazar næræftim.

mo'ællem: airport

šagerd: šæbnæmo mæn bahæm beforudga næræftim.

mo'ællem: hotel

šagerd: šæbnæmo mæn bahæm behotel næræftim.

mo'ællem: ice-cream shop

šagerd: šæbnæmo mæn bahæm bebæstæni foruši næræftim.

mo'ællem: garage

šagerd: šæbnæmo mæn bahæm begaraž næræftim.

mo'ællem: library

šagerd: šæbnæmo mæn bahæm beketabxune næræftim.

mo'ællem: school

šagerd: šæbnæmo mæn bahæm bemædrese næræftim.

Substitution Drill (3)

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined form:

foruškahe ferdowsi xeyli dur bud.

mo'ællem: big

šagerd: foruškahe ferdowsi xeyli bozorg bud.

mo'ællem: small

šagerd: foruškahe ferdowsi xeyli kučik bud.

mo'ællem: modern

šagerd: foruškahe ferdowsi xeyli modern bud.

mo'ællem: old

šagerd: foruškahe ferdowsi xeyli qædimi bud.

mo'ællem: expensive

šagerd: foruškahe ferdowsi xeyli gerun bud.

mo'ællem: cheap

šagerd: foruškahe ferdowsi xeyli ærzun bud.

mo'ællem: crowded

šagerd: foruškahe ferdowsi xeyli šoluq bud.

mo'ællem: uncrowded

šagerd: foruškahe ferdowsi xeyli xælvæt bud.

mo'ællem: clean

šagerd: foruškahe ferdowsi xeyli tæmiz bud.

mo'ællem: dirty

šagerd: foruškahe ferdowsi xeyli kæsif bud.

Double Substitution Drill (1)

This is a double substitution drill. Learn the pattern sentence then substitute the cues provided by the instructor for the underlined forms:

bižæno tuye xiyabun didæm.

mo'ællem: šæbnæm - hotel
šagerd: šæbnæmo tuye hotel didæm.

mo'ællem: mina - forudga
šagerd: minaro tuye forudga didæm.

mo'ællem: šagerda - mædrese.
šagerd: šagerdaro tuye mædrese didæm.

mo'ællem: dustet - forušga
šagerd: dusteto tuye forušga didæm.

mo'ællem: pærvin - ašpæzxune
šagerd: pærvino tuye ašpæzxune didæm.

mo'ællem: otobus - garaž
šagerd: otobuso tuye garaž didæm.

mo'ællem: una - sinema
šagerd: unaro tuye sinema didæm.

Double Substitution Drill (2)

This is a double substitution drill. Learn the pattern sentence then substitute the cues provided by the instructor for the underlined forms:

in hævapeyma male kodum šerkæte?

mo'ællem: child - school
šagerd: in bæčče male kodum mædresæst?

mo'ællem: map - city
šagerd: in næqše male kodum šæhre?

mo'ællem: flower - flower shop
šagerd: in gol male kodum golforušiye?

mo'ællem: ticket - ticket office
šagerd: in belit male kodum belit forušiye?

mo'ællem: bus - company
šagerd: in otobus male kodum šerkæte?

mo'ællem: carpet - carpet store
šagerd: in qali male kodum qaliforušije?

mo'ællem: ice cream - ice-cream shop
šagerd: in bæstæni male kodum bæstæni forušije?

Transformation

Transform the following from the present tense into past tense:

mo'ællem: mina beforudga mire
šagerd: mina beforudga ræft

mo'ællem: mæn inja kar mikonæm
šagerd: mæn inja kar kærdæm

mo'ællem: ma farsi yad migirim
šagerd: ma farsi yad gereftim

mo'ællem: xahæræm ingilisi dærs mide
šagerd: xahæræm ingilisi dærs dad

mo'ællem: u dær tehran zendegi mikone
šagerd: u dær tehran zendegi kærd.

mo'ællem: mæn tuye in danešga dærs nemixunæm.
šagerd: mæn tuye in danešga dærs næxundæm.

mo'ællem: ma beu belit midim.
šagerd: ma beu belit dadim.

mo'ællem: u æzma belit migire.
šagerd: u æzma belit gereft.

mo'ællem: mæn ye mašin mixæræm.
šagerd: mæn ye mašin xæridæm.

mo'ællem: to beu jævab midi.
šagerd: to beu jævab dadi.

mo'ællem: xahæret bemæn guš nemide.
šagerd: xahæret bemæn guš nædad.

mo'ællem: mo'ællem ino xub tælæffoz nemikone.
šagerd: mo'ællem ino xub tælæffoz nækærd.

mo'ællem: bazar beinja xeyli næzdike.
šagerd: bazar beinja xeyli næzdik bud.

mo'ællem: haleš kæmi bæde.
šagerd: haleš kæmi bæd bud.

mo'ællem: mæn un televiziyono mixæræm.
šagerd: mæn un televiziyono xæridæm.

mo'ællem: mo'ællem in loqæto tekrar mikone.
šagerd: mo'ællem in loqæto tekrar kærd.

End of Unit Ten

Unit Eleven

a) The Habitual or the 'mí'-Past

Like the present tense, which is an ongoing action at the time of speaking, the mí-past is the description of an ongoing action in the past. It indicates an action that used to happen regularly for a length of time. Example:

ma hærrúz bemædresé mîræftim
Everyday, we used to go to school.
una tuye in xunè zendegí mîkærdæn
They used to live in this house.

To form this tense, the imperfective marker 'mí-' is prefixed to the simple past.

mîræftæm I used to go, I was going
mîræfti
mîræft
mîræftim
mîræftid
mîræftæn

In the case of the compound verbs, only the verbal component is conjugated:

kár mîkærdæm I used to work, was working
kár mîkærði
kár mîkærd
kár mîkærdim
kár mîkærðid
kár mîkærdæn

To negate this tense, add 'né-' to 'mí-'

némîræftæm I was not going
kâr némîkærdæm I was not working

The difference between the definite (simple) past and the habitual past is that the former is an action completed at a point in time, i.e., an action that happened once in the past, while the latter is an action which occurred repeatedly over a period of time. Compare:

dirúz bemædresé ræftæm I went to school yesterday.
hærrúz bemædresé mîræftæm I used to go to school everyday.

The first sentence is a one-time action such as a parent's visit to school; the second is a habitual action such as a child's attendance at school.

b) The Past in *dašt*

In addition to its use as a habitual tense, the mi-past participates in the formation of verbs that express a past, ongoing action. The past in '*dašt*' is, of course, the past tense of present in '*dar*' (cf. '*daræm mîræm*' [I am in the process of going]). Here, too, both the main verb and the auxiliary verb are conjugated and, again, neither accepts negation:

dàštæm míræftæm	I was (in the process of) going
dàšti míræfti	
dàšt míræft	
dàštim míræftim	
dàštid míræftid	
dàštæn míræftæn	

c) The Direct Object Again

In Unit Ten, we said that the definite direct object of action verbs is marked by '-o', ('-ro' after vowels):

bizæno dídæm	I saw Bizhan.
šomàro némišenasæm	I don't know you.

In the sentences above, the subjects of the verbs 'didǽn' (to see) and 'šenaxtǽn' (to know [a person]) appear on the verbs as endings: '-æm' (I). The definite direct object may also be suffixed. The suffixes expressing the definite direct object are: '-æm,' '-et,' '-eš,' '-emun,' '-etun,' and '-ešun'. In the formation of the sentence, the subject suffixes '-æm' (I), '-i' (you sing.), etc. precede the direct object suffixes:

dídæmet	I saw you (lit., saw-I-you)
xæridimešun	We bought them (lit., bought-we-them)
némišenasæmetun	I don't know you (lit., not-know-I-you)

Note that after the definite direct object is transformed from a noun marked by '-o' into an ending, it loses such identifying features as naming, expansion through addition of adjectives, and ezafe constructions. Compare:

bæradære bozórge mo'ællémæmo dídæm I saw my teacher's elderbrother.

hæsæno dídæm	I saw Hassan.
dídæmeš	I saw him

Vocabulary

lotfæn tekrar konid

fereydun	Fereydun, boy's name
sa'æt (saæt)	hour, clock, watch
piš	ago
ye sa'æte piš	an hour ago
dídæmet	I saw you (sing.)
míræfti	you (sing.) were going
Ferešte	girl's name
dàštæm míræftæm	I was (in the process of) going
postxune (posxune)	post office
hala	now
edare	office (building)

Drill Vocabulary

lotfæn tekrar konid:

dobare	again
kelas	classroom
resturan	restaurant
mæsjed	mosque
teatr	theater (live)
qæza	food
name	letter (mail)
nevéstæm	I wrote
mínevisæm	I write
pænjere	window
báz kærdæm	I opened
baz mikonæm	I open
košt	he killed
míkoše	he kills
foruxt	he sold
míforuše	he sells
kot	jacket
pušid	he wore
mípuše	he wears

Dialog

- ye sa'æte piš didæmet, kojá mîræfti?
- daštæm mîræftæm postxuné.
- hala (dari) kojá mîri?
- daræm mîræm xuné. to kojá mîri?
- (daræm) mîræm edaré.

Translation

I saw you an hour ago, where were you going?
 I was going to the post office.
 Where are you going now?
 I am going home. Where are you going?
 I am going to the office.

Repetition Drill

See the Dialog, above.

Transformation Drill

bižæno didæm	didæmeš
qæzaro xordæm	xordæmeš
ketabo xundæm	xundæmeš
namæro neveštæm	neveštæmeš
pænjeræro baz kærdæm	bazeš kærdæm

uno koštæm
mašino foruxtæm
in koto pušidæm
in filmo dær širaz didæm
un qæzaro tuye un resturan xordæm

koštæmeš
foruxtæmeš
pušidæmeš
dær širaz didæmeš
tuye un resturan xordæmeš

End of Unit Eleven

Unit Twelve

Prepositions: A Brief Note

Persian employs two types of prepositions: prepositions that take the ezafe, and prepositions that do not.

a. Prepositions that do not take the ezafe

These prepositions are syntactic markers that define a state or action in broad terms both with regard to space and to motion. They are:

dær-	at, in
be-	to
æz-	from
ba-	with

'dær-' (in, at) is a nonspecific location marker. It points to a general space in which an event takes place:

hæsæn-o dær-bazar did-æm I saw Hassan at the market.

By using 'dær-' (in) in this sentence, the speaker attracts the listener's attention to the area known to both of them as the 'bazar' (market).

'be-' (to) and 'æz-' (from) both refer to motion. 'be-' is motion in the direction of an object. In terms of space, the object may be identified with the speaker or it may be completely distinct and distant from him:

hæsæn be-bazar umæd	Hassan came to the market.
hæsæn be-bazar ræft	Hassan went to the market.

In the first sentence, Hassan joins the speaker (not necessarily physically); it indicates that at the time of the report both the speaker and Hassan are in the market. The second sentence indicates that the speaker and Hassan were at the same place but that Hassan went away in the direction of the 'bazar'.

'æz-' (from) is similar to 'be-' in usage, only in reverse:

hæsæn æz-bazar umæd	Hassan came from the market.
hæsæn æz-bazar ræft	Hassan went from the market.

The first sentence indicates that Hassan arrived from the market and joined the speaker's space. The second sentence indicates that Hassan left the space known to both the listener and the speaker as 'bazar'.

'ba-' (with) is used to indicate that a state of togetherness exists or that an action is completed either with the assistance of another person or by the use of an object:

hæsæn ba-otobus be-bazar ræft	Hassan went to the market by bus.
mæn ba-šoma-m.	I am with you.
u nun-o ba-kard borid.	He cut the bread with a knife.

When these prepositions are combined with the Subject/Agent pronouns, their combination assume a long and a short form. Example:

long form	short form	
be-mæn	be-m	to me
be-to	be-t	to you (sing.)
be-u	be-š	to him/her
be-ma	be-mun	to us
be-šoma	be-tun	to you (pl.)
be-una	be-šun	to them

Similarly:

æz-mæn	æz-æm	from me
æz-to	æz-et	from you (sing.)
æz-u	æz-eš	from him/her
æz-ma	æz-emun	from us
æz-šoma	æz-etun	from you (pl.)
æz-una	æz-ešun	from them

and

ba-mæn	ba-m	with me
æz-u	æz-eš	from him/her

The role of 'dær' (at), 'be' (to), 'æz' (from) and 'ba' (with) is more complex than can be discussed in a Tape Manual. For a detailed discussion, see Lessons Ten and Eleven of the main text.

b. Prepositions that take the ezafe

While 'æz-' (from), 'be-' (to), 'dær-' (in), and 'ba-' (with) deal with space in a general sense, the prepositions that follow specify space for details. They are used mostly in conjunction with the prepositions in a). Some of the prepositions that take the ezafe are listed below:

pošt	back, behind
piš	front, in audience with (used with people)
jelów	directly in front (used with things)
ru	on (touching upper surface)

balá	above (not touching surface)
pæhlú	side
tu	in, inside
pa'in	below
zir	under
kenár	side

Prepositions that do not take the ezafe are usually followed by those which do. The former identifies a general space; the latter defines that space in more detail. Example:

reza dær-tu-ye bank-e.	Reza is inside the bank.
mæn be-zir-e miz ræft-æm.	I went under the table.
mah dær-bala-ye dæræxt-e.	The moon is above the tree.

Although this seems to be the logical way of using these prepositions, speakers have made their own arrangements whereby the categories have either merged or the relations have become obscured. Example:

reza dær bank-e.	Reza is in the bank.
reza tu-ye bank-e.	Reza is in the bank.

Although technically the first sentence defines space in a more general way than the second, often speakers use the two interchangeably.

Vocabulary

lotfæn tekrar konid:

hæsæn	Hassan, first name (male)
be... nega -kon-	look at
be... nega kærd	looked at
be-farsi tærjome -kon-	translate into Persian
(be-farsi) tærjome kærd	translated into Persian
æz-una -pors-	ask them
æz-una porsid	asked them
číz-i	something
æz-koja -xær-	buy from where
æz-koja xærid	bought from where
ba-hæsæn -r-	go with Hassan
ba-hæsæn ræft	went with Hassan
ba-otobus -r-	go on the bus
ba-otobus ræft	went on the bus
ba-mina hærf -zæn-	speak to Mina
ba-mina hærf zæd	spoke to Mina
tenis	tennis
ba-ki bazi -kon-	play with whom
ba-ki bazi kærd	played with whom

Special Vocabulary: prepositions that take the *ezafe*

pošt-e	behind, at the back of
piš-e	in front of, in audience
jelo-y-e (jelowe)	with (used with people)
ru-y-e	in front of (used with things)
bala-y-e	on
pæhlu-y-e (pæ:lue)	over, above
tu-y-e	beside, at the side of
pa'in-e = pa-y-e	in(to)
zir-e	below, at the bottom of, at the foot of
kenar-e	under
	at the side of

Drill Vocabulary

lotfæn tekrar konid:

teren (also qætar)	train
taksi	taxi
helkupter	helicopter
motorsiklét	motorcycle
kešti	ship
qayeq	boat (cf., kayak)
dočærxé	bicycle

Basic Sentences

- dar-æm be-hæsæn ye namé mì-nevis-æm.
- mina æz-u kæm-i púl gereft.
- un zæn xéyli be-to negá mi-kon-e.
- doxtær-eš be-mædresè né-mi-r-e.
- in namæ-r-o be-ingilisì tærjomé mì-kon-e.
- æz-unà čiz-i næ-porsid-æm.
- in-o æz-kojá xærìd-i?
- fereštè ba-hæsæn ràft.
- una ba-otobús mì-r-æn.
- bižæn ba-minà hærf né-mi-zæn-e.
- to ba-kì tenis bazí mì-kon-i?

Translation

I am writing a letter to Hassan.
 Mina took some money from him/her.
 That lady doesn't take her eyes off of you (lit., looks at you a lot).
 His/her daughter does not go to school.
 He/she translates this letter into English.
 I didn't ask them anything.
 Where did you buy this from?
 Fereshteh went with Hassan.
 They go (are going) on the bus.
 Bizhan does not talk (is not talking) to Mina.
 Who do you play tennis with?

Repetition Drill

See the Basic Sentences, above.

Transformation Drill (1)

Learn the basic pattern then transform the sentences provided by the instructor from present to past:

daræm behæsæn ye name minevisæm.

...

daštæm behæsæn ye name mineveštæm.

mo'ællem: dare behæsæn ye name minevise.

šagerd: dašt behæsæn ye name minevešt.

mo'ællem: darim behæsæn ye name minevisim.

šagerd: daštım behæsæn ye name mineveštım.

mo'ællem: dari behæsæn ye name minevisi.

šagerd: dašti behæsæn ye name minevešti.

mo'ællem: daræn behæsæn ye name minevisæn.

šagerd: daštæn behæsæn ye name mineveštæn.

mo'ællem: darid behæsæn ye name minevisid.

šagerd: daštıd behæsæn ye name mineveštıd.

mo'ællem: un mærda daræn behæsæn ye name minevisæn.

šagerd: un mærda daštæn behæsæn ye name mineveštæn.

mo'ællem: ostade šoma dare behæsæn ye name minevise.

šagerd: ostade šoma dašt behæsæn ye name minevešt.

mo'ællem: mæno to darim behæsæn ye name minevisim.

šagerd: mæno to daštım behæsæn ye name mineveštım.

mo'ællem: šæbnæmo reza daræn behæsæn ye name minevisæn.

šagerd: šæbnæmo reza daštæn behæsæn ye name mineveštæn.

Transformation Drill (2)

Learn the basic pattern then transform the sentences with the long form of the pronoun into sentences with the short form

mo'ællem: daræm behæsæn ye name minevisæm.

šagerd: daræm beŷ ye name minevisæm.

mo'ællem: daræm beto ye name minevisæm.

šagerd: daræm bet ye name minevisæm.

mo'ællem: daræm bešoma ye name minevisæm.

šagerd: daræm betun ye name minevisæm.

mo'ællem: daræm beuna ye name minevisæm.

šagerd: daræm bešun ye name minevisæm.

mo'ællem: daræm bedustæm ye name minevisæm.

šagerd: daræm beš ye name minevisæm.

mo'ællem: daræm bešæbnæmo bižæn ye name minevisæm.

šagerd: daræm bešun ye name minevisæm.

mo'ællem: daræm behæsæno to ye name minevisæm.

šagerd: daræm betun ye name minevisæm.

mo'ællem: daræm bexahæret ye name minevisæm.

šagerd: daræm beš ye name minevisæm.

mo'ællem: daræm beaqaye qaziyo xanomeŀ ye name minevisæm.

šagerd: daræm bešun ye name minevisæm.

mo'ællem: daræm bemo'ællemam ye name minevisæm.

šagerd: daræm bešun ye name minevisæm.

Transformation Drill (3) [not on tape!]

Learn the basic pattern then transform the sentences provided by the instructor into sentences with the preposition followed by the short form of the personal pronouns:

mo'ællem: mina æzu kæmi pul migire.

...

šagerd: mina æzeš kæmi pul migire.

mo'ællem: mina æzma kæmi pul migire.

šagerd: mina æzemun kæmi pul migire.

mo'ællem: mina æzto kæmi pul migire.

šagerd: mina æzet kæmi pul migire.

mo'ællem: mina æzmæn kæmi pul migire.

šagerd: mina æzæm kæmi pul migire.

mo'ællem: mina æzuna kæmi pul migire.

šagerd: mina æzešun kæmi pul migire.

mo'ællem: mina æzšoma kæmi pul migire.

šagerd: mina æzetun kæmi pul migire.

mo'ællem: mina æzdustaš kæmi pul migire.

šagerd: mina æzešun kæmi pul migire.

mo'ællem: mina æzšagerdaš kæmi pul migire.
 šagerd: mina æzešun kæmi pul migire.

mo'ællem: mina æzpedæro madæreš kæmi pul migire.
 šagerd: mina æzešun kæmi pul migire.

mo'ællem: mina æzmæno to kæmi pul migire.
 šagerd: mina æzemun kæmi pul migire.

Transformation Drill (4) [not on tape!]

Learn the basic pattern then transform the sentences with the long form of the preposition and the pronoun into sentences with the short form.

mo'ællem: æzuna čizi næporsidim.
 šagerd: æzešun čizi næporsidim.

mo'ællem: æzto
 šagerd: æzet čizi næporsidim.

mo'ællem: æzu
 šagerd: æzeš čizi næporsidim.

mo'ællem: æzšoma
 šagerd: æzetun čizi næporsidim.

mo'ællem: æzduste bæradæret
 šagerd: æzeš čizi næporsidim.

mo'ællem: æzostadaye danešga
 šagerd: æzešun čizi næporsidim.

mo'ællem: æztovo u
 šagerd: æzetun čizi næporsidim.

Transformation Drill (5)

Learn the basic pattern then transform the sentences with '-r(o)' into sentences with the enclitic form of the direct object:

mo'ællem: in namæro beingilisi tærjome mikone.

...

šagerd: beingilisi tærjomæš mikone.

mo'ællem: farsi
 šagerd: befarsi tærjomæš mikone.

mo'ællem: færanse
 šagerd: befæranse tærjomæš mikone

mo'ællem: tor*ki*
 šagerd: betor*ki* tærjomæš mikone.

mo'ællem: rusi
 šagerd: berusi tærjomæš mikone.

mo'ællem: almani
 šagerd: bealmani tærjomæš mikone.

mo'ællem: æzalmani
 šagerd: æzalmani tærjomæš mikone.

mo'ællem: æzrusi
 šagerd: æzrusi tærjomæš mikone.

mo'ællem: æzhendi
 šagerd: æzhendi tærjomæš mikone.

mo'ællem: æzfarsi
 šagerd: æzfarsi tærjomæš mikone.

Substitution Drill (1)

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined form:

mo'ællem: una ba otobus beunja miræn.

mo'ællem: hævapeyma
 šagerd: una ba hævapeyma beunja miræn.
 mo'ællem: dobare

mo'ællem: teren
 šagerd: una bateren beunja miræn.
 mo'ællem: dobare

mo'ællem: taksi
 šagerd: una bataksi beunja miræn.
 mo'ællem: dobare

mo'ællem: helkupter
 šagerd: una bahelkupter beunja miræn.
 mo'ællem: dobare

mo'ællem: motorsiklet
 šagerd: una bamotorsiklet beunja miræn.
 mo'ællem: dobare

mo'ællem: kešti
 šagerd: una bakešti beunja miræn.
 mo'ællem: dobare

mo'ællem: qayeq
 šagerd: una baqayeq beunja miræn.
 mo'ællem: dobare

mo'ællem: dočærxe
 šagerd: una badočærxe beunja miræn
 mo'ællem: dobare

mo'ællem: mašin
 šagerd: una bamašin beunja miræn.
 mo'ællem: dobare

Substitution Drill (2)

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined form:

mo'ællem: un zæn xeyli beto nega mikone.

mo'ællem: telefon mikone
 šagerd: un zæn xeyli beto telefon mikone.
 mo'ællem: dobare

mo'ællem: name minevise
 šagerd: un zæn xeyli beto name minevise.
 mo'ællem: dobare

mo'ællem: pul mide
 šagerd: un zæn xeyli beto pul mide.
 mo'ællem: dobare

mo'ællem: dærs mide
 šagerd: un zæn xeyli beto dærs mide.
 mo'ællem: dobare

mo'ællem: gol miforuše
 šagerd: un zæn xeyli beto gol miforuše.
 mo'ællem: dobare

mo'ællem: guš mide
 šagerd: un zæn xeyli beto guš mide.
 mo'ællem: dobare

mo'ællem: čiz yad mide
 šagerd: un zæn xeyli beto čiz yad mide.
 mo'ællem: dobare

Substitution Drill (3)

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined form:

mo'ællem: doxtæreš bemædrese nemire.

mo'ællem: my sister
šagerd: xahæræm bemædrese nemire.
mo'ællem: dobare

mo'ællem: their friends
šagerd: dustašun bemædrese nemiræn.
mo'ællem: dobare

mo'ællem: your brother
šagerd: bærædæret bemædrese nemire.
mo'ællem: dobare

mo'ællem: our children
šagerd: bæččamun bemædrese nemiræn.
mo'ællem: dobare

mo'ællem: I
šagerd: mæn bemædrese nemiræm.
mo'ællem: dobare

mo'ællem: we
šagerd: ma bemædrese nemirim.
mo'ællem: dobare

mo'ællem: these students
šagerd: in šagerda bemædrese nemiræn.
mo'ællem: dobare

mo'ællem: your sons and daughters
šagerd: pesæravo doxtæratun bemædrese nemiræn.
mo'ællem: dobare

Repetition Drill (1)

lotfæn tekrar konid
bižæn bamina hærf nemizæne.
ma bau bazi nemikonim.
bærædæræm baš dærs nemixune.
to bama qæza nemixori.
pedæræm bapedæreš kar nemikone.
mæn bato hærf nemizænæm.
u bažale bazi nækærd.
una babižæn qæza næxordæn.
mæn bapedæræm kar mikonæm

ma bahæm bebazar næræftim.
 una bahæm dærs mixunæn.
 una bahæm beketabxune nemiræn.

Repetition Drill (2)

lotfæn tekrær konid

to baki tenis bazi mikoni?
 xahæret baki dærs mixune?
 in mašin bači kar mikone?
 šæbnæm baki besinema ræft?
 diruz baki tuye xiyabun hærf mizædi?
 madæreš baki qæza mixore?
 šoma bači beketabxune mirid?
 mæn bači kar mikonæm?
 u bači qali mixære?
 bæradæreš bakiya ræft?
 to bakiya hærf zædi?
 una bakiya bazi kærdæn?

Repetition Drill (3)

lotfæn tekrær konid

mo'ællem pošte mize.
 šagerda pošte dæræn.
 ostademun piše doktoreše.
 mo'ællem jeloye mizeše.
 ketabam ruye mize.
 in šagerd pæhluye un šagerde.
 mo'ællemo šagerdaš tuye kelasešunæn.
 ketabe mæn zire miz nist, ruye mize.
 ketabet zire čeraqe.
 šagerd kenare mize mo'ælleme

End of Unit Twelve

Unit Thirteen

The Subjunctive

For a complete discussion of the subjunctive, present and past, see Lesson Nine of the main text.

Vocabulary

lotfæn tekrar konid:

čéra	why (question word)
yævaš	slow, soft (voice)
yævaš-tær	slower, softer
čun	because (conjunction)
mi-xa-m... be-r-æm	I want to go
či-kar	what, what work
ænjomæn	society
ænjomæn-e iran-o emrika	The Iran-American Society

Special Vocabulary: Subjunctive Auxiliaries

lotfæn tekrar konid:

bayæd	must
šayæd	perhaps
mi-xa-m	I want to go
fek mi-kon-æm	I think
mi-tun-æm	I am able to
mæjbur-æm (mæžbur-æm)	I have to
lazém-e	it is necessary
momkén-e	it is possible
behtær-e	it is better

Drill Vocabulary

lotfæn tekrar konid:

sævar mi-š-id	you ride (a car, bike, etc.), board
bolænd	loud, high, tall
medad	pencil
tæmrin	exercise
tond / yævaš	fast (speed)
valibal	volleyball
ruzname (ruznume)	newspaper
parti	party
ne-mi-a-d	he does not come
qælæm	pen
tænha (tæ:na)	alone
dust daræm	I like
dust dašt-æm	I liked

šowhær	husband
šowhær mi-kon-e	she gets married
šowhær kærd	she got married
zæbun (zæban)	language, tongue
konsert	concert
musiqi, muzik	music
labratovar	laboratory
nævar	tape
estæxr	pond, swimming pool
šena	swimming
šena mi-kon-e	he/she swims
šena kærd	he/she swam
qæhvexune (-xane)	teahouse
čay	tea
mi-ferest-æm	I send
ferestad-æm	I sent
xæste (xæsse)	tired
šæhr (šæ:r)	city
beh-tær = xub-tær	better
jaleb	interesting
væxt / væqt	time
digé	other

Dialog

lotfæn guš bedid

bižæn: šoma čéra farsí mîxunîd ?

karl: lotfæn kæmi yævaštær.

bižæn: šoma čéra farsí mîxunîd ?

karl: čun mîxàm beirán bèræm.

bižæn: dær iran čikár mîkonîd?

karl: ingilisí dærs mîdæm.

bižæn: dær kojá?

karl: dær ænjomæne iràno emrikà.

Translation

Bizhan: Why are you (sing., polite) studying Persian?

Karl: Please, a little slower!

Bizhan: Why are you studying Persian?

Karl: Because I want to go to Iran.

Bizhan: What will you do in Iran?

Karl: I will teach English.

Bizhan: Where?

Karl: At the Iran-America Society.

Repetition Drill

See the Dialog, above.

Repetition Drill (1)

lotfæn tekrar konid

- mitunim tuye estæxre una šena konim.
- bayæd bašun valibal bazi konim.
- šayæd badočærxe bebazar beræn.
- nemitunid bašun farsi hærf bezænid.
- mixan šomaro dær unja bebinæn.
- nemixam to baš tenis bazi koni.
- momkene baye mašine dige berim.
- fek mikonæm xanomešun unja bašæn.
- behtære farsi hærf næzænim.
- momkene betune in ketabo befæranse tærjome kone.
- šayæd dær danešgahe tæbriz dærs bedæm.
- lazeme bašun kæmi hærf bezænæm.
- mæjburæm beš se dolar bedæm.
- mituni æzbanket kæmi pul begiri?
- mixa(d) beænjomæne irano emrika bere.
- nemitune bateren bere, čun pul nædare.
- nemixa(d) inja qæza boxore, čun inja kæsife.
- næbayæd inja bazi kone, čun inja male una nist.
- fek mikonæm beesfæhan bere, čun pedæreš unja kar mikone.
- momkene beinja biya(d), čun mixa(d) bašoma hærf bezæne.
- šayæd tænha zendegi kone, čun dust dare tænha baše.
- mæjburæm bexunæšun beræm, čun bayæd in ketabaro bešun bedæm.
- behtære bataksi berid, čun otobus beunja nemire.

Transformation Drill (1)

Learn the basic pattern then transform the sentences provided by the instructor from process into volition:

Example:

daræm behæsæn ye name minevisæm.

...

mixam behæsæn ye name benevisæm.

mo'ællem: daræm beu telefon mikonæm.

šagerd: mixam beu telefon konæm.

mo'ællem: daræm bebæradæræm kæmi pul midæm.

šagerd: mixam bebæradæræm kæmi pul bedæm.

mo'ællem: daræm bašoma farsi hærf mizænæm.

šagerd: mixam bašoma farsi hærf bezænæm.

mo'ællem: daræm beun zæna nega mikonæm.

šagerd: mixam beun zæna nega konæm.

mo'ællem: dare tuye danešga tenis bazi mikone.

šagerd: mixa(d) tuye danešga tenis bazi kone.

mo'ællem: daræn ye qaliye irani mixæræn.
šagerd: mixan ye qaliye irani bexæræn.

mo'ællem: dari tuye qæhvexune čaj mixori.
šagerd: mixay tuye qæhvexune čaj boxori.

mo'ællem: darim in dæro baz mikonim.
šagerd: mixaym in dæro baz konim.

mo'ællem: dare æzxahæreš kæmi pul migire.
šagerd: mixa(d) æzxahæreš kæmi pul begire.

mo'ællem: dari in ketabaro beingilisi tærjome mikoni.
šagerd: mixay in ketabaro beingilisi tærjome koni.

mo'ællem: daræm tuye estæxretun šena mikonæm.
šagerd: mixam tuye estæxretun šena konæm.

mo'ællem: darim dær ænjomæne irano emrika dærs mixunim.
šagerd: mixaym dær ænjomæne irano emrika dærs bexunim.

Substitution Drill

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined form:

mixam behæsæn ye name benevisæm.

mo'ællem: bayæd
šagerd: bayæd behæsæn ye name benevisæm.

mo'ællem: momkene
šagerd: momkene behæsæn ye name benevisæm.

mo'ællem: šayæd
šagerd: šayæd behæsæn ye name benevisæm.

mo'ællem: mitunæm
šagerd: mitunæm behæsæn ye name benevisæm.

mo'ællem: lazeme
šagerd: lazeme behæsæn ye name benevisæm.

mo'ællem: behtære
šagerd: behtære behæsæn ye name benevisæm.

mo'ællem: mæjburæm
šagerd: mæjburæm behæsæn ye name benevisæm.

mo'ællem: fek mikonæm
šagerd: fek mikonæm behæsæn ye name benevisæm.

Repetition Drill

lotfæn tekrar konid

- šoma čera farsi mixunid?
- šoma čera dočærxe sævar mišid?
- šoma čera yævaš hærf mizænid?
- šoma čera bataksi nemirid?
- šoma čera bolænd tælæffoz nemikonid?
- šoma čera bamedad minevisid?
- šoma čera xeyli hærf mizænid?
- šoma čera æzinja mirid?
- šoma čera tæmrin nemikonid?
- šoma čera tuye in danešga dærs midid?
- šoma čera xeyli tond hærf mizænid?
- šoma čera dær tehran zendegi nemikonind?
- šoma čera bahævapeyma nemirid?
- šoma čera bakešti nemirid?
- šoma čera dær forušga kar nemikonid?
- šoma čera bežale telefon nemikonid?
- šoma čera rusi yad nemigirid?
- šoma čera bapedæro madæretun zendegi nemikonid?
- šoma čera valibal bazi nemikonid?
- šoma čera tenis bazi nemikonid?
- šoma čera beradiyo guš nemidid?
- šoma čera ruzname nemixunid?
- šoma čera bepartiyæ ma nemia'id?
- šoma čera tænha zendegi mikonid?
- šoma čera šowhær nemikonid?
- šoma čera ingilisi yad migirid?
- šoma čera zæban dærs midid?

Transformation Drill

Learn the basic pattern then transform the sentences provided by the instructor from present tense to mi-past:

mo'ællem: dær iran čikar mikonid?

...

šagerd: dær iran čikar mikærdid?

mo'ællem: dær bazar čikar mikonid?

šagerd: dær bazar čikar mikærdid?

mo'ællem: dær danešga čikar mikonid?

šagerd: dær danešga čikar mikærdid?

mo'ællem: dær konsert čikar mikonid?

šagerd: dær konsert čikar mikærdid?

mo'ællem: dær labratovar čikar mikonid?

šagerd: dær labratovar čikar mikærdid?

mo'ællem: dær resturan čikar mikonid?
šagerd: dær resturan čikar mikærdid?

mo'ællem: dær estæxr čikar mikonid?
šagerd: dær estæxr čikar mikærdid?

mo'ællem: dær qæhvexune čikar mikonid?
šagerd: dær qæhvexune čikar mikærdid?

mo'ællem: dær postxune čikar mikonid?
šagerd: dær postxune čikar mikærdid?

mo'ællem: dær ketabforuši čikar mikonid?
šagerd: dær ketabforuši čikar mikærdid?

End of Unit Thirteen

Comprehension (1)

The instructor reads the entire passage first at a slow pace and then at normal speed twice. The students listen. Then the instructor asks the students the questions that follow the passage. The students write or record their answers. Then the instructor may ask individual students some of the same questions.

lotfæn guš bedid

diruz bižæno xahæreš bahæm begol foruši ræftæn.
golforuši tuye xiyabune ferdowsi, næzdike bazar bud.
una bamašine pedærešn beunja ræftæn. una mixastæn
čændta gol bexæræn. una mixastæn un golaro bemadærešun bedæn.

bižæno xahæreš æzun golforuši gol næxæridæn. čun golaye
un golforuši xeyli gerun bud. una beye golforušiye
dige ræftæn. golaye in golforuši xeyli xubo ærzun bud.
una čænta gol xæridæno dobare bamašin bexunæšun ræftæn.
madærešun beun gola nega kærdo beuna goft:
"bæččam. xeyli motæšækkeræm. mæn in golaro xeyli dust daræm.

Note: For the benefit of those who wish to write their answers in the Persian script, the pauses between questions are intentionally long.

lotfæn jævab bedid

1. bižæno xahæreš bekoja ræftæn?
2. una bamašine ki beunja ræftæn?
3. golforuši koja bud?
4. una mixastæn dær un golforuši čikar konæn?
5. una mixastæn un golaro beki bedæn?
6. čera una æzun golforuši gol næxæridæn?
7. una æzin golforuši bekoja ræftæn?
8. una dær in golforušiye dige čikar kærdæn?
9. golaye in golforuši četowr bud?
10. madærešun beuna či goft?

Unit Fourteen

The Imperative

For a complete discussion of the imperative see Lesson Eight.

Vocabulary

lotfæn tekrar konid:

bí-a	come!
bé-r-im	let's (suggestive command) go
bí-a bè-r-im	let's go
muze	museum
park mi-kon-æm	I park
park kærd-æm	I parked
bærá	for (usually with the ezafe: bæra-ye)
bæra-t (= bæra + et)	for you
mohemm	important
xaheš mi-konæm	please (as in 'please don't mention it'; lit., I request)
xaheš kærd-æm	I requested, I asked

Drill Vocabulary

lotfæn tekrar konid:

mehmun	guest
mehmunxune	a small hotel
asansor	elevator
hæyat	yard (of a house)
baq	garden (orchard)
baqče	small garden (of a house)
ab	water
zæmin	earth, ground, field
zæmin-e bazi	playground
zæmin-e futbal	football field
zæmin-e valibal	volleyball court
zæmin-e bæsketbal	basketball court
zæmin-e tenis	tennis court
mi-zar-æm	I put
gozašt-æm	I put (past)
livan	glass (container)
mi-ndaz-æm	I throw, I spread (a carpet, etc.)
ændaxt-æm	I threw, I spread
hediye = kado	gift
qayem mi-kon-æm	I hide (something)
qayem kærd-æm	I hid (something)
pæhn (pæ:n)	wide
pæhn (pæ:n) mi-kon-æm	I spread (a carpet, etc.)
pæhn kærd-æm	I spread (past)
æsb	horse

bæst-æm	I tied, closed
ketri	kettle
mi-šur-æm	I wash
šost-æm	I washed
mi-riz-æm	I pour
rixt-æm	I poured

Dialog

lotfæn guš bedid

hæmid: sæ'id, bía bérím tûye muzè.

sæ'id: mašino čikar kònim?

hæmid: ye jái párkeš kon.

sæ'id: mæn púl bæraye belít næðaræm.

hæmid: mohém nist. mæn bérat mîdæm.

sæ'id: xéyli motæšækkéræm.

hæmid: xahés mikonæm.

Translation

Hamid: Sa'id, let's go to the museum.

Sa'id: What do (should) we do with the car?

Hamid: Park it some place.

Sa'id: I don't have money for tickets.

Hamid: That is all right (lit. that is not important. I'll pay for you.)

Sa'id: Thank you very much.

Hamid: Don't mention it.

Repetition Drill

See the Dialog, above.

Repetition Drill

lotfæn tekrrar konid

- livano ruye miz mizaræm.
- golo tuye ab ændaxtæm.
- heiyæro pošte mizet qayem kærdæm.
- un qaliro inja pæhn konæ
- sa'ætæmo ruye dæstæm bæstæm.
- mixam in livano bešuræm, xeyli kæsife.
- un abo tuye baqče berizæ
- qaliro ruye zæmine bazi ændaxt.
- mitunid un pænjeræro bebændid?
- lotfæn un ketriro næšuridæ
- lotfæn un ketabo tuye xiyabun nændazidæ
- dæro bebændido biyaid inja piše mænæ
- lotfæn radiyoro ruye miz bezaridæ
- bayæd bebæradæret telefon koni.
- nemixam to mašineto inja park koni.

Substitution Drill (1)

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined form:

sæ'id, biya berim tuye muze.

mo'ællem: xune

šagerd: sæ'id, biya berim tuye xune.

mo'ællem: xiyabun

šagerd: sæ'id, biya berim tuye xiyabun.

mo'ællem: bazar

šagerd: sæ'id, biya berim tuye bazar.

mo'ællem: mæsjed

šagerd: sæ'id, biya berim tuye mæsjed.

mo'ællem: ænjomæne irano emrika

šagerd: sæ'id, biya berim tuye ænjomæne irano emrika.

mo'ællem: resturan

šagerd: sæ'id, biya berim tuye resturan.

mo'ællem: qæhvexune

šagerd: sæ'id, biya berim tuye qæhvexune.

mo'ællem: mašin

šagerd: sæ'id, biya berim tuye mašin.

mo'ællem: hotel

šagerd: sæ'id, biya berim tuye hotel.

mo'ællem: mehmunxune

šagerd: sæ'id, biya berim tuye mehmunxune.

Substitution Drill (2)

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined form:

mæn pul bæraye belit nædaræm.

mo'ællem: qæza

šagerd: mæn pul bæraye qæza nædaræm.

mo'ællem: hotel

šagerd: mæn pul bæraye hotel nædaræm.

mo'ællem: otobus

šagerd: mæn pul bæraye otobus nædaræm.

mo'ællem: taksi

šagerd: mæn pul bæraye taksi nædaræm

mo'ællem: čaj
šagerd: mæn pul bæraye čaj nædaræm.

mo'ællem: ruzname
šagerd: mæn pul bæraye ruzname nædaræm.

mo'ællem: konsert
šagerd: mæn pul bæraye konsert nædaræm.

mo'ællem: te'atr
šagerd: mæn pul bæraye te'atr nædaræm.

mo'ællem: mehmunxune
šagerd: mæn pul bæraye mehmunxune nædaræm.

mo'ællem: bæstæni
šagerd: mæn pul bæraye bæstæni nædaræm.

mo'ællem: doktor
šagerd: mæn pul bæraye doktor nædaræm.

mo'ællem: radiyo
šagerd: mæn pul bæraye radiyo nædaræm.

mo'ællem: miz
šagerd: mæn pul bæraye miz nædaræm.

Double Substitution Drill

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined forms:

mohemm nist. mæn bæraṭ midæm.

mo'ællem: you (sing.) - for him
šagerd: mohemm nist. to bæraš midi.

mo'ællem: he - for me
šagerd: mohemm nist. u bæram mide.

mo'ællem: we - for him
šagerd: mohemm nist. ma bæraš midim.

mo'ællem: they - for us
šagerd: mohemm nist. una bæramun midæn.

mo'ællem: you (pl.) - for him
šagerd: mohemm nist. šoma bæraš midid.

mo'ællem: he - for them
šagerd: mohemm nist. u bærašun mide.

mo'ællem: I - for you (pl.)
šagerd: mohemm nist. mæn bæratun midæm.

mo'ællem: we - for you (sing.)
 šagerd: mohemm nist. ma bærat midim.

mo'ællem: that man - for her
 šagerd: mohemm nist. un mærd bæraš mide.

mo'ællem: this lady - for us
 šagerd: mohemm nist. in xanom bæramun mide.

Transformation

Transform the sentences in simple present into imperative:

mæn ba asansor miræm.	lotfæn baasansor berid!
ma mehmunim.	lotfæn mehmun bašid!
ketriro ruye miz mizaræm.	lotfæn ketriro ruye miz bezarid!
qaliro tuye baqçe mindazæm.	lotfæn qaliro tuye baqçe bendazid!
hediyæro inja qayem mikonæm.	lotfæn hediyæro inja qayem konid!
abo ruye zæmin mirizæm.	lotfæn abo ruye zæmin berizid!
in livanaro mišuræm.	lotfæn in livanaro bešurid!
un mašino park mikonæm.	lotfæn un mašino park konid!
un ketabaro æzeš migiræm.	lotfæn un ketabaro æzeš begirid!
rusi yad nemigiræm.	lotfæn rusi yad nægirid!
ma tænha zendegi mikonim.	lotfæn tænha zendegi konid!
mæn valibal bazi mikonæm.	lotfæn valibal bazi konid!

End of Unit Fourteen

Comprehension (2)

The instructor reads the entire passage first at a slow pace and then at normal speed. The students listen. Then the instructor asks the students the questions that follow the passage. The students write or record their answers. The instructor may ask individual students some of the same questions.

Note: For the benefit of those who wish to write their answers in the Persian script, the pauses between questions are intentionally long.

lotfæn guš bedid:

čænd ruz piš mæno dustæm reza mixastim besinæma berim. čun otobus æzunja bexiyabune ferdowsi nemiræft, ma mæjbur šodim bataksi beunja berim. taksiyaye šæhre ma xeyli gerun hæstæn. mæn, čun pul bæraye taksi nædaštæm, bedustæm goftæm: "reza, mæn pul bæraye taksi nædaræm."

dustæm goft: "mohemm nist. mæn pul daræm. mæn pule taksiye toro midæm."

bæ'd æzsinæma, ma ræftim tuye ye resturano qæza xordim. dobare, væqti mixastim æzsinæma biyaim birun, mæn bereza goftæm: "reza. mæn pul bæraye qæza hæm nædaræmæ"

reza goft: "mæn hæm pul bæraye to nædaræm."

bæ'd ma ræftim piše re'ise resturano beu goftim: "ma tuye resturane šoma qæza xordim, væli pul nædarim..."

re'ise resturan goft: "mohemm nist. mæn kare xeyli xubi bæraye šoma daræm. in ketriyo in livanaro bešurid. un qaliye bozorgo bæraye mehmuna unja pæhn konid væ un mizo sændæliyaye kæsifo tæmiz konid..."

væqti hæmeye resturan xub tæmiz šod, ma æzre'ise resturan xoda hafezi kærdimo bexuneye dustæm bærgæštım.

lotfæn jævab bedid:

1. u væ dusteš mixastæn čikar konæn?
2. sinæma tuye kodum xiyabun bud?
3. čera una bataksi ræftæn?
4. bæ'd æzsinæma una bekoja ræftæn?
5. bæ'd æzqæza u bereza či goft?
6. reza beu či goft?
7. una bere'ise resturan či goftæn?
8. re'ise resturan beuna či goft?
9. væqti una æzresturan birun umædæn bekoja ræftæn?
10. čera una mæjbur šodæn tuye un resturan kar konæn?

Unit Fifteen

For a complete discussion of question words see Lesson Six of the main text.

Vocabulary

lotfæn tekrar konid:

æhmæd	Ahmad, first name (male)
lebas	clothes
lebasšui	dry cleaners
žila	Zhila, first name (female)
piyade	on foot
čeqæd (čeqædr)	how much (question word)
dær hodud-e	about, approximately
tomæn (tuman)	10 rials (rial is the monetary unit of Iran)
hič...næ-dar-æm	I don't have...at all
kif	purse, wallet, briefcase
xali	empty
pæs	then, in that case
mersi = motæškkeræm	thank you!

Drill Vocabulary

lotfæn tekrar konid:

eslaid	slide (photograph)
'æks	photo, picture
sigar	cigarette
dolar	dollar
sent	cent
ya	or
yen	yen (Japanese monetary unit)
sefaræt	embassy
'ækkasi	photo shop, photography
pelaž	seaside
bimarestan	hospital
kelid	key
šekær	sugar
qæhve (qæ:ve)	coffee
fæqæt	only
mive	fruit

Special Vocabulary

lotfæn tekrar konid:

esm	name
æhl-e	from, native of
iyalæt	state
minnesota	Minnesota
yêk-i-šun	one of them

pæræstar = ners	nurse
næ (xeyr; næ-xeyr)	no
qeyr æz...	except (for), besides
zæban-šenas	linguist
zæban-šenas-i	linguistics
rævan	soul, psyche
rævan-šenas	psychologist
rævan-šenas-i	psychology

Dialog

lotfæn guš bedid:

æhmæd: káy mixai béri lebasšui ?
 žila: ye sa'æte dige.
 æhmæd: piyadé miri ya bamašín ?
 žila: piyadé miræm. xéyli dur nist.
 æhmæd: čéqæd pul béra lebasa míxai ?
 žila: dærhodúde hæšt tomæn.
 æhmæd: čéqæd pul dári?
 žila: mæn hič pul nædaræm. kifæm xaliye.
 æhmæd: (pæs) bía in dæh tomæno bégir!
 žila: mérsi.

Translation

Ahmad: When do you want to go to the dry cleaners?
 Zhila: An hour from now.
 Ahmad: Are you walking or going in the car?
 Zhila: I am walking. It is not very far.
 Ahmad: How much money do you need (lit., want) for the clothes?
 Zhila: About eight *tumans* .
 Ahmad: How much money do you have?
 Zhila: I don't have any (money). My purse is empty.
 Ahmad: In that case, here, take this ten *tuman* bill!
 Zhila: Thank you!

Repetition Drill

See the Dialog, above.

Substitution Drill (1)

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined form:

mæn hič pul nædaræm. kifæm xaliye.

mo'ællem: he

šagerd: u hič pul nædare. kifeš xaliye.

mo'ællem: they

šagerd: una hič pul nædaræn. kifašun xaliye.

mo'ællem: we
 šagerd: ma hič pul nædarim. kifamun xaliye.

mo'ællem: you (pl.)
 šagerd: šoma hič pul nædarid. kifatun xaliye.

mo'ællem: you (sing.)
 šagerd: to hič pul nædari. kifet xaliye.

mo'ællem: your friends
 šagerd: dustatun hič pul nædaræn. kifašun xaliye.

mo'ællem: his brother
 šagerd: bærädæreš hič pul nædare. kifeš xaliye.

Substitution Drill (2)

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined form:

biya in dæh tomæno begir!

mo'ællem: ketaba
 šagerd: biya in ketabaro begir!

mo'ællem: qælæma
 šagerd: biya in qælæmaro begir!

mo'ællem: pula
 šagerd: biya in pularo begir!

mo'ællem: 'æksa
 šagerd: biya in 'æksaro begir!

mo'ællem: eslæyda
 šagerd: biya in eslæydaro begir!

mo'ællem: kelida
 šagerd: biya in kelidaro begir!

mo'ællem: gola
 šagerd: biya in golaro begir!

mo'ællem: ruznamea
 šagerd: biya in ruznamearo begir!

mo'ællem: qali
 šagerd: biya in qaliro begir!

mo'ællem: belit
 šagerd: biya in belito begir!

mo'ællem: dočærxe
 šagerd: biya in dočærxæro begir!

mo'ællem: dolar
šagerd: biya in dolaro begir!

Substitution Drill (3)

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined form:

čeqæd pul bæra lebasa mixay?

mo'ællem: eslæyda
šagerd: čeqæd pul bæra eslæyda mixay?

mo'ællem: 'æksa
šagerd: čeqæd pul bæra 'æksa mixay?

mo'ællem: qaliya
šagerd: čeqæd pul bæra qaliya mixay?

mo'ællem: miz
šagerd: čeqæd pul bæra miz mixay?

mo'ællem: sigara
šagerd: čeqæd pul bæra sigara mixay?

mo'ællem: ketab
šagerd: čeqæd pul bæra ketab mixay?

mo'ællem: televiziyon
šagerd: čeqæd pul bæra televiziyon mixay?

mo'ællem: belita
šagerd: čeqæd pul bæra belita mixay?

mo'ællem: ina
šagerd: čeqæd pul bæra ina mixay?

mo'ællem: in mašin
šagerd: čeqæd pul bæra in mašin mixay?

Substitution Drill (4)

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined form:

key mixay beri lebasšu'i?

mo'ællem: xuneye bærædæret
šagerd: key mixay beri xuneye bærædæret?

mo'ællem: piše doktor
šagerd: key mixay beri piše doktor?

mo'ællem: kelas
 šagerd: key mixay beri kelas?

mo'ællem: forudga
 šagerd: key mixay beri forudga?

mo'ællem: te'atr
 šagerd: key mixay beri te'atr?

mo'ællem: pelaž
 šagerd: key mixay beri pelaž?

mo'ællem: 'ækkasi
 šagerd: key mixay beri 'ækkasi?

mo'ællem: sefaræt
 šagerd: key mixay beri sefaræt?

mo'ællem: resturan
 šagerd: key mixay beri resturan?

mo'ællem: bimarestan
 šagerd: key mixay beri bimarestan?

mo'ællem: edare
 šagerd: key mixay beri edare?

Double Substitution Drill

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined forms:

piyade miri ya bamašin?

mo'ællem: by ship - by plane
 šagerd: bakešti miri ya bahævapeyma?

mo'ællem: by taxi - by bus
 šagerd: batakxi miri ya baotobus?

mo'ællem: by train - by bicycle
 šagerd: bateren miri ya badočærxe?

mo'ællem: by boat - by helicopter
 šagerd: baqayeq miri ya bahelkupter?

mo'ællem: by bus - on foot
 šagerd: baotobus miri ya piyade?

mo'ællem: by plane - by train
 šagerd: bahævapeyma miri ya bateren?

mo'ællem: on horseback - by car
 šagerd: baæsp miri ya ba mašin?

Transformation Drill (1)

Learn the pattern sentence then transform the affirmative sentences provided into negative:

piyade miræm. xeyli dur nist.

...

piyade nemiræm. xeyli dure.

mo'ællem: baotobus miræm. xeyli dur nist.

şagerd: baotobus nemiræm. xeyli dure.

mo'ællem: badočærxe miræm. xeyli dur nist.

şagerd: badočærxe nemiræm. xeyli dure.

mo'ællem: baæsb miræm. xeyli dur nist.

şagerd: baæsb nemiræm. xeyli dure.

mo'ællem: baqayeq miræm. xeyli dur nist.

şagerd: baqayeq nemiræm. xeyli dure.

mo'ællem: bakeşti miræm. xeyli dur nist.

şagerd: bakeşti nemiræm. xeyli dure.

mo'ællem: bamotorsiklet miræm. xeyli dur nist.

şagerd: bamotorsiklet nemiræm. xeyli dure.

mo'ællem: bahelkupter miræm. xeyli dur nist.

şagerd: bahelkupter nemiræm. xeyli dure.

mo'ællem: bataksi miræm. xeyli dur nist.

şagerd: bataksi nemiræm. xeyli dure.

mo'ællem: bateren miræm. xeyli dur nist.

şagerd: bateren nemiræm. xeyli dure.

Transformation Drill (2)

Learn the pattern sentence then transform the negative sentences provided into affirmative:

mæn hiç pul nædaræm.

...

mæn xeyli pul daræm.

mo'ællem: mæn hiç væxt nædaræm.

şagerd: mæn xeyli væxt daræm.

mo'ællem: mæn hiç kar nædaræm.

şagerd: mæn xeyli kar daræm.

mo'ællem: mæn hič bæčče nædaræm.
šagerd: mæn xeyli bæčče daræm.

mo'ællem: ma hič qæza nædarim.
šagerd: ma xeyli qæza darim.

mo'ællem: šoma hič čay nædarid.
šagerd: šoma xeyli čay darid.

mo'ællem: una hič šekær nædaræn.
šagerd: una xeyli šekær daræn.

mo'ællem: to hič bæstæni nædari.
šagerd: to xeyli bæstæni dari.

mo'ællem: u hič sigar nædare.
šagerd: u xeyli sigar dare.

mo'ællem: mæn hič qæhve nædaræm.
šagerd: mæn xeyli qæhve daræm.

Drill (1)

Learn the pattern sentence then substitute:

Note: Do not attempt to repeat the correct sentence provided by the instructor; compare your response with it.

mo'ællem: ye sa'æte dige.
šagerd: tekrrar

mo'ællem: se
šagerd: se sa'æte dige.

mo'ællem: hæft
šagerd: hæft sa'æte dige.

mo'ællem: noh
šagerd: noh sa'æte dige.

mo'ællem: pænĵ
šagerd: pænĵ sa'æte dige.

mo'ællem: hæšt
šagerd: hæšt sa'æte dige.

mo'ællem: šiš
šagerd: šiš sa'æte dige.

mo'ællem: čar
šagerd: čar sa'æte dige.

mo'ællem: do
šagerd: do sa'æte dige.

mo'ællem: dæh
šagerd: dæh sa'æte dige.

Drill (2)

Listen to the pattern sentence then substitute:

Note: Do not attempt to repeat the correct sentence provided by the instructor; compare your response with it.

mo'ællem: dær hodude hæšt tomæn.
šagerd: tekrrar

mo'ællem: pænj riyal
šagerd: dær hodude pænj riyal.

mo'ællem: se dolar
šagerd: dær hodude se dolar.

mo'ællem: noh sent
šagerd: dær hodude noh sent.

mo'ællem: hæft yen
šagerd: dær hodude hæft yen.

mo'ællem: šiš tomæn
šagerd: dær hodude šiš tomæn.

mo'ællem: dæh riyal
šagerd: dær hodude dæh riyal.

mo'ællem: ye tomæn
šagerd: dær hodude ye tomæn.

mo'ællem: čar sent
šagerd: dær hodude čar sent.

mo'ællem: hæšt dolar
šagerd: dær hodude hæšt dolar.

mo'ællem: do tomæn
šagerd: dær hodude do tomæn.

Dialog Preparation

These preparatory questions and answers are designed to enable the student to answer questions on a given topic as well as to provide a model for such topics and conversations.

lotfæn guš bedid:

- esme šoma čiye?
- esme mæn jorje.

- jorj, šoma æhle kodum iyalætid?
- mæn æhle iyalæte minesotam.

- šoma čændta bærædæro xahær darid?
- mæn do bærædæro ye xahær daræm.

- bærædæratun čikar mikonæn ? (koja kar mikonæn?)
- yekišun mo'ælleme. yekišunæm tuye bank kar mikone.

- xahæretun čikar mikone?
- xahæræm tuye bimarestan kar mikone.

- xahæretun pæræstare ? (xahæretun nerse?)
- bæle, pæræstare.

- šoma inja qeyr æzfarsi či mixunid?
- qeyr æzfarsi zæbanšenasi mixunæm.

- dustetun qeyr æzfarsi či mixune?
- u qeyr æzfarsi rævanšenasi mixune.

- xeyli motæššækkeræm jorj.
- xahæš mikonæm.

End of Unit Fifteen

Comprehension (3)

The instructor reads the entire passage first at a slow pace and then at normal speed. The students listen. Then the instructor asks the students the questions that follow the passage. The students write or record their answers. The instructor may ask individual students some of the same questions.

Note: For the benefit of those who wish to write their answers in the Persian script, the pauses between questions are intentionally long.

lotfæn guš bedid:

čænd ruz piš bižæno dusteš bemædrese næræftæn. una bahæm bebank ræftæn. dær bank pedære bižæno didæn. pedære bižæn dær un bank kar mikone. bižæn mixast æzpedæreš kæmi pul begire.

bižæno dusteš piyade æzbank bebazar ræftæn. bazar æzbank xeyli dur næbud. dær bazar una mixastæn čændta sæfhe bexæræn.

čun un ruz forušgahe sæfhe foruši baz næbud, una nætunestæn sæfhe bexæræn. næzdike un sæfhe foruši ye bæstæni forušiye modern bud. una beun bæstæni foruši ræftæno kæmi bæstæni xordæn. bæstæniye un bæstæni foruši xeyli xub bud.

sa'æte se bižæno dusteš bexune umædæn. madære bižæn æzuna porsid, "mædrese emruz četowr bud?"

una goftæn, "ma emruz bemædrese næræftim!"

lotfæn jævab bedid:

1. bižæno dusteš bekoja næræftæn?
2. una čera bebank ræftæn?
3. una čera bebazar ræftæn?
4. bazar æzbank dur bud?
5. bižæno dusteš bači bebazar ræftæn?
6. čera una nætunestæn æzun sæfhe foruši sæfhe bexæræn?
7. bæ'd æz sæfhe foruši una bekoja ræftæn?
8. bæstæniye un bæstæni foruši četowr bud?
9. una sa'æte čænd bexune umædæn?
10. madære bižæn æzuna či porsid?
11. una či jævab dadæn?

Unit Sixteen

For a complete discussion of the indefinite noun (unstressed 'i'), see Lesson Two; for stressed 'í' and Comparison of Adjectives, see Lesson Three.

Vocabulary

lotfæn tekrar konid:

benz	Mercedes Benz
rast mi-g-i?	really? is that right?
hæmin em-ruz	right today
æslæn (cf. hič)	not at all (takes negative verb)
bavær mi-kon-æm	I believe
bavær kærd-æm	I believed
fuleks	Volkswagen
qæšæng	beautiful
ræng	color
næzær	opinion
be-næzær-e to / be-næzær-e	in your opinion
hær	whatever, whichever

Special Vocabulary: Days of the week

lotfæn tekrar konid:

hæfte	week
ruz-a-ye hæfte	days of the week
šæmbe (šænbe)	Saturday (1st day of the week)
ye šæmbe	Sunday
do šæmbe	Monday
se šæmbe	Tuesday
čar šæmbe	Wednesday
pænĵ šæmbe (šæb-e jom'e)	Thursday
jom'e (jo:me)	Friday

Drill Vocabulary

lotfæn tekrar konid:

sefid	white
siya(h)	black
sorx (qermez)	red
bænæfš	purple
zærd	yellow
xakestær-i	gray
suræt-í	pink
narænĵ-í	orange (color)
ruz	day
ma(h)	month, moon

sal	year
dišæb	last night
sob(h)	morning
æl'an	right now
dæqiqe (dæqqe)	minute
moškel (mošgel)	difficult
asun (asan)	easy
divar	wall
kuta(h)	short, low
kuče	back street, alley
yæxčal	refrigerator
televiziyon-e ræng-i	color television
piyano	piano
gitar	guitar
jip	jeep
sæfhe (sæ:fe)	record (music), page (book)
boluz	blouse
damæn	skirt
šælvar	pants
piræn (pirahæn)	shirt
kot-o šælvar	suit
keravat	necktie
ængoštær	ring (wedding)
poliver	pullover
palto	overcoat
mayo	bathing suit

Dialog

lotfæn guš bedid:

reza: mína, mašíne bènzæmo forúxtæm. mixam ye fuléks bəxæræm.

mina: rást mígi? čéra? mixai ye mašíne ærzuntær bəxæri?

reza: bæle, mašíne kučiktær behtære. emruz fuléks behtærín mašin-e.

mina: káy fulékseto mixeli?

reza: hæmin emrúz.

mina: mæn æslæn ino bavær némikonæm.

reza: bavær kòn. púlešo diruz tuye bank gozáštæm. benæzære

tò če rængi bəxæræm?

reza: némidunæm. hær rængi dùst dâri.

Translation

Reza: Mina, I sold my Mercedes Benz. I want to buy a Volkswagen.

Mina: Really? Why? Do you want to buy a cheaper car?

Reza: Yes. Small cars are better. Today Volkswagen is the best car.

Mina: When are you buying your Volkswagen?

Reza: Right today.

Mina: I don't believe this at all!

Reza: Believe me. I put money for it in the bank yesterday. In your opinion, what color should I buy?

Mina: I don't know. Whatever color you like.

Repetition Drill

See the Dialog, above.

Substitution Drill (1)

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined form:

mina, mašine benzæmo foruxtæm.

mo'ællem: sefid

šagerd: mina, mašine sefidæmo foruxtæm.

mo'ællem: siya

šagerd: mina, mašine siyahæmo foruxtæm.

mo'ællem: qermez

šagerd: mina, mašine qermezæmo foruxtæm.

mo'ællem: abi

šagerd: mina, mašine abimo foruxtæm.

mo'ællem: zærd

šagerd: mina, mašine zærdæmo foruxtæm.

mo'ællem: xakestæri

šagerd: mina, mašine xakestærimo foruxtæm.

mo'ællem: narænji

šagerd: mina, mašine narænjimo foruxtæm.

mo'ællem: suræti

šagerd: mina, mašine surætimo foruxtæm.

mo'ællem: bozorg

šagerd: mina, mašine bozorgæmo foruxtæm.

mo'ællem: kučik

šagerd: mina, mašine kučikæmo foruxtæm.

mo'ællem: fuleks

šagerd: mina, mašine fuleksæmo foruxtæm.

Substitution Drill (2) [Not on Tape!]

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined form:

diruz æzbazar qaliye xubi xæridæm.

mo'ællem: mašin

šagerd: diruz æzbazar mašine xubi xæridæm.

mo'ællem: televiziyon
šagerd: diruz æzbazar televiziyone xubi xæridæm.

mo'ællem: ængoštær
šagerd: diruz æzbazar ængoštære xubi xæridæm.

mo'ællem: keravat
šagerd: diruz æzbazar keravate xubi xæridæm.

mo'ællem: koto šælvar
šagerd: diruz æzbazar koto šælvare xubi xæridæm.

mo'ællem: piræn
šagerd: diruz æzbazar piræne xubi xæridæm.

mo'ællem: yæxčal
šagerd: diruz æzbazar yæxčale xubi xæridæm.

mo'ællem: gitar
šagerd: diruz æzbazar gitare xubi xæridæm.

mo'ællem: damæn
šagerd: diruz æzbazar damæne xubi xæridæm.

mo'ællem: sæfhe
šagerd: diruz æzbazar sæfheye xubi xæridæm.

Substitution Drill (3)

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined form:

mixam ye fuleks bexæræm.

mo'ællem: poliver
šagerd: mixam ye poliver bexæræm.

mo'ællem: palto
šagerd: mixam ye palto bexæræm.

mo'ællem: televiziyone rængi
šagerd: mixam ye televiziyone rængi bexæræm.

mo'ællem: ængoštær
šagerd: mixam ye ængoštær bexæræm.

mo'ællem: mayo
šagerd: mixam ye mayo bexæræm.

mo'ællem: piræn
šagerd: mixam ye piræn bexæræm.

mo'ællem: damæn
 šagerd: mixam ye damæn bexæræm.

mo'ællem: sæfhe
 šagerd: mixam ye sæfhe bexæræm.

mo'ællem: gitar
 šagerd: mixam ye gitar bexæræm.

Triple Substitution Drill

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined forms:

mašine benz æzfuleks qæšængtære.

mo'ællem: bank - resturan - dur
 šagerd: bank æzresturan durtære.

mo'ællem: forušga - danešga - næzdik
 šagerd: forušga æzdanešga næzdiktære.

mo'ællem: in kar - un kar - asun
 šagerd: in kar æzun kar asuntære.

mo'ællem: in dæræxt - un xune - bolænd
 šagerd: in dæræxt æzun xune bolændtære.

mo'ællem: divare ma - divare šoma - kuta
 šagerd: divare ma æzdivare šoma kutatære.

mo'ællem: in kuče - xiyabune ferdowsi - šoluq
 šagerd: in kuče æzxiyabune ferdowsi šoluqtære.

mo'ællem: in medada - un qælæma - gerun
 šagerd: in medada æzun qælæma geruntære.

mo'ællem: næqšeye in šæhr - næqšeye un šæhr - xub
 šagerd: næqšeye in šæhr æznæqšeye un šæhr behtære (xubtære).

mo'ællem: in mehmunxune - un hotel - ærzun
 šagerd: in mehmunxune æzun hotel ærzuntære.

mo'ællem: bazare tehran - forušgahe ferdowsi - xælvæt
 šagerd: bazare tehran æzforušgahe ferdowsi xælvætære.

Transformation Drill (1)

Learn the pattern sentence then transform the sentences provided by the instructor:

emruz fuleks behtærin mašine.

...

diruz fuleks behtærin mašin bud.

mo'ællem: emruz fuleks qæšængtærin mašine.

šagerd: diruz fuleks qæšængtærin mašin bud.

mo'ællem: emruz fuleks ærzuntærin mašine.

šagerd: diruz fuleks ærzuntærin mašin bud.

mo'ællem: emruz fuleks jalebtærin mašine.

šagerd: diruz fuleks jalebtærin mašin bud.

mo'ællem: emruz fuleks geruntærin mašine.

šagerd: diruz fuleks geruntærin mašin bud.

mo'ællem: emruz fuleks moderntærin mašine.

šagerd: diruz fuleks moderntærin mašin bud.

mo'ællem: emruz fuleks bozorgtærin mašine.

šagerd: diruz fuleks bozorgtærin mašin bud.

mo'ællem: emruz fuleks bædtærin mašine.

šagerd: diruz fuleks bædtærin mašin bud.

mo'ællem: emruz fuleks kučiktærin mašine.

šagerd: diruz fuleks kučiktærin mašin bud.

mo'ællem: emruz fuleks mohemmtærin mašine.

šagerd: diruz fuleks mohemmtærin mašin bud.

Transformation Drill (2) [Not on Tape!]

Repeat the basic pattern, then transform:

in mašin æzun mašin bozorgtære.

...

in mašin æzhæme mašina bozorgtære.

mo'ællem: in xune æzun xune qæšængtære.

šagerd: in xune æzhæme xuneha qæšængtære.

mo'ællem: in fuleks æzun fuleks qæšængtære.

šagerd: in fuleks æzhæme fuleksa qæšængtære.

mo'ællem: in yæxčal æzun yæxčal qæšængtære.

šagerd: in yæxčal æzhæme yæxčala qæšængtære.

mo'ællem: in ængoštær æzun ængoštær qæšængtære.
šagerd: in ængoštær æzhæme ængoštæra qæšængtære.

mo'ællem: in gitar æzun gitar qæšængtære.
šagerd: in gitar æzhæme gitara qæšængtære.

mo'ællem: in motorsiklet æzun motorsiklet qæšængtære.
šagerd: in motorsiklet æzhæme motorsikleta qæšængtære.

mo'ællem: in qayeq æzun qayeq qæšængtære.
šagerd: in qayeq æzhæme qayeqa qæšængtære.

mo'ællem: in jip æzun jip qæšængtære.
šagerd: in jip æzhæme jipa qæšængtære.

mo'ællem: in miz æzun miz ærzuntære.
šagerd: in miz æzhæme miza ærzuntære.

mo'ællem: in keravat æzun keravat geruntære.
šagerd: in keravat æzhæme keravata geruntære.

mo'ællem: in hotel æzun hotel tæmiztære.
šagerd: in hotel æzhæme hotela tæmiztære.

mo'ællem: in šæhr æzun šæhr moderntære.
šagerd: in šæhr æzhæme šæhra moderntære.

mo'ællem: in dærs æzun dærs jalebtære.
šagerd: in dærs æzhæme dærsa jalebtære.

mo'ællem: in pelaž æzun pelaž næzdiktære.
šagerd: in pelaž æzhæme pelaža næzdiktære.

mo'ællem: in hendune æzun hendune širintære.
šagerd: in hendune æzhæme henduneha širintære.

Transformation Drill (3) [Not on Tape!]

Repeat the basic pattern, then transform:

in ketab bexubiye un ketab nist.

...

un ketab æzin ketab behtære.

mo'ællem: in mašine sorx bexubiye un mašine sefid nist.
šagerd: un mašine sefid æzin mašine sorx behtære.

mo'ællem: in piræne gerun bexubiye in piræne ærzun nist.
šagerd: un piræne ærzun æzin piræne gerun behtære.

mo'ællem: in qali bebozorgiye un qali nist.
šagerd: un qali æzin qali bozorgtære.

mo'ællem: in xuneye kučik beduriye un xuneye bozorg nist.
šagerd: un xuneye bozorg æzin xuneye kučik durtare.

mo'ællem: in resturan begeruniye un resturan nist.
šagerd: un resturan æzin resturan geruntære.

mo'ællem: in hotel betæmiziye un hotel nist.
šagerd: un hotel æzin hotel tæmiztære.

mo'ællem: in qæhvexune benæzdikiye un qæhvexune nist.
šagerd: un qæhvexune æzin qæhvexune næzdiktære.

mo'ællem: in divar bebolændiye un divar nist.
šagerd: un divar æzin divar bolændtære.

mo'ællem: in bæčče bekæsifiye un bæčče nist.
šagerd: un bæčče æzin bæčče kæsiftære.

Transformation Drill (4)

Learn the basic pattern, then transform the sentences provided by the instructor:

benæzære to če rængi bexæræm?

...

benæzæret kodum rængo bexæræm?

mo'ællem: benæzære to če mašini bexæræm?
šagerd: benæzæret kodum mašino bexæræm?

mo'ællem: benæzære to če televiziyoni bexæræm?
šagerd: benæzæret kodum televiziyono bexæræm?

mo'ællem: benæzære to če qali'i bexæræm?
šagerd: benæzæret kodum qaliro bexæræm?

mo'ællem: benæzære to če sæfhe'i bexæræm?
šagerd: benæzæret kodum sæfhæro bexæræm?

mo'ællem: benæzære to če yæxčali bexæræm?
šagerd: benæzæret kodum yæxčalo bexæræm?

mo'ællem: benæzære to če motorsikleti bexære?
šagerd: benæzæret kodum motorsikleto bexære?

mo'ællem: benæzære to če qælæmi bexæræn?
šagerd: benæzæret kodum qælæmo bexæræn?

mo'ællem: benæzære to če ruzname'i bexæræn?
šagerd: benæzæret kodum ruznamæro bexæræn?

mo'ællem: benæzære to če xune'i bexæræm?
šagerd: benæzæret kodum xunæro bexæræm?

Transformation Drill (5) [Not on Tape!]

Learn the basic pattern, then transform the sentences provided by the instructor:

če rængi dust dari?

...

kodum rængo dust dari?

mo'ællem: četowr mašini dust dari?

šagerd: kodum mašino dust dari?

mo'ællem: četowr hoteli dust dari?

šagerd: kodum hotelo dust dari?

mo'ællem: četowr ketabi dust dari?

šagerd: kodum ketabo dust dari?

mo'ællem: četowr televiziyoni dust dari?

šagerd: kodum televiziyono dust dari?

mo'ællem: četowr sæfhe'i dust dari?

šagerd: kodum sæfhæro dust dari?

mo'ællem: četowr doxtæri dust dari?

šagerd: kodum doxtæro dust dari?

mo'ællem: četowr ruzi dust dari?

šagerd: kodum ruzo dust dari?

mo'ællem: če sigari dust dari?

šagerd: kodum sigaro dust dari?

mo'ællem: če ja'i dust dari?

šagerd: kodum jaro dust dari?

mo'ællem: četowr estæxri dust dari?

šagerd: kodum estæxro dust dari?

mo'ællem: četowr keravati dust dari?

šagerd: kodum keravato dust dari?

mo'ællem: če filmi dust dari?

šagerd: kodum filmo dust dari?

Simple Substitution Drill (1)

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined form:

Note: Do not attempt to repeat the correct sentence provided by the instructor; compare your response with it.

mæn æslæn ino bavær nemikonæm.

mo'ællem: eat

šagerd: mæn æslæn ino nemixoræm.

mo'ællem: repeat

šagerd: mæn æslæn ino tekrar nemikonæm.

mo'ællem: write

šagerd: mæn æslæn ino neminevisæm.

mo'ællem: say

šagerd: mæn æslæn ino nemigæm.

mo'ællem: learn

šagerd: mæn æslæn ino yad nemigiræm.

mo'ællem: pronounce

šagerd: mæn æslæn ino tælæffoz nemikonæm.

mo'ællem: buy

šagerd: mæn æslæn ino nemixæræm.

mo'ællem: sell

šagerd: mæn æslæn ino nemiforušæm.

mo'ællem: ride

šagerd: mæn æslæn ino sævar nemišæm.

mo'ællem: exercise

šagerd: mæn æslæn ino tæmrin nemikonæm.

mo'ællem: see

šagerd: mæn æslæn ino nemibinæm.

mo'ællem: know

šagerd: mæn æslæn ino nemidunæm.

mo'ællem: play

šagerd: mæn æslæn ino bazi nemikonæm.

mo'ællem: want

šagerd: mæn æslæn ino nemixam.

mo'ællem: pour

šagerd: mæn æslæn ino nemirizæm

mo'ællem: wash
 šagerd: mæn æslæn ino nemišuræm.

mo'ællem: close
 šagerd: mæn æslæn ino nemibændæm.

mo'ællem: hide
 šagerd: mæn æslæn ino qayem nemikonæm.

mo'ællem: park
 šagerd: mæn æslæn ino park nemikonæm.

mo'ællem: send
 šagerd: mæn æslæn ino nemiferestæm.

mo'ællem: ask
 šagerd: mæn æslæn ino nemiporsæm.

mo'ællem: answer
 šagerd: mæn æslæn ino jævab nemidæm.

mo'ællem: translate
 šagerd: mæn æslæn ino tærjome nemikonæm.

mo'ællem: wear
 šagerd: mæn æslæn ino nemipušæm.

mo'ællem: open
 šagerd: mæn æslæn ino baz nemikonæm.

mo'ællem: teach
 šagerd: mæn æslæn ino dærs nemidæm.

Simple Substitution Drill (2)

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined form:

Note: Do not attempt to repeat the correct sentence provided by the instructor; compare your response with it.

emruz fuleks behtærin mašine.

mo'ællem: gerun
 šagerd: emruz fuleks geruntærin mašine.

mo'ællem: modern
 šagerd: emruz fuleks moderntærin mašine.

mo'ællem: jaleb
 šagerd: emruz fuleks jalebtærin mašine.

mo'ællem: mohemm
šagerd: emruz fuleks mohemmtærin mašine.

mo'ællem: xub
šagerd: emruz fuleks xubtærin (behtærin) mašine.

mo'ællem: bozorg
šagerd: emruz fuleks bozorgtærin mašine.

mo'ællem: kučik
šagerd: emruz fuleks kučiktærin mašine.

mo'ællem: bæd
šagerd: emruz fuleks bædtærin mašine.

mo'ællem: qæšæng
šagerd: emruz fuleks qæšængtærin mašine.

Simple Substitution Drill (3)

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined form:

Note: Do not attempt to repeat the correct sentence provided by the instructor; compare your response with it.

key fulekseto mixæri?

mo'ællem: he
šagerd: key fuleksešo mixære.

mo'ællem: we
šagerd: key fuleksemuno mixærim?

mo'ællem: I
šagerd: key fuleksæmo mixæræm?

mo'ællem: they
šagerd: key fuleksešuno mixæræn?

mo'ællem: you (pl.)
šagerd: key fuleksetuno mixærid?

mo'ællem: you and I
šagerd: key fuleksemuno mixærim?

mo'ællem: you and him
šagerd: key fuleksetuno mixærid?

mo'ællem: you (sing.)
šagerd: key fulekseto mixæri?

Simple Substitution Drill (4) [Not on Tape!]

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined forms:

mašine benzæmo foruxtæm.

mo'ællem: you (sing.) · ·
šagerd: mašine benzeto foruxti.

mo'ællem: we -
šagerd: mašine benzemuno foruxtim.

mo'ællem: they
šagerd: mašine benzešuno foruxtæn.

mo'ællem: you (pl.)
šagerd: mašine benzetuno foruxtid.

mo'ællem: he
šagerd: mašine benzešo foru

Simple Substitution Drill (5) [Not on Tape!]

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined forms:

mixay ye mašine ærzuntær bexæri?

mo'ællem: yæxčal - gerun

šagerd: mixay ye yæxčale geruntær bexæri?

mo'ællem: ketab - xub

šagerd: mixay ye ketabe behtær (xubtær) bexæri?

mo'ællem: miz - bozorg

šagerd: mixay ye mize bozorgtær bexæri?

mo'ællem: qayeq - kučik

šagerd: mixay ye qayeqe kučiktær bexæri?

mo'ællem: xune - næzik

šagerd: mixay ye xuneye næziktær bexæri?

mo'ællem: sigar - bæd

šagerd: mixay ye sigare bædtær bexæri?

mo'ællem: hotel - modern

šagerd: mixay ye hotele moderntær bexæri?

mo'ællem: lebas - tæmiz

šagerd: mixay ye lebase tæmiztær bexæri?

mo'ællem: mehmunxune - kæsif

šagerd: mixay ye mehmunxuneye kæsiftær bexæri?

mo'ællem: sæfhe - jaleb

šagerd: mixay ye sæfheye jalebtær bexæri?

mo'ællem: baqče - qæšæng

šagerd: mixay ye baqčeye qæšængtær bexæri?

Simple Substitution Drill (6) [Not on Tape!]

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined forms:

mašine benz æz fuleks qæšængtære.

mo'ællem: ræng - sorx - sæbz

šagerd: rænge sorx æzsæbz qæšængtære.

mo'ællem: miz - zærd - abi

šagerd: mize zærd æzabi qæšængtære.

mo'ællem: gol - narænji - bænaefš
 šagerd: gole narænji æzbænæfš qæšængtære.

mo'ællem: medad - siya - sefid
 šagerd: medade siya æzsefid qæšængtære.

mo'ællem: xune - suræti - xakestæri
 šagerd: xuneye suræti æzxakestæri qæšængtære.

Simple Substitution Drill (7)

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined form:

Note: Do not attempt to repeat the correct sentence provided by the instructor; compare your response with it.

pulešo diruz tuye bank gozaštæm.

mo'ællem: two days ago
 šagerd: pulešo do ruze piš tuye bank gozaštæm.

mo'ællem: three months ago
 šagerd: pulešo se mahe piš tuye bank gozaštæm.

mo'ællem: two years ago
 šagerd: pulešo do sale piš tuye bank gozaštæm.

mo'ællem: last year
 šagerd: pulešo parsal tuye bank gozaštæm.

mo'ællem: last night
 šagerd: pulešo dišæb tuye bank gozaštæm.

mo'ællem: yesterday morning
 šagerd: pulešo diruz sob tuye bank gozaštæm.

mo'ællem: right now
 šagerd: pulešo æl'an tuye bank gozaštæm.

mo'ællem: an hour ago
 šagerd: pulešo ye sa'æte piš tuye bank gozaštæm.

mo'ællem: several minutes ago
 šagerd: pulešo čænd dæqiqe piš tuye bank gozaštæm.

End of Unit Sixteen

Comprehension (4)

The instructor reads the entire passage first at a slow pace and then at normal speed. The students listen. Then the instructor asks the students the questions that follow the passage. The students write or record their answers. The instructor may ask individual students some of the same questions.

lotfæn guš bedid:

dišæb, sa'æte šiš, hæsen bexuneye mina ræft. sa'æte hæfto nim hæseno mina bahæm æzxuneye mina besinæma iran ræftæn. dær sinæma iran una ye filme rængiye færansæviye xubi didæn. esme un film "ye zæno ye mærd" bud. mina æzun film xeyli xošeš umæd.

dær hodude sa'æte dæho nim hæseno mina æzsinæma birun umædæno beye ketabforušiye modern tuye xiyabune ferdowsi ræftæn. mina mixast čændta ketabe farsi bexære. u mixast un ketabaro bæraye dusteš bižæn beorupa befereste.

duste mina dær engelestan dærs mixune. u bedanešgahe oksford mire. duste mina dær danešgahe oksford rævan šenasiyo jame'e šenasi mixune. bižæn hæm rævan šenasiro dust dare hæm jame'e šenasiro. u æzædæbiyyate farsi hæm xeyli xošeš miad.

lotfæn jævab bedid:

1. hæsen key bexuneye mina ræft?
2. hæseno mina bahæm bekoja ræftæn?
3. kodum filmo didæn?
4. un film rængi bud ya siyavo sefid?
5. una bæ'd æzsinæma bekoja ræftæn?
6. mina mixast či bexære?
7. esme duste mina dær orupa čiye?
8. duste mina bekojum danešga mire?
9. duste mina æzči xeyli xošeš miad?
10. ki æzfilme "ye zæno ye mærd" xeyli xošeš umæd?

Unit Seventeen

Conjunctions

For a discussion of the conjunctions, see Lesson Ten of the main text.

Vocabulary

lotfæn tekrar konid:

goftogu	conversation, dialog
sasan	Sasan, first name (male)
mæ'zeræt mi-xa-m = mæ:zeræt mixam	excuse me!
mohændes	engineer
saxteman	building
mohændes-e saxteman	architect, civil engineer
xanom (xanum)	lady, wife, Mrs., Miss
xunedar	housewife, housekeeper
væli	but
šæb	night, evening
šæb-a	at night, nights
danešju	university student
ya...ya	either...or
melli	national
fælsæfe	philosophy
sær	head
sær-e miz	at the table (lit., at the head of the table)
mo'ærrefi mi-kon-æm	I introduce
mo'ærrefi kærd-æm	I introduced
ælbætte	of course, certainly, surely

Special Vocabulary

ya	or
ya...ya	either...or
næ...næ	neither...nor
hæm...hæm	both...and
væli	but

Drill Vocabulary

bærq	electricity
ab-o bærq	water and power
næft	kerosene, oil
ra(h)	road
kešaværz-i	agriculture
karmænd	employee
karmænd-e bank	bank employee
ketab-dar	worker
karxune	factory

kargær-e karxune	factory worker
monši	secretary
mohændes-i	engineering
tarix	history, date (calendar)
joqrafiya	geography
fizik	physics
šimi	chemistry
extesad (eqtesad)	economics
ædæbiyyat	literature
tæ'lim-o tærbiyæt	education
jame'e	society
jame'e šenas	sociologist
jame'e šenas-i	sociology
tebb	medicine (science of)
musiqi	music
mæriz	sick, ill
salem	healthy, well
rahæt	comfortable
na-rahæt	uncomfortable
ček	check (bank)
šam	dinner
piyadero	sidewalk
xabga(h)	dormitory
ey	exclamation indicating satisfaction
de	exclamation indicating surprise
bæ'zi	some
otaq	room

goftogu

lotfæn guš bedid:

sasan: mæ'zeræt mîxam! dúste šomà čekaræs ?

bižæn: mohændése saxtemâne.

sasan: xanómeš čikaræs ?

bižæn: xanómeš ruzá xunedáre væli šæbá danešjûe.

sasan: rást mîgid ? kodúm danešgá mire ?

bižæn: doròst némidunæm. ya danešgáhe tehràn ya danešgáhe mellì.

sasan: čí mîxune?

bižæn: fék mikonæm fælsæfé mîxune.

sasan: mítuni sære mîz mæno bešun mo'ærrefi konì ?

bižæn: ælbætte.

Translation

Sasan: Excuse me! What work does your friend do?

Bizhan: He is a civil engineer.

Sasan: What work does his wife do?

Bizhan: His wife is a housewife during the day, but at night she is a university student.

Sasan: Really? Which university does she attend?

Bizhan: I don't know for sure (lit., correctly). Either Tehran University or the National University
 Sasan: What is she studying?
 Bizhan: I think she is studying philosophy. Sasan: Can you introduce me to them at the table?
 Bizhan: Certainly!

Repetition Drill

See the Dialog, above.

Substitution Drill (1)

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined form:

mæ'zeræt mixam. duste šoma čikaræs?

mo'ællem: bæradær
 šagerd: mæ'zeræt mixam. bæradære šoma čikaræs?

mo'ællem: xahær
 šagerd: mæ'zeræt mixam. xahære šoma čikaræs?

mo'ællem: xanom
 šagerd: mæ'zeræt mixam. xanome šoma čikaræs?

mo'ællem: šowhær
 šagerd: mæ'zeræt mixam. šowhære šoma čikaræs?

mo'ællem: pesær
 šagerd: mæ'zeræt mixam. pesære šoma čikaræs?

mo'ællem: doxtær
 šagerd: mæ'zeræt mixam. doxtære šoma čikaræs?

mo'ællem: madær
 šagerd: mæ'zeræt mixam. madære šoma čikaræs?

Substitution Drill (2)

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined form:

fek mikonæm fælsæfe mixune.

mo'ællem: history
 šagerd: fek mikonæm tarix mixune.

mo'ællem: physics
 šagerd: fek mikonæm fizik mixune.

mo'ællem: chemistry
 šagerd: fek mikonæm šimi mixune.

mo'ællem: linguistics
 šagerd: fek mikonæm zæbanšenasi mixune.

mo'ællem: music
 šagerd: fek mikonæm musiqi mixune.

mo'ællem: geography
 šagerd: fek mikonæm joqrafiya mixune.

mo'ællem: medicine
 šagerd: fek mikonæm tebb mixune.

mo'ællem: economics
 šagerd: fek mikonæm extesad mixune.

mo'ællem: literature
 šagerd: fek mikonæm ædæbiyyat mixune.

mo'ællem: sociology
 šagerd: fek mikonæm jame'ešenasi mixune.

mo'ællem: education
 šagerd: fek mikonæm tæ'limo tærbiyæt mixune.

mo'ællem: psychology
 šagerd: fek mikonæm rævanšenasi mixune.

mo'ællem: engineering
 šagerd: fek mikonæm mohændesi mixune.

Substitution Drill (3) [Not on Tape!]

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined forms:

xanomeš ruza xunedare væli šæba danešjue.

mo'ællem: karmænde bank - ostade danešga
 šagerd: xanomeš ruza karmænde banke væli šæba ostade danešgast.

mo'ællem: monšiyе hotel - pæræstare bimarestan
 šagerd: xanomeš ruza monšiyе hotele væli šæba pæræstare bimarestane.

mo'ællem: mo'ælleme mædrese - ašpæze resturan
 šagerd: xanomeš ruza mo'ælleme mædresæst væli šæba ašpæze resturane.

mo'ællem: ketabdar - belit foruše sinema
 šagerd: xanomeš ruza ketabdare væli šæba belit foruše sinemast.

mo'ællem: zæban šenas - rævan šenas
 šagerd: xanomeš ruza zæban šenase væli šæba rævan šenase.

mo'ællem: mæriz - salem
 šagerd: xanomeš ruza mæriže væli šæba saleme.

mo'ællem: rahæt - narahæt
 šagerd: xanomeš ruza rahæte væli šæba narahæte.

Transformation Drill (1) [Not on Tape!]

Learn the basic pattern then transform the sentences provided by the instructor:

televiziyon nega mikonim væli beradiyo guš nemidim.

...

televiziyon nega mikonimo beradiyo guš midim.

mo'ællem: dærs mixunim væli kar nemikonim.

šagerd: dærs mixunimo kar mikonim.

mo'ællem: tæmrin mikonim væli tekrar nemikonim.

šagerd: tæmrin mikonimo tekrar mikonim.

mo'ællem: fek mikonim væli hærf nemizænim.

šagerd: fek mikonimo hærf mizænim.

mo'ællem: qæza mixorim væli pul nemidim.

šagerd: qæza mixorimo pul midim.

mo'ællem: qali mixærim væli beemrika nemiferestim.

šagerd: qali mixærimo beemrika miferestim.

mo'ællem: name minevisim væli telefon nemikonim.

šagerd: name minevisimo telefon mikonim.

mo'ællem: mašino park mikonim væli dæro baz nemikonim.

šagerd: mašino park mikonimo dæro baz mikonim.

mo'ællem: abo mirizim væli mašino nemišurim.

šagerd: abo mirizimo mašino mišurim.

mo'ællem: in ketabo mixunim væli tærjomæš nemikonim.

šagerd: in ketabo mixunimo tærjomæš mikonim.

Transformation Drill (2)

Learn the basic pattern then transform the sentences provided by the instructor:

ya televiziyon nega kon ya beradiyo guš bede.

...

næ televiziyon nega kon næ beradiyo guš bede.

mo'ællem: ya in ketabo bexun ya tærjomæš kon.

šagerd: næ in ketabo bexun næ tærjomæš kon.

mo'ællem: ya abo beriz ya mašino bešur.

šagerd: næ abo beriz næ mašino bešur.

mo'ællem: ya mašino park kon ya dæro baz kon.

šagerd: næ mašino park kon næ dæro baz kon.

mo'ællem: ya name benevis ya telefon kon.

šagerd: næ name benevis næ telefon kon.

mo'ællem: ya pul bede ya ček benevis.

šagerd: næ pul bede næ ček benevis.

mo'ællem: ya fek kon ya hærf bezæn.

šagerd: næ fek kon næ hærf bezæn.

mo'ællem: ya dærs bexun ya kar kon.

šagerd: næ dærs bexun næ kar kon.

mo'ællem: ya tæmrin kon ya tekrrar kon.

šagerd: næ tæmrin kon næ tekrrar kon.

mo'ællem: ya qæza boxor ya pul bede.

šagerd: næ qæza boxor næ pul bede.

Transformation Drill (3)

Learn the basic pattern then transform the sentences provided by the instructor:

televiziyon nega mikonæn væli beradiyo guš nemidæn.

...

hæm televiziyon nega mikonæn hæm beradiyo guš midæn.

mo'ællem: dærs mixunæn væli kar nemikonæn.

šagerd: hæm dærs mixunæn hæm kar mikonæn.

mo'ællem: tæmrin mikonæn væli tekrrar nemikonæn.

šagerd: hæm tæmrin mikonæn hæm tekrrar mikonæn.

mo'ællem: fek mikonæn væli hærf nemizænæn.
šagerd: hæm fek mikonæn hæm hærf mizænæn.

mo'ællem: qæza mixoræn væli pul nemidæn.
šagerd: hæm qæza mixoræn hæm pul midæn.

mo'ællem: name minevisæn væli telefon nemikonæn.
šagerd: hæm name minevisæn hæm telefon mikonæn.

mo'ællem: qali mixæræn væli beemrika nemiferestæn.
šagerd: hæm qali mixæræn hæm beemrika miferestæn.

mo'ællem: mašino park mikonæn væli dæro baz nemikonæn.
šagerd: hæm mašino park mikonæn hæm dæro baz mikonæn.

mo'ællem: abo mirizæn væli mašino nemišuræn.
šagerd: hæm abo mirizæn hæm mašino mišuræn.

mo'ællem: in ketabo mixunæn væli tærjome nemikonæn.
šagerd: hæm in ketabo mixunæn hæm tærjome mikonæn.

Transformation Drill (4)

Learn the basic pattern then transform the sentences provided by the instructor:

televiziyon nega kone væli beradiyo guš næde.

...

ya televiziyon nega kone ya beradiyo guš bede.

mo'ællem: in ketabo bexune væli tærjomæš nækone.
šagerd: ya in ketabo bexune ya tærjomæš kone.

mo'ællem: abo berize væli mašino næšure.
šagerd: ya abo berize ya mašino bešure.

mo'ællem: mašino park kone væli dæro baz nækone.
šagerd: ya mašino park kone ya dæro baz kone.

mo'ællem: name benevise væli telefon nækone.
šagerd: ya name benevise ya telefon kone.

mo'ællem: pul bede væli ček nænevise.
šagerd: ya pul bede ya ček benevise.

mo'ællem: fek kone væli hærf næzæne.
šagerd: ya fek kone ya hærf bezæne.

mo'ællem: dærs bexune væli kar nækone.
šagerd: ya dærs bexune ya kar kone.

mo'ællem: tæmrin kone væli tekrar nækone.
 şagerd: ya tæmrin kone ya tekrar kone.

mo'ællem: qæza boxore væli pul næde.
 şagerd: ya qæza boxore ya pul bede.

Multiple Substitution Drill [Not on Tape!]

Learn the pattern sentence, then substitute the various cues provided by the instructor:

dusteş doktore væli mo'ællem nist.

mo'ællem: daneşju - ketabdar
 şagerd: dusteş daneşjue væli ketabdar nist.

mo'ællem: ostade daneşga - zæban şenas
 şagerd: dusteş ostade daneşgast væli zæban şenas nist.

mo'ællem: ya ... ya
 şagerd: dusteş ya ostade daneşgast ya zæban şenase.

mo'ællem: mohændese rah - karmænde bank
 şagerd: dusteş ya mohændese rah ya karmænde banke.

mo'ællem: ketab foruş - ketabdar
 şagerd: dusteş ya ketab foruşe ya ketabdare.

mo'ællem: hæm...hæm
 şagerd: dusteş hæm ketab foruşe hæm ketabdare.

mo'ællem: kargære karxune - mohændese rah
 şagerd: dusteş hæm kargære karxunæst hæm mohændese rahe.

mo'ællem: qaliforuş - golforuş
 şagerd: dusteş hæm qaliforuşe hæm golforuşe.

mo'ællem: næ...næ
 şagerd: dusteş næ qaliforuşe næ golforuşe.

mo'ællem: mohændese keşaværzi - doktor
 şagerd: dusteş næ mohændese keşaværziye næ doktore.

mo'ællem: belit foruş - xunedar
 şagerd: dusteş næ belitforuşe næ xunedare.

mo'ællem: væli
 şagerd: dusteş belitforuşe væli xunedar nist.

Repetition Drill

lotfæn tekrar konid:

- mirim ya næ?
- besinema mirim ya be teatr?
- inja šam mixorim ya tuye resturan?
- qæza xordi ya næ?
- telefon mikonæn ya name minevisæn?
- ček benevisæm ya pul bedæm?
- bæčče tuye piyadero bud ya tuye xiyabun?
- xanometun tuye in edare kar mikonæn ya jaye dige?
- madæretun mærizæn ya narahætæn?

Dialog Preparation

These preparatory questions and answers are designed to provide the student with a model so that he/she can use them in conversation and form similar sentences about the topic.

lotfæn guš bedid:

- jorj, šoma koja zendegi mikonid?
- mæn hala tuye xabgahe danešga zendegi mikonæm.

- dustetun koja zendegi mikone?
- dustæm baxanomeš tuye hotel zendegi mikone.

- dustetun tuye in danešga dærs nemixunæn?
- næxeyr. danešjuye in danešga nist.

- šoma bači æzxabgatun bekelas miyaid?
- bæ'zi ruza badočærxe, bæ'zi ruza baotobus.

- otaqaye xabga bozorge ya kučike?
- ey, či begæm. otaqe mæn næ xeyli bozorge næ xeyli kučike.

- šoma tænha'id ya baye šagerde dige zendegi mikonid?
- baye šagerde dige zendegi mikonæm. esmeš fereydune.

- de! iruniye?
- bæle. æhle mæšhæde.

- inja či mixune?
- inja mohændesi mixune.

- xeyli motæšækkeræm jorj.
- xaheš mikonæm.

End of Unit Seventeen

Comprehension (5)

The instructor reads the entire passage first at a slow pace and then at normal speed. The students listen. Then the instructor asks the students the questions that follow the passage. The students write or record their answers. The instructor may ask individual students some of the same questions.

lotfæn guš bedid:

diruz mæno bærådære šæbnæm bahæm bedanešgahe tehran ræftim. dær unja mæn bæraye yek sa'æt baostade šæbnæm hærf zædæm. šæbnæm dær danešgahe tehran zæbanšenasi mixune. bærådære šæbnæm hæm bedanešgahe tehran mire. u dær un danešga rævan šenasiyo mohændesiye saxteman mixune.

danešgahe tehran æzxuneye šæbnæm xeyli dur nist. xuneye ma æzunja xeyli durtære. šæbnæmo bærådæreš bamašinešun bedanešga miræn. mašine una xeyli bozorg nist.

pedæro madære šæbnæm dær tehran zendegi nemikonæn. una dær kerman zendegi mikonæn. pedære šæbnæm dær kerman mo'ælleme. madære šæbnæm mo'ællem nist. u ruza xunedare, væli šæba dær karxune kar mikone.

lotfæn jævab bedid:

1. danešgahe tehran æzxuneye šæbnæm dure ya beunja næzdike?
2. pedæro madære šæbnæm dær koja zendegi mikonæn?
3. šæbnæmo bærådæreš bekodum danešga miræn?
4. šæbnæm dær danešgahe tehran či mixune?
5. bærådære šæbnæm dær danešgahe tehran či mixune?
6. pedære šæbnæm dær kerman čikaræs?
7. madære šæbnæm dær kerman čikar mikone?
8. šæbnæmo bærådæreš bači æzdanešga bexunæšun miræn?
9. mašine una xeyli bozorge ya xeyli kučike?
10. u dær danešgahe tehran baki hærf zæd?

Unit Eighteen

For a discussion of xoš umædæn, see Lesson Nine, Reading Two.

Vocabulary

mænzəl	house
bælæd-æm	I know (the way to a place)
bælæd bud-æm	I knew
adres	address
dæftær-e telefon	telephone directory
mosaferæt	journey, travel
ramsær	Ramsar, a resort town on the Caspian
æz-...xoš...a	to like
ziyad	very, much (indicates excess)
in ruz-a	these days
mæge	surprise marker (no English equivalent)
xæbær	news
xæbær dar-æm	I know (lit., I have news)
xæbær dašt-æm	I knew (lit., I had news)
če-š-e	What's wrong with him/her?
særma (n.)	cold
særma xord-e	has caught cold (lit. eaten cold)

Special Vocabulary

lalezar	Lalezar, name of a street in Tehran
mi-fæhm-æm	I understand
fæhmīd-æm	I understood
žapon	Japan
espaniyoli or espaniya'i	Spanish (language and people)
dærd	pain, ache
dærd mi-kon-e	(it) aches
dærd kærd	(it) ached
del	stomach, heart
češm	eye
pa	foot
dæst	hand, arm
gærdæn	neck
bæ'd æzzohr/ bæ:d æzzo:r	afternoon
čelo	cooked rice (plain)
kæbab	small pieces of marinated meat grilled or broiled on a skewer
čelo kæbab	kæbab served on cooked rice
polo	cooked rice with additions, pilaff
duq	a drink made with yogurt and water
mast	yogurt
sæbzi	vegetable
roman	novel (book)
æsbab	belongings, luggage, tools
aparteman	apartment

kešo	drawer (of a desk)
gærdeš	a stroll, promenade
park	park
'ærusi	wedding
rixt	outward appearance
šoql	occupation
še'r	poetry
še'r goft-æm	I composed poetry
dændun	tooth
pænir	cheese
film	film
sib	apple
æge	if

Special Vocabulary

yazdæ	eleven
dævazdæ	twelve
sizdæ	thirteen
čardæ	fourteen
punzdæ	fifteen
šunzdæ	sixteen
hivdæh	seventeen
hiždæh	eighteen
nuzdæh	nineteen
bist	twenty
bist-o yek	twenty-one

Note: For the rest of the numbers, see the "Writing System" in the *Main Text*.

goftogu

sasan: šoma mænzéle fereydùno bælædid? adréseš tuye
dæftære telefòn nîst.
hæsæn: bæle, bælædæm, væli xuné nîstæn.
sasan: koján?
hæsæn: ræftæn mosaferæt. fék mikonæm ræftæn ramsær.
sasan: rást miği? mæn æzramsær xéyli xošæm miad.
hæsæn: mænæm unjáro ziyad dúst dàræm.
sasan: mîduni bižæn in ruzá kojást?
hæsæn: bižæn mæriže. mæge xæbær nædari?
sasan: næ. čéše?
hæsæn: číže mohémmi nîst. fék mikonæm særmá xordé.

Translation

Do you know where Fereydun's house is? His address is not
in the telephone directory.
Yes, I do, but they are not home.
Where are they?
They went on a trip. I think they went to Ramsar.
Really? I like Ramsar very much.
I, too, like that place very much.

Do you know where Bizhan is these days?
 Bizhan is sick. Don't you know?
 No. What's wrong with him?
 Nothing serious. I think he has caught a cold.

Repetition Drill

See the Dialog (goftogu), above.

Simple Substitution Drill (1)

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined forms:

šoma mænzele fereyduno bælædid?
 mo'ællem: danešgahe tehran
 šagerd: šoma danešgahe tehrano bælædid?

mo'ællem: forušgahe ferdowsi
 šagerd: šoma forušgahe ferdowsiro bælædid?

mo'ællem: xiyabune lalezar
 šagerd: šoma xiyabune lalezaro bælædid?

mo'ællem: banke melli
 šagerd: šoma banke melliro bælædid?

mo'ællem: hotele ma
 šagerd: šoma hotele maro bælædid?

mo'ællem: bazare tehran
 šagerd: šoma bazare tehrano bælædid?

mo'ællem: sefaræte emrika
 šagerd: šoma sefaræte emrikaro bælædid?

mo'ællem: ænjomæne irano emrika
 šagerd: šoma ænjomæne irano emrikaro bælædid?

Simple Substitution Drill (2)

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined form:

fek mikonæm særma xorde.

mo'ællem: særeš dærd mikone.
 šagerd: fek mikonæm særeš dærd mikone.

mo'ællem: dænduneš dærd mikone.
 šagerd: fek mikonæm dænduneš dærd mikone.

mo'ællem: deleš dærd mikone.
šagerd: fek mikonæm deleš dærd mikone.

mo'ællem: češmeš dærd mikone.
šagerd: fek mikonæm češmeš dærd mikone.

mo'ællem: gušeš dærd mikone.
šagerd: fek mikonæm gušeš dærd mikone.

mo'ællem: paš dærd mikone
šagerd: fek mikonæm paš dærd mikone.

mo'ællem: dæsteš dærd mikone.
šagerd: fek mikonæm dæsteš dærd mikone.

mo'ællem: gærdæneš dærd mikone.
šagerd: fek mikonæm gærdæneš dærd mikone.

Simple Substitution Drill (3)

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined form:

mæn æzramsær xeyli xošæm miyad.

mo'ællem: to
šagerd: mæn æzto xeyli xošæm miyad.

mo'ællem: xahæret
šagerd: mæn æzxahæret xeyli xošæm miyad.

mo'ællem: iran
šagerd: mæn æziran xeyli xošæm miyad.

mo'ællem: farsi
šagerd: mæn æzfarsi xeyli xošæm miyad.

mo'ællem: čelo kæbab
šagerd: mæn æzčelo kæbab xeyli xošæm miyad.

mo'ællem: u
šagerd: mæn æzu xeyli xošæm miyad.

mo'ællem: polo
šagerd: mæn æzpolo xeyli xošæm miyad.

mo'ællem: duq
šagerd: mæn æzduq xeyli xošæm miyad.

mo'ællem: mast
šagerd: mæn æzmast xeyli xošæm miyad.

mo'ællem: sæbzi
 šagerd: mæn æzsæbzi xeyli xošæm miyad.

mo'ællem: pænir
 šagerd: mæn æzpænir xeyli xošæm miyad.

Repetition Drill

Transform sentences in the present into sentences in the past:

lotfæn tekrar konid:

present	past
miræm mosaferæt	ræftæm mosaferæt.
miræm gærdeš	ræftæm gærdeš.
miræm park	ræftæm park.
miræm 'ærusi	ræftæm 'ærusi.
miræm mehmuni	ræftæm mehmuni.
miræm parti	ræftæm parti.
miræm xiyabun	ræftæm xiyabun.
miræm te'atr	ræftæm te'atr.
miræm sinema	ræftæm sinema.
miræm bazar	ræftæm bazar.
miræm xune	ræftæm xune.
miræm mærixzune	ræftæm mærixzune.

Transformation Drill (1)

Learn the basic pattern then transform the sentences provided by the instructor:

mæn æzramsær xeyli xošæm miyad.

...

mæn ramsæro ziyad dust daræm.

mo'ællem: mæn æzto xeyli xošæm miyad.
 šagerd: mæn toro ziyad dust daræm.

mo'ællem: mæn æzxahæret xeyli xošæm miyad.
 šagerd: mæn xahæreto ziyad dust daræm.

mo'ællem: mæn æziran xeyli xošæm miyad.
 šagerd: mæn irano ziyad dust daræm.

mo'ællem: mæn æzfarsi xeyli xošæm miyad.
 šagerd: mæn farsiro ziyad dust daræm.

mo'ællem: mæn æzingilisi xeyli xošæm miyad.
 šagerd: mæn ingilisiro ziyad dust daræm.

mo'ællem: mæn æzin roman xeyli xošæm miyad
 šagerd: man in romano ziyad dust daræm

mo'ællem: mæn æzin sæfhe xeyli xoşæm miyad.
şagerd: mæn in sæfæro ziyad dust daræm.

mo'ællem: mæn æzin ræng xeyli xoşæm miyad.
şagerd: mæn in rængo ziyad dust daræm.

mo'ællem: mæn æzin qali xeyli xoşæm miyad.
şagerd: mæn in qaliro ziyad dust daræm.

Transformation Drill (2)

Learn the basic pattern then transform the negative sentences provided by the instructor into affirmative:

adreseş tuye dæftære telefon nist.

...

adreseş tuye dæftære telefone.

mo'ællem: otaqeş tuye in saxteman nist.

şagerd: otaqeş tuye in saxtemane.

mo'ællem: maşineş tuye in garaž nist.

şagerd: maşineş tuye in garaže.

mo'ællem: mizeş tuye in otaq nist.

şagerd: mizeş tuye in otaqe.

mo'ællem: pedæræm tuye in bimarestan nist.

şagerd: pedæræm tuye in bimarestane.

mo'ællem: æsbabaş tuye in aparteman nist.

şagerd: æsbabaş tuye in apartemane.

mo'ællem: qælæmet tuye in kešo nist.

şagerd: qælæmet tuye in keşoe.

mo'ællem: mænzeleşun tuye in şæhr nist.

şagerd: mænzeleşun tuye in şæhre.

mo'ællem: karemun tuye in karxune nist.

şagerd: karemun tuye in karxunæst.

mo'ællem: kelasemun tuye in otaq nist.

şagerd: kelasemun tuye in otaqe.

Transformation Drill (3)

Learn the basic pattern then transform the negative sentences provided by the instructor into affirmative:

ingilisi nemifæhme, farsi mifæhme.

...

ingilisi bælæd nist, farsi bælæde.

mo'ællem: torki nemifæhme, rusi mifæhme.

šagerd: torki bælæd nist, rusi bælæde.

mo'ællem: žaponi nemifæhme, almani mifæhme.

šagerd: žaponi bælæd nist, almani bælæde.

mo'ællem: hendi nemifæhme, 'æræbi mifæhme.

šagerd: hendi bælæd nist, 'æræbi bælæde.

mo'ællem: espaniyoli nemifæhme, færansævi mifæhme.

šagerd: espaniyoli bælæd nist, færansævi bælæde.

mo'ællem: in dærso nemifæhme, un dærso mifæhme.

šagerd: in dærso bælæd nist, un dærso bælæde.

mo'ællem: una zæbune toro nemifæhmæn, zæbune dusteto mifæhmæn.

šagerd: una zæbune toro bælæd nistæn, zæbune dusteto bælædæn.

mo'ællem: to dærse mæno nemifæhmi, dærse uno mifæhmi.

šagerd: to dærse mæno bælæd nisti, dærse uno bælædi.

mo'ællem: u zæbune doktoro nemifæhme, zæbune pæræstaro mifæhme.

šagerd: u zæbune doktoro bælæd nist, zæbune pæræstaro bælæde.

mo'ællem: šoma zæbune bččaro nemifæhmid, zæbune bozorgaro mifæhmid.

šagerd: šoma zæbune bččaro bælæd nistid, zæbune bozorgaro bælædid.

Double Substitution Drill (1)

Learn the basic pattern then substitute the cues provided by the instructor:

esmetun čiye?

mo'ællem: šoql - he

šagerd: šoqləš čiye?

mo'ællem: hal - how

šagerd: haleš četowre?

mo'ællem: kar - how

šagerd: kareš četowre?

mo'ællem: rixt - how

šagerd: rixteš četowre?

mo'ællem: xune - where
šagerd: xunæš kojast?

mo'ællem: kelas - where
šagerd: kelaseš kojast?

mo'ællem: kot - here
šagerd: koteš injast.

Multiple Substitution Drill

Learn the basic pattern then substitute the cues provided by the instructor:

in namæro key neveštīd?

mo'ællem: he - book
šagerd: in ketabo key nevešt?

mo'ællem: we - poem
šagerd: in še'ro key neveštīm?

mo'ællem: read
šagerd: in še'ro key xundīm?

mo'ællem: translate
šagerd: in še'ro key tærjome kærđīm?

mo'ællem: repeat
šagerd: in še'ro key tekrār kærđīm?

mo'ællem: compose
šagerd: in še'ro key goftīm?

mo'ællem: who
šagerd: in še'ro ki goft?

mo'ællem: read
šagerd: in še'ro ki xund?

mo'ællem: repeat
šagerd: in še'ro ki tekrār kærđ?

mo'ællem: translate
šagerd: in še'ro ki tærjome kærđ?

mo'ællem: novel
šagerd: in romano ki tærjome kærđ?

mo'ællem: news
šagerd: in xæbæro ki tærjome kærđ?

mo'ællem: send
 šagerd: in xæbæro ki ferestad?

mo'ællem: bring
 šagerd: in xæbæro ki avord?

Multiple Substitution Drill

Learn the basic pattern then substitute the cues provided by the instructor:

in mašino æzkoja xæridi?

mo'ællem: table
 šagerd: in mizo æzkoja xæridi?

mo'ællem: chair
 šagerd: in sændæliro æzkoja xæridi?

mo'ællem: brought
 šagerd: in sændæliro æzkoja avordi?

mo'ællem: book
 šagerd: in ketabo æzkoja avordi?

mo'ællem: cook (n.)
 šagerd: in ašpæzo æzkoja avordi?

mo'ællem: carpet
 šagerd: in qaliro æzkoja avordi?

mo'ællem: bought
 šagerd: in qaliro æzkoja xæridi?

mo'ællem: from whom
 šagerd: in qaliro æzki xæridi?

mo'ællem: car
 šagerd: in mašino æzki xæridi?

mo'ællem: radio
 šagerd: in radiyoro æzki xæridi?

mo'ællem: your radio
 šagerd: radiyoto æzki xæridi?

mo'ællem: your book
 šagerd: ketabeto æzki xæridi?

mo'ællem: how much
 šagerd: ketabeto čænd xæridi?

mo'ællem: sold
 šagerd: ketabeto čænd foruxti?

mo'ællem: guitar
šagerd: gitareto čænd foruxti?

mo'ællem: jeep
šagerd: jipeto čænd foruxti?

mo'ællem: to whom
šagerd: jipeto beki foruxti?

mo'ællem: records
šagerd: sæfehato beki foruxti?

mo'ællem: ring
šagerd: ængoštæreto beki foruxti?

mo'ællem: watch
šagerd: sa'æteto beki foruxti?

mo'ællem: how much
šagerd: sa'æteto čænd foruxti?

mo'ællem: pen
šagerd: qælæmeto čænd foruxti?

mo'ællem: Volkswagen
šagerd: fulekseto čænd foruxti?

mo'ællem: bought
šagerd: fulekseto čænd xæridi?

mo'ællem: Mercedes Benz
šagerd: benzeto čænd xæridi?

Multiple Substitution Drill

Learn the basic pattern then substitute the cues provided by the instructor:

radiyoro koja gozašti?

mo'ællem: television
šagerd: televiziyono koja gozašti?

mo'ællem: took
šagerd: televiziyono koja bordi?

mo'ællem: car
šagerd: mašino koja bordi?

mo'ællem: parked
šagerd: mašino koja park kærđi?

mo'ællem: bicycle
šagerd: dočærxæro koja park kærđi?

mo'ællem: motorcycle
 šagerd: motorsiklete koja park kærði?

mo'ællem: saw
 šagerd: motorsiklete koja didi?

mo'ællem: this building
 šagerd: in saxtemano koja didi?

mo'ællem: when
 šagerd: in saxtemano key didi?

mo'ællem: television
 šagerd: in televiziyono key didi?

mo'ællem: your friend
 šagerd: dusteto key didi?

mo'ællem: car
 šagerd: mašinetu key didi?

mo'ællem: bought
 šagerd: mašinetu key xæridi?

mo'ællem: sold
 šagerd: mašinetu key foruxti?

mo'ællem: your clothes
 šagerd: lebasatu key foruxti?

mo'ællem: to whom
 šagerd: lebasatu beki foruxti?

mo'ællem: your house
 šagerd: xunætu beki foruxti?

mo'ællem: gave
 šagerd: xunætu beki dadi?

mo'ællem: money
 šagerd: puletu beki dadi?

Repetition Drill

lotfæn tekrar konid:
 - mæn ye zæn daræm.
 - to dota dæst dari.
 - u seta bæčče dare.
 - ma čarta xune darim.
 - šoma pænjuta ketab næxundid.
 - una šiš sa'æt inja budæn.
 - mæn hæfta sæfhe behæsæn foruxtæm.

- to hæšta gol æzmina gereft
- u nohta sib bema dad.
- ma dæhta dæræxt tuye in baq avordim.
- yazdæhta æzin qaliya male xahære bižæne.
- dævazdæta mærd un mařino æz garaž birun avordæn.
- xuneye una sizdæta otaqe kučiko bozorg dašt.
- duste hæsen čardæh mahe piš beorupa ræft.
- mæn punzdæh ruz dær espaniya zendegi kærdæm.
- dær xabgahe ma šunzdæh danešju zendegi mikonæn.
- in šæhr hivdæta sinæma dare.
- xahære sasan hiždæh ruze dige æzemrika bærmigærde.
- pedæræm nuzdæh sal tuye karxune kar kaærd.
- in danešga bistta ostade mærd do pænja ostade zæn dare.
- pesæreš bisto yek sal dare.bi

Dialog Preparation

These preparatory questions and answers are designed to provide the student with a model so that he/she can use them in conversation and form similar sentences about the topic.

lotfæn guš konid:

- čera duste šoma xeyli yævaš hærf mizæne?
- čun farsiš xeyli xub nist.

- čænd væxte farsi mixune?
- dær hodude se mah.

- šoma farsi xeyli xub hærf mizænid. čænd sal farsi xundid?
- do sal. do salæm (sal hæm) iran budæm.

- ostadatun irani budæn ya emrika'i?
- yeki irani bud, yeki emrika'i.

- tuye kelas farsi hærf mizædid ya ingilisi?
- fæqæt farsi hærf mizædim.

- hala badustetun či hærf mizænid?
- farsi hærf mizænæm væli čun kæm mifæhme zud xæste miše.

- fek mikonid æge tæmrin konid farsiš xub miše?
- ælbætte. xeyli æzirano æzfarsi xošeš miyad.

- dustetun fereyduno mišnase?
- bæle. čænd ruz piš behæm mo'ærrefišun kærdæm.

- čera fereydun beš farsi yad nemide?
- čun dustæm tuye xabgahe ma zendegi nemikone.

End of Unit Eighteen

Comprehension (6)

The instructor reads the entire passage first at a slow pace and then at normal speed. The students listen. Then the instructor asks the students the questions that follow the passage. The students write or record their answers. The instructor may ask individual students some of the same questions.

lotfæn guš bedid:

bižæn ye sale piš dær emrika bud. u dær danešgahe minesota zæbunšenasi (dærs) mixund. bæ'd bižæn æzemrika beiran bærgæšt. u hala dær iran ostade danešgas. bižæn hala dær danešghe tehran zæbanšenasi dærs mide. dær kelase u punzdæhta šagerde pesæro doxtær mæšqule yad gereftæne metode jædide zæbanšenasiyæn.

xuneye bižæn tuye xiyabune ferdowsiye. xuneye u beforušgahe ferdowsi xeyli næzdike, væli æzdanešgahe tehran kæmi dure. bæ'zi ruza bižæn baotobus æzxunæš bedanešga mire. xuneye bižæn xeyli bozorge. xuneye u hæfta otaqo dota ašpæzxune dare. bižæn tuye un xuneye bozorg tænhaye tænha zendegi mikone.

bižæn dær in donya do bæradæro seta xahær dare. bæradæraye bižæn æzu bozorgtæræn, væli xahæraš æzu kučiktæræn. yeki æzxahæraye bižæn tuye ketab-xuneye danešgahe tehran ketabdare. xahæraye digeye bižæn xunedaræn. yeki æz-una dota bæčče dare. yeki dige bæčče nædare.

lotfæn beso'alhaye zir jævab bedid:

1. bižæn čændta bæradæro xahær dare?
2. čændta æzxahæraye bižæn bæčče daræn?
3. xuneye bižæn kojast?
4. bæ'zi ruza bižæn bači bedanešga mire?
5. bižæn hala čikar mikone?
6. dær kelase zæbanšenasiye bižæn čændta šagerd dærs mixunæn?
7. bižæn tænha zendegi mikone?
8. ki dær ketabxuneye danešgahe tehran ketabdare?
9. xuneye bižæn čændta otaqo čændta ašpæzxune dare?
10. bižæn key dær emrika dærs mixund?

Unit Nineteen

Some Adverbs of Time

Persian uses the time nouns 'ruz' (day), 'šæb' (night), 'hæfte' (week), 'mah' (month), and 'sal' (year) to express the most common units of time. The year is divided into four seasons or 'fæsl':

bæhar / bahar	spring
tabestun/tabessun	summer
pa'iz/payiz	fall
zemestun/zemessun	winter

Other references to the year:

em-sal	this year
par-sal	last year
sal-e dige	next year
sær-e sal	beginning of the year
væsæt-e sal	middle of the year
axær-e sal	end of the year

The modifiers 'sær', 'væsæt' and 'axær' apply to 'hæfte' and 'mah' as well:

sær-e hæfte	beginning of the week
axær-e mah	end of the month

The references to present, future and past for week and month are:

hæfte-ye jari	this week
mah-e jari	this month
hæfte-ye gozæšte	last week
mah-e gozæšte	last month
hæfte-ye dige	next week
mah-e dige	next month

The word 'ayænde' (coming) is used to refer to the future:

hæfte-ye ayænde	next week
mah-e ayænde	next month
sal-e ayænde	next year

The day is divided into:

sob / sobh	morning
zohr	noon
qæbl æz-zohr	before noon
bæ'd æz-zohr	afternoon

The night is divided into:

sær-e šæb	evening (lit. head of night)
nesf-e šæb	middle of night, midnight
diruz	yesterday

To express immediate past, i.e., yesterday, the night before last, etc., the following words are used:

em-ruz	today
em-šæb	tonight
di-ruz	yesterday
di-šæb	last night
færda	tomorrow
færda šæb	tomorrow night

The day before yesterday is expressed by adding 'pæri-' to 'ruz' or 'šæb':

pæri-ruz	day before yesterday
pæri-šæb	night before last

The day or night before 'pæriruz' and 'pærišæb' is expressed by adding 'pæs' to 'pæri', i.e., 'pæspæri-':

pæs-pæri-ruz	three days ago
pæs-pæri-šæb	three nights ago

For every day or night prior to this, an infix '-tær-' is added to 'pæs':

pæs-tær-pæri-ruz	four days ago
pæs-tær-tær-pæri ruz	five days ago, etc.

The same applies to 'færda' and 'færda šæb':

pæs-færda-šæb	night after tomorrow night
pæstær-tær-færda	four days hence

Along with the time nouns outlined above, which in themselves fall within a system, the words 'hala (now), the numerals and a number of adverbial phrases such as 'qæbl æz-' (before) and 'bæ'd æz-' (after) are also frequently encountered:

Examples:

čænd ruz piš un zæno tuye bazar didæm	I saw that lady in the market several days ago.
piš æzin koja zendegi mikærd?	Where did he live before this?
pæs æzšam bexuneye u ræftim.	We went to his house after dinner.
bæ'd æzkelas čikar mikoni?	What are you doing after class?
hala koja kar mikone?	Where is he working now?
se sal qæbl (piš) beemrika ræft.	He went to the U.S. three years ago.
do ruz bæ'd peydaš kærdæn.	They found him two days later.

Vocabulary

Please repeat:

xab	sleep
xab-æm mi-ad	I am sleepy, I feel sleepy
xab-æm umæd	I was sleepy, I felt sleepy
xæstæm-e	I am tired
xæstæm bud	I was tired
mi-xab-æm	I go to sleep
xabid-æm	I went to sleep
bar	time (once, twice, etc.)
bidar mi-š-æm	I wake up
bidar šod-æm	I woke up
barun	rain
barun mi-ad	it rains, it is raining
barun umæd	it rained
sigar mi-keš-æm	I smoke (a cigarette)
sigar kešid-æm	I smoked (a cigarette)
gorosnæm-e	I am hungry
gorosnæm bud	I was hungry
sandovič / sanduvič	sandwich
dorost mikonæm	I prepare, fix
dorost kærdæm	I prepared, fixed
pepsi	Pepsi Cola
esm-e pepsi-ro	talking of Pepsi! now that
avord-i	you mentioned Pepsi (lit., you brought the name of Pepsi into the conversation)
tešnæm-e	I am thirsty
tešnæm bud	I was thirsty

Drill Vocabulary

'æsæbani	angry, nervous
dad mizænæm	I shout
dad zædæm	I shouted
miræxsæm	I dance
ræxsidæm	I danced
esterahæt	rest, resting
esterahæt mikonæm	I rest
bærf	snow
seda	noise, voice, sound
adæm	person
nur	light
xun	blood
bad	wind
qors	tablet, pill
zæbtesot	tape recorder
pip	pipe (smoking)
pip mikešæm	I smoke a pipe
pip kešidæm	I smoked a pipe
šærab	wine
viski	whiskey

durbin	camera
tup	ball (games)
cætr	umbrella
mimunæm	I stay
mundæm	I stayed
nahar	lunch
bær migærdæm	I return
bær gæštæm	I returned
koridor	corridor
otaqe xab	bedroom
særd	cold
særdæme	I am cold, I feel cold
særdæm bud	I was cold, I felt cold
gærm	warm
gærmæm-e	I am warm, I feel warm
gærmæm bud	I was warm, I felt warm
gærma	heat
šokolat	chocolate
moqaze (mæqaze)	a small store

goftogu

sasan: emrüz xéyli xábæm miad. xéyli xæstæme.

hæsæn: mæge dišæb xúb næxabidi?

sasan: næ. dobár bidár šòdæm. xéyli barún miùmæd.

hæsæn: bæ'd číkar kærði?

sasan: ye sigar kešídæm, kæmiyæm beradiyó guš dàdæm.

hæsæn: bæ'd dobaré xabidi?

sasan: næ. gorosnæm bud. ye sandovič doróst kærdæmo baye pepsí xórdæm.

hæsæn: esme pepsíro avordi. mæn hæm gærmæme hæm tešnæme. bérím ye pepsí bòxorim.

sasan: bérím.

Translation

I feel very sleepy today. I am very tired.

Didn't you sleep well last night?

No. I woke up two times. It was raining hard.

What did you do then?

I smoked a cigarette. I also listened to the radio for a while.

Did you go back to bed again?

No. I was hungry. I fixed a sandwich and ate it with a Pepsi.

Talking of Pepsi. I am hot and thirsty. Let's go and have a Pepsi.

Let's go!

Repetition Drill

See the Dialog, above.

Simple Substitution Drill

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined form:

xeyli barun miyumæd.

mo'ællem: bærf
šagerd: xeyli bærf miyumæd.

mo'ællem: seda
šagerd: xeyli seda miyumæd.

mo'ællem: mašin
šagerd: xeyli mašin miyumæd.

mo'ællem: adæm
šagerd: xeyli adæm miyumæd.

mo'ællem: nur
šagerd: xeyli nur miyumæd.

mo'ællem: xun
šagerd: xeyli xun miyumæd.

mo'ællem: bad
šagerd: xeyli bad miyumæd.

Double Substitution Drill (1)

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined forms:

esme pepsiro avordi, berim ye pepsi boxorim.

mo'ællem: beer - drink
šagerd: esme abjoro avordi, berim ye abjo boxorim.

mo'ællem: wine - drink
šagerd: esme šærabo avordi, berim ye šærab boxorim.

mo'ællem: whiskey - drink
šagerd: esme viskiro avordi, berim ye viski boxorim.

mo'ællem: film - see
šagerd: esme filmo avordi, berim ye film bebinim.

mo'ællem: camera - take picture
šagerd: esme durbino avordi, berim ye 'æks begirim.

mo'ællem: swimming - buy a swimsuit
 šagerd: esme šenaro avordi, berim ye mayo bexærim.

mo'ællem: tennis - buy a ball
 šagerd: esme teniso avordi, berim ye tup bexærim.

mo'ællem: store - buy a refrigerator
 šagerd: esme forušgaro avordi, berim ye yæxčal bexærim.

mo'ællem: rain - umbrella
 šagerd: esme baruno avordi, berim ye čætr bexærim.

Double Substitution Drill (2)

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined forms:

ye šigar kešidæm, kæmiyæm beradiyo guš dadæm.

mo'ællem: abjo xordæm - televiziyon nega kærdæm
 šagerd: ye abjo xordæm, kæmiyæm televiziyon nega kærdæm.

mo'ællem: čaj xordæm - sæfhe guš dadæm
 šagerd: ye čaj xordæm, kæmiyæm (be)sæfhe guš dadæm.

mo'ællem: qæhve xordæm - zæbte sowt guš dadæm
 šagerd: ye qæhve xordæm, kæmiyæm (be)zæbte sowt guš dadæm.

mo'ællem: qors xordæm - esterahæt kærdæm
 šagerd: ye qors xordæm, kæmiyæm esterahæt kærdæm.

mo'ællem: sandovič xordæm - xabidæm
 šagerd: ye sandovič xordæm, kæmiyæm xabidæm.

mo'ællem: bæstæni xordæm - pip kešidæm
 šagerd: ye bæstæni xordæm, kæmiyæm pip kešidæm.

mo'ællem: šokolat xordæm - ruzname xundæm
 šagerd: ye šokolat xordæm, kæmiyæm ruzname xundæm.

Transformation Drill (1)

Learn the basic pattern then transform the sentences provided by the instructor from the present into the past tense:

emruz xeyli xabæm miyad.

...

diruz xeyli xabæm miyumæd.

mo'ællem: emšæb xeyli tešnæme.
 šagerd: dišæb xeyli tešnæm bud

mo'ællem: emruz sob xeyli gorosnæme.
šagerd: diruz sob xeyli gorosnæm bud.

mo'ællem: emruz bæ'd æzzohr xeyli xæstæme.
šagerd: diruz bæ'd æzzohr xeyli xæstæm bud.

mo'ællem: emšæb sære šæb xeyli gærmæme.
šagerd: dišæb sære šæb xeyli gærmæm bud.

mo'ællem: emsal xeyli mærizæm.
šagerd: parsal xeyli mæriz budæm.

mo'ællem: in mah xeyli narahætæm.
šagerd: mahe piš xeyli narahæt budæm.

mo'ællem: in sa'æt xeyli 'æsæbaniyæm.
šagerd: sa'æte piš xeyli 'æsæbani budæm.

mo'ællem: in hæfte xeyli xošhalæm.
šagerd: hæfteye piš xeyli xošhal budæm.

Transformation Drill (2)

Learn the basic pattern then transform the sentences provided by the instructor from the past into the present tense:

čænd ruz unja mundid?

...

čænd ruz unja mimunid?

mo'ællem: čænd šæb unja xabidid?
šagerd: čænd šæb unja mixabid?

mo'ællem: diruz xeyli barun umæd.
šagerd: emruz xeyli barun miyad.

mo'ællem: diruz sob bexahæræm telefon kærdæm.
šagerd: emruz sob bexahæræm telefon mikonæm.

mo'ællem: diruz bæ'd æzzohr tuye resturane pedære bižæn qæza m.
šagerd: emruz bæ'd æzzohr tuye resturane pedære bižæn qæza mixorim.

mo'ællem: hæfteye piš bete'atr næræftæn, bemæsjed ræftæn.
šagerd: in hæfte bete'atr nemiræn, bemæsjed miræn.

mo'ællem: dišæb ta nesfe šæb beradiyo guš dadim.
šagerd: emšæb ta nesfe šæb beradiyo guš midim.

mo'ællem: parsal bist dolar æzbærædæret gereftæm, beu dadæm.
šagerd: emsal bist dolar æzbærædæret migiræm, beu midæm.

mo'ællem: mahe piš dobar beširaz mosaferæt kærdæn
 šagerd: in mah dobar beširaz mosaferæt mikonæn
 mo'ællem: parsal koja zendegi kærdid?
 šagerd: emsal koja zendegi mikonid?

Repetition Drill

lotfæn tekrrar konid:

- čænd ruz unja mimunid?
- čænd šæb unja xabidæn?
- diruz xeyli barun næyumæd, xeyli bærf umæd.
- dišæb xeyli særd næbud, dišæb gærm bud.
- emruz šomaro tuye bazar didæm.
- dišæb sa'æte hæft koja budid?
- emruz zohr naharetuno koja mixorid?
- bæ'd æzzohr bayæd beræm piše doktor.
- una sære šæb bexuneye ma miyan.
- axære šæb æzunja ræftim.
- nesfe šæb æzsinæma bærgæštæm.
- diruz sob badustæm ingilisi hærf nemizædæm, farsi hærf mizædæm.
- færda bebazar nemirim, beforušga mirim.
- mehmunet færda šæb miyad.
- færda sob biya'idinja piše mæn.
- bæraye færda nahar nædarim, væli bæraye færda šæb šam darim.
- færda bæ'd æzzohr čikar mikonid? mitunim bahæm besinema berim?
- diruz bæ'd æzzohr tuye estæxre danešga šena kærðim.
- pæriruz xanometuno tuye bank didæm.
- pærišæb xuneye dustæm parti bud.
- una pæsfærdašæb beesfæhan miræn.
- bæradæreš pæspæriruz æzširaz umæd.
- šoma čænd sal (dær) iran budid?
- emsal æziran bærgæštid ya parsal?
- sale dige čikar mikonid?

Dialog Preparation

These preparatory questions and answers are designed to provide the student with a model so that he/she can use them in conversation and form similar sentences about the topic.

lotfæn guš konid:

- jorj, dišæb čikar kærði?
- dišæb bexuneye dustæm ræftæm.
- xuneye dustetun če xæbær bud? parti bud?
- næ. fæqæt čændta æzdusta bahæm budim.
- unja čikar kærðid? farsi hærf zædid?
- bæle. kæmi farsi hærf zædim. kæmiyæm eslaid niga kærðim.
- eslaide koja?
- æzhæme ja. čændta æzmesr, čændta æz torkiyye

- æziran četowr?
- čændtam æziran bud.

- dustetun xodeš iran bud?
- bæle. u sali dobar beiran mire.

- unja čikar mikone?
- qaliyo čizaye irani mixære miyare inja miforuše.

- inja forušga dare?
- næ. ye moqazeye kučik dare.

End of Unit Nineteen

Comprehension (7)

The instructor reads the entire passage at normal speed. The students listen. Then the instructor asks the students the questions that follow the passage. The students write or record their answers. The instructor may ask individual students some of the same questions.

lotfæn guš bedid:

jorj dær danešgahe minesota dærs mixune. duste jorjæm dær danešgahe minesota dærs mixune. una bahæm bekelase farsi miræn. kelse farsišun xeyli bozorg niss. dær kelase una hiždæ šagerde pesæro doxtær farsi mixunæn.

duste jorj xeyli yævaš farsi hærf mizæne. u nemitune xub farsi hærf bezæne, čun xeyli bekelase farsi nemire. jorjo dusteš tuye xunæšun bahæm farsi hærf mizænæn. væli čun duste jorj xub farsi bælæd niss, zud xæste miše.

dær kelase jorj dota mo'ællem farsi dærs midæn. yeki æzuna iruniye. yeki dige emrika'ie. in mo'allema dær ruz do bar farsi dærs midæn. bæ'zi ruza jorj soba bekelas mire, bæ'zi ruza bæ'd æzzohra bekelas mire.

jorjo dusteš æzirano æzfarsi xeyli xošešun miyad. una mixan beiran beræno dær unja kar konæn. duste jorj mixad dær ænjomæne irano emrikaye tehran ingilisi dærs bede. jorj mixad dær danešgahe tehran tarixo joqrafiya dærs bede.

lotfæn beso'alhaye zir jævab bedid:

1. čera jorjo dusteš mixan beiran beræn?
2. jorj mixad dær iran čikar kone?
3. duste jorj mixad dær iran čikar kone?
4. dær kelase jorj čændta mo'ællem farsi dærs midæn?
5. čera duste jorj zud xæste miše?
6. čera duste jorj xub farsi bælæd nist?
7. jorjo dusteš tuye xune či hærf mizænæn?
8. kelase una bozorge ya kučike?
9. dær kelase una čændta šagerd dærs mixunæn?
10. esme mo'alleme una čie?

Unit Twenty

The Emphatic 'xod' (self)

For discussion of the emphatic xod see Lesson Ten, Reading Two.

Vocabulary

lotfæn tekrar konid:

jævadi	Javadi, a family name
tæ'til (tæ:til)	holiday, vacation
tæ'til-e 'eyd	the New Year vacation
migozærunæm	I spend (time)
gozærundæm	I spent
jonub	south
pedær zæn	father-in-law
dæ'væt daræm	I am invited
dæ'væt daštæm	I was invited
xod	self
mašin-e xodetun	your own car
qoraze	an old car, jalopy
ranændegi mikonæm	I drive
ranændegi kærdæm	I drove
æz...ta	from...to
xodæm	myself
mibæræm	I take (away), in the context of cars, 'I drive'
bordæm	I took, I drove
mirunæm	I drive
rundæm	I drove
xob	well, yes, o.k.
inšalla / išalla	God willing
bešoma xoš gozæšt	you enjoyed
jaye šoma xali bud/	we missed you, wish you were
jaye šoma sæbz bud	there (lit., your place was empty
dustan bejaye ma budæn	friends enjoyed it for us (lit., friends were there instead of us)

Drill Vocabulary

lotfæn tekrar konid:

šomal	north
de(h)	village
pedærbozorg	grandfather
madærbozorg	grandmother
'æmu	uncle (father's side)
minešinæm	I sit
nešæstæm	I sat

sohbæt mikonæm	I speak
sohbæt kærdæm	I spoke
kar mikone	it is working (for watches)
rošæn mikonæm	I turn on (the radio, etc.)
rošæn kærdæm	I turned on
mi-istæm	I stand
istadæm	I stood
ra(h) miræm	I walk
ra(h) ræftæm	I walked
væsæt	middle
mašin mikonæm	I type
mašin kærdæm	I typed
hazer	ready
hazeræm	I am ready
hazer budæm	I was ready
peyda mikonæm	I find
peyda kærdæm	I found
mæ'ni	meaning
mæ'ni mikonæm	I define, explain
mæ'ni kærdæm	I defined, explained
post mikonæm	I mail
post kærdæm	I mailed
axær	end
hæva (abo hæva)	weather
æbr	cloud
æbr-i	cloudy
birun	out, outside
mæ'mulæn (mæ:mulæn)	usually
desambr	December
eski	ski
bištær-e mærdom	most people
eski bazi mikonæm	I ski

goftogu

lotfæn guš konid:

aqaye jævadi: tæ:tîle 'èyedetuno četówr gozærúndid?

aqaye qazi: ræftim jonüb. mænzéle pedær zænæm dæ'væt daštım.

aqaye jævadi: bamašine xodetun ræftid?

aqaye qazi: bæle. bahæmin qoráze ræftım.

aqaye jævadi: ki ranændegí kærd?

aqaye qazi: æzinja ta xorræm abád xodæm bordæm. æzunja ta æhváz xanôm rund.

aqaye jævadi: xob. inšallá tæ:til betun xoš gozæšt.

aqaye qazi: bæle. jáye šomà xéyli xalı (sæbz) bud.

aqaye jævadi: dustán bejáye mà budæn.

Translation

- Mr. Javadi: How did you spend your New Year vacation?
 Mr. Qazi: We went south. We were invited to my father-in-law's.
 Mr. Javadi: Did you go in your (own) car?
 Mr. Qazi: Yes. We went in this same jalopy.
 Mr. Javadi: Who drove (the car)?
 Mr. Qazi: I drove from here to Khorram Abad. From there
 my wife drove to Ahwaz.
 Mr. Javadi: Well, I hope (God willing) you enjoyed your (the)
 vacation.
 Mr. Qazi: Yes, and we missed you very much (lit. your place
 was very empty or green).
 Mr. Javadi: Friends (you) enjoyed it for us (lit. friends
 were in our place).

Repetition Drill (1)

See the Dialog (goftogu), above.

Double Substitution Drill (1)

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined forms:

tæ'tile 'eydetuno četowr gozærundid?

mo'ællem: last year - he
 šagerd: parsalešo četowr gozærund?

mo'ællem: last night - you (sing.)
 šagerd: dišæbeto četowr gozærundi?

mo'ællem: yesterday - they
 šagerd: diruzešuno četowr gozærundæn?

mo'ællem: last week - where
 šagerd: hæfteye pišešuno koja gozærundæn?

mo'ællem: last night - you (pl.)
 šagerd: dišæbetuno koja gozærundid?

mo'ællem: tomorrow - where do you go
 šagerd: færda koja mirid?

mo'ællem: tomorrow morning - we
 šagerd: færda sob koja mirim?

mo'ællem: tomorrow afternoon - work
 šagerd: færda bæ'd æzzohr koja kar mikonim?

mo'ællem: tonight - play
 šagerd: emšæb koja bazi mikonim?

mo'ællem: today - with whom
 šagerd: emruz baki bazi mikonim?

mo'ællem: yesterday - go to the movies
 šagerd: diruz baki besinæma ræftim?

mo'ællem: tomorrow - speak Persian
 šagerd: færda baki farsi hærf mizænim?

mo'ællem: he - English
 šagerd: færda baki ingilisi hærf mizæne?

mo'ællem: I - Turkish
 šagerd: færda baki torki hærf mizænæm?

mo'ællem: (negative) - Spanish
 šagerd: færda baki espaniyoli hærf nemizænæm?

mo'ællem: we - French
 šagerd: færda baki færansævi hærf nemizænim?

Double Substitution Drill (2)

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined forms:

ræftim jonub. mænzele pedær zænæm dæ'væt daštım.

mo'ællem: šomal - doxtær
 šagerd: ræftım šomal. mænzele doxtæræm dæ'væt daštım.

mo'ællem: deh - xahær
 šagerd: ræftım deh. mænzele xahæræm dæ'væt daštım.

mo'ællem: esfæhan - dust
 šagerd: ræftım esfæhan. mænzele dustæm dæ'væt daštım.

mo'ællem: xorræm abad - bærådær
 šagerd: ræftım xorræm abad. mænzele bærådæræm dæ'væt daštım.

mo'ællem: mæšhæd - 'æmu
 šagerd: ræftım mæšhæd. mænzele 'æmum dæ'væt daštım.

mo'ællem: ræšt - pedærbozorg
 šagerd: ræftım ræšt. mænzele pedærbozorgæm dæ'væt daštım.

mo'ællem: kerman - madærbozorg
 šagerd: ræftım kerman. mænzele madærbozorgæm dæ'væt daštım.

mo'ællem: abadan - mo'ællem
 šagerd: ræftım abadan. mænzele mo'ællemæm dæ'væt daštım.

Simple Substitution Drill (1)

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined forms:

bamašine xodetun ræftid?

mo'ællem: they

šagerd: bamašine xodešun ræftæn?

mo'ællem: he

šagerd: bamašine xodeš ræft?

mo'ællem: we

šagerd: bamašine xodemun ræftim?

mo'ællem: you (sing.)

šagerd: bamašine xode t ræfti?

mo'ællem: you (pl.)

šagerd: bamašine xode tun ræftid?

mo'ællem: I

šagerd: bamašine xodæm ræftæm?

mo'ællem: horse

šagerd: baæsbe xodæm ræftæm?

mo'ællem: bicycle

šagerd: badočærxeve xodæm ræftæm?

mo'ællem: bus

šagerd: baotobuse xodæm ræftæm?

mo'ællem: we

šagerd: baotobuse xodemun ræftim?

Simple Substitution Drill (2)

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined forms:

mæn bamašin ræftæm.

mo'ællem: my own car

šagerd: mæn bamašine xodæm ræftæm.

mo'ællem: he

šagerd: u bamašine xodeš ræft.

mo'ællem: bicycle

šagerd: u badočærxeve xodeš ræft.

mo'ællem: come
 şagerd: u badoçærxeve xodeş umæd.

mo'ællem: helicopter
 şagerd: u bahelkuptere xodeş umæd.

mo'ællem: we
 şagerd: ma bahelkuptere xodemun umædim.

mo'ællem: they
 şagerd: una bahelkuptere xodeşun umædæn.

mo'ællem: train
 şagerd: una baterene xodeşun umædæn.

mo'ællem: I
 şagerd: mæn baterene xodæm umædæm.

mo'ællem: you (sing.)
 şagerd: to baterene xodet umædi.

mo'ællem: horse
 şagerd: to baæsbe xodet umædi.

mo'ællem: work
 şagerd: to baæsbe xodet kar kærđi.

mo'ællem: car
 şagerd: to bamaşine xodet kar kærđi.

mo'ællem: drive
 şagerd: to bamaşine xodet ranændegi kærđi.

mo'ællem: we
 şagerd: ma bamaşine xodemun ranændegi kærđim.

mo'ællem: jeep
 şagerd: ma bajipe xodemun ranændegi kærđim.

Repetition Drill

lotfæn tekrarı konid:

lotfæn baun maşine bozorg ranændegi nækonid.
 lotfæn un radiyoro rowşæn nækonid.
 lotfæn jeloje televiziyon næistid.
 lotfæn væsæte xiyabun ra(h) nærid.
 lotfæn tuye in otaq sigar nækeşid.
 lotfæn ino bærave mæn polikopi konid.
 lotfæn in namæro bærave u maşin konid.
 lotfæn sære sa'æte se inja hazer başid.
 lotfæn in jomlæro bærave mæn mæ'ni konid.
 lotfæn in adresu bærave mæn ruye næqşe peyda konid.
 lotfæn in namæro bærave mæn post konid.

lotfæn in goftoguro bæraye ma tærjome konid.
 lotfæn in čeko bæraye mæn tuye bank be(go)zarid.
 lotfæn xeyli bolænd sohbæt nækonid.
 lotfæn saket bašid.
 xaheš mikonæm un pænjeræro bebændid.
 xaheš mikonæm un dæro baz nækonid.
 xaheš mikonæm in qaliro bæraye ma bešurid.
 xaheš mikonæm sasano baxodetun besinæma bebærid.
 xaheš mikonæm kæmi yævaštær hærf bezænid.
 xaheš mikonæm bau ingilisi sohbæt nækonid.

Transformation Drill (1)

Learn the basic pattern then transform the sentences provided by the instructor:

mo'ællem: mæn bamašin ræftæm.

...

šagerd: mæn xodæm bamašin ræftæm.

mo'ællem: u tanesfe šæb ranændegi kærd.

šagerd: u xodeš tanesfe šæb ranændegi kærd.

mo'ællem: ma tasob tænha unja nešæstim.

šagerd: ma xodemun tasob tænha unja nešæstim.

mo'ællem: una bamæn farsi sohbæt kærdæn.

šagerd: una xodešun bamæn farsi sohbæt kærdæn.

mo'ællem: šoma in mašine qorazæro beu foruxtid.

šagerd: šoma xodetun in mašine qorazæro beu foruxtid.

mo'ællem: madæreš goft in sa'æt kar nemikone.

šagerd: madæreš xodeš goft in sa'æt kar nemikone.

mo'ællem: pæræstar bemæriz dota qors dad.

šagerd: pæræstar xodeš bemæriz dota qors dad.

mo'ællem: šoma beu telefon kærddid.

šagerd: šoma xodetun beu telefon kærddid.

mo'ællem: mæn in namæro tærjome nækærdæm.

šagerd: mæn xodæm in namæro tærjome nækærdæm.

mo'ællem: to tuye un estæxr šena kærddi.

šagerd: to xodet tuye un estæxr šena kærddi.

Transformation Drill (2) [Not on Tape!]

Learn the basic pattern then transform the sentences provided by the instructor:

mo'ællem: mæn xodæm beš telefon kærdæm.
šagerd: xode mæn beš telefon kærdæm.

mo'ællem: u xodeš tanesfe šæb ranændegi kærd.
šagerd: xode u tanesfe šæb ranændegi kærd.

mo'ællem: ma xodemun tasob unja nešæstim.
šagerd: xode ma tasob unja nešæstim.

mo'ællem: una xodešun bamæn farsi sohbæt kærdæn.
šagerd: xode una bamæn farsi sohbæt kærdæn.

mo'ællem: šoma xodetun in mašine qorazæro beš foruxtid.
šagerd: xode šoma in mašine qorazæro beš foruxtid.

mo'ællem: madæreš xodeš goft in sa'æt kar nemikone.
šagerd: xode madæreš goft in sa'æt kar nemikone.

mo'ællem: pæræstar xodeš bemæriz dota qors dad.
šagerd: xode pæræstar bemæriz dota qors dad.

mo'ællem: šoma xodetun beš telefon kærdid.
šagerd: xode šoma beš telefon kærdid.

mo'ællem: mæn xodæm in namæro tærjome nækærdæm.
šagerd: xode mæn in namæro tærjome nækærdæm.

mo'ællem: to xodet tuye un estæxr šena kærđi.
šagerd: xode to tuye un estæxr šena kærđi.

Transformation Drill (3) [Not on Tape!]

Learn the basic pattern then transform the sentences provided by the instructor from the simple past a) into present tense and, b) into mi-past:

mo'ællem: ki ranændegi kærd?
šagerd: ki ranændegi mikone?
ki ranændegi mikærd?

mo'ællem: xahæret bekodum danešgah ræft?
šagerd: xahæret bekodum danešgah mire?
xahæret bekodum danešgah miræft?

mo'ællem: kodum filmo didæn?
šagerd: kodum filmo mibinæn?
kodum filmo mididæn?

mo'ællem: key æztehran bærgæšt?
 šagerd: key æztehran bærmigærde?
 key æztehran bærmigæšt?

mo'ællem: dære resturano sa'æte čar bæst.
 šagerd: dære resturano sa'æte čar mibænde.
 dære resturano sa'æte čar mibæst.

mo'ællem: dære belit foruširo key baz kærd?
 šagerd: dære belit foruširo key baz mikone?
 dære belit foruširo key baz mikærd?

mo'ællem: bakodum otobus beširaz ræftid?
 šagerd: bakodum otobus beširaz mirid?
 bakodum otobus beširaz miræftid?

mo'ællem: bižæn xeyli xub ingilisi sohbæt kærd.
 šagerd: bižæn xeyli xub ingilisi sohbæt mikone.
 bižæn xeyli xub ingilisi sohbæt mikærd.

mo'ællem: šoma æzu farsi yad gereftid.
 šagerd: šoma æzu farsi yad migirid.
 šoma æzu farsi yad migereftid.

Substitution Drill

Learn the pattern sentence then substitute the cues provided by the instructor:

æzxorræm abad ta æhvaz xanom rund.

mo'ællem: xodæm
 šagerd: æzxorræm abad ta æhvaz xodæm rundæm.

mo'ællem: šoma
 šagerd: æzxorræm abad ta æhvaz xodetun rundid.

mo'ællem: esfæhan - širaz
 šagerd: æzesfæhan ta širaz šoma rundid.

mo'ællem: ma
 šagerd: æzesfæhan ta širaz ma rundim.

mo'ællem: tehran - ramsær
 šagerd: æztehran ta ramsær ma rundim.

mo'ællem: (negative)
 šagerd: æztehran ta ramsær ma nærundim.

mo'ællem: to
 šagerd: æztehran ta ramsær to nærundi.

mo'ællem: inja - unja
 šagerd: æzinja ta unja to nærundi.

Dialog Preparation

These preparatory questions and answers are designed to provide the student with a model so that he/she can use them in conversation and form similar sentences about the topic.

lotfæn guš konid:

- jorj, emruz hævaye birun četowre?
- bæd nist. kæmi æbriye.

- æbre siya ya æbre sefid?
- æbre xakestæri. fek mikonæm kæmi barun biyad.

- hævaye birun særde ya gærme?
- kæmi særde. ye kæmiyæm bad miyad.

- šayæd mixad bærf biyad.
- næ. bæraye bærf bayæd æzin særdtær beše.

- inja mæ'mulæn če mahi bærf miyad?
- motæ'æssefane nemidunæm. mæn emsal bein iyalæt umædæm.

- motæšækkeræm jorj. nansi, šoma parsal inja zendegi mikærdid?
- bæle. hæm parsal hæm piyarsal. mæn æhle injam.

- parsal če mahi bærf umæd?
- hæer sal axære desambr bærf miyad.

- inja mæ'mulæn bæraye eski (bazi) bekoja miræn?
- jaye eski (bazi) ziyade. bištære mærdom bešomal miræn.

- šoma xodetun eski bazi mikonid?
- bæle. hærsal.

- mersi nansi.
- xaheš mikonæm.

End of Unit Twenty

Comprehension (8)

The instructor reads the entire passage first at a slow pace and then at normal speed. The students listen. Then the instructor asks the students the questions that follow the passage. The students write or record their answers. The instructor may ask individual students some of the same questions.

lotfæn guš bedid:

mæn hærruz sob sa'æte šiš æzxab bidar mišæm. ævvæl æzotaqe xab miyam biruno miræm bedæstšu'i. dær tuye dæstšu'i dæsson rumo mišuræm, dændunamo mesvak mizænæm, muhamo šune mikonæm væ bæ'd æzdæstšu'i miyam biruno miræm tuye otaqe nešimæn. dær tuye in otaq bæ'zi væxta mæn beradiyo iran guš midæmo bæ'zi væxta televiziyon nega mikonæm.

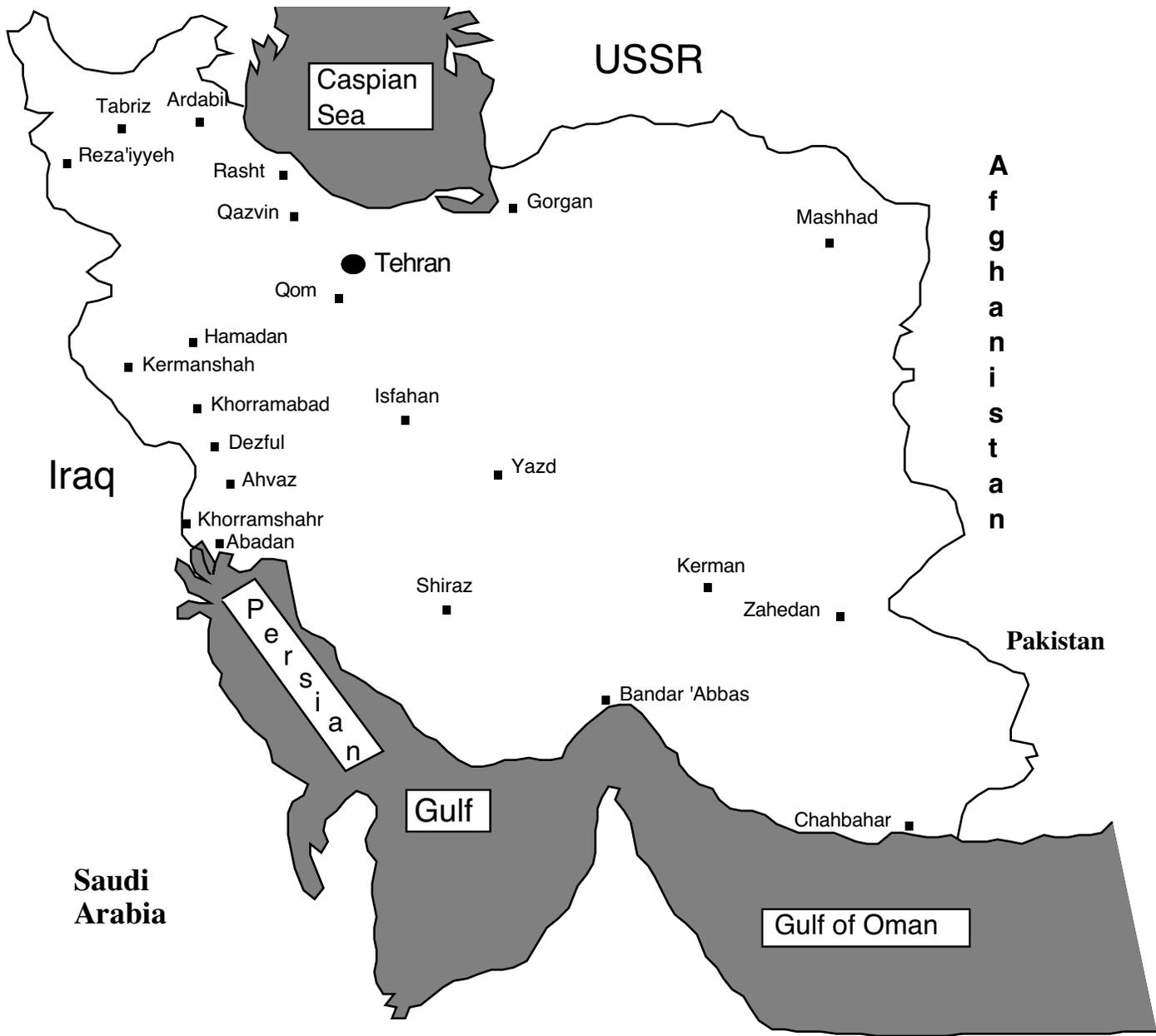
bæ'd æz kæmi esterahæt kærdæn dær ruye kanape, mæn æzotaqe nešimæn bešpæzxune miræmo mæšqule doros kærdæne sobhune mišæm. bæraye sobhune mæn mæ'mulæn dota toxme morq ba nuno kære vo moræbba mixoræm. bæ'zi ruza ba sobhunæm ye fenjune čaj væ bæ'zi ruzaye dige ye fenjune qæhve hæm mixoræm. dær dodude sa'æte hæfto nim sobhuneye mæn tæmum miše. unvæxt mæn lebasamo mipušæmo æzxune miyam birun.

danešgahe mæn æzxunæm xeyli dur niss. ruza'ike hæva xube mæn badočærxe bedanešga miræm. ruza'ike hæva xub nisso barun ya bærf miyad, mæn piyade æzxunæm bedanešga miræm.

dær danešga hærruz sob mæn bekelase farsi miræm. kelase farsiyæ mæn bæraye mæn xeyli jalebe, čun dær in kelas ma dærbareye iran sobbæt mikonim. mæn æzsohbæt kærdæn dærbareye iran xeyli lezzæt mibæræm, čun duste mæn iruniye væ čun xodæm hæm do sal dær iran zendegi kærdeæm.

lotfæn jævab bedid:

1. ruza'ike hæva xube bači æzxunæš bedanešga mire?
2. ruza'ike hæva xub niss čikar mikone?
3. u dær otaqe nešimæn čikar mikone?
4. mæ'mulæn bæraye sobhune či mixore?
5. tuye dæstšu'i čikar mikone?
6. ki bæraye u sobhune dorost mikone?
7. ki lebasæšo mipuše væ æzxune mire birun?
8. čera u æzkelase farsiš xošeš miyad?
9. duste u æhle kojast?
10. dær kelase farsi, una dærbareye či hærf mizænæn?



Map of Iran

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