

Basic Persian

Basic Persian

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<https://sites.google.com/a/pdx.edu/persian-in-use/home> By Anousha Sedighi

<https://www.persianlearner.com/> By Peyman Nojournian

Persian Grammar : <https://www.jahanshiri.ir/fa/en/toc-grammar>

Introduction

Basic Persian

Basic Persian is funded by Michigan State University Library-Open Educational Resources (OER) at Michigan State University. This resource is an online, interactive theme-based textbook for true beginners in the Persian language that promotes communicative, linguistic, and cultural competence. It has a mixture of pedagogical approaches to fit all types of learning, and teaching, philosophies and styles to achieve the intermediate low- to mid-ACTFL proficiency level within two sequence semester.

The book has eight chapters: Chapter 1 is an introduction to the Persian language script and sound system. Chapters 2-8 are based on themes: beginning conversation; family; describing places; expressing likes, dislikes, needs, and possession; giving instructions and making request, expressing present, past, and future actions; and talking about past and completed actions.

Each chapter starts with a review of the vocabulary, grammar, and theme of the previous chapter. Each chapter has 2-3 “reading/listening carefully” activities tailored to fit the proficiency level of the intended learners. Each chapter also has a “study abroad” section. Reading/listening and study abroad sections have both pre- and post-reading/listening activities to help learners achieve interpersonal, interpretive, and presentational communication skills. The goal of the study abroad section is to mirror study abroad experiences. Each chapter also has a grammar section which includes 3-4 grammatical items explained in a audio and text which are followed by interactive activities. Each chapter ends with cultural notes and a few additional online materials related to the theme of the chapter.

The book caters to different learning and teaching styles, so learners can go through the reading/listening and grammar sections in either order to develop the linguistic competence. Vocabulary in reading/listening includes the English meaning so learners can infer other meanings and glean context. Activities in reading/listening and grammar are developed using h5p so learners can get immediate constructive feedback.

Lastly, this book is the beginning of a journey and not the end of it. I promise to keep this book updated and revised based on users' and experts' feedback, so if you find any error, or just have a suggestion, please feel encouraged to write to nshiran@msu.edu or rranjan@msu.edu.

PART I

CHAPTER 1: BASICS GREETINGS AND PERSIAN ALPHABETS

Chapter1 Overview

Alphabet, Sound, Basic Greeting and Sentence Structure



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GOALS OF THIS CHAPTER

- You will learn about Persian language structure.
- You will learn Persian vowel and consonant letters.
- You will learn how to conjugate vowels with consonants.
- You will learn basic sentence structure.
- You will learn how to read and write Persian words and phrases.
- You will learn verb endings and how to use them.
- You will learn basic and simple greeting and introduction phrases.
- You will learn numbers in Persian language.
- You will be introduced to useful words and Phrases.

1.1 Persian Alphabet Overview



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Instructions overview:

There are some basic instructions that you should know about Persian Alphabets:

Persian script is written from **right to left**. There are **32 letters** and **6 vowels** in Persian Language.

There are no concepts of Capital or lowercase letters in Persian language, Instead, base on the position of the letter in the beginning, middle or end of the word the shape of letters changes.

Some of the Alphabet letters connect to the next letter in the word and some of the alphabet letters don't connect to the other letters in the word. we call them **connector** or **non- connector**. You will learn more about this when we describe each letter.

Let's begin with Vowels:

Persian Vowels:

Persian has **6 vowels**: **3 short vowels** and **3 long vowels**.

| Name | Letter | Sound | Example: sound in English |
|-------|--------|---------|---------------------------|
| aa | آ | A | Until / Water |
| ee | ای | EE / EA | eagle / |
| u | او | OO / U | Rule |
| Zebar | اَ | a | Cat |
| Zir | اِ | e | Egg |
| Pish | اُ | o | For |

Persian Alphabet In Order:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.lib.msu.edu/persian/?p=5#audio-5-1>

| English word | Sound | Name | Letter |
|--------------|-------|-----------|--------|
| apple | aa | alef | ا |
| bee | /b/ | be | ب |
| pam | /p/ | pe | پ |
| Tom | /t/ | te | ت |
| Sam | /s/ | se | ث |
| jim | /J/ | jim | ج |
| Chair | /ch/ | che | چ |
| Ham | /h/ | he (jimi) | ح |
| - | kh/ | khe | خ |
| Dan | /d/ | dal | د |
| Zoo | /z/ | zal | ذ |
| Run | /r/ | re | ر |

| English word | Sound | Name | Letter |
|--------------|-------|-----------------|--------|
| Zoo | /z/ | ze | ز |
| Garage | /zhe/ | zhe | ژ |
| Sam | /s/ | sin | س |
| Shane | /sh/ | shin | ش |
| Sam | /s/ | sad | ص |
| Zoo | /z/ | zad | ض |
| Tom | /t/ | ta | ط |
| Zoo | /z/ | za | ظ |
| UH | - | eyn | ع |
| - | /gh/ | ghein | غ |
| Frank | /f/ | fe | ف |
| - | /gh/ | ghaf | ق |
| Kite | /k/ | kaf | ک |
| Gang | /g/ | gaf | گ |
| Lab | /l/ | lam | ل |
| Man | /m/ | mim | م |
| No | /n/ | nun | ن |
| Video | /v/ | vav | و |
| Hot | /h/ | he (do cheshm) | ه |
| Yellow | /y/ | ye | ی |

As you see in the Alphabet table in Persian language, there are a few letters that represent more than one sound. and one sound that represent multiple letters. Later in this chapter, we talk about them more but here you will be introduced to them and their names:

Table 1: one sounds, multiple letter

| One sound | Multiple Letter in Persian |
|-----------|----------------------------|
| /h/ | ح - ه |
| /s/ | ث - س - ص |
| /t/ | ت - ط |
| /gh/ | ق - غ |
| /z/ | ظ - ض - ذ - ز |

Table 2: one letter, Multiple sounds

| One Letter in Persian | Multiple sounds |
|-----------------------|--|
| و | /ow/ (دولت) - /o/ (دو) - /u/ (روز) - /v/ (وام) |
| ه | /e/ (خانه) - /h/ (هوا) |
| ی | /ey/ (نی) - /i/ (میز) - /y/ (یک) |

For additional information and Grammatical points regarding alphabets and vowels, I would recommend following this website:

<https://www.jahanshiri.ir/fa/en/persian-alphabet>

Activity 1:



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<https://openbooks.lib.msu.edu/persian/?p=5#h5p-75>

Key Takeaways

- You can recognize Persian Alphabets.
- You can read the Alphabet in order.
- You can talk about basic structure of the Alphabet.

سپاس!

1.2 Persian Vowels

Please listen to the following audio on long and short vowels. While you are listening and reading them pause the audio and try to say each vowel out loud.





Table 1: List of Persian vowels with their English equivalent:
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<https://openbooks.lib.msu.edu/persian/?p=1334#audio-1334-1>

| | | | |
|----------------------|----|----|----|
| Persian Long Vowels | آ | ای | او |
| English | aa | ee | oo |
| Persian Short Vowels | اِ | اُ | اَ |
| English | a | e | o |

How to read and write vowels:

Please listen to the following audio on long and short vowels. While you are listening and reading them Pause the audio and try to say each vowel out loud.

Long vowel: آ



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.lib.msu.edu/persian/?p=1334#audio-1334-2>

| Example in English | Example in Persian | Final position | Medial Position | Initial position | Connector/ Non-connector | Vowel/ Consonant | Phonetic Symbol | Name | Pe Le |
|--------------------|--------------------|----------------|-----------------|------------------|--------------------------|-------------------|-----------------|-----------|-------|
| Awesome | آب-ما-باب | ا | ا | آ | Non-connector | Long vowel | /aa/ | aa | آ |

Long Vowel: ای



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.lib.msu.edu/persian/?p=1334#audio-1334-3>

| Example in English | Example in Persian | Final position | Medial Position | Initial position | Connector/ Non-connector | Vowel/ Consonant | Phonetic Symbol | Name: | Per Let |
|--------------------|--------------------|----------------|-----------------|------------------|--------------------------|-------------------|-----------------|-----------|---------|
| cheese | ایران - سبب - سینی | ی | ی | ای / ای | Non-connector | Long vowel | /ee/ | ee | ای |

Long Vowel: او



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| Example in English | Example in Persian | Final position | Medial Position | Initial position | Connector/ Non-connector | Vowel/ Consonant | Phonetic Symbol | Name | Pers Lett |
|--------------------|--------------------|----------------|-----------------|------------------|--------------------------|-------------------|-----------------|-----------|-----------|
| Shoot-Cook | او - خوب - مو | و | و | او | Non-connector | Long vowel | /oo/ | oo | او |

Short Vowel: ĩ



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.lib.msu.edu/persian/?p=1334#audio-1334-5>

| Example in English | Example in Persian | Final position | Medial Position | Initial position | Connector/ Non-connector | Vowel/ Consonant | Phonetic Symbol | Name | Pers Lett |
|--------------------|--------------------|----------------|-----------------|------------------|--------------------------|--------------------|-----------------|--------------|-----------|
| Apple | آدب | - | آ | آ | Non-connector | Short Vowel | /a/ | zebar | آ |

Short Vowel: ĩ



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| Example in English | Example in Persian | Final position | Medial Position | Initial position | Connector/ Non-connector | Vowel/ Consonant | Phonetic Symbol | Name | Pers Lett |
|--------------------|--------------------|----------------|-----------------|------------------|--------------------------|------------------|-----------------|------------|-----------|
| Egg - Bed - | اِسْم | - | اِ | اِ | Non-connector | | /e/ | zir | اِ |

Short Vowel: اِ



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| Example in English | Example in Persian | Final position | Medial Position | Initial position | Connector/ Non-connector | Vowel/ Consonant | Phonetic Symbol | Name | Pers Lett |
|--------------------|--------------------|----------------|-----------------|------------------|--------------------------|------------------|-----------------|-------------|-----------|
| Orange | اَب | - | اِ | اِ | Non-connector | vowel | /o/ | pish | اِ |

Notes on Persian Vowels:

Alef with zebar have the sound of , /a/, because Alef is a carrier of diacritics and when it does not appear with any other diacritics, then it is by default considered as Alef with zebar ,/a/. Additionally, in a standard writing, people **do not use** zebar, zir, or pish with **Alef or any other alphabet letters** as they represent short vowels /a/, /e/, and /o/.These

short vowels are often assumed. However, if there is a long (/aa/) vowel, then people do use (ā).



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<https://openbooks.lib.msu.edu/persian/?p=1334#audio-1334-8>

Table 2. Examples of Vowels in English and Persian words.

| English Examples | Vowel Letters | Persian Examples |
|------------------|---------------|------------------|
| Awesome | آ | آب |
| Apple | اُ | آذُب |
| Need | ایـ | ایران |
| End | إ | احساس |
| root | و | دود |
| Orange | أ | امید |

Practice ۱:



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/persian/?p=1334#h5p-77>

Practice 2:

Please choose the correct vowel from the multiple choice options that has been used at the **beginning** of the word:



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<https://openbooks.lib.msu.edu/persian/?p=1334#h5p-78>

Practice 3:

Please choose the correct vowel from the multiple choice options that has been used at the **Middle** of the word:



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<https://openbooks.lib.msu.edu/persian/?p=1334#h5p-83>

Practice 4:

Please choose the correct vowel from the multiple choice options that has been used at the **End** of the word:



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<https://openbooks.lib.msu.edu/persian/?p=1334#h5p-84>

Key Takeaways

- You can recognize and sound out all the Persian vowels.

بیپاس!

1.3 Persian Alphabet

“الفبا فارسی”



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Learning Objectives

- You will learn Persian alphabets and additional sounds.

Alef” Ā “

Alef (ا) is the first Persian letter and a non-connector. It has only independent and final shapes. It appears with three different diacritics as shown below. We usually review vowels with the letter Alef first:

| Sound | Letter | Name |
|-------|--------|-----------------|
| a | ا | alef |
| ā | آ | Alef with zebār |
| e | اِ | Alef with zir |
| o | اُ | Alef with pish |

Let's see a few more examples of these vowels with a letter *be* (ب):

| Example in English | Name | Persian example |
|--------------------|-------|-----------------|
| ab | zebar | آب |
| ib | zir | اِب |
| ub | pish | اُب |

Here we are going explain each letter in group base on their similarity in shapes:

Alef” Ā “



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| Example in English | Example in Persian | Final position | Medial Position | Initial position | Connector/ Non-connector | Vowel/ Consonant | Sound | Name | Persian Letter |
|--------------------|--------------------|----------------|-----------------|------------------|--------------------------|------------------|-------|------|----------------|
| Awesome | آب | ا | ا | آ | Non-connector | Vowel | a | alef | ا |

B “ب” Group

All the letters of the ب series have similar shape in their independent, initial, medial, and final positions. They can only be differentiated by dots and diacritics.



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| Example in English | Example in Persian | Final position | Medial Position | Initial position | Connector/ Non-connector | Vowel/ Consonant | Sound | Name | Persian Letter |
|--------------------|--------------------|----------------|-----------------|------------------|--------------------------|------------------|-------|------|----------------|
| Bee | بابا | ب | ب | ب | Connector | Consonant | /b/ | be | ب |

| Example in English | Example in Persian | Final position | Medial Position | Initial position | Connector/ Non-connector | Vowel/ Consonant | Sound | Name | Persian Letter |
|--------------------|--------------------|----------------|-----------------|------------------|--------------------------|------------------|-------|------|----------------|
| Pam | پدر | پ | پ | پ | Connector | Consonant | /p/ | pe | پ |

| Example in English | Example in Persian | Final position | Medial Position | Initial position | Connector/ Non-connector | Vowel/ Consonant | Sound | Name | Persian Letter |
|--------------------|--------------------|----------------|-----------------|------------------|--------------------------|------------------|-------|------|----------------|
| Tom | توت | ت | ت | ت | Connector | Consonant | /t/ | te | ت |

| Example in English | Example in Persian | Final position | Medial Position | Initial position | Connector/ Non-connector | Vowel/ Consonant | Sound | Name | Persian Letter |
|--------------------|--------------------|----------------|-----------------|------------------|--------------------------|------------------|-------|------|----------------|
| Sam | تريا | ث | ث | ث | Connector | Consonant | /s/ | se | ث |

Here you see examples of the ب series in different positions in the the word: (keep in mind the following words are only for practice and not all words will have meanings)

| Initial | Middle | Final |
|-------------|-------------|-------------|
| ب ا ر = بار | س ب پ = سبب | ج ب = جب |
| پ ا ر = پار | چ پ ر = چپر | ج پ = چپ |
| ت ا ر = تار | ب ت ا = بتا | ج ت = رات |
| ث ا ر = ثار | ب ث ن = بغن | چ ا ث = چاٹ |

CH1.3 Exercise 1

Content: Please note that these words are for practice only and not all words will have meanings.

Jim ” ج ” Group

Persian letters of the jim “ج” group look alike, but the placement of dots distinguishes them. Please learn the shape and the placement of the dots. Letters of the jim ج series are also connectors. They join the following letters in words. Like other connectors, letters of the jim ج series look different at the initial and middle positions. However, the final position and the full form of ج jim series look alike.



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| Example in English | Example in Persian | Final position | Medial Position | Initial position | Connector/ Non-connector | Vowel/ Consonant | Sound | Name | Persian Letter |
|--------------------|--------------------|----------------|-----------------|------------------|--------------------------|------------------|-------|------|----------------|
| Jim | جوچه | ج | چ | چ | Connector | Consonant | /j/ | jim | ج |

| Example in English | Example in Persian | Final position | Medial Position | Initial position | Connector/ Non-connector | Vowel/ Consonant | Sound | Name | Persian Letter |
|--------------------|--------------------|----------------|-----------------|------------------|--------------------------|------------------|-------|------|----------------|
| Chat | چمن | چ | چ | چ | Connector | Consonant | /ch/ | che | چ |

| Example in English | Example in Persian | Final position | Medial Position | Initial position | Connector/ Non-connector | Vowel/ Consonant | Sound | Name | Persian Letter |
|--------------------|--------------------|----------------|-----------------|------------------|--------------------------|------------------|-------|------|----------------|
| Hat | حوله | ح | ح | ح | Connector | Consonant | /h/ | he | ح |

| Example in English | Example in Persian | Final position | Medial Position | Initial position | Connector/ Non-connector | Vowel/ Consonant | Sound | Name | Persian Letter |
|--------------------|--------------------|----------------|-----------------|------------------|--------------------------|------------------|-------|------|----------------|
| not in English | خانه | خ | خ | خ | Connector | Consonant | /kh/ | khe | خ |

Here you see examples of the ج series in different positions in the the word: (keep in mind the following words are only for practice and not all words will have meanings)

| Final | Middle | Initial | Letter |
|-------|--------|---------|--------|
| حج | اجر | جا | ج |
| گج | آجر | چا | چ |
| داح | احمد | حا | ح |
| چخ | آخ | خا | خ |

Please join the letters to form a word. Please note that these words are for practice and not all words will have meanings.

[Ch.-1.3 Exercise 2 خ group](#)

Daal “د” & Re “ر” Group



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.lib.msu.edu/persian/?p=1432#audio-1432-4>

These letters in Persian are non-connectors and do not join with following letters in the word. However, these letters will join with the preceding letters in words. Also, notice the difference in shapes of dal and re groups.

As dal and re groups do not connect with following letter, they do not change their shapes in the initial, middle, and final positions.

| Example in English | Example in Persian | Final position | Medial Position | Initial position | Connector/ Non-connector | Vowel/ Consonant | Sound | Name | Persian Letter |
|--------------------|--------------------|----------------|-----------------|------------------|--------------------------|------------------|-------|------|----------------|
| Dad | داریوش | د | د | د | Non-connector | Consonant | /d/ | dal | د |

| Example in English | Example in Persian | Final position | Medial Position | Initial position | Connector/ Non-connector | Vowel/ Consonant | Sound | Name | Persian Letter |
|--------------------|--------------------|----------------|-----------------|------------------|--------------------------|------------------|-------|------|----------------|
| Zoo | ذرت | ذ | ذ | ذ | Non-connector | Consonant | /z/ | zal | ذ |

| Example in English | Example in Persian | Final position | Medial Position | Initial position | Connector/ Non-connector | Vowel/ Consonant | Sound | Name | Persian Letter |
|--------------------|--------------------|----------------|-----------------|------------------|--------------------------|------------------|-------|------|----------------|
| Rose | رایانه | ر | ر | ر | Non-connector | Consonant | /r/ | re | ر |

| Example in English | Example in Persian | Final position | Medial Position | Initial position | Connector/ Non-connector | Vowel/ Consonant | Sound | Name | Persian Letter |
|--------------------|--------------------|----------------|-----------------|------------------|--------------------------|------------------|-------|------|----------------|
| Zoo | زنبور | ز | ز | ز | Non-connector | Consonant | /z/ | ze | ز |

| Example in English | Example in Persian | Final position | Medial Position | Initial position | Connector/ Non-connector | Vowel/ Consonant | Sound | Name | Persian Letter |
|--------------------|--------------------|----------------|-----------------|------------------|--------------------------|------------------|-------|------|----------------|
| Garage | گاله | ژ | ژ | ژ | Non-connector | Consonant | /zhe/ | zhe | ژ |

Ch.1.3 Exercise د , ر , 3 group

Please join the letters to form a word. Please note that these words are for practice and not all words will have meanings.

Sin “س” Group

These two letters “s” and “sh” have only one difference: “sh” (ش) is written with three dots on the top of the “s” (س). These are connectors and like most connectors, letters in the Sin س group take the variant in the initial and medial positions, and the full form in the final position.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.lib.msu.edu/persian/?p=1432#audio-1432-5>

| Example in English | Example in Persian | Final position | Medial Position | Initial position | Connector/ Non-connector | Vowel/ Consonant | Sound | Name | Persian Letter |
|--------------------|--------------------|----------------|-----------------|------------------|--------------------------|------------------|-------|------|----------------|
| Sam | سارا | س | س | س | Connector | Consonant | /s/ | sin | س |

| Example in English | Example in Persian | Final position | Medial Position | Initial position | Connector/ Non-connector | Vowel/ Consonant | Sound | Name | Persian Letter |
|--------------------|--------------------|----------------|-----------------|------------------|--------------------------|------------------|-------|------|----------------|
| shoes | شام | ش | شد | ش | Connector | Consonant | /sh/ | shin | ش |

Saad “ص” Group

Saad and zaad are similar-looking letters, except that zaad has a dot. Please also note that the letters ص and س are homophonous and give the sound of “s” as in English *sample*. ض is also homophonous with ذ and ز and gives the sound of “ze” as in English *zero*.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.lib.msu.edu/persian/?p=1432#audio-1432-6>

| Example in English | Example in Persian | Final position | Medial Position | Initial position | Connector/ Non-connector | Vowel/ Consonant | Sound | Name | Persian Letter |
|--------------------|--------------------|----------------|-----------------|------------------|--------------------------|------------------|-------|------|----------------|
| Sam | صابون | ص | ص | ص | Connector | Consonant | /s/ | saad | ص |

| Example in English | Example in Persian | Final position | Medial Position | Initial position | Connector/ Non-connector | Vowel/ Consonant | Sound | Name | Persian Letter |
|--------------------|--------------------|----------------|-----------------|------------------|--------------------------|------------------|-------|------|----------------|
| Zoo | قرض | ض | ض | ض | Connector | Consonant | /z/ | zaad | ض |

Here you see examples of the س series and ص Series in different positions in the the word: (keep in mind the following words are only for practice and not all words will have meanings)

| Initial | Medial | Final |
|----------------|----------------|----------------|
| ص ا ف = صاف | ح ا ص ل = حاصل | ش خ ص = شخص |
| ض ر و ر = ضرور | ح ض ر ت = حضرت | ب ی ا ض = بیاض |
| س ی ب = سیب | ر س ت ا = رستا | پ ا س = پاس |

س. ص Ch.1.3 Exercise 4 Group

Ta “ط” & Za ”ظ” Group

ط and ظ are each homophonous with different letters of the Persian alphabets. They remain the same in all positions.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.lib.msu.edu/persian/?p=1432#audio-1432-7>

| Example in English | Example in Persian | Final position | Medial Position | Initial position | Connector/ Non-connector | Vowel/ Consonant | Phonetic Symbol | Name | Pers Lett |
|--------------------|--------------------|----------------|-----------------|------------------|--------------------------|------------------|-----------------|------|-----------|
| Tom | خط | ط | ط | ط | Connector | Consonant | /t/ | taa | ط |

| Example in English | Example in Persian | Final position | Medial Position | Initial position | Connector/ Non-connector | Vowel/ Consonant | Phonetic Symbol | Name | Pers Lett |
|--------------------|--------------------|----------------|-----------------|------------------|--------------------------|------------------|-----------------|------|-----------|
| Zoo | ظرف | ظ | ظ | ظ | Connector | Consonant | /z/ | zaa | ظ |

Here you see examples of the ط & ظ series in different positions in the the word:
(keep in mind the following words are only for practice and not all words will have meanings)

| Initial | Medial | Final |
|---------------|-------------------|-------------------|
| ط و ر = طور | س ل ط ن ت = سلطنت | ق ح ط = قحط |
| ظ ا ل م = ظلم | ن ظ ر = نظر | ا ل ف ا ظ = الفاظ |

ص Ch.-1.3-Exercise-5 Group

Eiyn ” ع ” group

Eiyn (ع) and ghain (غ) are similar-looking letters. However, Eiyn gives vowel sounds whereas ghain is a voiced velar fricative consonant sound. Both have different shapes at initial, middle, and final position.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.lib.msu.edu/persian/?p=1432#audio-1432-8>

| Example in English | Example in Persian | Final position | Medial Position | Initial position | Connector/ Non-connector | Vowel/ Consonant | Sounds | Name | Persian Letter |
|--------------------|--------------------|----------------|-----------------|------------------|--------------------------|------------------|--------|------|----------------|
| – | عمو | ع | ع | ع | Connector | Consonant | – | Eiyn | ع |

| Example in English | Example in Persian | Final position | Medial Position | Initial position | Connector/ Non-connector | Vowel/ Consonant | Sounds | Name | Persian Letter |
|--------------------|--------------------|----------------|-----------------|------------------|--------------------------|------------------|--------|-------|----------------|
| – | دماغ | غ | غ | غ | Connector | Consonant | /gh/ | Ghayn | غ |

Here you see examples of the ع & غ series in different positions in the the word:
(keep in mind the following words are only for practice and not all words will have meanings)

| Initial | Middle | Final |
|-----------------|----------------------|----------------|
| م ق ط ع = مقطوع | م ع ل و م = معلوم | ع ا د ت = عادت |
| ب ا غ = باغ | م غ ا ل ط ه = مغالطه | غ م = غم |

ع Group Exercise-6 Ch.1.3

ف ” ف ” Group

Letters in the ف group have different full forms. The variants are identical and only distinguishable by the number of dots above the letter.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.lib.msu.edu/persian/?p=1432#audio-1432-9>

| Example in English | Example in Persian | Final position | Medial Position | Initial position | Connector/ Non-connector | Vowel/ Consonant | Sound | Name | Persian Letter |
|--------------------|--------------------|----------------|-----------------|------------------|--------------------------|------------------|-------|------|----------------|
| Foot | فردا | ف | ف | ف | Connector | Consonant | /f/ | fe | ف |

| Example in English | Example in Persian | Final position | Medial Position | Initial position | Connector/ Non-connector | Vowel/ Consonant | Sound | Name | Persian Letter |
|--------------------|--------------------|----------------|-----------------|------------------|--------------------------|------------------|-------|------|----------------|
| - | مشق | ق | ق | ق | Connector | Consonant | - | gaff | ق |

Here you see examples of the ف & ق series in different positions in the the word:
(keep in mind the following words are only for practice and not all words will have meanings)

| Initial | Medial | Final |
|----------------|-------------|-------------|
| ف و ت = فوت | ل ف ظ = لفظ | ا ل ف = الف |
| ق ر ی ب = قریب | و ق ت = وقت | ف ر ق = فرق |

Ch.1.3-Exercise-7 Group ف

Kaaf ” ک ” & gaff ” گ “

Kaaf and gaff look similar except gaff has two strokes connected to the right side. They are connectors, and have the different shapes at the initial, middle, and final positions.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.lib.msu.edu/persian/?p=1432#audio-1432-10>

| Example in English | Example in Persian | Final position | Medial Position | Initial position | Connector/ Non-connector | Vowel/ Consonant | Phonetic Symbol | Name | Pers Lett |
|--------------------|--------------------|----------------|-----------------|------------------|--------------------------|------------------|-----------------|------|-----------|
| Kodak | کدک | ک | ک | ک | Connector | Consonant | /k/ | kaaf | ک |

| Example in English | Example in Persian | Final position | Medial Position | Initial position | Connector/ Non-connector | Vowel/ Consonant | Phonetic Symbol | Name | Pers Lett |
|--------------------|--------------------|----------------|-----------------|------------------|--------------------------|------------------|-----------------|------|-----------|
| Gang | گج | گ | گ | گ | Connector | Consonant | /g/ | gaff | گ |

Here you see examples of the ک & گ series in different positions in the the word:
(keep in mind the following words are only for practice and not all words will have meanings)

| Initial | Medial | Final |
|-------------|-------------|-------------|
| ک ا ر = کار | ف ک ر = فکر | ن ا ک = ناک |
| گ و ل = گول | ب گ ل = بگل | پ ا گ = پاگ |

ک, گ Exercise 8 group 1.3

Laam “ل” & Mim “م” & Noon “ن”

م , ل , and ن are three distinct letters. They do not belong to the same group.
Variants of ن are similar to ب group variants and follow the same rule.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.lib.msu.edu/persian/?p=1432#audio-1432-11>

| Example in English | Example in Persian | Final position | Medial Position | Initial position | Connector/ Non-connector | Vowel/ Consonant | Phonetic Symbol | Name | Pers Lett |
|--------------------|--------------------|----------------|-----------------|------------------|--------------------------|------------------|-----------------|------|-----------|
| Love | لب | ل | ل | ل | Connector | Consonant | /l/ | laam | ل |

| Example in English | Example in Persian | Final position | Medial Position | Initial position | Connector/ Non-connector | Vowel/ Consonant | Phonetic Symbol | Name | Pers Lett |
|--------------------|--------------------|----------------|-----------------|------------------|--------------------------|------------------|-----------------|------|-----------|
| Mom | مادر | م | م | م | Connector | Consonant | /m/ | mim | م |

| Example in English | Example in Persian | Final position | Medial Position | Initial position | Connector/ Non-connector | Vowel/ Consonant | Phonetic Symbol | Name | Pers Lett |
|--------------------|--------------------|----------------|-----------------|------------------|--------------------------|------------------|-----------------|------|-----------|
| No | نان | ن | ند | ن | Connector | Consonant | /n/ | noon | ن |

Here you see examples of the ن & م series in different positions in the the word:
(keep in mind the following words are only for practice and not all words will have meanings)

| Initial | Middle | Final |
|----------------|-----------------|-------------|
| م ا ل = مال | ن م ک = نمک | ن ا م = نام |
| ل م ب ا = لمبا | ق ل م = قلم | م ا ل = مال |
| ن م ک = نمک | چ ن د ن = چنداں | خ ا ن = خان |

Ch.-1.3-Exercise 9 Group ل , م , ن

Additional letters, Symbol & Vowels:

هـ - و - ی - - - ع

Ye “ ی ”

| Example in English | Example in Persian | Final position | Medial Position | Initial position | Connector/ Non-connector | Vowel/ Consonant | Phonetic Symbol | Name | Pers Lett |
|--------------------|--------------------|----------------|-----------------|------------------|--------------------------|------------------|-----------------|------|-----------|
| Yellow | یخ | ی | یـ | ایـ | connector | consonant | /y/ | ye | ی |

ای and long vowel ی Consonant

The letters ی function as both long vowels and consonant. Close attention needs to be paid to the variants of these two letters, as they take different initial, middle, and final forms.

Here you see examples of the ی & ای in different positions in the word: (keep in mind the following words are only for practice and not all words will have meanings)

| Initial | Middle | Final |
|--------------|---------------|-----------------|
| دی نی = دینی | ع ئ س = عیس | ای ر ان = ایران |
| ی خ = یخ | و زی ر = وزیر | چ ای = چای |

Ch.-1.3 Exercise 10 Group ی

Vaav “و” varies

| Example in English | Example in Persian | Final position | Medial Position | Initial position | Connector/ Non-connector | Vowel/ Consonant | Phonetic Symbol | Name | Pers Lett |
|--------------------|--------------------|----------------|-----------------|------------------|--------------------------|------------------|-----------------|------|-----------|
| Victor | وام | و | و | و | Non – Connector | consonant | /v/ | vaav | و |

| Example in English | Example in Persian | Final position | Medial Position | Initial position | Connector/ Non-connector | Vowel/ Consonant | Phonetic Symbol | Name | Per Let |
|--------------------------------|--------------------|----------------|-----------------|------------------|--------------------------|------------------|-----------------|------------|---------|
| similar to the K in Know/ Knot | خواهر | و | و | و | Connector | - | - | Silent vav | 9 |



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.lib.msu.edu/persian/?p=1432#audio-1432-12>

Consonant “Vaav” , Vowel O/OO and” Silent vaav”

Vaav ” و ” represents two distinct sets of sounds:

1. As a semi-vowel, it gives the sounds of “v” (as in English “vote”).
Examples: آواز
2. As a long vowel, it gives the sounds of “o” (as in English “role”), “u” (as in English “loot”/”boot”).
3. “Silent Vav” always located after /خ/ and before vowel /aa-ا/. It is similar to “k” in word “know”. you don not pronounce it!It connect /خ/ to /aa-ا/.

| English | transliteration | Persian | |
|---------|-----------------|---------|----------------|
| sister | khahar | خواهر | script |
| | khahar | خاهر | Pronunciati on |

He dow cheshm ” ه ” & Unpronounced ” ه “



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.lib.msu.edu/persian/?p=1432#audio-1432-13>

| Example in English | Example in Persian | Final position | Medial Position | Initial position | Connector/ Non-connector | Vowel/ Consonant | Phonetic Symbol | Name | Pe |
|--------------------|--------------------|----------------|-----------------|------------------|--------------------------|------------------|-----------------|---------------|----|
| Ham | هوا-شاه | ه | ه | ه | Connector | Consonant | /h/ | he dow cheshm | ه |

| Example in English | Example in Persian | Final position | Medial Position | Initial position | Connector/ Non-connector | Vowel/ Consonant | Phonetic Symbol | Name |
|--------------------|--------------------|----------------|-----------------|------------------|--------------------------|------------------|-----------------|--------------|
| Fiancé | خانه | ه | - | - | Non-connector | Vowel | /h/ | Unpronounced |

ه / ه

The consonant “he” and the unpronounced vowel “he” have similar shape at the final position in a word. The only difference is the consonant “he” comes after the vowel letter, whereas the unpronounced vowel “he” comes after the consonant letter.

Here you see examples of the ه & ه in different positions in the the word: (keep in mind the following words are only for practice and not all words will have meanings)

| Initial | Middle | Final |
|-------------|----------------|-----------------------|
| - | - | د ه = ک / م ا ه = ماه |
| م ا ه = ماه | ب ه ا ر = بهار | ه و ا = هوا |

Ch.I.3-Exercise-II Group ه

hamzeh ” ء “

hamzeh ء indicates the occurrence of two vowels in a sequence. Hamzeh is always placed on the second vowel except for certain combinations. It is always “seated” above vowels. In other words, hamzeh ء is written with the help of a variant.

HAMZEH: Also come from Arabic language, and it can be placed on vowels:

| | | | |
|---|---|---|---|
| ؤ | ئ | إ | أ |
|---|---|---|---|

Here you see examples of the ء in different positions in the the word: (keep in mind the following words are only for practice and not all words will have meanings)

| | | | |
|----------------|------------------|-------------------|-------------------|
| ؤ | ئ / إ | أ | ء |
| س ؤ ال =سؤال | م س ا ئ ل =مسائل | م أ م و ر = مأمور | م أ م و ر = مأمور |
| ر ؤ ی ا = رؤیا | ر ئ ی س = رئیس | ر أ ی = رأى | ا م ل ا ء =املاء |

Ch.I.3 Exercise 12 ء group

TASHDID ء

When two identical consonants occur in a row, one is removed and TAHDEED is inserted on top of the remaining consonant.

TANVIN ؤ ٲ

This is an Arabic symbol which came to Persian Language. It produces the sound of /an/ and is always placed on top of ا (alef).

Key Takeaways

- You can recognize, read and write Persian alphabets and additional sounds.

سپاس!

1.4 Persian Alphabets in Order, Positions of each letter

Learning Objectives

- You will recognize Persian Alphabets in different positions in the word.
- You will write the alphabet letters and make words by using the correct shape in different positions in the word.

Initial, Medial and Final position of letter

As we mentioned earlier in this chapter, based on location of the letter in the word the shape of a letter changes. A letter may have different shapes in the **initial**, **medial** or **final position** on the word.

Here you will see example on how the letter looks in different locations:

| Name | Pronunciation | Initial | Medial |
|-------|---------------|------------------------------|---------|
| ا - آ | alef | آنا ر - اِنسان - اُناق - آ ب | مادر |
| ب | be | بهار | کبوتر |
| پ | pe | پروانه | سپهر |
| ت | te | توت | ستاره |
| ث | se | ثبت | مثلث |
| ج | jim | چوجه | مسجد |
| چ | che | چتر | بچه |
| ح | he | حوله | صحرا |
| خ | khe | خانه | تخفیف |
| د | dal | دانه | مداد |
| ذ | zal | ذرت | گذرنامه |
| ر | re | روپاه | کره |

| Name | Pronunciation | Initial | Medial |
|------|---------------|---------|--------|
| ز | ze | زال | آویزان |
| ژ | zhe | ژاله | ویژه |
| س | sin | سیر | افسر |
| ش | shin | شهر | کشتی |
| ص | saad | صدف | فصل |
| ض | zaad | ضرب | عضله |
| ط | ta | طبل | طوطی |
| ظ | za | ظرف | عظیم |
| ع | eyn | عینک | جعبه |
| غ | ghain | غار | لغت |
| ف | fe | فکر | کلافه |
| ق | ghaaf | قند | قلقلی |

| Name | Pronunciation | Initial | Medial |
|---------------------|---------------|-----------|--------|
| ک | kaaf | کاخ | شکړ |
| گ | ghaf | گوساله | انگور |
| ل | laam | لاله - لب | البرز |
| م | mim | مزرعه | عمیق |
| ن | nun | نمک | پنیر |
| و | vav | وسط | شلوار |
| ه (he do cheshm) | he | هاله | مهر |
| ی | ye | یار | شیر |

Practice Writing Letters

[Alphabet-Writing-Practice](#)

Test Yourself



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/persian/?p=240#h5p-73>

Key Takeaways

- You can recognize Persian Alphabets in different positions in the word.
- You can write the alphabet letters and make words by using the correct shape in different positions in the word.

سپاس!

1.5 Basic introduction Vocabularies

Learning Objectives

- You will learn vocabulary regarding greeting and introduction.
- You will learn how to ask and answer simple greeting.

Vocabulary



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.lib.msu.edu/persian/?p=285#audio-285-1>

| English | transliteration | Persian |
|----------------|----------------------|---------------|
| Hello | salam | سلام |
| I/My/Me | man | مَن |
| You (singular) | tow | تو |
| and | va | وَ |
| condition/hall | hall | حال |
| how are you? | hall e tow chetoreh? | حال تو چگونه؟ |
| Okay | Khob | خوب |
| Good | khoob | خوب |
| too | hamintoor | همینطور |
| name | naam/ esm | نام / اسم |
| what is ? | chist? chie? | چیست ؟ چیه؟ |
| is | hast | هست / است |

Dialogue 1:

Sara and Maryam meet each other for the first time in Persian language class. Here is the first simple introduction they learned to exchange:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.lib.msu.edu/persian/?p=285#audio-285-2>

| English | Transliteration | Persian |
|---|--|---------------------------------|
| Sara: hello! | Sara: salam | سارا: سلام |
| Maryam: Salam! | Maryam: Salam | مریم: سلام |
| sara: what is your name? | Sara: esm e ow chie? | سارا: اسم تو چیه؟ |
| Maryam: My name is maryam. what is your name? | Maryam: esm e man maryam hast. esm e tow chie? | مریم: اسم من. مریمه اسم تو چیه؟ |
| Sara: My name is Maryam. | Sara: Esm e man sara ast. | سارا: اسم من. سارا ست |

Key Takeaways

- You can greet and introduce yourself.
- You can ask and answer simple greeting.

سپاس!

1.6 Basic Greeting



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Learning Objectives

- You will learn how to ask and answer greeting with simple words.

| English translation | Transliteration | Persian |
|---|------------------------|------------------------------|
| Sara: Hello! | salam | سارا: سلام |
| Kamran: Hello! | salam | کامران: سلام |
| Sara: My name is Sara! | Man Sara Hastam | سارا: من سارا هستم |
| Kamran: My name is Kamran! | Man Kamran Hastam! | کامران: من کامران هستم |
| Sara: How are you? | Khobi? | سارا: خوبی؟ |
| Kamran: I am good. Thanks. how are you? | kobam, mersi to khobi? | کامران: خوبم. مرسی. تو خوبی؟ |
| Sara: I am good. Thanks. | man khobam. mamnoon. | سارا: من خوبم. ممنون |
| Kamran: good bye! | Khoda hafez | کامران: خدا حافظ |
| Sara: bye! | Khodafez | سارا: خدافظ |



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.lib.msu.edu/persian/?p=1674#audio-1674-1>

Activity

Please find a friend who speaks Persian and/or a native speaker and practice this conversation with her/him. Please also record your conversation. After recording you can download your recording to share with your friends/teachers for feedback. This is also good for self-reflection.



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://openbooks.lib.msu.edu/persian/?p=1674#h5p-87>

Key Takeaways

- You can ask and answer greeting with simple words.

سپاس!

1.7 Grammar: pronoun & verb ending in Persian Language

Learning Objectives

- You will learn all the singular and plural pronouns.
- You will learn the verb ending with matching pronoun.
- You will learn the demonstrative pronoun in Persian language.

Pronoun table in Persian:

| plural | Singular | |
|------------------|-------------------|--|
| ما = we | من = I | |
| شما = You Plural | تو = You singular | |
| آنها = They | او = She/He/ it | |

Pronouns in Persian can be distributed as they are in English based on person (first, second, and third person) and number (singular and plural), as shown above in the table. Unlike English, 3rd person singular pronoun is gender neutral. We have just او for s/he. Persian language also has honorific features. When we use 2nd person pronoun for someone who is older and has higher social status we use plural form of you (شما) instead of singular form of you (تو).

Practice:



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/persian/?p=1117#h5p-80>

Verb endings in Persian language:

Verb ending for each pronouns in Persian Language:

Verb ending **must** agree with noun/ Pronoun in Person and number:

| Verb ending plural | Verb ending singular |
|-------------------------|--|
| یم First person plural | م First person singular |
| ید Second Person Plural | ی Second Person Singular |
| ند Third person Plural | – Usually is د or nothing. Third Person singular |

In Persian language the verb ending agrees with the subject in Person and Number

| Plural | Singular |
|----------|----------|
| ما /یم | من /م |
| شما /ید | تو /ی |
| آنها /ند | - /او |

Here is an example for pronoun and matching verb ending:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.lib.msu.edu/persian/?p=1117#audio-1117-1>

| English Plural pronoun & verb ending | Persian Singular pronoun and verb Ending | English Singular pronoun & verb ending | Persian Singular pronoun & verb ending |
|---|--|--|--|
| We are good. | ما خوب هستیم | I am good. | من خوب هستم |
| You are good. | شما خوب هستید | You are good. | تو خوب هستی |
| They are good. | آنها خوب هستند | She/he/It is good | او خوب است. |

Practice 2:



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://openbooks.lib.msu.edu/persian/?p=1117#h5p-81>

Demonstrative pronoun in Persian

This این & That آن

A demonstrative pronoun is a pronoun that is used to point to specific people or things. Here is the table of the demonstrative pronoun in Persian with their English equivalent:

| | English word | Persian equivalent | English word | Persian Equivalent |
|-----------------|--------------|--------------------|--------------|--------------------|
| Singular | This | این | That | آن |
| Plural | These | اینها | Those | آنها |

Key Takeaways

- You can name all singular and plural pronouns and match them with their verb ending.
- You can recognize and used the demonstrative pronoun in Persian language.

سپاس!

1.8 Numbers 1-100 , Ordinal and Cardinal numbers In Persian Language

NUMBER

| | | | |
|---|---|---|---|
| 0 | ۰ | 5 | ۵ |
| 1 | ۱ | 6 | ۶ |
| 2 | ۲ | 7 | ۷ |
| 3 | ۳ | 8 | ۸ |
| 4 | ۴ | 9 | ۹ |

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Learning Objective

- You will learn numbers in Persian.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.lib.msu.edu/persian/?p=444#audio-444-1>

| Persian number | English | Persian script | Transliteration |
|----------------|---------|----------------|-----------------|
| ۰ | 0 | صفر | sefr |
| ۱ | 1 | یک | yek |
| ۲ | 2 | دو | do |
| ۳ | 3 | سه | seh |
| ۴ | 4 | چهار | chahar |
| ۵ | 5 | پنج | panj |
| ۶ | 6 | شش | shesh |
| ۷ | 7 | هفت | haft |
| ۸ | 8 | هشت | hasht |
| ۹ | 9 | نه | noh |
| ۱۰ | 10 | ده | dah |

Note:

When counting the number (quantity) comes before the noun. Also we don't make the noun plural for quantities of more than one:

One Apple = یک سیب

Two apples = دو سیب / دو سیب

Three apples = سه سیب / سه سیب

| Persian number | English | Persian script | Transliteration | # + noun (سیب) |
|----------------|---------|----------------|-----------------|------------------|
| ۰ | 0 | صفر | sefr | - |
| ۱ | 1 | یک | yek | یک سیب |
| ۲ | 2 | دو | do | دو تا سیب |
| ۳ | 3 | سه | seh | سه تا سیب |
| ۴ | 4 | چهار | chahar | چهار تا سیب |
| ۵ | 5 | پنج | panj | پنج تا سیب |
| ۶ | 6 | شش | shesh | شش تا سیب |
| ۷ | 7 | هفت | haft | هفت تا سیب |
| ۸ | 8 | هشت | hasht | هشت تا سیب |
| ۹ | 9 | نه | noh | نه تا سیب |
| ۱۰ | 10 | ده | dah | ده تا سیب |

Activity

Asking for phone number and email address

Context: Mrs. Parsa assigned a group work and puts Sara and Kamran in one group. Now they need to exchange their email address and phone number. Practice this conversation with your partner.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.lib.msu.edu/persian/?p=444#audio-444-2>

| English | Transliteration | Persian | name |
|---|---|---|-------|
| Hello Sara! What is going on? | salam Sara! che Khabar? | سلام سارا! چه خبر | کیانا |
| Hellp Kamran, All is well. How are you? | Salam Kamran! hame chiz khobeh?tow chetori? | سلام کیانا! همه چیز خوبه. تو چطوری؟ | سارا |
| All is well. Okay, what is your email address? | Hame chiz khobe. Khob. email address tow chieh? | همه چیز خوبه. خوب. ایمیل آدرس تو چیه؟ | کیانا |
| My email address Sara-shirazi@gmail.com. And yours? | Email Address man ine. sara shirazi@gmail.com | ایمیل آدرس من اینه @سارا شیرازی Gmail.com | سارا |
| My email address is Kamran -amini@gmail.com. | email address man ine. kamran_ amini@ gmail.com | ایمیل آدرس من اینه @ کیانا. امینی gmail.com | کیانا |
| What is your phone number? | shomare telephone tow chie? | شماره تلفن تو چیه؟ | سارا |
| My phone number is 517-321-7896. And yours? | shomareh telephone man ۵۱۷۳۲۱۷۸۹۶ ast. | شماره تلفن من ۵۱۷۳۲۱۷۸۹۶ است. و شماره تو ؟ | کیانا |
| My phone number is 248-920-3476 | Shomareh telephone man ۲۴۸۹۲۰۳۴۷۶ ast. | شماره تلفن من ۲۴۸۹۲۰۳۴۷۶ است. | سارا |
| Thanks! See you again. | Mamnoon. badan mibinamet. | ممنون . بعداً می بینمت | کیانا |
| Bye | khodafez. | خُدا فُظ | سارا |

Activity

For this activity, write down phone number and email address of 5 people . Be prepared to report in class.

| Email address | Phone number | Name of the person |
|---------------|--------------|--------------------|
| | | |
| | | |
| | | |
| | | |
| | | |

Ordinal & Cardinal Numbers:

Grammar

Persian numbers are written from left to right. And follow universal math rules.

Persian numbers are pronounced two ways; colloquial and in writing style. Here is the chart of ordinal and cardinal numbers with transliteration:

How to form the Ordinal numbers:

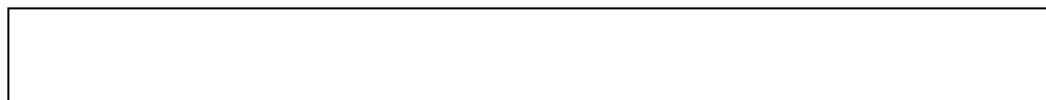
Ordinal numbers are formed by adding / OM/ or /OMIN/ to cardinal numbers.

The suffix /OM/ follows the noun and is connected by an EZAFE.

Second student = دانشجوی دؤم

The suffix /OMIN/ precedes the noun with no Ezafeh in between.

Second student = دومین دانشجو



| Ordinal (Used before a noun) | Ordinal (Used after a noun) | Cardinal | Transliteration | English |
|---------------------------------|---------------------------------|------------|-----------------|---------|
| اولین | اول | یک | yek | 1 |
| دومین | دوم | دو | dow | 2 |
| سومین | سوم | سه | seh | 3 |
| چهارمین | چهارم | چهار | chahar | 4 |
| پنجمین | پنجم | پنج | panj | 5 |
| ششمین | ششم | شش | shesh | 6 |
| هفتمین | هفتم | هفت | haft | 7 |
| هشتمین | هشتم | هشت | hasht | 8 |
| نهمین | نهم | نه | noh | 9 |
| دهمین | دهم | ده | dah | 10 |
| یازدهمین | یازدهم | یازده | Yaaz dah | 11 |
| دوازدهمین | دوازدهم | دوازده | Davaz dah | 12 |
| سیزدهمین | سیزدهم | سیزده | Siz dah | 13 |
| چهاردهمین | چهاردهم | چهار ده | Chahar dah | 14 |
| پانزدهمین | پانزدهم | پانزده | Panz dah | 15 |
| شانزدهمین | شانزدهم | شانزده | Shanz dah | 16 |
| هفدهمین | هفده | هفده | Heft dah | 17 |
| هجدهمین | هجدهم | هجده | Hej dah | 18 |
| نوزدهمین | نوزدهم | نوزده | Nooz dah | 19 |
| بیستمین | بیستم | بیست | bist | 20 |
| بیست و یکمین | بیست و یکم | بیست و یک | Bist o yek | 21 |
| | | | بیست و | |
| سیمین | سیم | سی | si | 30 |
| سی و یکمین | سی و یکم | سی و یک | Si o yek | 31 |
| | | | | |
| چهلمین | چهلّم | چهل | chehel | 40 |
| چهل و یکمین | چهل و یکم | چهل و یک | Chehel o yek | 41 |
| | | | | |
| پنجاهمین | پنجاهم | پنجاه | Panjah | 50 |
| پنجاه و یکمین | پنجاه و یکم | پنجاه و یک | Panjah o yek | 51 |
| | | | | |
| شصتمین | شصتم | شصت | shast | 60 |

| Ordinal (Used before a noun) | Ordinal (Used after a noun) | Cardinal | Transliteration | English |
|---------------------------------|---------------------------------|-------------------|-----------------------|------------|
| شصت و یکمین | شصت و یکم | شصت و یک | Shast o yek | 61 |
| هفتاد و یکمین | هفتاد و یکم | هفتاد و یک | Haftad o yek | 71 |
| هشتاد و یکمین | هشتاد و یکم | هشتاد و یک | Hashtad o yek | 81 |
| نود و یکمین | نود و یکم | نود و یک | Navad o yek | 91 |
| صد و یکمین | صد و یکم | صد و یک | Sad o bist o panj | 125 |
| دویست و یکمین | دویست و یکم | دویست و یک | Divist o yek | 201 |
| سیصد و یکمین | سیصد و یکم | سیصد و یک | Si sad o yek | 301 |
| چهارصد و یکمین | چهارصد و یکم | چهارصد و یک | Chahar sad o yek | 401 |
| پانصد و یکمین | پانصد و یکم | پانصد و یک | Pan sad o yek | 501 |
| ششصد و یکمین | ششصد و یکم | ششصد و یک | Shesh sad o yek | 601 |
| هفتصد و یکمین | هفتصد و یکم | هفتصد و یک | Haft sad o yek | 701 |
| هشتصد و یکمین | هشتصد و یکم | هشتصد و یک | Hasht sad o yek | 801 |
| نودصد و یکمین | نودصد و یکم | نودصد و یک | Noh sad o yek | 901 |
| نُه صد و نود و یکمین | نُه صد و نود و یکم | نُه صد و نود و یک | Noh sad o navad o yek | 991 |
| هزار و یکمین | هزار و یکم | هزار و یک | hezar o yek | 1001 |
| دو هزار و یکمین | دو هزار و یکم | دو هزار و یک | Dow hezar o yek | 2001 |
| نُه هزار و یکمین | نُه هزار و یکم | نُه هزار و یک | Noh hezar o yek | 9001 |
| یک میلیون و یکمین | یک میلیون و یکم | یک میلیون و یک | Yek melyoon o yek | 1,000,001 |
| ده میلیون و یکمین | ده میلیون و یکم | ده میلیون و یک | Dah mel yoon o yek | 10,000,001 |
| Number + مین + م | Number + م + م | | | |

Test yourself

[1.9 Ordinal and Cardinal numbers](#)

Key takeaway:

- You can recognize, write and read numbers in Persian language.

سپاس !

1.9 Common Words and Phrases

Memorize:

Learning Objectives

- You will learn words and phrases that you need immediately in order to communicate.

Vocabularies

| English | Transliteration | Persian |
|---------------------|---------------------|-----------------|
| Hello | salam | سلام |
| Goodbye | khodahafez/khodafez | خداحافظ / خدافظ |
| Yes | bale/ areh | بله / آره |
| No | na | نه |
| Good | khoob | خوب |
| bad | bad | بد |
| OK | khob | خوب |
| How are you? | chetori? | چطوری؟ |
| I am good. | khobam | خوبم |
| Thanks. | mamnoon/ mersi | ممنون / مرسی |
| Please | lotfan | لطفاً |
| Sorry/Excuse me | beakhsheed | ببخشید |
| Sir/ Mr. | agha | آقا |
| Mrs./ Madam | khanom | خانم |
| what | che? | چه؟ |
| Where | koja? | کجا؟ |
| when | kay? | کی؟ |
| -- means what? | yani chi? | X یعنی چه؟ |
| Quiet Please | lotfan saaket | لطفاً ساکت |
| Listen! | goosh kon | گوش کن |
| Repeat! | tekrar kon | تکرار کن |
| Read! | bekhan /bekhoon | بخوان / بخون |
| tired | khasteh | خسته |
| Happy | khoshhal | خوشحال |
| Help! | komak | کمک |
| Did you understand? | fahmidi? | فهمیدی؟ |

| | | |
|-------------------------------|-------------------------------|-----------------------------|
| How do you say "X" in Persian | chetori X ra be farsi migi? | چطوریرا به فارسی میگی؟ |
| Please come in | lotfan bia dakhel. | لطفا بیا داخل |
| Please go out. | lotfan boro biroon | لطفا برو بیرون |
| What is this? | in chie? | این چیه؟ |
| Who is s/he? | in kie? | اون کیه؟ |
| How much does X cost? | geimat e X cheghad reh? | قیمتچقدره؟ |
| Please speak slowly. | lotfan ahesteh sohbat koneed. | لطفا آهسته صحبت کنید |
| Please say again | lotfan دوباره begoo. | لطفا دوباره بگو |
| Please speak in Persian. | lotfan be farsi sohbat konid | لطفا به فارسی صحبت کنید |
| I have a question | man so aal daram | من سوال دارم |
| What is the homework? | taklif chie? | تکلیف چیه؟ |
| Good Job/very good! | khail khoob/ Afarin | خیلی خوب / آفرین |

Test yourself



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/persian/?p=1445#h5p-88>

Activity

Please choose the most appropriate response for each word or phrase in the next activity:



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/persian/?p=1445#h5p-89>

Key Takeaways

- You can ask and answer with words and phrases that you need immediately in order to communicate.

سپاس!

I.10 Cultural Notes



“Album of Persian and Indian calligraphy and paintings, Exercises (pen trials) in nasta’līq script, Walters Manuscript W.668, fol.74b” by Walters Art Museum Illuminated Manuscripts is marked with CC0 1.0.

Persian Language In Depth:





One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.lib.msu.edu/persian/?p=3935#oembed-1>

Iran: History, Geography, Economy & Culture:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.lib.msu.edu/persian/?p=3935#oembed-2>

سیاس!

PART II

CHAPTER 2 GREETING, INTRODUCTION



Goals for this chapter:

- You will learn how to greet others with simple words and phrases.
- You will practice saying the simple greeting words.
- We practice different expressions use in greeting, farewell and thank you in Persian language.
- The irregular verb To be”
- Spoken and written forms
- Formal and informal forms
- You will learn how adjective and noun conjugate(ezafe).
- You will learn degree of adjectives.

2.1 Review concepts of chapter 1



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Test Yourself:



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/persian/?p=99#h5p-92>

Review Worksheet: Please write these words in Persian(every letter should be used in correct form on initial, medial or final shape).

[ch.2.1 review activity](#)

سپاس!

2.2 Greetings using different expressions!

In this section:

- You will use different expressions in greetings, farewell and thank you in Persian language.

Vocabulary

| Different greeting expressions: | Different farewell expressions: |
|---------------------------------|---------------------------------|
| Good dayروز بخیر | Goodbyeخدانگهدار / فضا / رسون |
| Helloسلام / درود | Say hello |
| Good morningصبح به خیر | Bye for nowدافظ |
| Good afternoonعصر به خیر | Good day !وش |

Dialogue 1: Greetings and Introductions

Listen to the conversation and practice repeating the greeting and introduction.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.lib.msu.edu/persian/?p=278#audio-278-1>

| English | Transliteration | Persian |
|--|--|---|
| Sara: Hello! My name is Sara. What is your name? | Salam. Esme man sarast. Esme to chie? | سارا : سلام، من سارا هستم. اسم تو چیه؟ |
| Kamran: Hello! I am Kamran. | Dorood. man kamran hastam. | کامران : درود. من کامران هستم |
| Sara: Nice to meet you. | Khosh vagtam. | سارا: خوش وقتم! |
| Kamran: Me too! | Man ham hamintor! | کامران: من هم همینطور! |
| Sara: How are you? (singular) | Chetori? | سارا: چطوری؟ |
| Kamran: I am good. thanks How are you(singular) | Man khobam. mamnoon. to chetori? | کامران: خوبم. مرسی. تو چطوری؟ |
| Sara: I am well | man khobam. | سارا: خوبم , ممنون |
| Kamran: Bye for now | felan khodahafez | کامران: فعلاً خدا حافظ |
| Sara: Bye. | Khoda negahdar. | سارا: خدا نگهدار |

Exercise 1 Different Greeting and Expressions

Practice 2A: listen to the audio and record yourself responding to the introduction.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/persian/?p=278#h5p-60>

Practice 2B : Listen to the conversation again and mark different words that means the same.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/persian/?p=278#h5p-12>



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/persian/?p=278#h5p-13>

Practice 2C : drag and drop:



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/persian/?p=278#h5p-11>

Key Takeaways

- You can recognize different expressions for formal, informal, spoken or written conversations.

سپاس!

2.3 Informal conversation

in this session:

- You will learn how to Greet and introduce yourself in Informal conversations in Spoken and written forms.
- You will learn how to say good bye informally in spoken and written forms.

Dialogue 1: Informal- Spoken, Greetings and farewells





One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.lib.msu.edu/persian/?p=1100#audio-1100-1>

| English | Persian |
|--|---|
| Maryam: Hello! Maryam: Hello! Maryam: How are you? Sara: I am good. Thanks. Are you well? Maryam: Yes, Thanks. Sara: Bye for now! Maryam: Bye! | مَریم: سلام. سارا: سلام. مَریم: چطوری؟ سارا: من خوبم، مِرسی. تو خوبی؟ مَریم: آره، ممنون! سارا: فعلاً خدافظ! مَریم: خدافظ! |

Dialogue 2: Informal- Written form greetings and farewells





An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/persian/?p=1100#h5p-65>

| English | Transliteration | Persian |
|--|---------------------------------|-------------------------------|
| Maryam: Hello! | Maryam: salam! | مریم: سلام |
| Sara: Hello! | Sara: Salam! | سارا: سلام |
| Maryam: How are you? | Maryam: chetori? | مریم: چطوری؟ |
| Sara: I am well. Thanks. Are you well? | Sara: man khobam. mersi. khobi? | سارا: من خوبم، مرسی. تو خوبی؟ |
| Maryam: Yes. Thanks. | Maryam: bale, Mamnoon, | مریم: بله، ممنون. |
| Sara: Bye for now! | Sara: felan khodafez. | سارا: فعلاً خدافظ! |
| Maryam: bye. | Maryam: Khodahafez. | مریم: خدا حافظ |

informal conversation in Spoken and Written forms

Persian/Farsi is a language which has two basic conversation forms:

1- Informal: which we are learning in this section.

2- Formal: we will learn in next section.

The informal form is used for familiar people, people you are very close to and friends.

Note: Even though you are very close to your father/ grandfather, you address him in the formal form to show respect.

Spoken is the way native speakers converse, in personal letters, emails, modern Poetry.

Written: is the form is mainly used in writing and broadcast news.

When speaking the Persian language, we use different form than we write! (another word in some ways we shorten the words in speaking conversations).

When Persian is spoken in everyday life, a couple of things are pronounce slightly different.

take a look at this table:

| | |
|------------|---------|
| Informal | |
| خانه house | Written |
| خونه house | Spoken |

Key Takeaways

- You can Greet and introduce yourself in Informal conversations in Spoken and written forms.
- You can say good bye informally in spoken and written forms.

سپاس!

2.4 Formal Conversation

in this session

- You will learn how to Greet and introduce yourself in Formal Conversation.
- You will learn how to say Goodbye formally in spoken and written forms.

Here are two the same formal conversation in written and spoken forms. Read and listen to both of them and try to find the differences you see in written and spoken forms on the next two dialogues(#3 & 4)

Dialogue 3: Formal- Spoken form





An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/persian/?p=1095#h5p-62>

| English | Persian |
|---|--|
| Maryam: Good day! Sara: Hello! Maryam: I am Maryam. What is your name? Sara: I am Sara. Maryam: Nice to meet you! Sara: Me too! Bye for now! Maryam: bye. | مریم: روز بخیر! سارا: سلام! مریم: من مریم هستم. اسم شما چیه؟ سارا: من سارا هستم. مریم: خوشبختم. سارا: من هم همینطور. فعلاً خدافظ! مریم: خدافظ! |

Dialogue 4: Formal- Written form



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/persian/?p=1095#h5p-63>

| Language | Persian |
|--|---|
| <p>Maryam: Good day!</p> <p>Sara: Hello!</p> <p>Maryam: I am Maryam. What is your name?</p> <p>Sara: I am Sara.</p> <p>Maryam: Nice to meet you!</p> <p>Sara: Me too! Bye for now!</p> <p>Maryam: bye.</p> | <p>مریم: روز بخیر.</p> <p>سارا: سلام.</p> <p>مریم: من سارا هستم. اسم شما چیست؟</p> <p>سارا: من سارا هستم.</p> <p>مریم: خوشبختم.</p> <p>سارا: من هم همینطور.</p> <p>مریم: فعلاً خداحافظ!</p> <p>سارا: خداحافظ!</p> |

Formal conversation in Spoken and Written forms

Formal Conversation is used to show respect, to address people older than you and to address people you are not very close to, including teachers, doctors, judges...

To form formal form, the plural pronoun **شما** is used instead of the singular pronoun to show respect and distance. (also remember that you always match the verb ending with the pronoun)

Spoken form of Formal conversation is formed by using **ن** instead of **د** for second person plural as you see in the table below.

Written form of formal conversation is mainly used in writing and broadcast news. It can also be used in giving formal speeches.

| | |
|-------------|---------|
| Formal | |
| شما چطورید؟ | Written |
| شما چطورین؟ | Spoken |

Exercises: Formal and Informal



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/persian/?p=1095#h5p-32>



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<https://openbooks.lib.msu.edu/persian/?p=1095#h5p-34>



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/persian/?p=1095#h5p-46>

Key Takeaways

- You can Greet and introduce yourself in formal Conversation.
- You can say Goodbye informally in spoken and written forms.

سپاس!

2.5 Grammar: Personal Pronoun with verb "to be"

In this session:

- You will learn how to greet others with simple words and phrases.
- You will practice saying the simple greeting words in both short and long forms.

Verb “to be ” Conjugation Table:

| | |
|--|--|
| Plural pronoun verb “to be” and matching verb ending | Singular pronoun verb “to be” and matching verb ending |
|--|--|

| | | | |
|---------------------|-------------------|----------------------|---------------------|
| we are / هست + یم | 1st person Plural | I am / هست + م | 1st person singular |
| you are / هست + ید | 2nd person plural | you are / هست + ی | 2nd person singular |
| They are / هست + ند | 3rd person plural | She, He, It is / هست | 3rd person singular |

In Persian language the verb ending agrees with the subject in person and number!

Dialogue ۱ (Long form) Nice to meet you! خوش وَقْتَم

| فارسی | English |
|---|---|
| <p>سارا : سلام. من سارا هستم. اسم تو چیست؟</p> <p>کامران : سلام. من کامران هستم.</p> <p>سارا: خوش وَقْتَم!</p> <p>کامران: من هم همینطور</p> | <p>Sara: hello! I'm Sara. What is your name?</p> <p>Kamran: hello! I am Kamran.</p> <p>Sara: Nice to meet you!</p> <p>Kamran: Me too!</p> |

Activity:

Read the above conversation and practice repeating it with your partner.

Practice ۱, dialogue ۱





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<https://openbooks.lib.msu.edu/persian/?p=287#h5p-7>

Dialogue 2 (Short form) خوش و قَتَم! Nice to meet you!

| English | فارسی - Persian |
|---|--|
| <p>Sara: hello! I'm Sara. What is your name?</p> <p>Kamran: hello! I am Kamran.</p> <p>Sara: Nice to meet you!</p> <p>Kamran: Me too!</p> | <p>سارا : سلام. من سارا ام. اسمت چیه؟</p> <p>کامران : سلام. من کامران ام.</p> <p>سارا: خوش و قَتَم!</p> <p>کامران: منم همینطور</p> |

Read the above conversation and practice repeating it with your partner.

Practice 2, Dialogue 2



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<https://openbooks.lib.msu.edu/persian/?p=287#h5p-17>

Take a look at above dialogues and see if you can figure out any difference?

Verb “to be” Short and Long forms

Here is the table for simple present tense verb “to be” ;

List of Personal pronouns with the forms of verb “to be.”

| | Plural | singular |
|----------------------|------------------|---------------|
| First Person | ما _____ هستیم | من _____ هستم |
| Second Person | شما _____ هستید | تو _____ هستی |
| Third Person | آنها _____ هستند | او _____ هست |

In Persian, verb “to be” is the only verb that has both long and short forms.

Here is a table of pronouns, with their short and long forms of the irregular verb “to be”:

| They are | You are | We are | He/she is | You are | I am | |
|---------------|--------------------------|-----------------------|--------------------|-----------------------|-------------------|-------------------------------|
| آنها هستند | شما هستید | ما هستیم | او هست | تو هستی | من هستم | Long form “to be” |
| They are | You are | We are | she/he/ it is | You are(singular) | I am | |
| آنهاست | شما اید / شما ایید | ما ایم / ما ایم | او است / او هست | تویی / تو ایی | منم / من ام | Short form “to be” |
| they'r e | you'r e | We'r e | she/he/ it's | you're | I'm | |

Note: In Persian, 3rd person singular (است) in short form changes to vowel /e/ (ه)

Grammar 4:

کامرانه = کامران + ه

(SHORT FORM = است ه)

چیله = چی + ه

بودن “to be” Verb



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<https://openbooks.lib.msu.edu/persian/?p=287#h5p-25>

Exercises Grammar



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<https://openbooks.lib.msu.edu/persian/?p=287#h5p-48>

Key takeaway

- The irregular verb “to be” has 2 forms: Long and short.
- In Persian, the verb ending agrees with the subject in Person and number.
- If the short form of “to be” is connected to the words ending in vowels (o/u/i), an A (Ā) will be inserted in between.

سپاس!

2.6 Grammar: Sentence Structure

In this session:

- You will learn the basic sentence structure in Persian language.
- You will learn how to make a negative sentence in Persian Language.
- You will learn vocabulary related to professions.
- You will learn ask and answer questions regarding professions.

Profession:



Vocabularies:

| | | | |
|-----------------|-----------|-----------------|---------|
| Barber/ Stylist | آرایشگر | Painter/ Artist | نقاش |
| Judge | قاضی | Engineer | مهندس |
| Lawyer | وکیل | Professor | استاد |
| Secretary | منشی | Nurse | پرستار |
| Soldier | سرباز | Cook | آشپز |
| Photographer | عکاس | Police | پلیس |
| Dentist | دندانپزشک | Postman | پستچی |
| Manager | مدیر | Singer | خواننده |
| Teacher | معلم | Seller | فروشنده |
| Driver | راننده | Doctor | دکتر |

Exercise 1:

Please complete the sentence by writing the name of the profession.



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<https://openbooks.lib.msu.edu/persian/?p=1120#h5p-42>

Exercises 2:

Use the Profession you see in the image and complete the sentence:



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<https://openbooks.lib.msu.edu/persian/?p=1120#h5p-45>

Simple Sentence Structure:

Unlike English, the standard word order of Persian language is:
Subject-Object-Verb.

Here you see the structure and can compare it with English
Sentence structure:

| | Subject pronoun | Verb | Object |
|---------|--------------------|-----------|--------------------|
| English | I | Am | a student. |
| | Verb | object | Subject pronoun |
| Persian | I | A Student | am |
| | هستم | دانشجو | من |

Negative sentence structure:

In order to make a negative sentence, we have to add **ن** to the beginning of the verb:

| Positive verb | Negative verb |
|---------------|---------------|
| هستم | نیستم |
| am | am not |

| | Verb | object | Subject pronoun |
|----------------|-----------------|-----------|-----------------|
| | Subject pronoun | Verb | Object |
| English | I | am not | a student. |
| Persian | I | A Student | am not |
| | من | دانشجو | نیستم |

NOTE: Remember your verb endings always matches with your pronouns.

Exercise 3:

Please choose the correct form of verb “to be” and “matching verb ending”:



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<https://openbooks.lib.msu.edu/persian/?p=1120#h5p-82>

Exercise 4:

Use the image of occupation to complete the sentence:



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<https://openbooks.lib.msu.edu/persian/?p=1120#h5p-44>

Exercise 5:

Listen to the audio file and then open the link to choose the corresponding professions for each name:



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<https://openbooks.lib.msu.edu/persian/?p=1120#h5p-66>

[Ch. 2.6 Exercise 5](#)

Key Takeaways

- You can recognize and make positive and negative Persian sentences.

سپاس!

2.7 Grammar: Yes/No Questions

آیا



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.lib.msu.edu/persian/?p=636#audio-636-1>

In English, we move the auxiliary verb at the beginning of a sentence to form a yes/no question. Unlike English, in Persian, the word آیا is used at the beginning of a sentence to form a yes/no question. آیا does not have any meaning in Yes/No question. It is just a marker that tells us that the sentence is a Yes/No question. However, elsewhere آیا can mean "Whether, if"

Note: Native speakers of Persian also drop the آیا at the beginning of the Yes/No question and use stress on the predicate to express Yes/No question like in English.

Simply, آیا forms a yes-or-no question. Any question that can be answered with "yes" or "no" can be formed with آیا , which covers questions that might be worded a number of ways in English. So yes, آیا دکتر آنجا است؟ is correct.

Example:

آیا شما دانشجو هستی؟ - Are you a student? /Weather you are student?

بله من دانشجو هستم - Yes, I am a student.

نه من دانشجو نیستم - No. I am not a student.

Structure :

| English | Subject, subject pronoun | verb | Object |
|---------------|---------------------------------|-----------|------------|
| Persian | Ayaa + Subject, subject pronoun | Object | Subject |
| | YOU | are | a student. |
| interrogative | are | you | a student? |
| | YOU | a student | are |
| interrogative | AYAA + You | a student | are |

Negative sentence structure:

In order to make a negative sentence, we have to add **نـ** to the beginning of the verb. If the verb begins with the vowels **â, a, o, u** then a **-y-** is added after **na-**:

| Positive verb | Negative verb |
|---------------|---------------|
| هستم | نیستم |
| am | am not |

Activities 1:

Please change the following sentences to negative:

[2.7 activity 1](#)

Activities 2:

Now you know how to change a simple Persian sentence into Negative, yes/no question, and yes/no question + negative, please fill the following table as instructed.

[2.7 activity 2](#)

Activity 3:

Please fill in the blanks with suitable object to form five sentences with each pronoun given below. You can use the vocabulary list in this chapter or dictionary for any help that you need to complete this activity.

[Ch. 2.7 Activity 3](#)

Key Takeaways

- You can ask and answer Yes/No questions in positive and negative.

سپاس!

2.8 Grammar: Ezafe connector in Persian Language

Ezafe connector:



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<https://openbooks.lib.msu.edu/persian/?p=652#audio-652-1>

Ezafe is a vowel /e/ that connects two or more related words in Persian Language these are the combinations that Ezafe is been used:

| | |
|------------------------|-----------------------------|
| Mr./ Mrs. + last name | Mrs. Parsa = خانم پارسا |
| First name + Last name | Maryam e Amini = مریم امینی |
| Noun + Adjective | Beautiful flower = گلی زیبا |
| Noun + number | Number Three = شماره سه |
| Noun + Pronoun | My book = کتاب من |
| Preposition + Noun | Behind the desk = پشت میز |
| Adjective + Adjective | Very good = خیلی خوب |

ACTIVITY

Please write the following combinations with Ezafe and record yourself reading them aloud:

[2.8 activity](#)



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<https://openbooks.lib.msu.edu/persian/?p=652#h5p-94>

PRACTICE:



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Body Part Vocabularies



"Jen's Ear"
by Dr
Stephen
Dann is
licensed
under CC
BY-SA 2.0.



گوش

دماغ



"face" by
one
woman's
hands is
licensed
under CC
BY-NC-SA
2.0.



صورت

دندان



"leggings!"
by
pakyouare
is licensed
under CC
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2.0.



یا

زانو

Exercise 1:



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<https://openbooks.lib.msu.edu/persian/?p=652#h5p-117>

Ezafe connector ی

When” Ezafe” is Added to the words that ends with Vowels: آ-او and ه, then the Ezafe is replaced with ی.

example:

دانشجوی خوب = good student

آقای دبیری = Mr. Dabiri

دانه ی کوچک = small seed

Key Takeaways

you can recognize the ezafe in pronunciation.

سپاس!

2.9 Plurals

In this session:

- You will learn how to make Plural in Persian language.

Plurals



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.lib.msu.edu/persian/?p=775#audio-775-1>

In Persian Language we add the suffix ها to the noun to make it plural. there is also suffix ان only for some animates.

All the nouns can be in plural form even the uncountable nouns.

Note: if the word ends with long vowels: ای/او/آ then we insert ی before ان: example: اقا becomes آقایان in plural form.

Note: when you add adjective to the plural noun , ی is inserted to connect noun and adjective together (Ezafe connector).

Examples: کتاب ها + خوب = کتاب های خوب

Note: Generic nouns are in singular forms.

Example: من کتاب دوست دارم I like books.

Note: In Persian Language a plural noun is considered " specific" unless it had a suffix /i/ .

Example: کتاب های

Exercise:

Please learn these vocabularies if you don't know them and change them into plural:

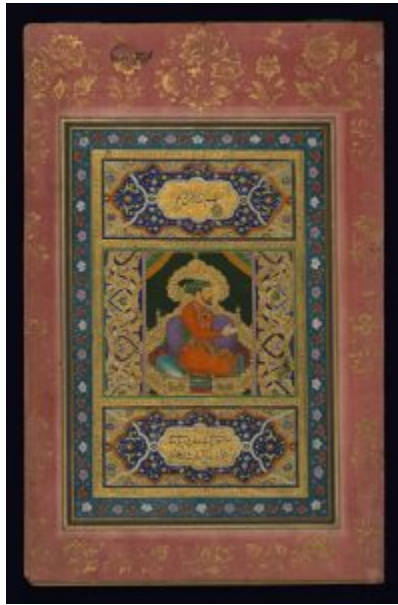
[Ch.2.9 Exercise Plural](#)

Key Takeaways

- You can make a noun plural and use it in sentence.

سپاس!

2.10 Cultural Notes and Extra Online Materials



“Album of Persian and Indian calligraphy and paintings, Shāh Jahān enthroned, Walters Manuscript W.668, fol.45a” by Walters Art Museum Illuminated Manuscripts is marked with CC0 1.0.

Cultural Notes

| Topics | Explanation |
|---------------------------------------|--|
| Durood درود Salam سلام | <p>درود is a Persian word to say “Hello”. YOu can use Durood to greet any time of the day.</p> <p>“Salam” سلام is used as “Hello” as well at any time of day by Persian speakers.</p> <p>It is normal to shake hands while greeting in Persian culture. In addition People greet with other words/ Phrases like Good morning and Good afternoon in certain time of the day!</p> |
| Personal Pronoun “You” تو & شما | <p>Unlike English, Persian has Two different second personal pronoun “you”, تو. Which is second person singular It is used with younger, intimate relations such as mother, and God, and someone who is lower in socio-economic status. It is a informal way to say “You” تو in Persian.</p> <p>It is also used with friends and with someone who is of equal status. It is somewhat informal. It should be used carefully only after confirming with the person you are speaking to.</p> <p>You Second Person Plural شما: In addition to using it for plurals, It is used with older and respected people of the community. It is also used for someone who is of higher socioeconomic status. It is a formal way to say “You” in Persian language.</p> |
| Introduction | <p>In Persian language, you typically do not have to go on introducing yourself to everyone. Culturally, you will be introduced to other people by your host, a friend, and/or someone who already knows you. However, you should expect some very personal questions which may be culturally odd for you in your first meeting with someone, such as: are you married? how much money do you earn? etc. Please know that the sense of privacy varies between different cultures.</p> |
| Yes/No Question | <p>You learned in this chapter that you can simply add Ayaa آيا at the beginning of a simple sentence to form a yes/no question.</p> <p>For example: آيا تو آمريكايي هستي؟ Are you an American?</p> <p>However, it is very common for the native speakers to pose a yes/no question by using a simple sentence in a raised tone. It is also very common in English.</p> <p>For example: تو آمريكايي هستي؟ You are an American?</p> |
| خدا حافظ / خدا نگهدار / بدرود | <p>Khodahafez/ Khoda NegahDar/ Bedrood is used to say “goodbye” in Persian Language.</p> <p>Goodnight in only use as goodbye!</p> |

Extra/Optional Online Materials

Additional video teaching long and short forms of verb “to be”:

[YouTube video irregular verb “to be” Long form instruction](#)

[YouTube video irregular verb “to be” Short form instruction](#)

Learn Persian – Greeting:

<https://www.youtube.com/watch?v=VyWaiEHlaCQ>

Most common Persian/Farsi phrases for Greeting:

<https://www.youtube.com/watch?v=x1Yuk-yut-Y>

سپاس!

PART III

CHAPTER 3- ME AND MY FAMILY

“خانواده”



“Hajiagha Photography 72” by Hajiagha canadian Artist is licensed under CC BY-NC 2.0.

In this session

- You will learn how to introduce your family members
- You will learn adjectives to describe your family members.
- You will learn how to ask question to learn more about family members.
- You will learn how to make sentence with verb “to Have”
- You will learn Wh- question words and how to use them in a sentence.

- You will learn about body parts and clothing.
- You will learn about colors
- You will learn more about family size in cultural point.

3.1 Review concepts of chapter 2



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Match the following Persian words with their correct English meaning.



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<https://openbooks.lib.msu.edu/persian/?p=85#h5p-54>

Choose the correct opposite for each word:



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Complete the conversation by selecting appropriate adjectives (comparative or superlative forms) for each sentence.

Question:



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<https://openbooks.lib.msu.edu/persian/?p=85#h5p-58>

سپاس!

3.2 Reading/ListeningI: My Family

“خانواده من”



“Pahlavi Family” by Nickmard Khoey Historical Archive is licensed under CC BY-NC-SA 2.0.

In this session:

- You will learn how to introduce your family members.

Family Members Vocabulary:

| English | Persian |
|---------------------------------------|---------------------------|
| Family | خانواده |
| Relative | اقوام / فامیل |
| Mother | مادر |
| Father | پدر |
| Brother | برادر / داداش |
| Brother's wife | زن برادر / زن داداش |
| Sister | خواهر |
| Sister's husband | شوهر خواهر |
| Paternal Grandfather | پدر بزرگ |
| Paternal Grandmother | مادر بزرگ |
| Maternal Grandfather | پدر بزرگ |
| Maternal Grandmother | مادر بزرگ |
| Father's brother | عمو |
| Father's brother's wife | زن عمو |
| Father's sister | عمه |
| Father's sister's husband | شوهر عمه |
| Mother's brother | دایی |
| Mother's brother's wife | زن دایی |
| Mother's sister | خاله |
| Mother's sister's husband | شوهر خاله |
| Half brother/sister | برادر ناتنی / خواهر ناتنی |
| Man | مرد |
| Women | زن |
| Grandchild | نوه |
| Cousin (father's sister' son) | پسر عمه |
| Cousin (father's brother's son) | پسر عمو |
| Cousin (father's brother's Daughter) | دختر عمو |
| Cousin (father's sister' daughter) | دختر عمه |
| Cousin (mother's sister 'son) | پسر خاله |
| Cousin (mother's sister' daughter) | دختر خاله |
| Cousin (mother's brother' son) | پسر دایی |
| Cousin (mother's brother' daughter) | دختر دایی |

Family After Marriage Vocabulary:

| English | Persian |
|--|---------------------|
| Spouse | همسر |
| Husband | شوهر |
| Wife | زن |
| Son | پسر |
| Daughter | دختر |
| Daughter-in-law | عروس |
| Son-in-law | داماد |
| Mother-in-law | مادر شوهر / مادر زن |
| Father-in-law | پدر شوهر / پدر زن |
| Brother-in-law (for a man) | برادر شوهر |
| Sister-in-law (for a man) | خواهر شوهر |
| Brother-in-law (for a woman) | برادر زن |
| Wife of a brother-in-law (for a woman) | جاری |
| Sister-in-law (for a woman) | خواهر زن |
| Husband of sister-in-law (for a woman) | باچناق |

Exercise 1:



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<https://openbooks.lib.msu.edu/persian/?p=97#h5p-20>

Exercise 2



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<https://openbooks.lib.msu.edu/persian/?p=97#h5p-23>

Pre-reading Activity 1:

Please respond to the following questions and write your response.

[3.2 Pre- Activity 1](#)

Pre-reading Activity 2:

Based on the above information, please draw a family tree.

Reading Activity:

Sara and Kiana are in the same Persian class. Their teacher Mrs. Parsa is asking them to collect information about each other's family members. In this reading/listening, they are asking questions from each other. Please work with your partner and ask and answer questions:



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<https://openbooks.lib.msu.edu/persian/?p=97#audio-97-1>

| English | Persian |
|---|--|
| Sara: Hello Kiana! How are you? | سارا: سلام کیانا. حالت چطوره؟ |
| Kiana: I am okay. Thanks. Let's start the work! | کیانا: من خوبم. ممنون. اجازه بده کار را! شروع کنیم |
| Sara: My family lives in Chicago. And yours? | سارا: خانواده من در شیکاگو زندگی می کند. شما چی؟ |
| Kiana: My family lives in Detroit. | کیانا: خانواده من در دیترویت زندگی می کنند |
| Sara: What is your mother's name? | سارا: اسم مادر شما چیه؟ |
| Kiana: My mother's name is Katayoun. What is your mother's name? | کیانا: اسم مادر من کتایونه. اسم مادر شما چیه؟ |
| Sara: My mother's name is Nasrin. What is your father's name? | سارا: اسم مادر من نسرینه. اسم پدر شما چیه؟ |
| Kiana: My father's name is keyvan. what is your father's name? | کیانا: اسم پدر من کیوانه. اسم پدر شما چیه؟ |
| Sara: My father's name is Ali. How many brothers and sisters do you have? | سارا: اسم پدر من علی اِه. چند تا برادر و خواهر داری؟ |
| Kiana: I am the only one. I don't have brothers or sisters. Do you have brother and sister? | کیانا: من تنها هستم. من برادر یا خواهر ندارم. آیا تو خواهر , برادر داری؟ |
| Sara: Yes, I have one brother and two sisters. | سارا: بله, من یک برادر و دو خواهر دارم. |
| Kiana: This is a very good. Okay, see you again, | کیانا: این خیلی خوب است. بعداً می بینمت. |

Exercise 3:

Answer these questions about yourself in complete sentence:

[3.2 Exercise 3](#)

Writing Activity:

Based on the above information, Please **write** a few sentence about your family.

Listening Activity:

Listen to the audio and choose the matching image with the audio description that you hear:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.lib.msu.edu/persian/?p=97#audio-97-2>



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://openbooks.lib.msu.edu/persian/?p=97#h5p-118>

Key Takeaways

- You can ask and answer questions about your family.

سپاس!

3.3 Reading/Listening 2: “ Sara and her family”

“سارا و اقوام او”



“The Blessing of Grapes Festival in Iran 03” by Gania, Jooana Abadian is licensed under CC BY 4.0.

In this session:

- You will learn how to ask questions and collect information about other’s family.

Mrs. Parsa asked students to collect information about each other's family members. In here, they are asking questions from each other. In order to be able to follow their conversation do the following activity.

Activity 1:

Please respond to the following vocabularies in Persian language based on your satiation:

[ch 3.3 Activity 1](#)

Activity 2:

Please respond to the following questions and write your answers in complete sentence:

[ch 3.3 Activity 2](#)

Activity 3:

With your partner, Ask questions that are in the tables 1A & 2A , write down the answers.

[ch 3.3 Activity 3](#)

Reading:

Sara is a Persian language student at one of the universities in America and planning to go to Iran for three months to learn Persian language. In Iran, she is going to stay with a host family. She is planning to send her host family a letter introducing herself. Before she send her letter, she wrote her scrip:





One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.lib.msu.edu/persian/?p=89#audio-89-1>

اسم من سارا است. من با خانواده ام در شهر دیترویت زندگی می کنیم.
پدر من مهندس مکانیک است و مادر من معلم است. من یک برادر بزرگ
تر و یک خواهر
کوچک تر دارم. برادر من ۲۲ سال دارد و دانشجو است. خواهر.
کوچک من ۱۲ ساله و دانش آموز است. او خیلی زیباست. خواهر من از
من بلند قد تر است
مادر بزرگ من با ما زندگی می کنند. در خانواده ما شش نفر زندگی
می کنند
اقوام و فامیل ما در شهرهای آمریکا زندگی می کنند. عمو و زعمو.
من در شیکاگو زندگی میکنند آنها بچه ندارند. خاله و شوهر خاله من در
آهایو زندگی می کنند
آنها یک پسر دارند. اسم پسر آنها ماهان است. ماهان پنج ساله است..
من ماهان را خیلی دوست دارم

Reading Activity:



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openbooks.lib.msu.edu/persian/?p=89#h5p-123>

Listening Activity:

Listen to the following audio and choose the correct response form the given options:





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An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://openbooks.lib.msu.edu/persian/?p=89#h5p-124>

Writing Activities:

Based on your pre-reading, and reading, please write (10-15 sentences)/audio record introducing your own family members. Record your audio in here:



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://openbooks.lib.msu.edu/persian/?p=89#h5p-96>

Key Takeaways

- You can ask , answer and talk about your family and relative with simple questions.

سپاس!

3.4 reading/ Listening 3: What are you studying?



“Worthless School Subjects” by
TheMVMaverick is licensed under CC
BY-NC-ND 2.0.

Learning Objectives

- You will learn vocabulary related to the field of study.
- You will learn how to ask and answer questions regarding different field of study and school subjects.

Vocabulary of Field of Study:

| English | Persian |
|-------------------|------------|
| Math | ریاضی |
| Science | علوم |
| History | تاریخ |
| Geography | جغرافی |
| Political Science | علوم سیاسی |
| Chemistry | شیمی |
| Economic | اقتصاد |
| Engineering | مهندسی |
| medical | پزشکی |
| Statistic | آمار |
| Music | موزیک |
| Psychology | روانشناسی |
| Art | هنر |
| Physic | فیزیک |
| Computer | کامپیوتر |

Test Yourself:



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/persian/?p=4213#h5p-56>

Singular noun following question word:

Singular noun is used after question word: How many (چند) :

چند تا کلاس داری ؟

چند کلاس داری ؟

Note: تا is added to the noun for counting except for number 1 which we don't use تا for.

example:

one book - یک کتاب

two books - دو تا کتاب

Reading and listening:

| English Translation | Transliteration | Persian |
|---|--|--|
| Nasrin: Hello Kamran! | Nasrin: salam kamran. | نسرین: سلام کامران |
| Kamran: Hi Nasrin. How are you? | Kamran: salam Nasrin. chetori? | کامران: سلام نسرین. چطوری؟ |
| Nasrin: I am well. Thanks. How are you? | Nasrin: man khobam. mamnoon. to chetori? | نسرین: من خوبم. ممنون. تو چطوری؟ |
| Kamran: Good. Merci. what is your major? | Kamran: khob, mersi. reshte to chie? | کامران: خوب. مرسی. رشته تو چیه؟ |
| Nasrin: I am studying English language. How about you? | Nasrin: Man zaban englisi mikhanam. to chetor? | نسرین: من زبان انگلیسی می خوانم. تو چی؟ |
| Kamran: I am studying political science. What classes are you taking this semester? | Kamran: man reshte oloom siasi mikhanam. To in term che class haee dari ? | کامران: من رشته علوم سیاسی می خوانم. تو این ترم چه کلاس هایی داری؟ |
| Nasrin: I am taking Psychology, English, and Education. How about you? | Nasrin: man ravan shenasi, engelisi and amoozesh. to chetoor? | نسرین: من روان شناسی ، انگلیسی و آموزش دارم . تو چطور؟ |
| Kamran: I have 4 classes this semester. Math, Politic, Persian Language and Social study. | Kamran: man in term chahar ta class daram. Riaz, siasat e khareji, zaban e farsi va oloom Ejtemaaee. | کامران: من در این ترم چهار تا کلاس دارم. ریاضی ، سیاست خارجی ، زبان فارسی و علوم اجتماعی |
| Nasrin: Oh sounds great. see you later! | Nasrin: oh che khob! Badan mibinamet. | نسرین: اهان چه خوب . بعداً می بینمت. |

listen to the audio of the reading above.

Reading and Writing Activity:

Kamran and Nasrin are in Persian class. They are assigned to ask each other about their field of study and write it down. Please respond to the following questions. write down the answers.

[ch 3.7 Reading and Writing activity](#)

Key Takeaways

- You can talk about different field of study,
- You can talk about different Majors and educational system in Iran.

سپاس!

3.5 Study Abroad

“Nasrin’s Letter”



“Persian New Year Family Portrait” by *Fateme* is licensed under CC BY-NC 2.0.

Learning Objectives

- you will learn about verb “to have”.
- You will learn how to make sentence with verb ” to have”
- You will learn to ask and answer simple questions about family members.

Previously Sara wrote a letter to her host family introducing herself. In this chapter, I am including a letter from her host mother Nasrin, introducing her family.

Pre- Reading Activity:



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/persian/?p=1114#h5p-125>

Reading: “نامه نسرين”

با سلام
سارا جان نامه شما را دریافت کردم و از خواندن آن بسیار خوشحال شدم
خانواده من در شهر تهران زندگی می کنند. تهران پایتخت ایران است. من خانواده بزرگی دارم. من با همسر و خانواده
همسرم در یک خانه بزرگ زندگی میکنیم
شوهر من نادر پنجاه و نه ساله است. او معلم است و در دبیرستان درس می دهد. ما یک پسر و یک دختر داریم.
پسر ما بیست و یک سال دارد و دانشجوی رشته
مهندسی است. دختر ما پانزده سال دارد و دانش آموز است. او ورزش تنیس را خیلی دوست دارد
ما با خانواده همسرم زندگی میکنیم. مادر شوهر و پدر شوهر من در طبقه اول زندگی می کنند. برادر شوهر من و
خانواده او هم در طبقه سوم زندگی می کنند
آنها یک دختر دارند. اسم او آریانا است و یکساله است.. من آریانا را خیلی دوست دارم
امیدوارم شما به زودی خانواده من را ببینید و لذت ببرید
دوستدار شما
نسرين

To practice your pronunciation and intonation, Listen to this recording of the above reading.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.lib.msu.edu/persian/?p=1114#audio-1114-1>

Verb “to have”

Conjugation table for verb “to have”:

| Plural pronouns and verb “to have” | | | Singular pronouns and verb “to have” |
|------------------------------------|-------------------|---------------------|--------------------------------------|
| Persian | We have | English | Persian |
| ما داریم | We Have | I have | من دارم |
| شما دارید | You have (Plural) | You have (singular) | تو داری |
| آنها دارند | They have | she/he/ it has | او دارد |

| Example: | pronoun | Verb to have |
|--|---------|--------------|
| I have a brother من یک برادر دارم | من | دارم |
| You have a brother. تو یک برادر داری | تو | داری |
| She/ he has a brother. او یک برادر دارد | او | دارد |
| We have a brother. ما یک برادر داریم | ما | داریم |
| You(plural) have a brother. شما یک برادر دارید | شما | دارید |
| They have a brother. آنها یک برادر دارند | آنها | دارند |

Negative sentence with verb “to have”:

| Plural pronouns and NEGATIVE verb “to have” | Singular pronouns and NEGATIVE verb “to have” | | |
|--|--|-------------|----------------------------|
| English | Transliteration | Persian | English |
| We don't have | Ma nadareem | ما نداریم | I don't have |
| You don't have (plural) | Shoma Nadareed | شما ندارید | You don't have (singular) |
| They don't have | Anha nadarand | آنها ندارند | she/ he/ it doesn't have |

| | Subject | Verb | Object | |
|---------|---------|------------|------------|---------|
| English | I | Don't have | brother | |
| | I | brother | don't have | Persian |

Unlike English, the standard word order of Persian is:

Subject – Object – Verb-

| English | Subject/subject pronoun | verb/auxiliary verb | object |
|---------|-------------------------|---------------------|-----------|
| | I | Have | A brother |
| Persian | subject/subject pronoun | object | verb |
| | I | A brother | have |
| | من | یک برادر | دارم |

Activity 1:

Based on the above reading/listening, please respond to the following questions/prompts.

[ch 3.4 Activity 1](#)

Activity 2:

Based on the reading/listening from Nasrin's letter to Sara, please draw Nasrin's family tree.

Listening Activity:



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An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/persian/?p=1114#h5p-126>

Key Takeaways

- You can talk, ask and answer questions about you and your family, living arrangements, jobs and more in simple sentences.

سپاس!

3.6 Grammar, Possessive Pronouns:

In Persian language, there is no Possessive pronoun as it is in English. Instead, the word “مال – shows ownership or property” functions as possessive pronoun. We will practice possession in this section.

possessive pronoun: and Possessive adjectives:

Possessive pronouns:

A possessive pronoun is a pronoun that shows ownership in addition to being a pronoun.

| Examp e of possession in Persian with English translation | Plural possessions | Examp e of possession in Persian with English translation | Singular Possession |
|---|-----------------------|---|------------------------|
| This is ours این مال ماست | ours = مال ما | This Is mine این مال من است | Mine= مال من |
| This is yours این مال شماست | Yours = مال شما | This is yours این مال تو است | yours = مال تو |
| This is theirs این مال آنهاست | Theirs = مال آنها | This is hers این مال او است | His / Hers = مال او |

Activity:

Please make sentence with the phrase in first column. (For guidance look at the example for first phrase)

[ch 3.5 Activity](#)

سپاس!

3.7 Grammar: Adjectives

Degree of Adjectives:

In this Session:

- You will learn some of the adjectives in Persian language.
- You will learn how to add adjectives to the sentences.
- You will learn how to compare two items by using comparative adjectives.
- You will learn how to use superlative adjectives as well.
- You will learn more vocabularies on colors and some other common adjectives.

Commonly Used Adjective Vocabulary:

Please listen to the audio recording of the vocabularies to learn how to pronounce them!



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/persian/?p=441#h5p-72>

| English | Transliteration | Persian |
|-------------------------|-----------------|--------------|
| Good | khob | خوب |
| Bad | bad | بد |
| new | No | نو |
| New | Jadid | جدید |
| Old | ghadimi | قدیمی |
| Old | kohne | کهنه |
| small | koochak | کوچک |
| big | bozorg | بزرگ |
| tall | boland | بلند |
| short | kootah | کوتاه |
| Cheap / inexpensive | arzaan | آرزان |
| expensive | geraan | گران |
| bright/ light | roshan | روشن |
| dark | taarik | تاریک |
| late | diiir | دیر |
| early/ soon | zood | زود |
| Tired | khasteh | خسته |
| Happy | khoshhal | خوشحال |
| Unhappy /sad | narahat | ناراحت |
| sleepy | Khabaa loo | خوابالو |
| busy | Mash ghool | مشغول |
| interesting | jaaleb | جالب |
| Boring | Kesel konandeh | کسل کننده |
| Easy | aasan | آسان |
| hard | sakht | سخت |
| free | raayegaan | مجاناً |
| correct/right/true | dorost | دُرست |
| wrong/ false/ incorrect | eshtebah | غلط / اشتباه |
| False | Ghalat | غلط |
| weak/ fragile | Za eef | ضعیف |
| strong/ powerful | ghavi | قوی |
| Crying | Geryan | گریان |

Test Yourself:



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/persian/?p=441#h5p-67>

Adjectives in Persian language, صفت

In Persian Language, Adjectives have only one form. Therefore, adjectives do not have masculine, feminine or neuter forms. In addition, adjectives don't have plural form either.

Adjectives follow nouns and are connected with Ezafe. If there are more than one adjectives, they all are connected with Ezafe as well!

Example:

beautiful Flower = گل زیبا

Note: Adverb proceed adjectives with no ezafe in between.

Example: very tired = خیلی خسته

Vocabulary Activity 1:

Complete the sentences with the name of the images you see.





An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/persian/?p=441#h5p-24>

Vocabulary Activity 2:

Match the words.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/persian/?p=441#h5p-38>

Vocabulary Activity 3:

Match the words.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/persian/?p=441#h5p-39>

Vocabulary Activity 4:

Match the words.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/persian/?p=441#h5p-36>

Vocabulary Activity 5:

Opposite



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<https://openbooks.lib.msu.edu/persian/?p=441#h5p-47>

Making Sentence With Adjectives:

Word Order for adjectives

Adjectives can be used in two ways:

- 1- Predicatively (following)
- 2- Attributively (preceding)

For examples:

| Predicate | Attributive |
|---|---|
| این کتاب خوب است. This book is good. | این یک کتاب خوب است. This is a good book. |
| آن مردم ثروتمند هستند Those people are rich. | آنها مردمی ثروتمند هستند They are rich people. |
| این پسر باهوش است This boy is intelligent. | او پسر باهوشی است He is an intelligent boy. |

Practice:

Please choose the correct Sentence:



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/persian/?p=441#h5p-28>

Please choose the correct Sentence:



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/persian/?p=441#h5p-29>

Activity 6:

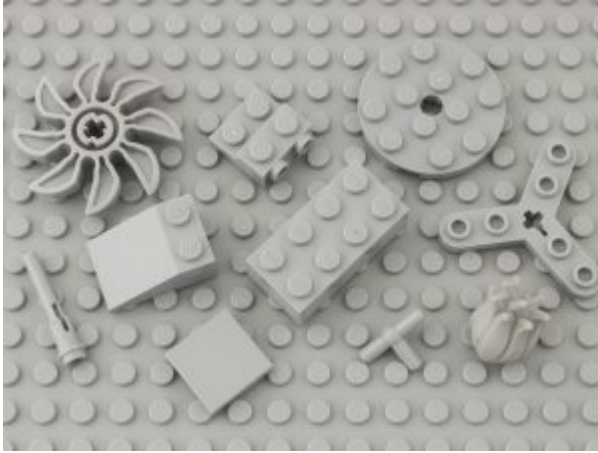
Please read the following adjectives and make a sentence with each one:

[ch 3.6 Activity 6](#)

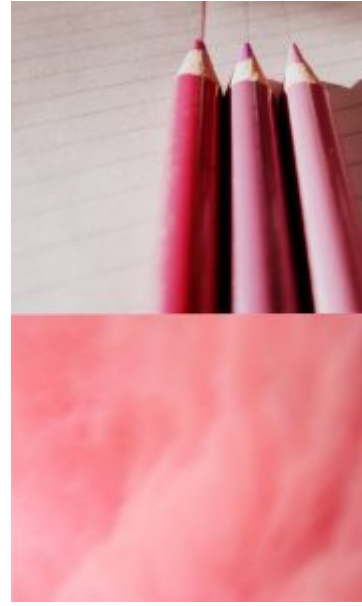
Colors:



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"194 Medium Stone Grey / Light Bluish Gray" by Brick Colorstream is licensed under CC BY 2.0.



"Collaboration Colors- Pink" by Send me is licensed under CC BY-NC-ND 2.0.

طوسی

صورتی



"Violent violet" by kevin dooley is licensed under CC BY 2.0.



"Daily Shoot 01.11.10 [Fav Color – Blue]" by coler is licensed under CC BY-NC-SA 2.0.

بنفش

آبی



"Most Versatile 'The color brown'" by Sharon in Llano is licensed under CC BY-NC-SA 2.0.



"Vendo mis botines de cuero natural color beige interior cn chiporro número 36 a 10 conversables" by Sale_closet is licensed under CC BY-ND 2.0.

قهوه ای

کرمی



“colorful-yellow siding” by meta_maria_hb is marked with CC0 1.0.



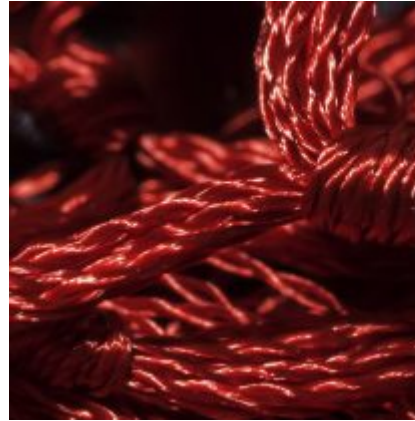
“Pure Color: Green” by AllenHsu is licensed under CC0 1.0.

زرد

سبز



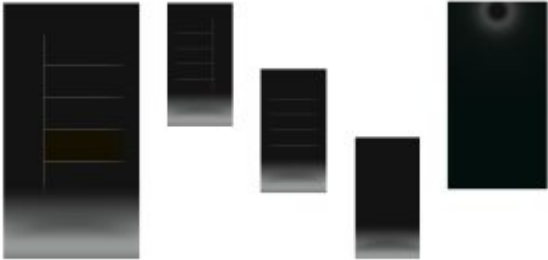

"Color Orange" by Kool Cats Photography over 15 Million Views is licensed under CC BY-NC 2.0.



"The Color Red #MacroMondays" by KarenBortolotti is licensed under CC BY-ND 2.0.

نارنجی

قرمز

| | |
|---|--|
|  <p>"The New Color Black×Gray Wallpapers iOS 7 iPhone" by @heyeased is licensed under CC BY 2.0.</p> |  <p>"Collaboration Colors- White" by Send m is licensed under CC BY-NC-ND 2.0.</p> |
| <p>سیاه</p> | <p>سفید</p> |

Exercise:





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<https://openbooks.lib.msu.edu/persian/?p=441#h5p-114>

Degree of Adjectives:

In Persian language there are three degree of adjectives:

Positive, Comparative and Superlative.

For comparative تر (tar) is added to the adjective. Where a noun with whom/which comparison is being done.

For superlative degree, ترین (tarin) is added to the adjective.

The comparative and superlative degrees are used to compare between two or more subjects or objects.

Example:

| Superlative | Comparative | | |
|-------------------------------------|---|--|---|
| شیکاگو بزرگ ترین شهر است | شیکاگو از لسنینگ بزرگ تر است | | S |
| Chicago is the biggest city. | Chicago is bigger than Lansing | | C |
| این عکس زیباترین است | این عکس زیباتر از آن است. | | . |
| This picture is the most beautiful | This picture is more beautiful than that. | | T |
| این بلوز گران است. | این بلوز گران تر از شلوار است | | . |
| This shirt is expensive. | This shirt is more expensive than pants. | | r |
| خواهر من باهوش ترین است | خواهر من باهوش تر از من است | | s |
| My sister is the most intelligent. | My sister is more intelligent than me. | | M |
| من ضعیف ترین هستم | من ضعیف تر از برادرم هستم I am weaker than my brother. | | r |
| I am the weakest. | من ضعیف تر از برادرم هستم I am weaker than my brother. | | I |

Exercise:



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/persian/?p=441#h5p-116>

Activity:

By using comparative and superlative degrees of adjectives, please describe your family members in 10-15 sentences. After writing, please audio-record your sentences and share it with your friends/teacher.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/persian/?p=441#h5p-68>

Key Takeaways

- You can use adjectives to describe state of feeling.
- You know how some adjectives and nouns conjugate.
- You know some comparison forms of adjectives.

سپاس!

3.8 Interrogative Sentence

“WH-“ QUESTIONS:



“question mark” by WingedWolf is licensed under CC BY-NC-ND 2.0.

In this session

- You will learn what are WH questions in Persian
- You will learn how to use WH questions.
- You will learn how to answer WH questions.

In here, we're going to talk about interrogative sentences in Persian. We know that there are two types of question. One is "Yes-No question," which can be answered either in yes or no. For example, if I say, Am I a teacher? answer could be yes. Yes, I'm a teacher or no, I'm not a teacher.

To make "WH" questions in English, you have to take several steps. So let's take the sentence: My name is Saman. If I have to change this sentence to a "WH" question. First of all, I have to find an appropriate question word to replace "Saman" which I use "what?" So this is your second step. My name is what? Then you move "what" at the beginning of the sentence "what my name is." And then auxiliary verb next to the "WH" words. So what and then "is" is moved next. So, "is my name." These are the one, two, and three steps that you do in English to make a interrogative sentence.

However, in Persian language, if you have a sentence "Esme man Saman ast- اسم من سامان است" and want to make interrogative sentence! All You have to do is replacing the information with the appropriate question word. Now let's have a look at all the question words. Who is "چه کسی" which are used for subject or agent. Whom "چی / چه کسی" And this can be used for indirect object or the beneficiary in a sentence. When is used for time, which is "چه موقع / چه وقت" Where is "کجا" which is used for place? Whose is "چه کسی", Why is "چرا" which is used for a reason. How is "چطور" and how much is "چند / چقدر". These are the question words that you have to keep in mind. Now in order to form interrogative/WH-interrogative, we have to replace the appropriate word in a sentence by using these question words. And that's how you form WH questions in Persian.

| Uses | English |
|---|---------------|
| To find out the object of a verb | What |
| To find out the subject (human) of a verb | Who |
| To find out beneficiary in a sentence | Whom |
| For possession | Whose |
| To select one | Which |
| For time | When |
| For place | Where |
| For reason | Why |
| For situation/condition and quality | How |
| For quantity | How many/much |
| For condition/ quality | How |

“WH” Question Formation



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://openbooks.lib.msu.edu/persian/?p=510#audio-510-1>

To form a Wh-question sentence, we should simply replace that part of interrogative sentence by an appropriate question word.

For example:

| Question with..... | Sentence in Persian |
|-----------------------------------|--------------------------------|
| who is he او چه کسی است؟ | He is Babak او بابک است |
| what is this این چیست؟ | this is fruit این میوه است |
| Where am I from من کجایی هستم؟ | I am Iranian من ایرانی هستم |
| How are you تو چطور هستی؟ | You are Well حال تو خوب است |
| | |

Look at the following sentence and pay attention to how we change the same positive sentence to question sentence by removing the information and replacing it with appropriate question word:

امروز ماهان از کتابفروشی یک دفتر می خرد. ! Today Mahan buys a notebook from bookstore !
-یک دفتر می خرد

کی / چه وقت ماهان از کتابفروشی یک دفتر می خرد. **when**

امروز **کی / چه کسی** از کتابفروشی یک دفتر می خرد؟ **whom/who**

امروز ماهان از **کجا** یک دفتر می خرد؟ **where**

امروز ماهان از کتابفروشی **چه / چی / چه چیزی** میخرد؟ **what**

امروز ماهان از کتابفروشی **چند تا** دفتر می خرد؟ **How many**

چرا امروز ماهان از کتابفروشی یک دفتر می خرد؟ **why**

Exercise 1:

Drag the words into the correct boxes:



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/persian/?p=510#h5p-98>

Pronoun and matching verb ending in “Wh-” Question Sentences :

As you know, in Persian , to form a “wh-” question sentence, we should simply replace that part of a sentence with an appropriate question word.

Remember: make sure to use the appropriate noun/ pronoun and matching verb ending.

For example:

| “Wh-” Question Sentence | | Posit |
|-----------------------------|--|--------|
| What is this? | این چیه؟ / این چیست؟ | This i |
| Who is brother? | برادر تو چه کسی است؟ / برادر تو کیه؟ | Rakes |
| Where am I from? | شما اهل کجا هستی؟ / شما کجایی هستی؟ | I am f |
| Whose brother is Rakesh? | رامین برادر چه کسی است؟ / رامین برادر کیه؟ | Rakes |
| How are you? | حال تو چیه؟ | You a |
| How many students are here? | چند تا دانش آموز اینجا هستند؟ / چند تا دانش آموز انجاست؟ | Ten s |

Exercise 2:

Please change the following positive sentences into WH-question/interrogative sentences.

[ch 3.7 Exercise 2](#)

Exercise 3:

Please read the following conversation and click on the question words.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/persian/?p=510#h5p-99>

Exercise 4:

Please choose the correct response of the following prompts.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/persian/?p=510#h5p-100>

Where are you from?

Nationality

The answer to “where are you from?” can be either your nationality or the town you are from.

| English | Persian (People of the Country) | English | Persian (The Country) |
|----------|----------------------------------|-------------|------------------------|
| German | آلمانی | Germany | آلمان |
| American | آمریکایی | America | آمریکا |
| Afghan | افغانی | Afghanistan | افغانستان |
| English | انگلیسی | England | انگلیس |
| Iranian | ایرانی | Iran | ایران |
| Tajik | تاجیکی | Tajikistan | تاجیکستان |
| Turkish | ترک | Turkey | ترکیه |
| Canadian | کانادایی | Canada | کانادا |

To answer the nationality you use this formula: **verb+ی+Name of the country +pro /noun←**

| | | Answer | Question |
|--------------------|---------------|-----------------|----------------|
| من اهل کانادا هستم | تو اهل کجایی؟ | من ایرانی هستم | تو کجایی هستی؟ |
| | | او آمریکایی است | او کجایی است؟ |

Exercise 5:



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/persian/?p=510#h5p-97>

Rules on Where are you from?

How do we say where we are from in Persian language?

اهل کجا هستی؟ In Persian to answer where are you from?

You can answer base on your nationality or base on the city you are from.

to answer this question, there are 2 ways to answer:

1- من اهل ایران هستم (if you use the word اهل=people from, you just name the city or country)

2- من ایرانی هستم (if you just use the name of country or city with ی attach to it, then you should not use word اهل)

Key Takeaways

- You can recognize “WH” questions in Persian
- You can use WH questions to ask questions.
- You Can answer WH questions.

سپاس!

3.9 Cultural Notes and Extra Online Materials



“Hall Ceiling of White Castle – Sa’d Abad Palace” by Hamed Saber is licensed under CC BY 2.0.

Cultural Notes

Family:

Traditionally in a Middle Eastern and South Asian country, a family consists of (Grandparents – پدر بزرگ و مادر بزرگ), (parents- والدین), (brothers/sisters- خواهر و برادر), (uncles/aunts- خاله و دایی), (cousins – عمه و عمو – خاله و دایی), (فرزندان عمو و عمه و دایی و خاله).

Decision-making:

Traditionally in a South Asian country, male members of the family make all the decisions. However, as women are becoming more empowered, it is not unusual to see their participation in decision-making these days.

Using plural form to show respect:

In Persian culture, we always use second person plural instead of singular to address father, Grand father and Grand mother, elders, higher level to show them respect and courtesy!

Online Materials

[Persianpod101](#)

conversation about family Youtube:

<https://www.youtube.com/watch?v=WTCF3ywJEeo>

سپاس !

CHAPTER 4- DESCRIBING PLACES

House and Living



"Safavi Building, Qazvin, Iran" by Hamed.S is licensed under CC BY-NC-ND 2.0.

Objectives

You will learn;

- In this chapter, You will learn vocabulary related to home, room and city/town.
- In this chapter you will learn how to describe places such as home, room, city/town, school, market, etc.
- In this chapter you will learn how to make simple present tense

sentence.

- In this chapter, you will learn about suffix pronoun and how to make plural.
- In this chapter, you will learn about “There construction” in Persian Language and how to use it to describe places.
- In this chapter, you will also learn about some cultural aspects of home, town, and space, family size and taarof.

سپاس!

4.1 Review Concepts from Chapter 3



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Vocabulary:

Please match the following words with their English equivalent?



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<https://openbooks.lib.msu.edu/persian/?p=125#h5p-40>

Activity:

Please form a sentence with each word.

| Sentence | English | Persian |
|----------|-------------------|----------|
| | Good | خوب |
| | Bad | بد |
| | Tall | بلند قد |
| | Short/Small | کوتاه قد |
| | Beautiful | زیبا |
| | Ugly | زشت |
| | Smart/Intelligent | باهوش |
| | Foolish/Stupid | نادان |
| | strong | قوی |
| | weak | ضعیف |
| | artist | هنرمند |
| | religious | مذهبی |

Speaking:

Please audio-record your sentences here:



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/persian/?p=125#h5p-95>

Grammar Review:

Please read/listen to the following text.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.lib.msu.edu/persian/?p=125#audio-125-1>

سلام!
اسم من کاوه است. من بزرگ ترین فرزند خانواده هستم.
پدر من شصت ساله است. مادر من پنجاه و چهار سال دارد.
برادر کوچک تر من بیست ساله است و خواهر من هجده ساله است.
قد برادر کوچک تر من از من بلند تر است.
خواهر من زیباترین عضو خانواده است.
برادر من باهوش ترین و پدر من قوی ترین عضو خانواده هستند.
مادر من مذهبی ترین عضو خانواده است. خواهر من هنرمند تر از من است
این خانواده من است
سپاس

Comprehension Test:

Please respond to the following questions in Persian.

| Your response in Persian | English |
|--------------------------|---|
| | In Kauveh 's family, who is the oldest? |
| | In age, who is the oldest? |
| | In the family, who is the tallest? |
| | In the family, who is the most intelligent? |
| | In the family, who is the strongest? |
| | In the family, who is the most beautiful? |
| | In the family, who is the most talented? |

سپاس !

4.2 Reading/Listening 1: Fariba's House

“خانه فريبا”



“Prefab blocks of flat in Budapest, Hungary” by Albert Lugosi is licensed under CC BY 2.0.

Learning Objectives

- You will learn how to talk about different part of the house.

House Vocabulary:

| فارسی | English translation |
|-----------------|---------------------|
| خانه / منزل | House, Home |
| حیاط پشت | Backyard |
| پارکینگ / گاراژ | Car Garage/ Parking |
| اتاق نشیمن | Living Room |
| اتاق خواب | Bedroom |
| اتاق ناهار خوری | Dining room |
| آشپزخانه | Kitchen |
| کتابخانه | Library |
| سرویس بهداشتی | Bathroom |
| دستشویی | Washroom |
| توالت | Toilet |
| حمام | Shower |
| وان | Bathtub |
| پله | Stairs |
| پنجره | Window |
| دیوار | Wall |
| راهرو | Hallway |
| در | Door |

| English translation | فارسی |
|---------------------|-------|
| Courtyard | حیاط |

Exercise 1



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/persian/?p=161#h5p-52>

Exercise 2

Making sentence with the house vocabularies



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/persian/?p=161#h5p-49>

Pre-Reading Activity:

(a) Please collect photos of the several parts of your home and on the back of each photo, write its name in Persian Language. It should look like a flash-card, but with photos.

Reading:

Context: Arianna is visiting Fariba's house for the first time. Fariba is giving Arianna tour of her home.

Door-bell rings and Fariba opens the door.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.lib.msu.edu/persian/?p=161#audio-161-1>

| English | Persian |
|---|---|
| It is Aryan. Hello, how are you? | ری؟ |
| Hello, all is well. How are you? | چیز خوبه، چطوری؟ |
| I am okay, too. Come, come inside. | م. بفرمایید داخل! |
| Thanks, your home is very beautiful. | ه شما خیلی زیباست. |
| Thanks. Let's go, I will show you my whole house. | م، من همه خانه ام را به شما نشان |
| Okay, Let's go. | |
| This is the door of our house. After that, there is a hallway which takes you to living room. On the left side of the living room is kitchen and dining room. On the right side of the living room, there are one bathroom and two bedroom. | ی به خانه ما است. بعد یک راهرو اتاق نشیمن می رود پ اتاق نشیمن آشپزخانه و اتاق ست ست اتاق نشیمن یک راهرو است که ستشویی و دو اتاق خواب هست |
| Okay. Thanks | ن |

Test Yourself:



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/persian/?p=161#h5p-121>

Listening:

Listen to the audio and choose the best correct match:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.lib.msu.edu/persian/?p=161#audio-161-2>



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://openbooks.lib.msu.edu/persian/?p=161#h5p-159>

Activity:

Drawing: Based on the above description of Fariba's house, please draw a picture of the main floor of Fariba's house.

Writing/Speaking Activity:

As you read how Fariba gave tour of his house to Arianna. Now, it is your turn to describe your home in 15-20 sentences. Please write them on the paper first and then audio-record yourself. Alternatively, you can also video-record describing your home.





An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/persian/?p=161#h5p-119>

Key Takeaways

- You can recognize and list main areas in the house.
- You can ask and answer about housing and living.

سپاس!

4.3 Reading/Listening 2: Fariba's Room

”اتاق فريبا ”





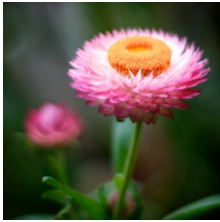
Photo By N.Shiran

Learning Objectives

- You will learn items of each room in the house.







Bedroom Vocabularies:

| | | |
|--|--|--|
|  |  <p>“Lamp” by Molly DG is licensed under CC BY 2.0.</p> |  <p>“Clock” by bigpreish is licensed under CC BY 2.0.</p> |
| <p>اتاق خواب</p> | <p>چراغ خواب</p> | <p>ساعت</p> |
|  <p>“Yay couch!” by craigemorse is licensed under CC BY-ND 2.0.</p> |  <p>“Groovyghan Baby Blanket” by rosiemrangers is licensed under CC BY-NC-SA 2.0.</p> |  |
| <p>مبل</p> | <p>پتو</p> | <p>تخت</p> |

| | | |
|---|--|---|
|  <p>“(micro) Electric Fan” by Vincent Lee is licensed under CC BY-NC-SA 2.0.</p> |  <p>“Picture Frames at Photo LA” by Ricardo Diaz is licensed under CC BY 2.0.</p> |  <p>“Peach Rose in Vase” by Mike Pedroncelli is licensed under CC BY-SA 2.0.</p> |
| پنکه | قاب عکس | گلدان |
|  <p>“Mirrors” by sharski is licensed under CC BY-NC 2.0.</p> |  <p>“Flower” by @Doug8888 is licensed under CC BY-NC-SA 2.0.</p> |  <p>“Curtains!” by Aprache is licensed under CC BY 2.0.</p> |
| آینه | گل | پرده |




| | | |
|---|---|--|
|  <p>“Rug” by Marion Doss is licensed under CC BY-SA 2.0.</p> |  <p>“Dining table” by Weldon House LLC is licensed under CC BY-ND 2.0.</p> |  <p>“Lamp” by Molly DG is licensed under CC BY 2.0.</p> |
| <p>فرش</p> | <p>میز</p> | <p>چراغ</p> |

Kitchen Vocabularies:




|  <p>“Re modeled kitchen” by NancyHugoCKD.com is licensed under CC BY-ND 2.0.</p> |  <p>“Daisy Sixty-Six, Microwave Oven” by Numinosity by GaryJWood is licensed under CC BY-SA 2.0.</p> |  <p>“Stove with Griddle” by Blake Design is licensed under CC BY-NC-SA 2.0.</p> |
|---|---|--|
| Kitchen | microwave | stove |
|  <p>“100_25_00” by vitocait is licensed under CC BY-SA 2.0.</p> |  <p>“dishwasher” by JoannaBourne is licensed under CC BY 2.0.</p> |  <p>“012:365” by ali Edwards is licensed under CC BY-NC-ND 2.0.</p> |

| | | |
|-------|----------------|-----------------|
| یخچال | ماشین ظرف شویی | ماشین لباس شویی |
|-------|----------------|-----------------|

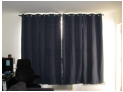


Office Vocabularies:

| | | |
|--|--|--|
|  <p>“A b a d o n e d T V i n t h e r a i n” b y a v l x y z i s l i c e n s e d u n d e r C C B Y - S A 2 . 0 .</p> |  <p>“C o m p u t e r s , B & W” b y K e v i n Z o l l m a n i s l i c e n s e d u n d e r C C B Y - S A 2 . 0 .</p> |  <p>“M y h o m e o f f i c e (e a r l y D e c 2 0 0 9)” b y A k t i v P h i l i s l i c e n s e d u n d e r C C B Y - N</p> |
|--|--|--|

| | | |
|----------|----------|--------------------------------------|
| | | C - N D 2 . 0 . |
| تلویزیون | کامپیوتر | میز و صندلی |

| | |
|---|---|
|  | <p>“New TV Table” by Manda Juice is licensed under CC BY - NC - SA 2.0.</p> |
|  | <p>“Telephone” by plenty.r is licensed under CC BY - SA 2.0.</p> |
|  | <p>“stackable tree drawers” by thatsimple is licensed under CC BY 2.0.</p> |

| | | |
|--------------|------|------|
| میز تلویزیون | تلفن | کُشو |
|--------------|------|------|

| | | |
|---|---|---|
|  <p>“Curtains!” by Appreciate his license under CC BY 2.0.</p> |  <p>“Rubbish and recycling bins (trash cans) in New Zealand” by Wesley Fry</p> |  <p>“My Wife’s Tiny Closet” by Rubberman and Proudly Submitted under CC BY</p> |
|---|---|---|

| | | |
|------|--|----------|
| | er i s l i c e n s e d u n d e r C C B Y - S A 2 .0. | 2 .0. |
| پرده | سطل زباله | کمد |

Bathroom Vocabularies:






سرویس بهداشتی






حمام



دستشویی

| | | |
|---|---|---|
|  |  <p>“T o w e l s a t m y O t h e r G y m ” b y C o l i n D a v i s S t u d i o i s l i c e n s e d u n d e r C C B Y 2. 0.</p> |  |
| <p>آینه</p> | <p>حوله</p> | <p>توالت</p> |

| | | |
|---|--|---|
|  |  <p>“F a u ce t” b y S h a yl or is li ce n se d u n d er C C B Y - N D 2. 0.</p> |  <p>“ W i n d o w 1 2 1 6 2” b y M i c h a e l C a s e y i s li c e n s e d u n d e r C C B Y - N C - S A 2 .0 .</p> |
|---|--|---|

| | | |
|-----|--------|-------|
| وان | شیر آب | پنجره |
|-----|--------|-------|

Test yourself:



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/persian/?p=158#h5p-101>



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/persian/?p=158#h5p-51>

Reading:

منزل مادر من در اصفهان است. آن سه طبقه است. طبقه اول زیرزمین است. طبقه دوم یک آشپزخانه؛ یک اتاق نشیمن، یک اتاق ناهار خوری و یک سرویس بهداشتی دارد. طبقه سوم سه اتاق خواب و دو حمام و دستشویی دارد. در زیر زمین یک کتابخانه است. در کتابخانه تعداد زیادی کتاب، یک میز تحریر و یک صندلی هم هست. خانه مادرم یک حیاط و یک پارکینگ هم دارد.

Activity:



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/persian/?p=158#h5p-50>

Pre-Reading Activities:

Please collect photos of several things in your room. Then, on the back of each photo, please write its name in Persian. It should look like a flashcard, but with photos.

Reading:

Arianna comes back to Fariba's home. This time, Fariba shows Arianna her room.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.lib.msu.edu/persian/?p=158#audio-158-1>

| English | Persian | |
|--|--|--------|
| Come in. Today, I'll show you my room. | امروز من اتاقم را به تو نشان می دهم | فریبا |
| Let's go. | بریم | آریانا |
| This is my room. In my room, there is one bed, one table, one chair, and one small sofa, too. On that table, there is an electric bulb, a flower vase, and one clock, too. | این اتاق من است. در اتاقم, یک تخت خواب , یک میز, یک صندلی, و یک مبل کوچک هم هست. روی میز, یک چراغ , یک گلدان و یک ساعت است | فریبا |
| What is on the study table? | روی میز تحریر چیه؟ | آریانا |
| On the study table, there is a computer, a few books, and a coffee cup. | روی میز تحریر, یک کامپیوتر و چند تا کتاب و یک لیوان قهوه است | فریبا |
| What is in this closet? | در این کمد چی هست؟ | آریانا |
| In this closet, there are my clothes and shoes. Look, there are beautiful pictures on that wall. There is a mirror behind the door too. | در این کمد, لباس ها و کفش های من هستند. ببین, روی دیوار چند تا عکس زیبا هست. یک آینه هم پشت در هست | فریبا |
| The curtain of your room is very beautiful. It seems that fan is new. | پرده اتاق خیلی قشنگه. پنکه نو به نظر می اید | آریانا |
| Yes. New fan and new rug too. | بله. پنکه و فرش نو هستند | فریبا |
| Your room is very big and bright too. | اتاق تو خیلی بزرگ و روشن است | آریانا |
| Thanks! Will you also show me your house and room? | ممنون! تو هم میتوانی خانه و اتاق را به من نشان بدهی؟ | فریبا |
| Yes, indeed. | بله حتما | آریانا |

Listening:

Listen to the following audio and choose the matching image for the description:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.lib.msu.edu/persian/?p=158#audio-158-2>





An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/persian/?p=158#h5p-127>

Activity:

Please make a list of at least 10 things in Fariba's room. Then, do the same with your own room.

| Your Room | Fariba's Room |
|-----------|---------------|
| | ۱. |
| | ۲. |
| | ۳. |
| | ۴. |
| | ۵. |
| | ۶. |
| | ۷. |
| | ۸. |
| | ۹. |
| | ۱۰. |

Activity:

Drawing: Based on the above description of Fariba's room, please draw a picture Fariba's room.

Writing/Speaking:

As you read how Farhad gave a description of his room to Arianna. Now, it is your turn to describe your room in 10-15 sentences. Please write them on the paper first and then audio-record yourself. Alternatively, you can also video-record describing your room.

Record yourself here:



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/persian/?p=158#h5p-122>

Key Takeaways

- You can talk about your room and every room in your house with simple description.
- You can name items in each room.

سپاس!

4.4 Reading/ Listening 3: Her city

“شهر هاجر”












<https://wordpress.org/openverse/image/aa9f4159-973b-4bb9-945d-97ee4684342c>






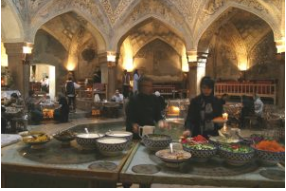
Learning Objectives




- You will be able to talk about your hometown, your surrounding
- You will learn how to talk about your city and public locations in your town.




Vocabulary




| | | |
|---|--|--|
|  <p>“Save - arak road (65 road) - iran” by Pars a 2au is licen sed unde r CC BY-S A 4.0.</p> |  <p>“File: Tehr an, Tehr an, Afric a High way, Bony ad Most azafa n, Iran - pano rami o - Behr ooz Rezv ani (8).jp g” by Behr ooz Rezv ani is licen sed unde r CC BY 3.0.</p> |  |
| خیابان | شاهراه/جاده | ایستگاه اتوبوس |




| | | | | |
|--|---|---|---|--|
|  | <p>“Nou r al Reza to Shira z at Tehr an train statio n” by Timo n91 is licen sed unde r CC BY-N C-SA 2.0.</p> |  | <p>“Iran Air in the FFM airpo rt” by stan is licen sed unde r CC BY-S A 2.0.</p> |  |
| ایستگاه قطار | فرودگاه | رودخانه | | |
|  |  |  | <p>“Tole do Pond ” by Lind a, Fortu na futu re is licen sed unde r CC BY-N C 2.0.</p> | <p>“Lake Mich igan” by VV Ninci c is licen sed unde r CC BY 2.0.</p> |
| دریاچه | دریا | کوهستان | | |




| | | |
|---|--|--|
|  <p>“Cinema – For Lease” by David Gallagher is licensed under CC BY-NC-SA 2.0.</p> |  <p>“Jörn Utzon, Bank Mellî, Tehran, Iran 1959–1962. Street front. Photographer: Phillip Arnold” by Seier+Seier is licensed under CC BY-NC 2.0.</p> |  |
| <p>سینما</p> | <p>بانک</p> | <p>زمین ورزشی</p> |
|  <p>“Fruit and Vegetable” by Kams Hots is licensed under CC BY 2.0.</p> |  <p>“File: Apple Store in Iran.JPG” by Hoop Erag is licensed under CC BY-SA 3.0.</p> |  |

| بازار | مغازه / دکان | رستوران |
|---|---|--|
|  <p>“Ramsar Grand Hotel, Ramsar, Iran, 2004” by travf otos is licensed under CC BY-NC 2.0.</p> |  <p>“Safavi Building, Qazvin, Iran” by Ham ed.S is licensed under CC BY-NC-ND 2.0.</p> |  |
| هتل | ساختمان | بیمارستان |

| | | | | |
|---|--|---|--|--|
|  | <p>“Office buildings out the window” by jon_a_ross is licensed under CC BY-ND 2.0.</p> |  | <p>“Workers at the Jamaica Plain Post Office, 71 Green Street, near Cheshire Street” by Boston Public Library is licensed under CC BY 2.0.</p> |  |
| دفتر | اداره پست | اداره پلیس | | |

| | | |
|---|---|--|
|  <p>“Zoo Entrance Sign” by Pierce Place is licensed under CC BY-NC-ND 2.0.</p> |  <p>“File: School of Mechanical Engineering Library, Iran University of Science and Technology 03.jpg” by Mondephele is licensed under CC BY-SA 3.0.</p> |  |
| <p>باغ وحش</p> | <p>کتابخانه</p> | <p>موزه</p> |

| | | |
|---|---|--|
|  <p>“Fou nd Phot o – Iran – Isfah an – Si-o- se Pol Bridg e – Zaya ndeh River – Oct 1976.t if” by Davi d Pirm ann is licen sed unde r CC BY 2.0.</p> |  <p>“Wan na ballo on?” by blond inrik ard is licen sed unde r CC BY 2.0.</p> |  |
| <p>پل</p> | <p>مال</p> | <p>مدرسه</p> |

| | | |
|---|--|--|
|  <p>“File: University of Tehran Students ceremony (3).jpg” by محمد حسن ظریف منش is licensed under CC BY 4.0.</p> |  <p>“college icon” by Backdoor Survival is licensed under CC BY-NC 2.0.</p> |  |
| دانشگاه | کالج | پمپ بنزین |

Test Yourself



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<https://openbooks.lib.msu.edu/persian/?p=169#h5p-128>

Reading/Listening

Context: Hajar is talking to Nahid about her hometown, Detroit.

Pre-Reading Activities

Please read the following words and write the meaning in English. Then respond to the prompts.

| How many? | Do you have this in your town/city? | English | Persian | |
|-----------|-------------------------------------|---------|----------------|-----|
| | | | جمعیت | ۱. |
| | | | فرودگاه | ۲. |
| | | | ایستگاه اتوبوس | ۳. |
| | | | ایستگاه قطار | ۴. |
| | | | کتابخانه | ۵. |
| | | | زمین ورزشی | ۶. |
| | | | اداره پست | ۷. |
| | | | اداره پلیس | ۸. |
| | | | دانشگاه | ۹. |
| | | | کالج | ۱۰. |
| | | | موزه | ۱۱. |
| | | | باغ وحش | ۱۲. |

Reading



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.lib.msu.edu/persian/?p=169#audio-169-1>

| English | Persian | |
|---|---|-------|
| here are you from? | تو اهل کجا هستی؟ | هاجر |
| I am from Tehran, Where are you from? | من اهل تهرانی هستم تو اهل کجا هستی؟ | ناهید |
| I am from Lansing. Tehran is the capital of Iran , isn't it? | من اهل لنسینگ هستم. تهران پایتخت ایرانه , درسته؟ | هاجر |
| Yes, correct. What is the population of Lansing ? | بله , درسته. جمعیت لنسینگ چقدره؟ | ناهید |
| Approximately 120 ,000 people live in Lansing. And in Tehran? | تقریباً ۱۲۰ هزار نفر در لنسینگ زندگی می کنند. در تهران چطور؟ | هاجر |
| Approximately 8 million people live in Tehran. Perhaps Lansing is a small town. | تقریباً ۸ میلیون نفر در تهران زندگی می کنند. احتمالاً لنسینگ شهر کوچکی است؟ | ناهید |
| Yes, Lansing is a small but lovely town. | بله , لنسینگ شهر کوچک اما زیبایی است. | هاجر |
| Is there an airport in Lansing? | آیا فرودگاه هم در انجا هست؟ | ناهید |
| Yes, There is an airport in Lansing. Even there are train station and Bus Stations there. | بله , در لنسینگ یک فرودگاه است. حتی ایستگاه قطار و ایستگاه اتوبوس هم هست | هاجر |
| How many schools , collage and university are in Lansing? | چند تا مدرسه , کالج و دانشگاه در لنسینگ هست؟ | ناهید |
| In Our town, there are several schools, one collage and one big university. | در شهر ما , چند تا مدرسه , یک کالج و یک دانشگاه بزرگ است | هاجر |
| Is there Library, Museum, Cinema, or zoo in your town? | در شهرتون کتابخانه, سینما یا باغ وحش هست؟ | ناهید |
| Yes, In our town there are two big library, one museum, a few cinema and one zoo. | بله , در شهر ما دو کتابخانه بزرگ , یک موزه چند سینما و یک باغ وحش هست | هاجر |
| Is there a river, mountain or lake in Lansing? | آیا در شهر لنسینگ رودخانه, کوهستان یا دریاچه هست؟ | ناهید |
| In Our city, there is one river and several lakes but there is no mountain in there. | در شهر ما یک رودخانه و چند تا دریاچه هست اما کوهستانی در شهرمون نیست | هاجر |
| In your town, is there a post office, police station and other offices? | در شهرتون اداره پست , اداره پلیس و ادارات دولتی هست؟ | ناهید |
| Yes, In our town, there is one post office and one police station. What is in Tehran? | بله در شهرما یک اداره پست و یک اداره پلیس هم هست. در تهران چی هست؟ | هاجر |
| Let's talk about Tehran later. Now I have to go to class. | بهتره بعداً درباره تهران صحبت کنیم . الان من باید به کلاس برم | ناهید |
| Okay, no problem. | باشه , اشکالی نداره | هاجر |

Activity:

Imagine that you are meeting someone who lived in Lansing . Please make a list of your questions.

| "Questions about Lansing" | |
|---------------------------|-----|
| | .۱ |
| | .۲ |
| | .۳ |
| | .۴ |
| | .۵ |
| | .۶ |
| | .۷ |
| | .۸ |
| | .۹ |
| | .۱۰ |

Listening/Speaking:

Listen to the following audio recording about city of Pasargad in Iran. Based on the Listening , please write 10 sentences in Persian describing City of Pasargad. Then record yourself reading the description of the city.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.lib.msu.edu/persian/?p=169#audio-169-2>



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/persian/?p=169#h5p-129>

Activities:

Please write 10-15 sentences describing your own home town.

Writing/Speaking:



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/persian/?p=169#h5p-102>

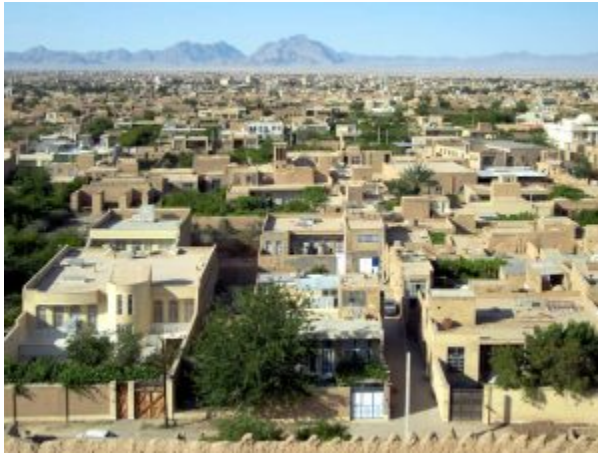
Key Takeaways

- You can talk about your city and public locations in your town.

سپاس!

4.5 Study Abroad, My City

“شهر من”



“Meybod, Iran” by D-Stanley is licensed under CC BY 2.0.

Learning Objectives

- You will learn vocabulary related to the city and what is in your surrounding.
- You will learn to ask and answer questions about the city you or someone else lives in.

Pre-Reading Activities:

Please read the following words and write the meaning in English. Then respond to the prompts.

Reading:

In previous Chapter, you read a letter from Nasrin (sara's host mother from Iran) to sara in which she describes her family. In this chapter, Sara is writing a letter back to Nasrin describing her family and her city.

من از خانواده و شهرم برای شما می گویم
من یک گربه هم دارم که اسم او برفی است
پدر و مادر من در دانشگاه تدریس می کنند. دانشگاه بزرگ و چند کالج کوچک هم دارد.
در دیترویت کمپانی های ماشین سازی زیادی قرار دارند. دیترویت یک

Activity:

Make sentence with the given words:

| Sentence | English | Persian |
|----------|------------|---------------------|
| | teaching | تدریس کردن / دادن |
| | receiving | دریافت کردن / گرفتن |
| | company | شرکت |
| | population | جمعیت |
| | state | حالت |

Key Takeaways

- You can talk about the city and what is in your surrounding.
- You can ask and answer questions about the city you or someone else lives in.

سپاس!

4.6 Grammar, Simple Present Tense

Learning Objectives

- You learn how to make simple present tense sentence structure.

In previous sections we learned about 2 irregular verbs which are (to be) and (to have). All the other verbs are considered **regular** and change with one formula.

First you have to know the present stem of the verb:

| Infinitive form of the verb | Present stem | Past stem |
|-----------------------------|--------------|-----------|
| to come= آمدن | آی | آمد |
| To Watch= تماشا کردن | تماشا کن | تماشا کرد |

To make Simple present tense, we have to add **می** to **present stem of the verb**. example: verb” to come” is آمدن in Persian. As always verb ending is attached to the verb and must match the subject in number.

| English = Persian | Example | verb stem | Persian |
|--------------------------|---|-------------|--------------------|
| To Come = آمدن | Sara comes - سارا می آید | آی | می + آی + د |
| To Watch = تماشا کردن | Sara Watches a movie! سارا یک فیلم تماشا می کند | تماشا کن | تماشا می کن + د |

Vocabularies:

Vocabulary of commonly used verbs:

| meaning | present stem | infinitive form |
|-----------|--------------|-----------------|
| To Come | آی | آمدن |
| To go | رو | رفتن |
| To read | خوان | خواندن |
| To eat | خور | خوردن |
| To cook | پز | پختن |
| To see | بین | دیدن |
| To arrive | رس | رسیدن |
| To become | شو | شدن |
| to say | گوی | گفتن |
| To write | نویس | نوشتن |

[List of verbs with Stems](#)

Activity:

[4.6 Simple Present Tense Activity](#)

Key Takeaways

- You can make sentence in simple present tense.
- You can talk, ask and answer questions about what is happening now.

سپاس!

4.7: Grammar, Prepositions

Prepositions in Persian Language:

English has a class of words called “prepositions”. Prepositions are the words that precede a phrase and indicate a relationship between the phrase and another word in the sentence. Persian language has a similar class of words as well. As the name implies, preposition come before the word.

Simple prepositions consist of a single word.

Examples:

| Example In English | Translation | transliteration | Preposition in Persian | Example in Persian |
|--------------------|-------------------|---------------------|------------------------|--------------------|
| from last year | from | az | از | از سال گذشته |
| with m | with | bā | با | با من |
| above your head | above, over | rooye | روی | روی سرت |
| to a boy | to | be | به | به یک پسر |
| toward exit door | towards | be sooye/ Be tarafe | به سوی / به طرف | به طرف در خروج |
| In my town | in | dar | در | در شهر من |
| into the bowl | into | tooye | توی | توی کاسه |
| At home | at | Dar khaneh | در | در خانه |
| in the book | in | toy-e | (توی) | در کتاب |
| inside the food | inside | dakhel | داخل / در | در غذا |
| outside home | outside | biroon khaneh | بیرون | بیرون خانه |
| For house | for | barāy-e | برای | برای خانه |
| On a table | on, over | ruy-e | روی | روی میز |
| on top of dishes | on top of | ru | (رو) | روی ظرف ها |
| under the bed | under, underneath | zir | زیر | زیر تخت خواب |

| Example In English | Translation | transliteration | Preposition in Persian | Example in Persian |
|-----------------------|------------------------------|-------------------------|------------------------|-------------------------|
| over the clouds | over, on top of, above | <i>bālāy-e</i> | بالای | بالای ابرها |
| until tomorrow | until, till | <i>tā</i> | تا | تا فردا |
| as far as I know | up to, as far as | <i>Ta anja ee ke</i> | تا آنجایی که | تا آنجایی که من می دونم |
| after the vacation | after(wards) | <i>ba'd az</i> | بعد از | بعد از تعطیلات |
| before leaving | before | <i>qabl az</i> | قبل از | قبل از رفتن |
| except here | except | <i>qeer az / be joz</i> | غیر از / به جز | به غیر از اینجا |
| Regarding your health | regarding, | <i>rāje' be</i> | راجع به | راجع به سلامت شما |
| About town | about, | <i>dar bārey-e</i> | درباره ی | درباره شهر |

Prepositions and postpositions

“Prepositions ” are the words that precede a phrase and indicate a relationship between the phrase and another word in the sentence.

“postpositions” as the name implies, come after the words.

The post position” ۱” in Persian language is a sign which follows known objects which make the noun Specific. A specific noun is a word that refers to name of certain person, place, thing, or idea.

Compound Pre- position/post -position consists of two or more words. Most compound p-position begin with the noun.

Vocabulary of Transportation:

| English | Persian |
|----------|---------|
| Bus | اتوبوس |
| Bike | دوچرخه |
| Walk | پیاده |
| Taxi | تاکسی |
| Airplane | هواپیما |
| Train | قطار |
| Metro | مترو |
| Car | ماشین |
| ship | کشتی |

Practice:



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<https://openbooks.lib.msu.edu/persian/?p=983#h5p-130>

سپاس!

4.8: Grammar "There" Construction

English is not a pro-drop language, in other words, you cannot have an English sentence in which the subject is not available. This is why, we need “dummy” subjects like ‘there’ and ‘it’ in English.

For example:

- There is a car.
- There are ten students.

Unlike English, Persian **is** a pro-drop language, hence subject can be dropped or is not needed in “there” or “it” sentences. In these sentences, the verb agrees with the object.

For Example:

| | | |
|--|--------------------|----|
| In my town, there is a museum. | English | .1 |
| In town my + (there) + a museum + is | Persian Word order | |
| در شهر من , یک موزه هست | Persian | |
| In my room, there are ten books. | English | .2 |
| In room my + (there) + ten book + is | Persian Word order | |
| در اتاق من, ده تا کتاب هست | Persian | |
| There is a computer on my desk. | English | .3 |
| On Desk my + (there) + a computer + is | Persian Word order | |
| روی میز من یک کامپیوتر هست | Persian | |

Activities

With “there construction,” please form five sentences for describing places given below.

| Place | | Sentences |
|--|---|-----------|
| In my kitchen, در آشپزخانه من | 1 | Example: |
| | 2 | |
| | 3 | |
| | 4 | |
| | 5 | |
| In my living room, در اتاق نشیمن من | 1 | |
| | 2 | |
| | 3 | |
| | 4 | |
| | 5 | |
| In my bag, در کیف من | 1 | |
| | 2 | |
| | 3 | |
| | 4 | |
| | 5 | |
| In my school, در مدرسه من | 1 | |
| | 2 | |
| | 3 | |
| | 4 | |
| | 5 | |

سپاس!

4.9 Cultural Notes and Extra/ Optional Online Materials

Cultural Notes

| | Topics | Explanation |
|---|-------------------------------|--|
| 1 | City/Town | Typically, Iranian cities and towns are very crowded and houses do not have lawns due to the climates. |
| 2 | Transportation | Public transportation is easily available in Iran cities. Though, all the buses, trains, and airports are very crowded and can be intimidating for someone new. |
| 3 | Private Space | Given that families up to three generations live in one house, there is not much private/personal space. |
| 6 | Shoes NOT in the House | Typically, Iranian do not allow shoes in the house. Everyone takes off their shoes outside the house in a corridor or near the entry door. |
| 8 | Market | In Iran, smaller markets are everywhere. You can find smaller grocery stores in your own alley. Every neighborhood has small stores for regularly used things such as: medical supplies, groceries, mobile phones, vegetables and fruits, etc. |

سپاس!

PART V

CHAPTER 5: EXPRESSING LIKES/
DISLIKES/ NEEDS AND
POSSESSIONS



“Et le deuxième colis !! #tampon #Facebook” by Guillaume Capron is licensed under CC BY-SA 2.0

Learning Objectives

- In this chapter
 - You will learn vocabulary related to situations like in a Grocery store and at a restaurant.
 - You will learn how to change sentences in the past tense using verb “to be” in the past.
 - You will learn how to express likes and dislikes.
 - You will learn how to express needs and wants.
 - You will learn how to express possession.
 - You will learn how to ask/give food recipe.
 - You will learn Persian verbs
 - You will learn how to give instruction.
 - You will learn how to ask/give direction.
 - You will learn how to ask/give suggestion.

سپاس!

5.1 Review chapter 4



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Test Yourself:

Vocabulary

Please match the following words with their English equivalent.



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Grammar



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Reading



“File:Harati.JPG” by Koohkan is licensed under CC BY-SA 3.0.

دبیرستان حافظ
نام مدرسه من دبیرستان حافظ است. دبیرستان حافظ حدود ۴۰ تا کلاس دارد. آن یک حیاط و یک کتابخانه و یک سالن بزرگ هم دارد. دبیرستان من سالن ورزشی ندارد. این دبیرستان دخترانه است. در دبیرستان حافظ حدود ۱۰۰۰ دانش آموز درس می خوانند و حدود چهل معلم تدریس می کنند. مدیر من نظم و انضباط را دوست دارد. مدرسه من در مرکز شهر است. من هر روز با اتوبوس به مدرسه می روم
لطفاً شما هم از مدرسه ات بگو!
با تشکر!

Test:

Based on the above reading and listening, please answer the following questions.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/persian/?p=129#h5p-133>

Speaking/ Writing



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/persian/?p=129#h5p-103>

سپاس!

5.2 Reading/Listening 1: fruit and vegetable Market!






“Fruit and Vegetable” by kamshots is licensed under CC BY 2.0.




“بازار میوه و تره بار”




Learning Objectives




Type your learning objectives here.




- You will learn vocabulary related to fruits and vegetables.
- You will learn how to describe your like and dislike on fruits and vegetables categories.

| | | |
|--|--|---|
|  <p>“pears” by Andy Titcomb is licensed under CC BY-SA 2.0.</p> |  <p>“ b a n a n a ” b y k e e p o n i s l i c e n s e d u n d e r C C B Y 2. 0.</p> |  <p>“Orange” by chriscom is licensed under CC BY-SA 2.0.</p> |
| گلابی | موز | پرتغال |

| | | |
|---|---|---|
|  <p>“Peaches” by LaGrande Farmers’ Market is licensed under CC BY 2.0.</p> |  <p>“Strawberries” by Tim Aloisio is licensed under CC BY-NC-ND 2.0.</p> |  <p>“Watermelons” by JeepersMedia is licensed under CC BY 2.0.</p> |
| <p>هلو</p> | <p>توت فرنگی</p> | <p>هندوانه</p> |

| | | |
|---|---|---|
|  <p>“C uc um ber Ha rve st” by Da vid Da vie s is lic ens ed un der CC BY -S A 2.0 .</p> |  <p>“c a n t al o u p e” b y R o y al t y -f r e e i m a g e c ol le ct io n is li c e n s e d u n d e r C C B Y 2. 0.</p> |  <p>“Plums” by Jasmine& Roses is licensed under CC BY 2.0.</p> |
| <p>خيار</p> | <p>طالبي</p> | <p>آلو</p> |

| | | |
|--|--|--|
|  <p>“potato harvest!” by lisibois licensed under CC BY-SA 2.0 .</p> |  <p>“Onions” by Jeepers Medias is licensed under CC BY 2.0.</p> |  <p>“Lettuce ‘Concept’” by photofarmer is licensed under CC BY 2.0.</p> |
| سیب زمینی | پیاز | کاهو |

| | | | | | |
|---|--|---|--|---|--|
|  | <p>“Eg gpl ant ” by Nel lie Mc S is lic ens ed un der CC BY -N C- SA 2.0 .</p> |  | <p>“ P la te of P e e a s” b y H a p r o g _ is li c e n s e d u n d e r C C B Y 2. 0.</p> |  | <p>“Green-O nion-Bun ch_Fresh -Vegetabl es__1930 IMG_815 3” by Public Domain Photos is licensed under CC BY 2.0.</p> |
|---|--|---|--|---|--|

| | | | |
|---------|------------|--------|---|
| بادمجان | نخود فرنگی | پیازچه | ج |
|---------|------------|--------|---|

Vocabulary

| English | Persian |
|---------------------|------------------|
| To Like | دوست داشتن |
| To Need | نیاز داشتن |
| seasonal | فصلی |
| a few | چند تا |
| Vegetable | سبزی |
| Potato | سیب زمینی |
| Onion | پیاز |
| Tomato | گوجه |
| Cauliflower | گل کلم |
| Radish | تربچه |
| Spinach | اسفناج |
| Cilantro | گشنیز |
| parsley | جعفری |
| Green onion | پیازچه |
| Eggplant | بادمجان |
| peas | گلایبی |
| Sorry | ببخشید |
| If | اگر |
| These days | این روزها |
| Weather | آب و هوا |
| Therefore | خلاصه / بنابراین |
| No worries | نگران نباش |
| How much | چقدر |
| Expensive | گران |
| Very | خیلی |
| Cost | قیمت |
| Import | واردات |
| Market | بازار |
| Where will I get X? | از کجا بگیرم؟ |
| Half | نیمه |
| Fruit | میوه |

| English | Persian |
|------------|---------|
| Dozen | دوجین |
| Banana | موز |
| Apple | سیب |
| Orange | پرتغال |
| Plum | آلو |
| Pear | گلابی |
| Watermelon | هندوانه |
| Cucumber | خیار |

Test Yourself



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/persian/?p=171#h5p-53>

Pre-Reading/Listening Activities:

- Please read/ memorize the vocabulary of fruits and vegetables.
- Please make a list of your favorite fruits and vegetables.
- Please ask your friends about their favorite fruits and vegetable.

Reading:

Context: Sahar is in a market shopping for fruits and vegetables. Please read the conversation while listening to the audio!



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.lib.msu.edu/persian/?p=171#audio-171-1>

| English | Persian | Name |
|--|--|---------|
| Hello | سلام | سحر |
| Hello, yes, What do you want? | سلام , بله چی می خواهید؟ | فروشنده |
| What types of vegetables do you have? | چه سبزی هایی دارید؟ | سحر |
| I have potato, tomato, onion, cauliflower, radish, spinach, and more. | من سیب زمینی , گوجه , پیاز گل کلم , تربچه , اسفناج , و چیزهای دیگه دارم | فروشنده |
| I do not like radish. Do you have eggplant and peas? I like eggplant and peas a lot. | من تربچه دوست ندارم. بادمجان دارید؟ من نخود سبز و بادمجان خیلی دوست دارم | سحر |
| Yes, I have eggplant. Sorry, but this is not the season for peas. Therefore, I do not have peas. | بله من بادمجان دارم. متأسفانه الان فصل نخود سبز نیست. به همین خاطر من نخود سبز ندارم | فروشنده |
| No problem. How much is eggplant? | اشکالی نداره. بادمجان کیلویی چند است؟ | سحر |
| Eggplant is 5000 Tooman per kilo. | هر کیلو بادمجان پنج هزار تومان است | فروشنده |
| I think it is quite expensive. | فکر می کنم خیلی گران است | سحر |
| No, the price is right. Do you know that we import eggplants from other states? | نه قیمتش خوبه. می دونی ما بادمجان را از شهرهای دیگر وارد می کنیم | فروشنده |
| Okay sir, where can I get peas in this market? | باشه . از کجا می تونم نخود سبز پیدا کنم | سحر |
| You will not get peas in this market anywhere. | شما در این بازار هیچ کجا نمیتونید نخود سبز پیدا کنید | فروشنده |
| Okay, no problem. Please give me half a kilo of potato and one kilo of tomato. | باشه اشکالی نداره . لطفا نیم کیلو سیب زمینی و یک کیلو گوجه به من یدهید | سحر |
| Okay. Do you want anything else? | چشم , چیز دیگه ای هم می خواهید؟ | فروشنده |
| Do you have fruits too? | آیا میوه دارد؟ | سحر |
| Yes, I have all seasonal fruits. What fruits do you want? | بله همه میوه های این فصل را دارم. چه میوه هایی می خواهید؟ | فروشنده |
| Please give me one dozen banana and one kilo apple. | لطفاً یک کیلو موز و یک کیلو سیب به من بدهید | سحر |
| Okay. here you go! half kilo potato, one kilo tomato, one dozen banana, and one kilo apple. | باشه بفرمایید. نیم کیلو سیب زمینی , یک کیلو سیب زمینی , و یک کیلو گوجه , یک کیلو موز و یک کیلو سیب | فروشنده |
| How much are they? | قیمتشون چقدره؟ | سحر |
| 85 thousand tooman | هشتاد و پنج هزار تومان | فروشنده |
| Okay, here you go. Bye | باشه بفرمایید. خدائگهدار | سحر |
| Bye. | خدائگهدار | فروشنده |

Listening:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.lib.msu.edu/persian/?p=171#audio-171-2>

Post-Reading/Listening Activities:

- (a) Please answer the following questions based on your reading/listening.
- (b) Please ask these questions to three classmates or friends and find out who has similar likes and dislikes.

| دوست ۳ | دوست ۲ | دوست ۱ | |
|--------|--------|--------|-----|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | بد؟ |

Key Takeaways

- You can describe your like and dislike on fruits and vegetables categories.

سپاس!

5.3 Read /Listening 2: In the restaurant

“ در رستوران ”



“Vakil Traditional Restaurant, Shiraz, Iran, 2004” by travfotos is licensed under CC BY-NC 2.0.

Learning Objectives

- You will Learn vocabularies related to ordering meal in Persian restaurant.

- You will learn how to order meal in restaurant.

Vocabulary:

| English | Persian |
|--------------|---------------|
| To come | آمدن |
| Restaurant | رستوران |
| Welcome | خوش آمدید |
| To sit | نشستن |
| Thanks | ممنون / متشکر |
| Window | پنجره |
| Near X | نزدیک |
| Available | آماده |
| Outside of X | بیرون X |
| Scene | منظره / صحنه |
| To see | دیدن |
| To like | دوست داشتن |
| Water | آب |
| Other than X | به غیر از X |
| To take | گرفتن |
| Vegetable | سبزی |
| Delicious | خوشمزه |
| For X | برای X |

Test yourself:



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/persian/?p=177#h5p-134>

Pre-Reading/Listening Activities:

(a) Please make a list of your favorite Persian food from the menu you see here.



“Behesht” by Marcio Cabral de Moura is licensed under CC BY-NC-ND 2.0.

(b) After making your own list of favorite Persian food, please ask your friends and try to find out who else has the similar favorite food.

(c) Please try to find out Persian food menu from any Persian restaurant in the area.

Reading:

Context: Mohsen and Mana are in Persian restaurant ordering food.

| | |
|--|---|
| Please come sir, you are welcome in this restaurant, please sit here. | بفرمایید آقا. به این رستوران خوش آمدید. لطفاً بشینید اینجا |
| Thanks! Is there any table available near a window? I like to see outside view. | ممنون! آیا نزدیک پنجره میز هست؟ من دوست دارم منظره بیرون را ببینم |
| Yes sir, it is available. Please come sit there. | بله آقا، میز هست. لطفاً بیایید اینجا بشینید |
| Very well, thanks! | خیلی خوب. ممنون |
| [After sitting] | بعد از نشستن |
| Here is water and food menu. What else do you want to drink other than water? | این آب و منو غذا. آیا به غیر از آب، نوشیدنی دیگری هم می خواهید؟ |
| I really like “Yogurt drink.” How about you Mana? | من خیلی دوغ دوست دارم. مانا تو چطور؟ |
| I like to drink pepsi! | من پپسی دوست دارم |
| [After a while] | بعد از مدتی |
| Sir, there is your “Doogh,” and madam, here is your Pepsi. What do you like in food? | آقا، بفرمایید این دوغ شما و خانم، این پپسی برای شما. چه غذایی دوست دارید؟ |
| I want Soltani, and shirazi salad. | من یک سلطانی می خواهم و یک سالاد شیرازی |
| I want koobideh and season salad . | من یک کباب کوبیده می خواهم و یک سالاد فصل |
| Anything else? | چیز دیگری هم می خواهید |
| Yes, I need one “kashk o bademjan” appetizer please. | بله، لطفاً یک پیش غذا کشک و بادمجان هم بیاورید |
| Very well. | چشم حتماً |
| [After eating the food] | بعد از خوردن غذا |
| Did you like the food? | آیا غذاتون را دوست داشتید؟ |
| Yes, it was delicious. | بله خیلی خوشمزه بود |
| Thanks madam! What do you like in dessert? | ممنون خانم! برای دسر چیزی میل دارید؟ |
| I like “Baghlava” and one cup of tea. And Mohsen, what do you want? | من باقلوا و یک لیوان چایی می خواهم. محسن تو چی می خواهی؟ |
| I like Bamieh with tea too. | من هم بامیه و یک چایی می خواهم |
| Very well. I will bring that right away. | خیلی خوب. دسر را براتون می اورم |
| And please bring the bill too. | لطفاً صورت حساب را هم بیاورید. |
| Sure sir. | حتماً آقا |
| [After a while] | بعد از مدتی |
| Here is your Desserts and Bill. | این دسر و صورت حساب شما |

| | |
|--|---|
| What is the total amount? | صورت حساب چقدر است؟ |
| 180 thousands tooman sir. | صد و هشتاد هزار تومان اقا |
| Please take 200 tooman. 20 tooman for you. | این دویست هزار تومان. بیست هزار تومان هم برای شما |
| many many thanks sir. | خیلی خیلی ممنون اقا |

LISTENING

Please listen to the above written conversation.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.lib.msu.edu/persian/?p=177#audio-177-1>

Post-Reading/Listening Activities:

- Check your comprehension
- Based on the above conversation, please prepare an imagined conversation between you and a server at Persian restaurant.
- Look online and find out about different Persian food and list appetizer, main dish, drink and dessert that you think you may like.
- Please prepare a skit “at a restaurant” with your two other friends.

Key Takeaways

- You can order meal in Persian restaurant.

سپاس!

5.4 Study Abroad, "Sara's First Day in Tehran"

“اولین روز سفر سارا به تهران”



“Tehran, Iran, 15:53” by Christiaan Triebert is licensed under CC BY-NC 2.0.

Learning Objectives

- You will learn talking about what you need and like as basic needs.

Reading:

Context: After reaching Tehran, Sara moved in with her host family. Her host mother, Nasrin, and Sara are talking about needs, likes, and dislikes in the following conversation.

| | |
|--|--|
| Dear Sara , you are most welcome in our home. This is your room. | نسرين: سارا جان به خانه ما خوش آمدی. این اتاق توست |
| Thanks Nasrin Khanom, this room is very big and beautiful. | سارا: ممنون نسرين خانم, این اتاق خیلی بزرگ و قشنگه |
| Yes my daughter, we offer this room to our guests every year. Please look at this room and let me know if you need anything. | نسرين: بله دخترم, ما این اتاق رایه مهمان هامون می دهیم.. لطفا به اتاق نگاه کن و اگر چیزی نیاز داری به من بگو |
| Mother, the room is very good. I need curtains on these windows. | سارا: من برای آن پنجره پرده نیاز دارم . |
| There are curtains on these windows. But right now, they were taken down to be washed. | نسرين: این پنجره پرده دارد اما الان برای شستن برداشتیم |
| Great! I also need a table lamp. | سارا: عالی! من یک چراغ هم نیاز دارم |
| Very well. I will get you a table lamp in your room. What else do you need? | نسرين: خیلی خوب. من برای اتاقت یک چراغ می اورم. چیز دیگری هم نیاز داری؟ |
| Nothing at all. Thanks. | سارا: ممنون. چیز دیگری نیاز ندارم |
| Okay my daughter, do you like Iranian food? | نسرين: باشه دخترم. شما غذای ایرانی دوست داری ؟ |
| Yes, I like Iranian food very much. | سارا: بله , من غذای ایرانی خیلی دوست دارم |
| Okay. Do you like tea or coffee in the morning? | نسرين: باشه. تو برای صبحانه قهوه دوست داری یا چایی؟ |
| What do you all drink? | سارا: شما چی می نوشید ؟ |
| We drink tea. But we have a coffee machine in the house, too. | نسرين: ما چایی می نوشیم, ولی ما در خانه قهوه ساز هم داریم |
| Very well! I would like to drink tea in the morning with you all. | سارا: خیلی خوب ! من دوست دارم با همه شما چایی. بخورم |
| Very well! Now you rest and come out at 7:00 p.m. for dinner. | نسرين: خیلی خوبه. حالا کمی استراحت کن و ساعت هفت بیا برای شام |
| Okay mother, where are the other members of your family? | سارا: باشه مادر, بقیه اعضا خانواده کجا هستند؟ |
| Right now, they are busy. I will introduce you to the others at the dinner. | نسرين: الان , همه مشغول هستند. وقت شام تو را به همه اعضا خانواده معرفی می کنم |
| Okay. Thanks. | سارا: ممنونم |

Listening



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.lib.msu.edu/persian/?p=1984#audio-1984-1>

Post-Reading/Listening Activities

Please talk to a native speaker of Persian and find out things that you might need to live three months in Iran.

Learning Objectives

- You can talk about needs and wants, Like and dislike.

سیاس!

5.5 Grammar, Simple Past Tense

Verb ” to be” in the Past

Simple past tense

In Chapter 2, we learned verb “to be” in the present tense, which is “است/ هست”. Today, in this lesson, we are going to learn about the verb “to be” in the past tense. Simple past tense in Persian shows an action that happened and was completed in the past.

Previously we learned that in order to make a sentence in present tense we need to use present stem of the verb. to make a sentence in past tense we need past stem of the verb. as you see in the table below, to form simple past tense, we remove the ن from the end of infinitive form.

example:

| Infinitive form | Past | present stem |
|-----------------|-----------|--------------|
| to be – بودن | was – بود | am – هست |
| to see – دیدن | saw دید | see- بین |

Here, I have made a list of all the English pronoun, with their Persian equivalents with verb “to be” in the past tense which would be “بود”.

As always, we must add verb ending that matches with noun/ pronoun when we conjugate them.

Conjugation table:

| verb "to be" in the past tense + verb ending | Plural pronoun | verb "to be" in past tense + verb ending | singular pronouns |
|--|----------------|--|-------------------|
| دیدیم | ما | دیدم | من |
| دیدید | شما | دیدی | تو |
| دیدند | آنها | دید | او |

Here is an example of the verb “to be” in the past sentence.

| English | Persian |
|-------------------------------|------------------------|
| There was a boy in this room. | یک پسر در این اتاق بود |

Common verbs with present and past stems:

| translation | present stem | Past stem |
|-------------|--------------|-----------|
| To Come | آی | |
| To go | رو | |
| To read | خوان | |
| To eat | خور | |
| To cook | پز | |
| To see | بین | |
| To arrive | رس | |
| To become | شو | |
| to say | گوی | |
| To write | نویس | |

Exercise:

Read the following text and rewrite it in past tense:

مادرم امروز به ایران می رود. بعضی از اقوام ما در تهران زندگی می کنند. مادرم در تهران چند روز می ماند. بعد از چند روز او به شیراز میرود. وقتی به شیراز می رسد با یک تور تفریحی به جنوب می رود. او بعد از تور به تهران بر میگردد و بقیه دوران سفر را در تهران می ماند

Past tense text:

Grammar point: Suffix Pronoun

In Persian Language, suffix pronouns are connected to the end of a word and can not appear alone.

Here is a chart of suffix pronoun table:

| Plural | Singular | |
|------------|----------|------------|
| word + مان | word + م | 1st Person |
| word + تان | word + ت | 2nd Person |
| word + شان | word + ش | 3rd Person |

The word can be:

noun + suffix pronoun

Example:

کتاب + ش = کتابش

preposition + suffix pronoun

Example:

برای + او = برایش

verb + suffix pronoun

Example: می بینم + او را = می بینمش

Exercise:

read the following text and mark all the suffix pronouns:



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/persian/?p=1987#h5p-137>

Activity:

Please choose the correct past form of the verb “to be” to fill in the blanks.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/persian/?p=1987#h5p-136>

سپاس!

5.6 Grammar: Like and Dislike, Needs and Wants

دوست داشتن , نیاز داشتن , خواستن



*"Rumi Whirling Dervish Konya Turkey"
by Stanley Zimny (Thank You for 53
Million views) is licensed under CC
BY-NC 2.0.*

In Persian language we use the verb داشتن as part of conjunct verb to express different feeling by adding noun دوست to the verb داشتن .

When you like someone or something, you are not doing anything actively, You are merely experiencing something that is pleasing to you. Hence, the verb "to like" need a subject.

Look at these examples:

دوست داشتن = to like

I like salad = من سالاد دوست دارم

دوست نداشتن = dislike

I don't like salad = من سالاد دوست ندارم

Exercise 1:

Answer the following questions based on your like and dislike:

[ch.5.6 exercise 1](#)

| Answer: | Question: |
|---------|--------------------------------------|
| | آیا تو قهوه دوست داری؟ |
| | آیا تو غذای ایرانی دوست داری؟ |
| | آیا تو "دوغ" دوست داری؟ |
| | آیا مادر تو غذای ایرانی دوست دارد؟ |
| | تو چه غذایی دوست داری؟ |
| | آیا تو دوچرخه سواری دوست داری؟ |
| | تو چه ورزشی دوست داری؟ |
| | آیا پدر تو ورزش فوتبال را دوست دارد؟ |

“خواستن” wants , “لازم داشتن” Needs

As in English, “need” is a modal verb that is different from “to want”. Likewise, نیاز داشتن “need” acts like a modal verb (it does not change its form based on the subject/object) and different from خواستن “to want”.

به نیاز داشتن “need” requires a subject with preposition .

Example: دوستم به پول نیاز دارد = my friend needs some money

Example: من یک کتاب می خواهم = I want a book.

Activity:

[Ch.5.6 Activity1](#)

Please write at least two sentence about what you need in several situations that are given below. After doing filling your part, please ask these questions from three of your friends/family members and then audio-record yourself.

| دوست من # 3 | دوست من 2# | دوست من 1# | من | |
|-------------|------------|------------|----|----------------------|
| | | | | (at restaurant) ؟ |
| | | | | (at airport) ؟ ارید؟ |
| | | | | (at school) |
| | | | | (at dinner table) ؟ |
| | | | | (in life) |

Activity 2:

[Ch.5.6 Activity2](#)

Please read the following questions carefully. After reading these questions, answer them and then ask these questions from three of your friends/family members and try to find common likes and dislikes.

| دوست سوم | دوست دوم | دوست اول | من | |
|----------|----------|----------|----|-------------|
| | | | | داري؟ |
| | | | | اري؟ |
| | | | | اري؟ |
| | | | | ت داريد؟ |
| | | | | ت داريد؟ |
| | | | | ست نداريد؟ |
| | | | | وست نداريد؟ |
| | | | | نداريد؟ |
| | | | | ت نداريد؟ |
| | | | | ت نداريد؟ |

Writing and Speaking Activity:

Please write 5 sentences with each of the following words given below. After writing these sentences, please record your sentences and send it to your instructor for review.

[Ch.5.6 Writing and speaking activity](#)

| | | | |
|--|-----------------|------------------|----|
| | I am happy that | خوشحال / خوشبختی | ۱. |
| | | | ۲. |
| | | | ۳. |
| | | | ۴. |
| | | | ۵. |
| | I am sad that | ناراحت / غمگین | ۱. |
| | | | ۲. |
| | | | ۳. |
| | | | ۴. |
| | | | ۵. |
| | I hope that | امیدوار | ۱. |
| | | | ۲. |
| | | | ۳. |
| | | | ۴. |
| | | | ۵. |
| | I remember | بخاطر آوردن | ۱. |
| | | | ۲. |
| | | | ۳. |
| | | | ۴. |
| | | | ۵. |

Speaking:



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/persian/?p=173#h5p-135>

Key Takeaways

- You can talk about your like and dislike.
- You can ask and answer about what you want or need.

سپاس!

5.7 Grammar: Expressing possessions

In Persian language we use the table below to show possessions.

| Possession in Persian Plurals | Possessions in Persian language Singular |
|-------------------------------|--|
| Our book= کتابمان | my book = کتابم |
| Your book = کتابتان | your book = کتابت |
| Their Book = کتابشان | His/Her book = کتابش |

As you see In the examples above, we adding personal pronoun at the end of the noun.

Activity:



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/persian/?p=1177#h5p-139>

سپاس!

5.8 Cultural Points and Extra/ Optional Online Materials



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Cultural Notes

Fruit and Vegetable shops in Iran and Middle East:

In America, we typically go to a supermarket and/or farmer's market to buy fresh fruits and vegetables. But in Iran and middle east, each small town/city/village has many small fruits and vegetables shops. Some towns have designated areas for these small shops. Unlike America, you need to talk to the shopkeeper to ask for the price and negotiate the price before buying it, so conversation is a must.

Extra/Optional Online Materials

<https://www.youtube.com/watch?v=s5qh2AxCoyc>

سپاس!

PART VI

CHAPTER 6 - MAKING REQUESTS, GIVING INSTRUCTIONS



"Director backstage giving direction, The University of Iowa, 1930s" by The University of Iowa Libraries is licensed under CC BY-NC 2.0.

Learning Objectives

- You will learn vocabulary related to geography, climates, weather, seasons and month in Persian Calendar.
- You will learn how to make past sentence.
- you will learn about Iran's Geography.
- you will learn about weather and the season.
-

سپاس!

6.1 Review chapter 5



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Vocabulary



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/persian/?p=127#h5p-143>

Grammar



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/persian/?p=127#h5p-145>

Reading/Listening

Context: Sara needs a SIM card to use in Iran during her study abroad. She goes to a phone/SIM card shop and buys a SIM card.

| Persian | |
|--|--|
| سارا: سلام ، سیم کارت دارید؟ | |
| فروشنده: بله. همه سیم کارت هایی که داریم اینجاست. | |
| سارا: من فقط یک سیم کارت نانو نیاز دارم. | |
| فروشنده: باشه. آیا کارت شناسایی دارید؟ | |
| سارا: بله . من پاسپورتم را دارم. | |
| فروشنده: خیلی خوبه , عکس دارید؟ | |
| سارا: بله مادر میزبان من گفت که من باید عکسم را بیاورم.. بیا این عکس من | |
| فروشنده: عالی ! این خوبه. چقدر پول می خواهید در سیم. کارتتون بگذارید | |
| سارا: من نمی دونم. می تونید بیشتر برابم توضیح بدهید؟ | |
| فروشنده: حتماً. معمولاً مردم کارت با سی هزار تومان اعتبار می گیرند. به غیر از آن ، آنها یک بسته اینترنتی به قیمت بیست هزار تومان هم می گیرند | |
| سارا: باشه من هر دو را می خواهم. | |
| فروشنده: خیلی خوب. این سیم کارت شما! | |
| سارا: چقدر میشه؟ | |
| فروشنده: پنجاه و پنج هزار تومان. | |
| سارا: آه آقا! نباید پنجاه هزار تومان بشه؟ | |
| فروشنده: نه خانم. پنج هزار تومان چارج برای سرویس فعال کردن کارت است | |
| سارا: باشه بفرمایید این پنجاه و پنج هزار تومان! | |
| فروشنده: ممنون! | |

Listening:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.lib.msu.edu/persian/?p=127#audio-127-1>

Post-Reading/Listening Activities:

Record yourself: what is a Sim card?



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/persian/?p=127#h5p-144>

سپاس!

6.2 Reading /Listening 1: My favorite food

“غذای مورد علاقه من”



“Kotlet” by dynamosquito is licensed under CC BY-SA 2.0.

Learning Objectives

- You will learn how to give and take recipes step by step.

Vocabulary

[Ch. 6.2 Vocabulary](#)

| English | Persian |
|-------------|-----------------------|
| food | غذا |
| favorite | مورد علاقه |
| recipe | دستور غذا |
| salt | نمک |
| pepper | فلفل |
| turmeric | زردچوبه |
| Ground | چرخ شده / له شده |
| Beef | گوشت گاو |
| Chicken | مرغ |
| mix | مخلوط کردن |
| grind | آسیاب کردن / خرد کردن |
| fry / sauté | سرخ کردن |

| English | Persian |
|-----------|---------------|
| olive oil | روغن زیتون |
| Garlic | سیر |

Exercise:



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/persian/?p=175#h5p-140>

Pre-Reading/Listening Activities:

- a) Please share your favorite Persian food with your friends and ask your friends their favorite food.
- b) Make a list of two common favorite foods and watch their recipe videos on the internet.
- c) Discuss with your friends/family about common ingredients in Persian food. Make a list of five common ingredients in Persian food that people use.

Reading:

Context: Pejman and Rosa are talking about their favorite foods during their lunch break. Pejman tells Rosa about his favorite food and its recipe.

[Ch. 6.2 Reading](#)

| English | Persian |
|---|---|
| How are you Pejman? | |
| I am fine, thanks. How are you? | |
| I am good as well, thanks. What did you bring for lunch today? | |
| I have bread and Kotlet for lunch today. | |
| Is this your favorite food? | |
| Yes, I like Kotlet a lot. | |
| I too like Kotlet, but I don't know how to cook it. | آن را درست کنم |
| This is very easy. | |
| Can you tell me the recipe of it. | |
| Sure, To cook Kotlet, you need Ground Beef, onion, Potato, olive oil, garlic, turmeric, salt and pepper. | سیب زمینی، روغن زیتون، سیر، |
| I think all these things are available at home. Now, tell me the recipe. | غذا را به من بگو |
| First of all, cook the potatoes and grind them. add ground beef to the cooled grinded potatoes. add Grinded onion and all the spice. Mix them very well. heat up 2 spoons of olive oils in a pan.. take a little of the Kotlet mixture and make a patty/ flat layer. drop it in the pan, and wait for r5 minutes, then flip it and fry the other side. That's It. | کن. گوشت چرخ کرده را به سیب و همه ادویه ها را هم به آن اضافه درماهیتابه گرم کن. مقداری از مواد هیتابه بگذار. پنج دقیقه صبر کن. ر بقیه مواد کتلت را سرخ کن |
| This is very easy. I will try to cook it today. | این را بیزم |
| Okay, what is your favorite food? | |
| I like lentil rice a lot. | |
| Can you tell me the recipe of the lentil Rice? | |
| Yes, why not? But not today, tomorrow. | می گم. |
| Okay, see you again. | |
| Bye. | |

Listening:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.lib.msu.edu/persian/?p=175#audio-175-1>

Post-Reading/Listening Activities:

- (a) Please check your comprehension.
- (b) List the ingredients of your favorite Persian food.
- (c) Please write the recipe of your favorite Persian food.
- (d) Please make a video of cooking your favorite Persian food, and share it with class/your friends.

Key Takeaways

- You can talk about your favorite food.
- You can ask and answer questions about recipes.

سپاس!

6.3 Reading/Listening 2: “Giving Directions”

“ آدرس دادن ”



“Scania with Oghab body, Esfahan, Iran.” by KK70088 is licensed under CC BY-SA 2.0.

Learning Objectives

- You will learn vocabularies regarding directions.
- you will learn how to give and take driving directions.

Pre-Reading/Listening Activities

(a) Learn these Vocabularies/ Phrases: (asking for Direction).

| English | Persian | English | Persian | English | Persian |
|-----------------------------|---------------|---------------------------|----------------------|-----------------------|--------------------------------|
| after | بعد از | side (direction) | طرف / (جهت) | turn left side | بپیچ دست چپ |
| Before | قبل از | intersection | تقاطع / چهار راه | Turn right side | بپیچ دست راست |
| left | چپ | roundabout | میدان | go straight | مستقیم برو |
| right | راست | Alley/ residential street | کوچه / خیابان مسکونی | pass the X | از X عبور کن |
| straight | مستقیم | street | خیابان | ask passerby | از رهگذر بپرس |
| turn | پیچیدن | House number | پلاک | In a little distance | در فاصله کمی |
| in a little while/ in a bit | در مدت کوتاهی | zip code | کد پستی | to tell the direction | برای ادرس دادن / برای گفتن جهت |
| South | جنوب | North | شمال | East | شرق |
| West | غرب | to arrive | رسیدن | until | تا اینکه / تا |

(b) Please go to Google Maps (or any map that you use) and find your favorite place in your city/town. Write the directions to that place from your school, and then try to say that in Persian and make notes of your challenges.

Reading

Context: Kamran is at an Mediterranean restaurant and asks Arya to join him for lunch. Arya does not know the place, so Kamran gives him the directions on a phone call.

| English Translation | Persian |
|--|------------------------|
| Hello Arya | |
| Hi Kamran, what is the matter? Where are you? | |
| I am at zaytoon restaurant. This is a great place. If you are available, we can eat lunch together. | می |
| Yes, I am available. But I don't know the directions to that place. | |
| Where are you right now? | |
| I am in Michigan state university right now. | |
| Okay, First head north on S. Harrison road. continue straight until you reach n. Harrison rd. Then turn left into west grand river avenue. continue this street until you reach Elm street. turn left in Elm street and continue straight for one kilometer until you reach Zaytoon restaurant in your right side. | ت ب س م ون |
| Very well. I come there in a little bit. | |
| Okay, I am waiting for you. | |

Listening:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.lib.msu.edu/persian/?p=201#audio-201-1>

Post-Reading/Listening Activities:

- Please read/listen to Kamran's directions to a Mediterranean restaurant in the above conversation and draw it on a paper and match that with the above map.
- Review the directions-related phrases.

Key Takeaways

- You can ask and answer driving directions and map.

سپاس!

6.4 Reading/Listening 3: Opening social media account

باز کردن حساب در شبکه های اجتماعی

A screenshot of the Facebook sign-up page. The title is "Sign Up" in blue, followed by the subtitle "It's free and anyone can join" in a smaller blue font. Below this are four text input fields: "First Name:", "Last Name:", "Your Email:", and "New Password:". Under the "New Password:" field is a link that says "Why do I need to provide this?". Below the email field is a section for "I am:" with a "Select Sex:" dropdown menu. Below that is a "Birthday:" section with three dropdown menus for "Month:", "Day:", and "Year:". At the bottom of the form is a green button with the text "Sign Up" in white.

"Facebook's signup page" by Radagast is licensed under CC BY-NC 2.0.

Learning Objectives

- You will learn creating an online account.
- You will learn vocabularies related to registration.

Vocabulary

| English | Persian | English | Persian |
|--------------------|-------------------|--------------------|----------------------|
| Account | حساب | New | جدید / نو |
| Bank | بانک | Copy | رونوشت / کپی |
| Information | اطلاعات | Original | اصلی |
| Social | اجتماعی | Photo | عکس |
| Driver | راننده | without | بدون |
| Driver License | گواهینامه رانندگی | checking account | حساب جاری |
| Bill | صورتحساب / قبض | saving account | حساب پس انداز |
| Account number | شماره حساب | register | ثبت نام |
| Funds | سرمایه / | Enter | وارد |
| Place | محل / | to check | بررسی کردن |
| Issue | موضوع | learning/ knowing | آشنا شدن |
| information | اطلاعات | confirm | تأیید |
| up to date/ update | به روز رسانی | password/ passcode | کد ورودی / رمز ورودی |
| indeed | حتماً | request | تقاضا |

Pre-Reading/Listening Activity

- a) In a group of three or four friends, please share which social media you use and why.
- b) Please write five words that explain social media in Persian. Seek help if you cannot.
- c) Please discuss/debate Pros and cons of social media. Please write your points in this matter as much as possible. Please ask your friends/teacher for help.

Reading:

Context: Sara is informing Nasrin about Facebook and gives her instructions to open a Facebook account.

| | | |
|---|-------|---|
| Sara, what do you keep doing on your phone? | نسرين | سارا چی را در تلفنت نگاه میکنی؟ |
| I keep checking my Facebook. | سارا | من دارم فیس بوک را چک می کنم |
| What is this Facebook? | نسرين | فیس بوک چیه؟ |
| Facebook is a social media. On Facebook, you can make friends, post your photos, and make friends from other towns and countries. Do you have a Facebook account? | سارا | فیس بوک یک رسانه اجتماعیه . در فیس بوک تو میتونی دوست پیدا کنی , عکس هات را پست کنی , و از شهر ها و کشورهای دیگه دوست پیدا کنی. آیا تو حساب فیس بوک داری؟ |
| No, I am just learning about Facebook. Will you help me to open a Facebook account? | نسرين | نه , من تازه با فیس بوک آشنا شدم.می تونی به من کمک کنی که یک حساب فیس بوک باز کنم؟ |
| Yes, indeed, do you have an email address? | سارا | بله حتما, آیا ایمیل داری؟ |
| Yes, I have an account on Gmail. | نسرين | بله , من یک ایمیل دارم |
| Okay, Now you go to facebook.com on your phone and click on "create new account". After that, put your name, email or phone number, password, date of birth, and gender. After that, click on sign up. After that, confirm your email or phone number . your account will open. | سارا | باشه, حالا برو در "فیس بوک.کام" با تلفنت و روی "باز کردن حساب جدید" کلیک کن. بعد از آن اسم , ایمیل یا شماره تلفن , کد ورودی , تاریخ تولد , جنسیت خودت را وارد کن. بعد از آن, روی "نام نویسی" کلیک کن.بعد از آن , شماره تلفن و ایمیل خودت را تایید کن. و حساب شما باز خواهد شد |
| Oh wow! This is so easy. Then what do I have to do? | نسرين | راستی , این خیلی آسون است. بعد چکار باید بکنم؟ |
| After that, you can update your profile photo and other information and can send friend requests to your friends. | سارا | بعد از آن, تو می تونی عکس پروفایل و بقیه اطلاعاتت را به روز رسانی کنی و می تونی برای دوست هات درخواست دوستی بفرستی |
| Very well! Today, I will open a Facebook account and will send you a friend request. | نسرين | خیلی خوبه! امروز من یک حساب فیس بوک باز می کنم و برای تو تقاضای دوستی می فرستم |
| Very well, then we will have chat on Facebook. | سارا | خیلی خوبه ,پس ما در فیس بوک با هم چت خواهیم داشت |

Listening:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.lib.msu.edu/persian/?p=2015#audio-2015-1>

Post-Reading/Listening Activity:

a) Please check your vocabulary.

b) Imagine you are working in a middle school with 5th grade students. You want them to open a Gmail account, but they don't know English. Please prepare a list of instructions in Persian to open a Gmail account for them.

c) Imagine that you are helping someone do a project in the area of your major. Please create a small project and write a list of instructions to complete the project.

Key Takeaways

- You can give and take instructions.

سپاس !

6.5 Study Abroad: Recipe

“دستور غذای ایرانی”



“Stir Fried Egg and Tomato” by su-lin is licensed under CC BY-NC-ND 2.0.

Learning Objectives

- You will learn vocabularies related to the favorite recopies.
- You will learn to follow instructions on making a meal.

Pre-Reading/Listening Activities:

a) In a group of three or four friends, please discuss what do you want to learn if/when you are in Iran or any of the Persian/ Dari / Farsi speaking country.

b) In a group of three or four friends, please discuss different beverages that people drink/Eat for Breakfast in the morning in Iran and in America.

Reading:

Context: Sara wakes up early in the morning and saw her host mother, Nasrin, making breakfast for the family and wants to learn how to make Omelet “اُملت”.

| | |
|---|---|
| Good morning, mother, what are you making? | خوب صبح؟ |
| Good morning Dear Sara , you are awake so early today. I am making Omelet. | از صبحانه حاضر می کنم |
| This is great. I want to learn cooking Persian breakfast. | ایرانی را یاد بگیرم |
| Today I am making omelet. Omelet is very easy. we need a few eggs and a few tomatoes, a little salt and pepper and oil. | |
| first chop tomatoes and beat the eggs with salt and pepper. | کنیم و تخم مرغ ها |
| Heat oil in the pan, then add chopped tomatoes to the pan and let it cook for 15 minutes until the liquids is evaporated. Then, add the bitten eggs to the pan and cook with low heat for 10 minutes. | را به ماهیتابه اضافه می پزیم تا آب نا را اضافه کرده و با ده دقیقه می پزیم |
| this is great. next time, Can I make omelet for the family? | گه من می تونم برای |
| Indeed. | ه املت درست کنم؟ |

Listening:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.lib.msu.edu/persian/?p=2018#audio-2018-1>

Post-Reading/Listening Activities:

a) Please match the following:



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://openbooks.lib.msu.edu/persian/?p=2018#h5p-142>

b) Please try to follow the instruction given above and try to make Omelet for yourself.

c) Please write a list of instructions of your favorite beverage or meal that you like to eat and record the instructions here and share it with your friends.



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://openbooks.lib.msu.edu/persian/?p=2018#h5p-141>

Key Takeaways

- You can talk about your favorite Persian food.
- You can ask and answer questions regarding instructions.

سپاس!

6.6 Grammar, verbs in Persian language

Simple and Conjunct verbs

Verb is an action word which means it express an action or refers to state of being. Persian verbs are classified into two main groups: **Simple verbs** and **Conjunct verbs**. We also know there are three major **tenses** in Persian (like English)which are **present, past** and **future**.

We are going to look at each categories in more depth in next chapters. Here, we will talk about simple and conjunct verbs as well as verb stems in Persian language.

Simple Verbs

Verbs that have only one part. for example to run دویدن, to eat خوردن, to go رفتن, to laugh خندیدن....

As you can see in here, we use “ن” at the end of the verb to show the infinitive form, ایستادن , خواندن’....

Look at this example:

| English | Explanation | Persian sentence |
|---------------------|--------------------------------------|--------------------|
| I study Persian | verb “to study” shows an action | من فارسی می خوانم |
| Elham Laughs | verb ” to laugh “shows an action | الهام می خندد |
| Elham is my sister. | Verb :” is” refer to state of being, | الهام خواهر من است |

List of Commonly Used Simple Verbs:

| English | |
|-------------|--|
| To do | |
| To go | |
| To come | |
| To turn | |
| To run | |
| To give | |
| To cook | |
| To eat | |
| To write | |
| To drink | |
| To die | |
| To stand up | |
| To sit down | |
| To sleep | |
| To say | |
| To laugh | |
| To buy | |
| To sell | |
| To see | |
| To wash | |
| To want | |
| To read | |
| To bring | |
| To write | |
| To give | |
| To drink | |
| To stand up | |
| To sit down | |

Conjunct Verbs

In Persian language, the verbs that has more than one parts is conjunct verb. Conjunct verb is made of infinitive form of the verb and one or more word before the verb. Remember in conjunct verb the meaning of the infinitive verb will change. For example: verb داشتن means “to have” which is a single verb. But the Conjunct verb دوست داشتن which is conjunct verb is made of the noun “دوست” and verb داشتن which makes the meaning of ” to love”. Here are more examples:

| Translation | Verb in English | Sentence in English | sentence in Persian | Explanation |
|-------------|-----------------|---------------------|---------------------------|---|
| to have | داشتن | I have a book | من کتاب دارم | “to have” is used as a single verb in this sentence. |
| to pick up | برداشتن | I picked up my book | من کتاب را برداشتم | In here, the compound verb is made of infinitive verb and a word. As you see the meaning of the ” to have ” changed to “to pick up” |
| to love | دوست داشتن | I love fall season | من فصل پاییز را دوست دارم | In here, the compound verb is made of infinitive verb and a word. As you see the meaning of the ” to have ” changed to “to love” |

Conjunct Verb Structure:

When we conjugate a conjunct verb, the preverb won't changed and only the infinitive verb will change.

Look at the table for additional details:

| Explanati on | translati on | sentenc e in simple past tense | Translati on | sentenc e in simple present tense | Verb |
|---|--------------------------|--------------------------------------|---------------------------|--|-----------------------|
| As you see in the examples in here, the preverb will not change. we add any verb ending or addition to the verb itself. | you picked up the trash. | تو آشغال ها را <u>پیدا</u> داشتی | I am picking up the trash | من آشغال ها را <u>پیدا</u> می دارم | to pick up برداشتن |
| s you see in the examples in here, the preverb will not change. we add any verb ending or addition to the verb itself. | They played football | آنها فوتبال <u>بازی</u> کردند | You are playing football | شما فوتبال <u>بازی</u> می کنید | to play بازی کردن |

Commonly Used Conjunct Verbs:

| | | | |
|-------------|------------------------|--------------|---------------------------|
| To answer | جواب دادن | To listen | گوش دادن |
| To forgive, | فراموش کردن | To do | انجام دادن |
| To Ask | سوال کردن / پرسیدن | To answer | پاسخ دادن / جواب دادن |
| To speak | صحبت کردن | To listen | گوش دادن |
| To plan | برنامه ریزی کردن | To teach | یاد دادن |
| To study | درس خواندن | To Explain | توضیح دادن |
| To rest | استراحت کردن | To ride | سوار شدن |
| To exercise | ورزش کردن | To wait | مُنْتَظَر شدن |
| To practice | تمرین کردن | To explain | توضیح دادن |
| To converse | گپ زدن / مُحاوره کردن | To keep | نگه داشتن |
| To cry | گریه کردن | To wake up | بیدار شدن |
| To feel | احساس کردن / حس کردن | To remember | بخاطر داشتن / بخاطر آوردن |
| To use | استفاده کردن | To cook food | غذا پختن |
| To end | پایان دادن / تمام کردن | To shut down | تعطیل کردن |
| To clean | تمیز گردن / پاک کردن | To wake up | بیدار شدن |
| To open | باز کردن | To return | برگشتن |
| To receive | دریافت کردن | To learn | یاد گرفتن |

Test Yourself:



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/persian/?p=2021#h5p-105>

Practice:

6.6 Change the verbs to simple present tense

سپاس!

6.7 Grammar: Verb Categories

Transitive, Intransitive, Ditransitive Verbs

Verbs are action words. Like all languages, Persian verbs can be classified into three categories.

a) Intransitive verbs: Verbs that require only one noun. A noun can be the subject or object of a sentence. For example: Walk, Swim, Sleep, etc.

b) Transitive verbs: Verbs that require two nouns. One acts as a subject and other as an object. For example: Eat, Drink, Read, etc.

c) Di-transitive verb: Verbs that require three nouns. Nouns act as a subject, indirect object, and direct object in a sentence. For example: Give, Send, Receive, etc.

Here look at the table with examples in all three kinds of verbs.

| English | Explanation | Persian |
|----------------------------|--|-----------------------|
| Ramin swims. | Here “Ramin” a noun acts as a subject of the sentence. | رمان شنا میکند |
| I eat food. | Here pronoun “I” acts as a subject, and noun “food” acts as an object. | غذا می خورم |
| I give sweets to children. | Here pronoun “I” acts as a subject, noun “children” acts as an indirect object, and noun “sweets” acts as a direct object. | به بچه ها شیرینی دادم |

List Of Commonly Used Verbs:

| English | verb type | Persian | English | verb type | Persian |
|---------------|-----------|-----------------------|--------------|-----------|----------------------|
| To do | tran. | انجام دادن | To learn | tran. | یاد گرفتن |
| To go | intran. | رفتن | To converse | tran. | صحبت کردن |
| To come | intran. | آمدن | To laugh | intran. | خندیدن |
| To turn | intran. | چرخیدن | To cry | intran. | گریه کردن |
| To reach | intran. | رسیدن | To feel | tran. | حس کردن |
| To return | intran. | برگشتن | To use | tran. | استفاده کردن |
| To run | intran. | دویدن | To wait | tran. | منتظر شدن |
| To practice | tran. | تمرین کردن | To remember | tran. | به خاطر آوردن |
| To exercise | tran. | ورزش کردن | To end | tran. | تمام کردن |
| To eat | tran. | خوردن | To clean | tran. | تمیز کردن |
| To make food | tran. | غذا درست کردن | To open | tran. | باز کردن |
| To drink | tran. | نوشیدن | To shut down | tran. | بستن |
| To die | intran. | مردن | To explain | ditran. | توضیح دادن |
| To stand up | intran. | ایستادن | To buy | ditran. | خریدن |
| To sit down | intran. | نشستن | To sell | ditran. | فروختن |
| To sleep | intran. | خوابیدن | To see/watch | tran. | دیدن / تماشا کردن |
| To wake up | intran. | بیدار شدن | To wash | tran. | شستن |
| To rest | tran. | استراحت کردن | To want | tran. | خواستن |
| To read/study | tran. | درس خواندن / خواندن | To receive | tran. | دریافت کردن / گرفتن |
| To teach | tran. | درس دادن / آموزش دادن | To plan | tran. | برنامه ریختن |
| To write | tran. | نوشتن | To keep | tran. | نگه داشتن |
| To speak | tran. | صحبت کردن | To tour | tran. | سفر کردن |
| To ask | ditran. | سوال کردن | To ride | tran. | سوار کردن |
| To say | tran. | گفتن | To take | ditran. | گرفتن |
| To listen | tran. | گوش دادن | To give | ditran. | دادن |
| To answer | tran. | جواب دادن | To forgive | tran. | فراموش کردن / بخشیدن |

Test Yourself:



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سپاس!

6.8 Grammar: Definite and Indefinite article in Persian Language

Definite Article:

In Persian language the Definite article is used when we are talking about something that is identifiable or known to both listener and speaker. In definite cases the object is followed by a را (in written form) or suffix -O (in spoken form). Also “this/that “ (این / آن) are used as markers of definite case. Look at the following examples:

| Explanation, Definite article | English translation | Persian |
|---|--------------------------------|-------------------|
| both speaker an listener know which flower and whom they are talking about. | Give the flower to her. | گل را به او بده |
| Both speaker and listener know which book. | This book is mine | این کتاب من است |
| Both speaker and listener know which car. | That car is dirty. | آن ماشین کثیف است |

Indefinite Article:

The Indefinite article is used when we are talking about some generic or not identifiable to both the speaker and/or listener. We use suffix ی/ی or یک with the object in these cases. look at the following examples:

| Explanation, Indefinite article | English translation | Persian |
|------------------------------------|---------------------------|---------------------|
| It is not clear what car! | buy a car! | یک ماشین بخر |
| It is not known to the speaker! | I saw a white dog. | من یک سگ سفیدی دیدم |
| It is not clear what kind of food! | I have some foods. | من مقداری غذا دارم |

Please Note

In English language a **indefinite articles : a, an , some, any**, makes the noun Generic/ non specific while the definite article the makes the noun/adjective identifiable/ known/ specific.

In persian language a transitive verb requires a direct object marker را.

| Explanation | English | Persian |
|---|-----------------------------|-------------------------|
| <p>what did you take? books(object)</p> <p>Who took the book? I (subject)</p> | I took the books to class . | کتاب ها را به کلاس بردم |

Test yourself



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<https://openbooks.lib.msu.edu/persian/?p=4023#h5p-79>

سپاس!

6.9 Grammar: Imperative Construction

” Giving Driving Direction”



“File:2011 Summer Travel, North Iran (151623703).jpg” by Morteza Rafikhah is licensed under CC BY 4.0.



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<https://openbooks.lib.msu.edu/persian/?p=1210#audio-1210-1>

Imperative sentences are sentences that express requests, commands, order, instructions, etc. Like in English, the subject “you” is dropped. However, unlike English, Persian has two different forms of the pronoun “you”, as explained below.

| English | Persian | Uses |
|---------|---------|---|
| You | تو | Second Person singular pronoun/ |
| You | شما | Second person Plural pronoun / IS also used for who is older in age/ or higher socio- economic class/ it is used for anyone to whom you want to show respect. |

The Imperative form only applies to second person (singular and Plural). The imperative does not apply to the first or third person.

Formation:

Singular Imperative: add the prefix ب- to the present stem of the verb with NO verb ending.

Plural Imperative: add the prefix ب- to the present stem of the verb and we add the verb ending ید as well.

Example:

| Infinitive form of the verb | Present stem | Imperative form | | sentence |
|-----------------------------|--------------|-----------------------|-----|------------------------|
| to Laugh خندیدن | خند | ب + خند = بخند | تو | you laugh = تو بخند |
| to Laugh خندیدن | خند | ب + خندید = بخندید | شما | you laugh = شما بخندید |

Negative:

To form the negative imperative, replace prefix ب with the prefix ن:

| Positive Imperative Verb | Negative Imperative Verb |
|--------------------------|--------------------------|
| Laugh = بخند | Don't Laugh = نخند |

Exception:

The imperative forms of the verbs TO BE بودن and TO HAVE داشتن are made differently:

بودن = باش

داشتن = داشته باش

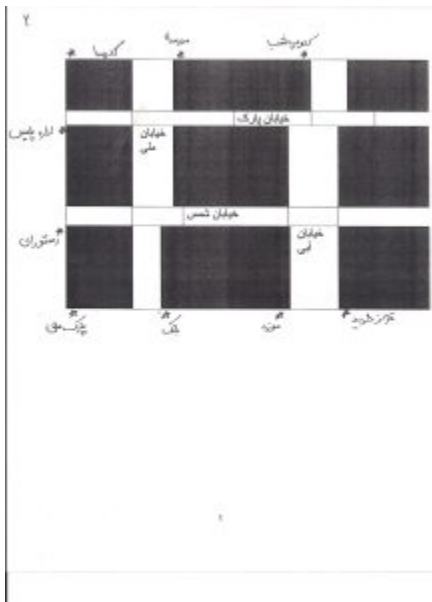
| Imperative Verb- Negative | Imperative Verb- Positive | Pronoun |
|-----------------------------------|----------------------------|---------|
| ساکت نباش Don't be Quiet | ساکت باش Be quiet | تو |
| صبر نداشته باش Don't be Patient | صبر داشته باش Be patient | تو |
| ساکت نباشید Don't be Quiet | ساکت باشید be Quiet | شما |
| صبر نداشته باشید Don't be patient | صبر داشته باشید Be Patient | شما |

Activity:

- a) Please write ten sentences of instructions and ask your friend to enact them, and vice-versa.
- b) Make a list of ten things that you want your parents to do for you. Please use the plural form of the imperative construction.

Writing /Speaking Activity:

A: Look at the map and answer following question:



1. How do you go from Police Office to the supermarket:
2. How do you go from supermarket to the School:
3. How do you go from night club to the Restaurant:

B: Now record yourself giving all the above directions.



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سپاس!

6.10 Cultural Notes and Extra/ Optional Online Materials

Cultural Notes

| | Topics | Explanation |
|----|--------------------|---|
| 1. | تو , شما | It is very important for all Persian language learners to learn the proper uses of تو and شما. Typically, people learn about students' cultural competence based on their uses of these variants of the pronoun "you". As it is explained in the chapter, you should use them appropriately. |
| 2. | Giving orders | As you learned in this chapter, the تو and شما forms are used for giving instructions and commands. Persian native speakers hardly use this with strangers. So, if you meet any strangers, please use the formal form and try not to give instructions and commands. |
| 3. | Making requests | Please use this شما form to make a request. However, it is important to keep in mind that native speakers may use the subjunctive to express requests and not the imperative forms . |
| 4. | Cooking | In Iran ,Natives traditionally learn to cook by either participating in cooking or observing. Reading a cookbook and/or following written recipes is not very common part of the culture. |
| 5. | Giving suggestions | Iranian, Middle eastern and South Asians always give advice and suggestions even though you didn't ask for it. It may sound like a violation of privacy for non heritage to receive unsolicited suggestions. However, this is the way they show that they care and express their love for you. Please observe this culture and participate in it. |

Extra/Optional Online Materials

سیاس!

PART VII

CHAPTER 7: EXPRESSING PAST, PRESENT, AND FUTURE ACTIONS



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Goals of this Chapter

- You will learn time expressions.
- You will learn how to express your habitual actions.
- You will learn how to express your daily routine.
- You will learn how to express general and universal truths.
- You will learn how to narrate a story and express a series of events.
- You will learn how to express temporary and permanent actions.
- You will learn how to express your future plans.

سپاس!

7.1 Review of Chapter 6



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Vocabulary Review:



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<https://openbooks.lib.msu.edu/persian/?p=2035#h5p-106>

Grammar:

Look at the following map and answer the following question by using the imperative form and complete sentence to give derivations. then audio record yourself.



“Sharif-map” by blibbleblobble is licensed under CC BY-SA 2.0.

Please give complete directions to the following locations:

A- از ایستگاه دانشگاه شریف به درم یکم:



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B- از خیابان اکبر آباد به خیابان تیموری



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Pre-Reading/Listening Activities:

(a) The table below shows steps you take to open an account In Iran! With your friends, read the following table and make a list of steps to open a bank account in Your country.

Please look at the following steps regarding opening a bank account in Iran:

-اطلاعات فردی خود را وارد کنید
-این مرحله اطلاعات شغلی خود را وارد کنید
-ایمیل مختص خودتان را وارد کنید
-این مرحله اطلاعات بانکی خود را وارد کنید
در این مرحله تصاویر اصل مدارک خود را آپلود نمایید
-در این مرحله شعبه کارگزاری را انتخاب کنید و ثبت نام کنید.
در آخر با وارد کردن کد ملی خود پرونده خود را کامل و چاپ کنید و برای امضاء دفاتر پیشخوان مراجعه
- نمایید

(b) Make a list of personal information that you need to fill out an application to open a bank account. (Hint: Please go online and look for an application to open a bank account.)

(c) Discuss with your teacher/ friend about things that you need to open a bank account here versus in Iran.

Reading:

افتتاح حساب بانکی

| | |
|---|--|
| Hello sir. How are you? | |
| Hello. All is well, but I need your help. | |
| How can I help you? | |
| I have received a scholarship, but I do not have my bank account. | |
| Congratulations! I will help you open a bank account. | |
| Okay, thank you. What do I have to do? | |
| Bring an application to open a bank account tomorrow. | |
| Okay. What else do I need? | |
| You need two photos, identity card, and a guarantor. | |
| I have photos. But I am a foreigner. I do not have an Id card. | |
| No worries, bring your passport. | |
| Do you have a Guarantor? | |
| I have a Professor who has bank account. can he become a guarantor? | |
| Yes, He can. Here is the application to fill out. | |
| Okay. We will see you tomorrow. | |

Listening:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.lib.msu.edu/persian/?p=2035#audio-2035-1>

Post-Reading/Listening Activities:

(a) Please check your vocabulary.

(b) In a group of two or three, please look for an application form to open a bank account. After finding the application form, please translate the form to Persian. After translating the form into Persian please fill out all the information that the form required.

سپاس !

7.2 Reading/Listening I: “Daily Routines”



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“کارهای روزانه”

Learning Objectives

- You learn about days of the week, times of the day.

Vocabulary

| English | فارسی | English | |
|-----------|------------|-----------------|-----------------------|
| Morning | صبح | 1:15 am/ pm | نصف صبح / عصر |
| Afternoon | بعد از ظهر | 1:30 a.m./p.m. | دو سی دقیقه صبح / عصر |
| Evening | غروب | 2:30 a.m./p.m. | از ظهر |
| Night | شب | 2:15 a.m./p.m. | |
| Day | روز | 3:30 a.m./p.m. | بر |
| Sunday | یک شنبه | 03:45 a.m./p.m. | صبح / عصر ظهر |
| Monday | دوشنبه | Before X | |
| Tuesday | سه شنبه | After X | |

| English | فارسی | English | |
|------------------|------------|------------------------------|-----|
| Wednesday | چهارشنبه | Week | |
| Thursday | پنج شنبه | Weekend | |
| Friday | جمعه | Month | |
| Saturday | شنبه | Year | |
| o'clock | ساعت | At what time | |
| It is 3 o'clock. | ساعت 3 است | What do you do at X o'clock? | چی؟ |

Practice Vocabulary:



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Note:

Persian Calendar week:

In Iran, first day of the week is Saturday and the only official day off is Friday which is the last day of the week.

Pre-Reading/Listening Activity:

- (a) Complete the table with the activities you do at the given time on a typical day:

| وقت “Time” | چه کار میکنی؟ “What do you do?” | وقت “Time” | “Wh |
|--------------------------------|------------------------------------|--------------------------------|-----|
| 6:00 a.m./صبح ۶:۰۰ | | 03:00 p.m./ بعد از ظهر ۳:۰۰ | |
| 7:00 a.m./صبح ۷:۰۰ | | 04:00 p.m./ بعد از ظهر ۴:۰۰ | |
| 8:00 a.m./صبح ۸:۰۰ | | 05:00 p.m./ بعد از ظهر ۵:۰۰ | |
| 9:00 a.m./صبح ۹:۰۰ | | 06:00 p.m./ شب ۶:۰۰ | |
| 10:00 a.m./ صبح ۱۰:۰۰ | | 07:00 p.m./ شب ۷:۰۰ | |
| 11:00 a.m./ صبح ۱۱:۰۰ | | 08:00 p.m./ شب ۸:۰۰ | |
| 12:00 p.m./ ظهر ۱۲:۰۰ | | 09:00 p.m./ شب ۹:۰۰ | |
| 01:00 p.m./ بعد از ظهر ۱:۰۰ | | 10:00 p.m./ شب ۱۰:۰۰ | |
| 02:00 p.m./ بعد از ظهر ۲:۰۰ | | 11:00 p.m./ شب ۱۱:۰۰ | |

Reading:

Context: Arezoo and Peter are talking about what they do during different times of the day.

| | |
|---|--|
| Hello Peter, what are you doing? | |
| Hello Arezoo, I am studying right now. Generally, I study at 3 o'clock in the evening. What are you doing? | معمولاً من ساعت سه بعداز ظهر درس می |
| I am watching a film right now. When do you get up in the morning? | شما چه ساعتی از خواب بیدار می شوی؟ |
| I get up at 5 o'clock in the morning everyday. And you? | شوم. تو چی؟ |
| I get up at 6 o'clock. When do you eat breakfast? | م. کی صبحانه می خوری؟ |
| After waking up, I work out. After my workout, I bathe and after that, around 7:15, I eat breakfast. When do you eat breakfast? | من ورزش می کنم . بعد از ورزش , من ت 7:15 من صبحانه می خورم. تو کی |
| I eat breakfast 8 or 8:15 o'clock. What do you do at 4 o'clock in the evening? | نه می خورم. شما ساعت چهار بعد ازظهر |
| I study from 3 to 6 o'clock. And you? | س می خوانم. تو چی؟ |
| I read 3 to 4 o'clock. After that, I rest a little. When do you sleep? | س کنم. بعد از آن کمی استراحت می کنم. تو چه موقع میخوابی؟ |
| I sleep around 10 o'clock. And you? | س؟ |
| I sleep around 11 o'clock. Are you available this Saturday or Sunday evening? | این شنبه یا یک شنبه وقت داری؟ |
| Yes, generally I am available on weekends. Why, what's the matter? | . چرا؟ چه خبره؟ |
| I want to watch a film. If you are available, we can watch a film. | تو وقت داشته باشی , ما میتونیم فیلم |
| Wow/Great! This is good plan. | |
| Okay. | |

Listening:

Listen to the above conversation for accurate pronunciation:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.lib.msu.edu/persian/?p=2037#audio-2037-1>

Listening activity

Listen to the audio and answer following questions:



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| |
|---|
| افشین در کدام دانشگاه درس میخواند؟ |
| روزهای دوشنبه چه کلاس هایی دارد؟ |
| افشین در روزهای پنج شنبه چه کلاس هایی دارد؟ |
| آیا افشین روزهای جمعه در آزمایشگاه کار میکند؟ |

Post Reading/Listening Activity:

(a) Check your vocabulary.

(b) Based on the above reading/listening, please complete the following table:

| | | |
|-------------|------------|--------------------------------|
| آرزو Arezoo | پیتر Peter | موقع؟ what time he/she XXX? |
| | | بدن |
| | | خوردن |
| | | ن |

(c) Based on your own daily routine (that you have done in pre-reading/listening activity), please talk to a friend and make a list of her/his daily routine. Please find out where your routine matches with her/him.

برنامه روزانه دوست من

| وقت “Time” | چه کار میکنی؟ “What do you do?” | وقت “Time” | چه کار میکنی؟ “What do you do?” |
|---------------|------------------------------------|---------------|------------------------------------|
| 6:00 a.m. | | 03:00 p.m. | |
| 7:00 a.m. | | 04:00 p.m. | |
| 8:00 a.m. | | 05:00 p.m. | |
| 9:00 a.m. | | 06:00 p.m. | |
| 10:00 a.m. | | 07:00 p.m. | |
| 11:00 a.m. | | 08:00 p.m. | |
| 12:00 p.m. | | 09:00 p.m. | |
| 01:00 p.m. | | 10:00 p.m. | |
| 02:00 p.m. | | 11:00 p.m. | |

Key Takeaways

- You can talk about weekdays.
- You can ask and answer questions about daily activity.

سپاس!

7.3 Reading/Listening 2: “My Hobbies”



جنگ ورزشی تاپ رابدر، کمیته حرکات نمایشی (ورزش های نمایشی) در:File:
شهر کرد (Iran, Shahr Kord city, Freestyle Sports) Top Rider
44.jpg” by Mostafameraji is licensed under CC BY-SA 4.0.

”سرگرمی و تفریح“

Learning Objectives

- You will learn vocabulary related to talking about different hobbies.
- You will learn to ask and answer questions regarding hobbies.

Pre-Reading/Listening Activities:

- (a) Please make a list of your hobbies.
 (b) Make a list of things that you do during the weekend, but not on weekdays.

Reading:

Context: Ava and Nava talk about their weekends and their hobbies.

| | | |
|---|---|------|
| How are you, Sara? I heard that you and Peter went to watch a movie. | آوا حالت چطور؟ شنیدم که تو و پیترو یک فیلم دیدی | سارا |
| I am well. Thank you! Yes, last Saturday, we watched a movie. What do you do on weekends? | من خوبم. ممنون! آره شنبه پیش ما یک فیلم دیدیم تو آخر هفته ها چکار می کنی؟ | آوا |
| In my available time, I read books and paint. What do you do? | در وقت آزادم کتاب می خوانم و نقاشی می کنم . تو چکاری می کنی؟ | سارا |
| I watch movies and play table tennis. , I also do yoga too. | من فیلم تماشا می کنم و پینگ پنگ بازی می کنم و همینطور ! یوگا هم می کنم | آوا |
| You pay attention to your body. Ava , tell me the story of a movie. | تو به بدن خودت توجه می کنی! داستان فیلمی که دیدی را برای من تعریف کن | سارا |
| Story of which movie? | داستان کدام فیلم؟ | آوا |
| The film that you and Peter had gone to watch. | فیلمی که تو و پیترو رفتید تماشا کردید | سارا |
| Okay, this was an interesting film. In this film, a boy loves a girl, but the girl loves some other boy. After a while, she learns that he is not a good man. Then she marries the boy who loves her. | خوب. آن فیلم جالبی بود. در آن فیلم یک پسری عاشق دختری است. اما آن دختر کس دیگه ای را دوست دارد. بعد از مدتی آن دختر متوجه میشه که آن مرد خوبی نیست و در آخر دختر با پسری که او را دوست دارد ازدواج می کند | آوا |
| Wow! This seems like a love triangle. | این به نظر یک فیلم عاشقانه است | سارا |
| Nava, I do want to learn to paint. Can you teach me painting? | نوا من میخوام نقاشی یاد بگیرم. تو می تونی به من یاد بدی؟ | آوا |
| Yes, of course, come to my home next Sunday and we will paint together. | بله حتماً . یک شنبه آینده بیا خانه من و ما با هم نقاشی می کنیم | سارا |
| Great. | عالیه | آوا |

Listening:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.lib.msu.edu/persian/?p=2040#audio-2040-1>

Post-Reading/Listening Activities:

(a) Check your vocabulary

(b) Based on the above reading/listening, make a list of Ava and Nava s hobbies. Additionally, ask two of your friends about their hobbies.

| دوست ۲ | دوست ۱ | آوا | |
|--------|--------|-----|--|
| | | | |
| | | | |
| | | | |

(c) You read/listened above to how Ava narrated the story of a film. Please recollect the story of a movie that you have watched and write the story of that movie, then record it below and share this with your instructor for feedback.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/persian/?p=2040#h5p-151>

Key Takeaways

- You can talk about different hobbies.
- You can ask and answer questions regarding hobbies.

سپاس!

7.4 Festival

“جشنواره”



“Iran Rice Festival Amol” by LACIPETO is licensed under CC BY-SA 4.0.

Learning Objectives

- You will learn vocabularies related to festivals.
- You will learn how to ask and answer questions about festivals.

| English | Persian |
|------------|-------------------|
| return | باز گشتن |
| when | وقتی |
| Please | لطفاً |
| welcome | خوش آمد / استقبال |
| people | مردم |
| kill | کشتن |
| Born | بدنیا آمد |
| Christians | مسیحیان |
| Jesus | مسیح |
| Christmas | کرسمس |
| Merry | شاد / خوش |
| Favorite | مورد علاقه |
| Celebrate | جشن گرفتن |
| Before | قبل از |
| after | بعد از |
| Clean | تمیز کردن |
| home | خانه |
| must | باید |
| Invite | دعوت کردن |
| ceremonies | مراسم |
| Visit | ملاقات کردن |
| activity | فعالیت |
| New Year | سال نو |
| festivals | جشن ها |
| Light | روشن کردن |
| Candle | شمع |
| Worship | عبادت کردن |
| God | خدا |
| Sweet | شیرینی |
| Firework | آتش بازی |
| Believe | اعتقاد داشتن |

Test yourself:



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/persian/?p=2043#h5p-111>

Pre-Reading/Listening Activities:

(a) Please make a list of your favorite Celebration/festivals.

| county of the origin of the festival | Timeline of the Festival | Name of your favorite festivals |
|--------------------------------------|--------------------------|---------------------------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

(b) Please make a list of things that you do on your favorite festival.

| List of things you do on the festival | Name of the favorite festival |
|---------------------------------------|-------------------------------|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

(c) Please go online, and research about story behind your favorite Persian Celebration/festival.

جشنواره: Reading

Context: Peter, Sheila and Savitri talk about their favorite festivals.

| | | |
|--|---|---------|
| Peter, Merry Christmas to you. | پیتز کریسمس شما مبارک! | ساویتری |
| Thanks Shilpa, Merry Christmas to you too. Is Christmas your favorite festival? | ممنون. شیلپا کریسمس شما هم شاد. کریسمس جشن مورد علاقه تو است؟ | پیتز |
| No, My favorite festival is Diwali. | نه جشن مورد علاقه من دیوالی اه | ساویتری |
| Okay. How do you celebrate Diwali? | خوب، چطور دیوالی را جشن میگیرید؟ | پیتز |
| Before Diwali, we clean our homes. On the evening on Diwali, we lit candle and worship Our God. We eat sweets, and do fireworks. | قبل از جشن دیوالی ما خانه را تمیز میکنیم. شب دیوالی شمع روشن میکنیم. و خدایمان را عبادت می کنیم. ما شیرینی میخوریم و آتش بازی میکنیم | ساویتری |
| I like Indian sweets very much. Savitri, I have a question. Why do Indian celebrate Diwali? | من شیرینی های هندی را خیلی دوست دارم. ساویتری چرا هندی ها دیوالی را جشن می گیرند؟ | پیتز |
| It is believed that when Lord Ram returned to Ayodhya after killing Rawan, people of Ayodhya welcomed him by lighting the clay lamps. Since that day, we celebrate Diwali. Peter, why do Christians celebrate Christmas. | اعتقاد بر این است که وقتی خداوند رام پس از کشتن راوان به آیودیا بازگشت، مردم آیودیا با روشن کردن چراغ های گلی از او استقبال کردند. از آن روز، ما دیوالی را جشن می گیریم. پیتز، چرا مسیحیان کریسمس را جشن می گیرند | ساویتری |
| It is believed that Jesus Christ was born on this day. Sheila, Which is your favorite festival? | اعتقاد بر این است که مسیح مقدس در این روز به دنیا آمده است | پیتز |
| I really like Eid e Norouz. | من عید نوروز را خیلی دوست دارم | شیلپا |
| I do not know anything about Eid e Norouz . Please tell me about it. | من درباره نوروز هیچ چیزی نمی دانم. لطفاً درباره آن برای من بگو | پیتز |
| Eid e Norooz is a Persian new year celebration for Iranian. In Eid e Norouz we visit friends and family. Norooz has other ceremonies too. | نوروز جشن سال نو ایرانیان است. ما برای سال نو به دیدار فامیل و دوست و آشنایان میرویم. جشن نوروز مراسم دیگری هم دارد | شیلپا |
| Will you invite me to your home in Norouz? | شما برای مراسم نوروز من را به خانه تون دعوت میکنید؟ | پیتز |
| Yes, you must come to my home on next Eid e Norouz. | بله، شما باید برای جشن نوروز آینده به خانه ما بیایید | شیلپا |
| And me? | من چطور؟ | ساویتری |
| You are also welcome. | تو هم حتماً بیا | شیلپا |

Listening:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.lib.msu.edu/persian/?p=2043#audio-2043-1>

Post-Reading/Listening Activities:

(a) Listen to audio and answer questions by writing the missing words from the text.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.lib.msu.edu/persian/?p=2043#audio-2043-2>



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://openbooks.lib.msu.edu/persian/?p=2043#h5p-112>

(b) Based on the above reading/listening, please make a list of favorite festival of peter, Sheila and Savitri. Please also ask at least two of your friends about their favorite festivals and complete the following table.

| دوست ۲ | دوست ۱ | شیرا | سایتری | پیتر | |
|-----------|-----------|------|--------|------|------------|
| | | | | | نام جشن |

(c) Please name your favorite festival. Write at least 5 sentences about what you do on that day. Additionally, write 5 sentences explaining why that festival is celebrated. After writing about your favorite festival, please record yourself here and share this with your instructor for her/his feedback.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/persian/?p=2043#h5p-113>

Key Takeaways

- You can talk about festivals in general.
- You can ask and answer questions about your favorite celebration.

سپاس!

7.5 Study Abroad: Vacation to Iran

“سفر به ایران”



“Iran Air A300” by Bill Wilt is licensed under CC BY 2.0.

Learning Objectives

- You will learn vocabularies related to flight and traveling.
- You will learn how to talk about different places and traveling.

Pre-Reading/Listening Activities:

(a) Please make a list of places where you want to travel in America and in Iran.

| | |
|--|---|
| چه مکان هایی در ایران را می خواهید ببینید؟ “What are the places you want to visit in Iran?” | چه مکان هایی در آمریکا را می خواهید سفر کنید “What are the places you want to travel |
| | |
| | |
| | |
| | |
| | |

(b) As you plan to go five places in Iran, please make a list of 15-20 items in Persian Language that you think you would need to pack to visit these places.

(c) As you decided to go to five different places in Iran, please briefly (1-3 sentences) write why you want to visit each place.

| | |
|---|--|
| چرا می خواهید این مکان ها را ببینید “Why do you want to go there?” | |
| | |
| | |
| | |
| | |
| | |

Reading:

Context: Sara talking to her mother Karen on phone. Karen is planning to come to Iran and go to places in Iran with her daughter Sara:

| | | |
|---|---|-------|
| Hello mother, how are you ؟ what are you doing right now? | سلام مامان! چطوری؟ الان چکار می کنی؟ | سارا: |
| Hello my daughter, I am fine and I am packing right now. I am coming to Iran on a morning flight tomorrow. How are you ؟ what are you doing? | سلام دخترم من خوبم و الان در حال جمع کردن وسایل هستم. فردا با پرواز صبح به ایران می آیم تو چطور هستی ؟ چه کار می کنی؟ | کرن |
| I am well too, mother. I am making our travel plan. | من هم خوبم مامان. دارم برنامه مسافرتمون را می ریزم | سارا: |
| I am also very excited about Iran tour. Tell me about the travel plan. | من هم خیلی برای تور ایران هیجان دارم. بگو چه برنامه ای برای سفر داری؟ | کرن |
| Okay. I will meet you at Tehran international airport. We will stay in Tehran for two days and will visit Golestan Palace and Azadi Tower. | خوب. من در فرودگاه بین المللی تهران شما را ملاقات می کنم. ما دو روز در تهران می مانیم. آنجا قصر گلستان و برج آزادی را می بینیم | سارا: |
| Will we visit Milad Tower too? | ایا برج میلاد را هم می بینیم؟ | کرن |
| Yes, Azadi Tower is on the way to Milad Tower | بله برج آزادی در مسیر برج میلاد است | سارا: |
| Very well. Where will we go after that? | خیلی خوب. بعد از ان کجا می رویم؟ | کرن |
| After , we will going Up north. In North we will travel to city of Mazandaran., There, We eat Popular food, Morgh torsh and do shopping, too. | بعد از تهران, ما به شمال می رویم. در شمال ما به شهر مازندران سفر می کنیم. آنجا ما غذای معروف شمالی " مرغ ترش " می خوریم و خرید هم می کنیم | سارا: |
| I have heard that Mazandaran handicraft is very famous. | من شنیدم صنایع دستی مازندران خیلی معروف است | کرن |
| Yes mother, we will go to handcraft Bazar in Mazandaran. Then we go to Caspian lake shore. | بله مامان , ما در مازندران به بازار صنایع دستی می رویم . بعد به کنار دریای خزر می رویم. | سارا: |
| Wow! I love to see Caspian lake . | چه خوب. من خیلی دوست دارم دریای خزر را ببینم | کرن |
| Yes, we will have so much fun. | بله من فکر کنم خیلی خوش بگذره | سارا: |
| This is such a good plan. Do you need anything from America? | این برنامه خیلی خوبیه. راستی چیزی از آمریکا نیاز داری ؟ | کرن |
| No Dear mother, I do not need anything, but please do not bring warm clothes. It is hot in Iran these days. | نه مامان جان. من چیزی نیاز ندارم. اما لطفا لباس های گرم با خودت نیاور . اینجا این روزها هوا خیلی گرمه | سارا: |
| Okay my daughter, I will see you at the airport. | باشه دخترم. من بزودی تو را در فرودگاه می بینم | کرن |

Listening:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.lib.msu.edu/persian/?p=2045#audio-2045-1>

Post-Reading/Listening Activities:

Please match the following:



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://openbooks.lib.msu.edu/persian/?p=2045#h5p-107>

Speaking Activity:



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://openbooks.lib.msu.edu/persian/?p=2045#h5p-108>

Key Takeaways

- You can use travel vocabularies.

- You can make sentence about travel and attractions.
- You can ask and answer questions regarding travel to Iran.

سپاس!

7.6 Grammar: Tense and Aspect

Tense

Instructions on Tense and Aspect:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.lib.msu.edu/persian/?p=2048#audio-2048-1>

Tense is the time of an action. In all languages, tense is categorized in to three types, namely: (a) present tense, (b) past tense, and (c) future tense.

| Past Tense | Present Tense | Future Tense |
|---|---|---|
| Auxiliary verbs: | Auxiliary verbs: | Auxiliary verbs: |
| “It was raining yesterday.” -دیروز باران می بارید. “Last year, I was going to Pakistan.” -پارسال من به پاکستان می رفتم | “It is raining today.” -امروز باران می بارد. “I am going to Pakistan.” -من به پاکستان می روم | “It will rain tomorrow.” -فردا باران خواهد بارید. “I will go to Pakistan next year” من سال آینده به پاکستان خواهم رفتم |

Aspect:



One or more interactive elements has been excluded from this version of the text.

You can view them online here: <https://openbooks.lib.msu.edu/persian/?p=2048#audio-2048-2>

Aspect shows the manner of an action. Grammatical aspects are categorized into two types, namely: **(a) imperfective aspect and (b) perfective aspect.**

Imperfective aspect shows that the action is not completed.

Perfective aspect shows that the action is complete.

Imperfective aspect is further categorized into two types, namely:

(a) habitual (progressive in Persian language)

context: Here, we are going to talk about habitual aspect. Now, as it is called habitual aspect, It expresses many different actions. For example, you can use habitual aspect to express the routine action. It can also be used to express general or universal truth, It can be used to express the habitual action, things that you do when you are available or you're in a leisure period. It can also be used to express permanent action .So, anything which is general you can use habitual می with the verb stem. Typically, what happens when you narrate a story, when the story moves on, you use perfective. But, in order to give background information, you can use imperfective and typically the habitual aspect with می-.

Here is a table to show you the examples with the explanation.

the past habitual tense is generally used to express past habit, routine or permanent action in the past. So, you can use می construction with the past stem of the verb.

| Explanation on use of habitual in Persian language | English translation | Persian sentence |
|--|--|---|
| it shows the habit (the permanent action) | Peter lives in Michigan. | پیتر در میشیگان زندگی می کند |
| use habitual aspect to express impersonal sentences. | People say that. | مردم این را می گویند |
| there's no person involved, but you can also use the habitual aspect. | How do you say flower in Farsi? | چطور به فارسی میگوییم “گل”؟ |
| there's no person involved, but you can also use the habitual aspect. | Good tea is available here! | چای خوب موجود است! |
| We can also use immediate future action by adding “حالا/ الان”. | I'll come right away. | من الان / حالا می آیم |
| We can also use immediate future action by adding “بیا”. | Let's go watch a film | بیا بریم فیلم ببینیم |
| you can see that this here, the translation is “will,” but in Persian, we are using “ان الان / حالا غذا میدهد” | Don't cry, mom will give you food right away. But, | گریه نکن مامان “ان الان / حالا” بهت غذا میدهد |

(b) progressive/continuous.

All grammatical aspects in Persian are marked as morphemes with verb stem, as shown below.

| Imperfective Aspect | | Perfective Aspect |
|---|---|---|
| Habitual | Progressive/Continuous | |
| Morphemes: Use: Present stem of verb verb ending + verb+ می ← | Morphemes: Use: Present stem of verb Verb ending +verb + می+ دارم ← | Use: Past stem of verb verb ending + verb ← |
| - من کتاب می خوانم “I read books.” -ساناز شطرنج بازی می کند “Sanaz plays Chess.” -پسرها اتاق ها را تمیز می کنند- “Boys clean rooms.” | - من دارم کتاب می خوانم “I am reading a book.” -ساناز دارد شطرنج بازی می کند - “Sanaz is playing Chess.” -پسرها دارند اتاق ها را تمیز می کنند “Boys are cleaning rooms.” | - من کتاب خواندم “I read a book.” -ساناز شطرنج بازی کرد - “Sanaz played Chess.” -پسرها اتاق ها را تمیز کردند “Boys cleaned rooms.” |

Activity:

Please read these sentences carefully and identify the tense and aspect.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/persian/?p=2048#h5p-152>

سپاس!

7.7 Grammar: The Present and Past Tenses

Present Tense:

Simple present tense is formed by prefixing “می” to the present stem with personal endings.

Present progressive is formed by adding the present tense of داشتن before the main verb of the sentence with personal ending.

Look at the table below for the two verbs of “To see” & “To eat”. As you see in the table in Persian language every verb has 2 different stems. Past and Present. Past stem is made by removing from the ends of infinitive form of verb.

| Present stem of the verb | Past stem of the verb | infinitive form of the verb |
|--------------------------|-----------------------|-----------------------------|
| بین | دید | دیدن |
| خور | خورد | خوردن |

[Persian verbs with stems. OER Basic Persian](#)

In this table you see how you change the verb in simple present, simple past or present progressive tenses with all different personal endings:

| Third Person Plural | Second Person Plural | First Person Plural | Third Person Singular | Second Persian Singular | First Person Singular | |
|---------------------|----------------------|---------------------|-----------------------|-------------------------|-----------------------|----------------------|
| آنها می بینند | شما می بینید | ما می بینیم | او می بیند | تو میبینی | من می بینم | Simple present Tense |
| آنها دیدند | شما دیدید | ما دیدیم | او دید | تو دیدی | من دیدم | Simple Past Tense |
| آنها می دیدند | شما می دیدید | ما می دیدیم | او می دید | تو می دیدی | من می دیدم | Past continuous |

Structure:

| Past Tense | Present Tense | Habitual Aspect Marker | Verb |
|--|---|------------------------|---------------|
| می + خورد می + رفت | می + خور می + رو | می می | خوردن رفتن |
| من سیب می خوردم I used to eat mangos. او ساعت هشت به مدرسه می رفت We used to go to school at 8 o'clock. | من سیب می خورم I eat mangos. او ساعت 8 به مدرسه می رود He goes to school at 8 o'clock. | | Example |

Negation of Habitual Aspect:

In order to change habitual aspect sentences in to negative, we connect **ن** to the beginning of the verb.

Examples:

- دختران فوتبال بازی می کنند “Girls play football.”
- دختران فوتبال بازی نمی کنند- “Girls do not play football.”
- “You clean your room everyday.” تو هر روز اتاق را تمیز می کنی -
- “You do not to clean your room everyday.” تو هر روز اتاق را تمیز نمی کنی -

Uses of Habitual Aspect:

(a) To express routine actions.

Examples:

- “I get up at 4 o'clock.” من ساعت ۴ از خواب بیدار می شوم-
- “I drink tea at 5 o'clock.” من ساعت ۵ چای می نوشم-
- “I go to school at 8 o'clock.” من ساعت ۸ صبح از خواب بیدار می شوم-

Activity:

Please add five more examples here. After writing your examples, please change your sentences to negative and past tense.

| your sentence in past tense | past stem of the verb | neg. sent. | your sentence in present tense | Infinitive form of verb you use in your sentence |
|-----------------------------|-----------------------|------------|--------------------------------|--|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

(b) To express habitual actions.

Examples:

- “Saba reads books.” صبا کتاب می خواند -
- “Mahan plays guitar.” ماهان گیتار می نوازد -
- “Neelufar dances.” نیلوفر می رقصد -

Activity:

Please add five more examples here. After writing your examples, please change your sentences to negative and past tense.

| your sentence in past tense | past stem of the verb | neg. sent. | your sentence in present tense | Infinitive form of verb you use in your sentence |
|-----------------------------|-----------------------|------------|--------------------------------|--|
| | | | | |
| | | | | |
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| | | | | |

(c) To express permanent actions.

Examples:

- “Peter lives in Michigan.” پیتر در میشیگان زندگی می کند -
- “Jen works here.” جین اینجا کار می کند -
- “I respect my teacher.” من به استادم احترام می گذارم -

Activity:

Please add five more examples here. After writing your examples, please change your sentences to negative and past tense:

| your sentence in past tense | past stem of the verb | neg. sent. | your sentence in present tense | Present stem of verb you use in your sentence |
|-----------------------------|-----------------------|------------|--------------------------------|---|
| | | | | |
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| | | | | |

(d) To express general/universal truth.

Examples:

- زمین دور خورشید می چرخد- "The earth revolves around the sun."
- معمولا گل رز قرمز است- "Usually, roses are red."
- در میشیگان برف می بارد- "It snows in Michigan."

Activity:

Please add five more examples here. After writing your examples, please change your sentences to negative and past tense.

| your sentence in past tense | past stem of the verb | neg. sent. | your sentence in present tense | Present stem of verb you use in your sentence |
|-----------------------------|-----------------------|------------|--------------------------------|---|
| | | | | |
| | | | | |
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| | | | | |

(e) To narrate a story and to express series of events:

When narrating a story, background information is generally expressed using habitual (imperfective aspect) construction. Whereas, the foreground information

is expressed using perfective aspect. Habitual construction (background information) in the story below is highlighted.

Example:

شیری در جنگل زندگی می کرد - در همان جنگل یک موش هم زندگی می کرد - یک روز شیر به موش می گوید من تو را می خورم - موش می گوید مرا نخور - یک روز شکارچی شیر را به دام می اندازد بعد موش تله را گاز می گیرد - اینگونه است که موش به شیر کمک می کند

“A lion lived in a forest. In the same forest, there also lived a rat. One day, the lion says to the rat, “I will eat you.” The rat says, “Please don’t eat me.” One day, a hunter traps the lion in a net. Then, the rat chews the net. This is how the rat frees the lion.”

(f) To express impersonal sentences

Examples:

- “People say that...” مردم این را میگویند ...
- “How do you say “flower” in Persian?” چطوری flower را به فارسی می گی؟
- “Good tea is available here.” چای خوب اینجا موجود است -

Activity:

Please add five more examples here. After writing your examples, please change your sentences to negative and past tense.

| your sentence in past tense | past stem of the verb | neg. sent. | your sentence in present tense | Present stem of verb you use in your sentence |
|-----------------------------|-----------------------|------------|--------------------------------|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

(g) To express immediate future action by adding adverbs like الان / حالا “right away” and بیا “let’s”.

Examples:

- “I will come right away.” من الان / حالا می آیم -
- “Let’s watch a film.” بیا یک فیلم ببینیم -

- “Don’t cry, mother will give you food right away.” گریه نکن , ماما الان بهت غذا میدهد-

Uses of the Past Habitual Tense:

(a) The past habitual tense is generally used to express past habits, routines, and permanent actions.

Examples:

- “I used to go to school at 10 o’clock last year.” من سال گذشته ساعت 10 به مدرسه می رفتم -
- “Where did you used to live in Iran?” کجای ایران زندگی می کردید؟
- “My brother used to talk to me everyday, until last month.” برادرم تا ماه گذشته هر روز با من صحبت می کرد -

Activity:

Please add five more examples here. After writing your examples, please change your sentences to negative and present tense.

| your sentence in Present tense | Present stem of the verb | neg. sent. | your sentence in past tense | Infinitive form of verb you use in your sentence |
|--------------------------------|--------------------------|------------|-----------------------------|--|
| | | | | |
| | | | | |
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| | | | | |
| | | | | |

Activities:

(a) Please choose the correct form of the habitual aspect marker, based on the subject of the sentence.

(b) Please write your daily routine of this semester/year. After writing your daily routine, compare it with last semester/year. (Hint: Please use present habitual for current daily routine and use past habitual for last semester/year.)

(c) Please ask your friends about their hobbies and enlist them here. (Hint: Use: شما در اوقات فراغتتان چه می کنید؟ "What do you do in your free time?" to ask their hobbies.)

(d) Please watch a short film and write the story in Persian. After writing, please record yourself here and share your story with the instructor/any native speaker for the feedback.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/persian/?p=2051#h5p-153>

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7.8 Grammar: Present and Past Progressive Tense

Use of Progressive Aspect Marker with Different Subjects:

| Past stem | Present stem | Progressive Aspect Marker | Verb |
|--|---|---------------------------|----------|
| می رفتم - می رفتی - - می رفت می رفتیم - می رفتید - می رفتند | می روم - می روی - می رود می رویم - می روید - می روند | دار- داشت | To go |
| او داشت به مدرسه می رفت “He was going to school.” | او دارد به مدرسه می رود “He is going to school.” | | Examples |

Structure:

Progressive markers (داشتن) are used based on the number, person and gender features of the agreeing subject.

| Habitual markers Present/ past | Plural pronoun | Habitual markers present/past | Singular Pronoun | Person |
|-----------------------------------|----------------|----------------------------------|------------------------------|--------|
| داریم / داشتیم | ما “We” | دارم / داشتم | “I” من | 1st |
| دارید / داشتید | شما “You” | داری / داشتی | “You” تو | 2nd |
| دارند / داشتند | آنها “They” | دارد / داشت | “S/he” and singular nouns او | 3rd |

Negation of Progressive Aspect:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.lib.msu.edu/persian/?p=2054#audio-2054-1>

In order to change progressive aspect sentences in negative, we change می to نمی. When progressive sentences appear in negative, generally, the verb “to be” in present is dropped, but not in the past. Negative of past tense keeps the past form of the verb “to be”.

Examples:

- دخترها دارند فوتبال بازی می کنند- “Girls are playing football.”
- دخترها فوتبال بازی نمی کنند- “Girls are not playing football.”
- تو داشتی اتاق را تمیز می کردی- “You were cleaning your room.”
- تو اتاق را تمیز نمی کردی- “You were not cleaning your room.”

Uses of Progressive Aspect:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.lib.msu.edu/persian/?p=2054#audio-2054-2>

1- To express action happening at the time of speaking.

Examples:

- - دارد باران می بارد “It is raining.”
- صبا و ساناز دارند تلویزیون تماشا می کنند- “Saba and Sana were watching a film.”

Activity:

Please add five more examples here. After writing your examples, please change your sentences to negative and past tense.

| Past tense | Negative | Your example |
|------------|----------|--------------|
| | | |
| | | |
| | | |
| | | |
| | | |

2- To express temporary action. Generally, adverbs like این روزها “these days” and الان / حالا “right now” are used.

Examples:

- Parvin is reading a book right now.” پروین الان دارد کتاب می خواند -
- Mehran is playing a guitar these days.” مهران این روزها گیتار می نوازد-
- Cyrus was living/staying in America.” سیروس در آمریکا زندگی می کرد-

Activity:

Please add five more examples here. After writing your examples, please change your sentences in negative and past tense.

| Past tense | Negative | Your example |
|------------|----------|--------------|
| | | |
| | | |
| | | |
| | | |
| | | |

3- To express planned future action. The sentences must have future adverbs of time.

Examples:

- - “Peter is going to Italy next month.” پیتر ماه آینده دارد به ایتالیا می رود -
- “Kathy is working tomorrow.” کتی فردا دارد کار می کند-
- “I am watching a film next week.” من هفته آینده دارم یک فیلم می بینم-

Note:

To express planned future action using progressive aspect is only possible in present tense. Past tense of progressive aspect cannot express planned future action.

Activity:

Please add five more examples here. After writing your examples, please change your sentences in negative.

| Negative | Your example | |
|----------|--------------|---|
| | | ۱ |
| | | ۲ |
| | | ۳ |
| | | ۴ |
| | | ۵ |

Activity:

(a) Please write 5 sentences explaining what you were doing last weekend.

| | |
|--------------------------------|----|
| ۱. هفته گذشته، من _____ بودم - | |
| | ۲. |
| | ۳. |
| | ۴. |
| | ۵. |

(b) Please write 5 sentences explaining what you are doing next week.

| |
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| |

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7.9 Grammar: Simple Future Tense

“زمان آینده”

To make future tense you need future maker before the verb. please note that personal ending will be attached to the future maker.

Example: Tomorrow I Will eat pizza ” فردا، من پیتزا خواهم خورد ”

Please Note that you will be using past stem of the verb to make future tense.

Use of Future Markers with Different Subjects:

Future markers are used based on the number, person, and gender features of the agreeing subject.

| Verb Ending | Future Maker | Plural Pronoun | Verb Ending | Future maker | Singular Pronoun | P |
|-------------|--------------|-------------------------------|-------------|--------------|------------------------------|----|
| یم | خواه | ما “We” | م | خواه | “I” من | 1s |
| ید | خواه | شما “You” | ی | خواه | “You” تو | 2n |
| ند | خواه | آنها “They,” and plural nouns | د | خواه | او “S/he,” and singular noun | 3n |

Negation of Future Tense

In order to change Future aspect sentences to negative, we use the word ن right before the future maker.

Examples:

- “Girls will play football.” دختران فوتبال بازی خواهند کرد-
- “Girls will not play football.” دختران فوتبال بازی ن خواهند کرد-
- “You will clean your room.” تو اتاق را تمیز خواهی کرد-

- “You will not clean your room.” تو اتاق را تمیز نخواهی کرد-

Activity:

Please add five more examples here. After writing your examples, please change your sentences to negative.

| | Examples | Negative |
|----|----------|----------|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |

Uses of Future Tense:

1- To express future actions.

Examples:

- “It will rain tomorrow.” فردا باران خواهد بارید-
- “Everyone will go home.” همه به خانه خواهند رفت-
- “Peter and Ava will watch a film.” پیتر و آوا یک فیلم تماشا خواهند کرد-

2- To express assumption/presumption.

Examples:

- “Perhaps it will snow tomorrow.” شاید فردا برف بیاید -
- “Next year, I will go to Iran.” سال آینده به ایران خواهم رفت -
- “Peter and Sanaz will meet me tomorrow.” پیتر و ساناز فردا من را ملاقات خواهند کرد-

Activity:

Please add five more examples here. After writing your examples, please change your sentences to negative:

| Negative | Example |
|----------|---------|
| | |
| | |
| | |
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| | |

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7.10 Cultural Notes and Extra/ Optional Online Materials

Cultural Notes:

| | Topics | Explanation |
|----|--|---|
| 1. | Food habits | In Persian language, In addition to separate words for lunch and dinner, people use غذا / خوراک. “food” as well. Typically, for both lunch and dinner, people eat a full meal. |
| 2. | چایی / Tea | چایی is one of the drinks that Iranian middle eastern love to drink in the morning and in the evening with snacks. Additionally, چایی is often served in the office and is a drink for breaks during work or study. |
| 3. | چه خبر؟ اوضاع چطورره؟ | چه خبر؟ / اوضاع چطورره؟ Literally, it means “What’s the news?” But this is used to express “What’s up?” or “What is going on?” |
| 4. | School and Office hours. | In Iran, people generally go to work at 8 in the morning. Most offices like Banks the hours are 8:00 am to 2:00 Pm. Most shops are closing during lunch hours. |
| 5. | Daily Routine | When you ask about daily routines to Iranian people, they may just talk about their work/study. They may say how long they work and study. |
| 6. | Beginning of the Year in Iran / New Year in Iran | A new year in Iran begins on the first day of spring (spring equinox) and mark the beginning of first month of the year. |
| 7. | Beginning of the week in Persian Calendar | In Iran, the first day of the week is Saturday and the only official day off is Friday (last day of the week). |
| | | |

Persian Calendar:

Iranian calendar/ Persian solar Hijri Calendar is one of the world’s most accurate calendar system means that its time reckoning is based on the Earth’s movements around the sun.. this is not the same as Hijri calendar that is being used by many Muslims around the world.

Structure:

A Year divided into 12 months. the first 6 month have 31 days. month 7 to 11 have 30 days and last month have 29 days.

these information are taken from this site: for more information and details please follow the below link:

<https://www.timeanddate.com/calendar/persian-calendar.html>

Extra/Optional Online Materials:

https://en.wikipedia.org/wiki/Persian_verbs#Present_tenses

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PART VIII

CHAPTER 8: TALKING ABOUT
THE PAST AND COMPLETED
ACTIONS



“File:University of Tehran Students ceremony (3).jpg” by محمدحسین ظریف منش is licensed under CC BY 4.0.

Goals of this Chapter

Type your learning objectives here.

- You will learn vocabulary related to travelling.
- You will learn how to write a letter in Persian Language.
- You will learn how to express completed actions.
- You will learn how to form long sentences.
- You will learn how to express uncertain future plans, blessings, good and bad wishes.

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8.1 Review chapter 7



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”روزهای هفته ”

| | | |
|--------------------------------|-----------|-----------|
| First day of the week | Saturday | شنبه |
| | Sunday | یک شنبه |
| | Monday | دو شنبه |
| | Tuesday | سه شنبه |
| | Wednesday | چهار شنبه |
| | Thursday | پنج شنبه |
| Last day of the week(day off) | Friday | جمعه |

Times of the day & Adverb of time

| English | Persian | English | Persian |
|-----------|------------|----------------------|------------------------|
| Morning | صبح | today | امروز |
| noon | ظهر | tomorrow | فردا |
| afternoon | عصر | yesterday | دیروز |
| night | شب | day after tomorrow | پس فردا |
| afternoon | بعد از ظهر | day before yesterday | پریروز |
| mid night | نیمه شب | 2 days ago | دو روز پیش / پس پریروز |
| | | | |

Reading/Listening and Grammar Activity:

Please read the following passage carefully and mark the verbs in habitual aspect and in future tense.

تخت جمشید یا پرسپولیس یکی از مهم ترین جاهای دیدنی ایران است که در استان فارس واقع شده است. تخت جمشید توسط هخامنشیان ساخته شده است. در سال ۵۱۸ پیش از میلاد بنای تخت جمشید به عنوان پایتخت جدید هخامنشیان در پارسه شروع شد. بنیان‌گذار تخت جمشید داریوش بزرگ بود، تخت جمشید را در جهان با نام «پرسپولیس» می‌شناسند که این نام به زبان یونانی است. ستون‌ها، کتیبه‌ها، نقش برجسته‌ها، کاخ‌ها و دروازه‌های باقی مانده در محوطه تخت جمشید، از مشهورترین آثار تمدن در جهان به شمار می‌آیند. محوطه تخت جمشید که نام دیگر آن «سرزمین پارسه» نیز هست، گردشگران زیادی را از سراسر جهان، در طول سال به شیراز می‌کشاند

Listening:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.lib.msu.edu/persian/?p=1883#audio-1883-1>

Activity:

Answer the following questions based on on the above reading/listening.



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8.2 Reading / Listening 1: After Vacation

“بعد از تعطیلات”



“Unpacking after our Florida vacation” by PittCaleb is licensed under CC BY-NC-ND 2.0.

Learning Objectives

- You will learn vocabularies related to vacation and trip.
- You will learn to talk about recent event in the past tense.

Pre-Reading/Listening Activities:

(a) Please recollect the memories of your last trip and make a list of the places you went, food that you ate, and things that you did.

(b) Please share your vacation details with your friend, and ask hers/his.

Reading:

Context: Shahnaz, Peter, and Nikki meet in school after the summer vacation.

| | | |
|---|---|--------|
| Hello Shahnaz, how are you? | سلام شهناز. چطوری؟ | پیتر: |
| I am well. How are you? | من خوبم. تو چطوری؟ | شهناز: |
| I, too, am well. How was your summer vacation? | من هم خوبم. تعطیلات تابستانات چطور بود؟ | پیتر: |
| My summer vacation was very good. I went to Iran with my family. we traveled to Isfahan too. | تعطیلات تابستان خیلی خوب بود. من با خانواده ام به ایران رفتیم. ما به شهر اصفهان هم سفر کردیم | شهناز: |
| Interesting! What did you do in Isfahan? | چه جالب! در اصفهان چکار کردید؟ | پیتر: |
| We stayed there for a week. We saw the city. We saw Ancient artifacts. Where did you go on summer vacation and what did you do? | ما یک هفته اصفهان بودیم. ما چند تا از آثار باستانی انجا را دیدیم. شما برای تعطیلات تابستان کجا رفتید؟ | شهناز: |
| I went to my parent's house in ohio. I spent some time with them and helped them fix their house. | من به خانه والدینم در اهایو رفتم. من با آنها مدتی وقت صرف کردم و برای تعمیر خانه به آنها کمک کردم | پیتر: |
| Oh wow! Nikki, what did you do during summer vacation? | اوه وای! نیکی تو در تعطیلات تابستان چکار کردی؟ | شهناز: |
| I didn't go anywhere. I learned how to cook. | من جایی نرفتم. اما آشپزی یاد گرفتم | نیکی: |
| Oh wow! That is great. Now Nikki can cook food for us. | اوه وای! این عالیه. حالا نیکی میتونه برای ما غذا بپزه | پیتر: |
| Yes, why not? | بله, چرا که نه؟ | نیکی: |

Listening:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.lib.msu.edu/persian/?p=2064#audio-2064-1>

Post-Reading/Listening Activities:

(a) Check your vocabulary:



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://openbooks.lib.msu.edu/persian/?p=2064#h5p-154>

(b) Record yourself Describing the most recent vacation or travel that you just had. After recording, please your audio with your instructor for Her/ his Feedback.



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://openbooks.lib.msu.edu/persian/?p=2064#h5p-156>

Key Takeaways

- You can talk about recent event in the past.

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8.3 Reading/Listening 2: “Letter Writing”

“نامه نگاری”



“Persian New Year” by keep it surreal is licensed under CC BY-SA 2.0.

Learning Objectives

- You will learn vocabularies on traveling to Iran.
- You will learn how to write a letter describing event.

Pre-Reading/Listening Activity

- (a) In a group, please share your letter writing experience. Please also share who you want to write a letter today, and what you want to write about.
- (b) In a group, please discuss how mode of communication changes due to new technological developments like facebook, twitter, and emails, etc.
- (c) Please learn the following vocabulary:

| Translation | Persian | Translation | Persian |
|-------------------|---------------------------|---------------------------|-------------------------|
| Toward X | به طرف | Friend | دوست |
| Fast | تند / سریع | Hope | امید |
| To run | دویدن | Special | مخصوص / خاص |
| To save | ذخیره کردن / نجات دادن | Reason | دلیل |
| To lift | بالا بردن / بلند کردن | Return | برگشت |
| To run away | فرار کردن | To spend | صرف کردن / مصرف کردن |
| Leg | پا | Out | بیرون |
| To be stuck | گیر کردن | To roam around | گشتن / پرسه زدن |
| To fall | افتادن | Last | آخرین |
| To lie down | دراز کشیدن | Paternal uncle's daughter | دختر عمو |
| Safe | امن / سالم | Marriage | ازدواج |
| Pain | درد | Happy | خوشحال |
| To feel | حس کردن | Preparation | آماده سازی |
| Hospital | بیمارستان | Grandeur | شکوه / عظمت |
| To arrive | رسیدن | To buy | خریدن |
| Bone | استخوان | snack | تنقلات . خوراک سبک |
| Break | شکستن | To see | دیدن |
| To give treatment | درمان کردن | Small | کوچک / کوچولو |
| Rest | استراحت کردن | Child | بچه / فرزند |
| To instruct | دستور دادن | Road | خیابان |
| To take care | مراقبت کردن | To cross | عبور کردن |

Reading

Context: Sara is writing a letter to her friends Parvin and Peter, describing change of plan and incidents:

فروردین ۲۰۲۳

دوستان عزیزم پروین و پیترو سلام! امیدوارم خوب باشید و تعطیلات نوروزی خوبی داشته باشید. دلیل اصلی نوشتن نامه این است که نمی توانم در این ترم به مدرسه برگردم در تعطیلات نوروز به خانه مادرم در ایران رفته بودم. من با خانواده ام اوقات خوبی را سپری می کردم. ما با هم به گردش می رفتیم و غذاهای خوب و تنقلات زیادی می خوردیم. چند بار پیاده روی کردیم و اوقات خوشی داشتیم. خواهرم به تازگی صاحب فرزند شده است. من با بچه خواهرم خیلی باری می کردم برای سال نو من به مادرم کمک کردم. خانه را تمیز کردیم و سفره هفت سین تهیه کردیم. مراسم نوروز بسیار باشکوه بود هفته گذشته یکی از پسرموهایم ازدواج کرد و همه ما خیلی خوشحال بودیم. همه فامیل دور هم بودیم و با هیاهوی زیادی داشتیم برای عروسی آماده میشدیم دو روز قبل از عروسی برای خرید لباس به بازار رفتم. بعد از خرید، در راه برگشتن به خانه متأسفانه در جاده با یک موتور سیکلت تصادف کردم واستخوان پای راستم شکست. دکتر مرا معالجه کرد و به من دستور داد که تا سه ماه استراحت کنم الان در خانه هستم و خوبم. مادرم از من مراقبت می کند. نامه ای هم برای استاد نوشته ام. لطفاً به همه سلام من را برسانید و برایم نامه بنویسید. ترم بعد شما رو میبینم با ارادت سارا

Listening:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.lib.msu.edu/persian/?p=1173#audio-1173-1>

Post-Reading/Listening Activities:

- (a) Please check your vocabulary.
- (b) Please answer the following questions based on the above letter.
- 1- Why can't sara come back to the university?
 - 2- Where does she live now?
 - 3- describe how did the accident happened?
 - 4- What do you know about Norouz?

(c) Please follow the pattern of the above letter and write a letter to your friend explaining one recent incident that you witnessed.

Key Takeaways

- You can talk about incident or something that happened in recent timing the past.

سیاس!

8.4 Reading/Listening 3: Well Wishes

“آرزوهای خوب”



“File:Persian Lady recites Hafez Poems in Yalda Night.jpg” by PersianDutchNetwork is licensed under CC BY-SA 3.0.

Learning Objectives

- You will learn how to make well wishes for others.
- You can ask and answer questions regarding holidays.

Pre-Reading/Listening Activities

(a) Please search for and make a list of national holidays that are celebrated in Middle Eastern countries and in America.

(b) Please discuss how you wish each other on national holidays and try to learn those well-wishes in Persian Language.

(c) Please learn the following vocabulary:

| English | Persian | Translation | Persian |
|------------------|-------------------------|--------------|----------------|
| Because | زیرا / برای اینکه | graduation | تبریک |
| National | ملی | To celebrate | جشن گرفتن |
| Festival | جشنواره / جشن / عید | A few/some | کمی / مقداری |
| Entry | ورودی | Historical | تاریخی |
| Regional | محلی / منطقه ای | Place | مکان / محل |
| Happiness | خوشبختی | To tell | گفتن |
| Birthday | روز تولد | Someone | یک نفر / کسی |
| Congratulation | تبریک | Plan | تصمیم / برنامه |
| Independence Day | روز استقلال / روز آزادی | To rest | استراحت کردن |
| Hearty | صمیمی | Perhaps | شاید |

Reading:

Context: Kamran, Negin, and Peter are talking about Yalda in Iran.

| | | |
|---|---|---------|
| Dorood Peter , happy Yalda! | دروود پیتر , یلدا مبارک | کامران: |
| Salam Kamran, Thanks. Happy yalda to you too! How will you celebrate Yalda night? | سلام کامران. ممنون. یلدا شما هم مبارک! شما چطوری شب یلدا را جشن می گیرید؟ | پیتر: |
| I am going to my grandmothers' house for Yalda night. my family and my uncle and aunt's are all coming too. We eat Ash and lots of snacks. We try to stay up all night! What will you do? | من میرم خونه مادر بزرگم برای شب یلدا. خانواده و عمو و عمه من هم می آیند. تو چکار می کنی؟ | کامران: |
| What do I say? I have no plans. I might go home and sleep. | من چی بگم؟ هیچ برنامه ای ندارم. ممکنه برم خونه و بخوابم | پیتر: |
| If you want, you can come with us. | اگه بخوای , می تونی با ما بیایی | کامران: |
| No friend, I will rest today. But tell me why you are all staying up all night on Yalda? | نه دوست من, من امروز استراحت می کنم. اما برام بگو چرا و چطور شب یلدا جشن می گیرید؟ | پیتر: |
| It's been years that Iranian celebrate yalda night which is the last night of Autumn and longest night of the year. Iranian gather up on Yalda night and lots of delicious foods like Ash, different snacks and sweets. some read Hafez poet and adults tell stories for their children. We try to stay up all night. we all sing and dance all night. | سالهاست که ایرانیان شب یلدا که آخرین شب فصل پاییز و بلندترین شب سال است را جشن می گیرند. ایرانیان در شب یلدا دور هم جمع می شوند و با هم خوراکی های خوشمزه مثل آش و تنقلات مختلف و شیرینی می خورند . بعضی ها کتاب شعر حافظ می خوانند و بزرگ ترها برای بچه ها قصه میگویند ما سعی می کنیم همه شب را بیدار بمونیم . همه شب آواز می خوانیم و می رقصیم | کامران: |
| Oh wow! What are the other national festivals in Iran? | چه جالب. چه جشن های دیگه ای در ایران هست؟ | پیتر: |
| Iranians have many festival, but the most important ones are Norouz which is first day of spring, Chahar shanbeh Soori which is Last wednesday of the year, Sizdah bedar that is 13th day of Farvardin and some other festivals that some of them are also religious. | ایرانیان جشن های زیادی دارند اما مهمترین آنها نوروز که روز اول فروردینه و چهار شنبه سوری که آخرین چهارشنبه سال است. سیزده بدر که روز سیزدهم فروردین است و جشن های بسیار دیگری هم هست که بعضی از آنها مذهبی هستند | کامران: |
| Very Well! Negin, why are you looking sad today? Don't you like Yalda Night? | خیلی خویه! نگین چرا امروز به نظر ناراحت هستی؟ تو شب یلدا را دوست نداری؟ | پیتر: |
| No, No. It is not like that. But today is my birthday, too, and every one is wishing me Happy Yalda night! | نه نه اینطور نیست. اما امروز تولد من هم هست ولی همه شب یلدا را تبریک میگویند | نگین: |
| Today is your birthday? Happy birthday Negin! Let's celebrate your birthday together. | امروز تولد توست؟ تولدت مبارک نگین جان! بیا تولدت را با هم جشن بگیریم | پیتر: |
| Happy birthday Negin! | تولدت مبارک نگین | کامران: |
| Thanks! Happy Yalda night to you all. | ممنونم ! شب یلدا همه شما هم مبارک | نگین: |

Listening:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.lib.msu.edu/persian/?p=1895#audio-1895-1>

Post-Reading/Listening Activities:

(a) Check your vocabulary.

Drag the words into the correct boxes

(b) Please answer the following questions:

Post Writing/Speaking Activity:

(a) Please think about a national festival/holiday that is coming up. Write at least 15 sentences explaining how you would celebrate that festival.

(b) Then Record yourself reading your notes:



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://openbooks.lib.msu.edu/persian/?p=1895#h5p-157>

Please share your writing/audio with your instructor for her/his feedback.

Key Takeaways

- You Can make well wishes for others.
- You can ask and answer questions regarding holidays.

سپاس!

8.5 Study Abroad

“نامه سارا”

Learning Objectives

- You will learn vocabularies related to describing your future plan.
- You will learn how to talk about your plans in future tense.

Pre-Reading/Listening Activities:

(a) In a group, please discuss your experience of study abroad. If you have not participated in any study abroad programs, then please discuss where you want to go and what you would plan to do in your dream study abroad.

(b) In a group, please discuss the importance of study abroad in your overall education at the college level. Please make a list of 7-10 benefits. Additionally, if in the discussion some negative point comes up, please also list them.

(c) Please learn the following vocabulary:

| Translation | Persian | Translation | Persian |
|----------------|---------------------|-----------------|----------------------|
| To feel/appear | حس کردن | Respected | / محترم با احترام |
| To understand | فهمیدن | Mother | مادر |
| Heart | قلب | Hope | امید |
| To try | سعی کردن | Well, | خوب |
| Historical | تاریخی | Ahead | در پیش / جلو |
| Religious | مذهبی | Letter | نامه |
| Tourism | توریستی | Special | مخصوص |
| Place | محل | Reason | دلیل |
| Travel | مسافرت | Study | مطالعه کردن |
| Diversity | تنوع / متفاوت | To be completed | کامل شدن |
| Different | متفاوت / گوناگون | To return | برگشتن |

| Translation | Persian | Translation | Persian |
|---------------------|---------------------------|-----------------------|----------------------|
| Unique | بی نظیر | When....then... | وقتی -- بعد |
| To suppose/To agree | موافقت کردن / فرض کردن | First time | اولین بار |
| Country | کشور | Language | زبان |
| Generally | معمولاً / بطور کلی | Culture | فرهنگ |
| Multilingual | چند زبانه | About x | درباره X |
| Sweets | شیرینی | Information | اطلاعات |
| Festival | جشن | Much/Very | خیلی |
| Cloth | لباس | Fortunate | خوش شانس |
| Perhaps | شاید | With x | با X |
| Soon | بزودی | To stay | ماندن |
| Certainly | قطعاً / حتماً | To get an opportunity | موقعیت بدست آوردن |

| Translation | Persian | Translation | Persian |
|-------------|-----------|-------------|----------|
| To tell | گفتن | To help | کمک کردن |
| Goodbye | خدانگهدار | To leave | ترک کردن |
| Love | عشق | A little | یکمی |
| Daughter | دختر | Difficult | مشکل |
| Efficient | موثر | Separate | جدا |

Reading:

Context: Sara has completed her study abroad in Iran and is now planning to go back to America. Her teacher asked her to write a letter to her mother in Persian explaining her experience and her travel plan.

روز ۱۷ ژانویه ۲۰۲۲

مادر عزیزم

با درود-

امیدوارم حال شما خوب باشد - من هم خوب هستم - . می خواستم به شما اطلاع بدهم که من در ایران تحصیلاتم را به پایان رسانده ام و به زودی به خانه برمی گردم . وقتی برای اولین بار به ایران آمدم، چیز زیادی در مورد زبان و فرهنگ اینجا نمی دانستم - اما خیلی خوش شانس بودم که فرصت ماندن در کنار نسرين و خانواده اش را داشتم - نسرين و خانواده اش از من مراقبت کردند و خیلی به من کمک کردند - اکنون ترک آنها و بازگشت به آمریکا کمی دشوار به نظر می رسد - در ایران زبان فارسی خواندم و تمام تلاشم را کردم که فرهنگ ایرانیان را درک کنم - از مکان های تاریخی، مذهبی و توریستی زیادی بازدید کردم. من عاشق جشن ها ؛ فرهنگ ؛ شیرینی و غذاهای ایرانی هستم. .

.. امیدوارم دوباره به ایران بیایم

مادر جان بلیط من برای آمریکا در تاریخ ۲۲ ماه ژانویه از تهران به پاریس و از پاریس به شیکاگو است - بسیار خوشحالم که به زودی شما را ملاقات می کنم

لطفاً اگر چیزی از ایران می خواهید به من بگویید سلام زیاد من را به پدر جان و خواهر کوچکم برسانید دختر شما ، سارا

Listening:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.lib.msu.edu/persian/?p=1167#audio-1167-1>

Post-Writing / Speaking Activities:

(a) Please check your vocabulary.

(b) Choose the correct response:



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/persian/?p=1167#h5p-155>

(c) Based on the above pre-reading/listening discussion and letter by Sara, please write a letter to one of your family members talking about your experience of your study abroad, or a place you want to go for study abroad.

(d) Please record yourself reading your letter:



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/persian/?p=1167#h5p-158>

Key Takeaways

- You can write a letter describing recent events.
- You can talk about your plans in future tense.

سپاس!

8.6 Grammar: Perfective Aspect

We have learned that the main verb can be classified into three categories: (a) intransitive verb, (b) transitive verb, and (c) ditransitive verb. The structure of the perfective aspect for intransitive verbs is different from the structure of transitive and ditransitive verbs.

We also learned that an intransitive verb is a verb that requires only one noun/pronoun in a complete sentence and that the noun/pronoun can be either the subject or the object of that complete sentence.

Verb agreement: The intransitive verb requires only one noun/pronoun that can act like a subject or object. The verb agrees with the subject or object, whichever is available in a sentence.

Perfective aspect with Intransitive Verbs in Three Tenses:

| Remarks | Future Perfect | Present Perfect | Past Perfect | Simple Perfect |
|---|--|-----------------------------------|-------------------------------------|---------------------------|
| Subject-Verb Agreement: “He” and “You” are the subjects of these sentences. If you ask a question like “Who ran?” or “Who slept?”, what you receive as an answer is a subject. | او باید دویده باشد حتما خوابیدی | او دویده است تو خواب هستی | او دویده بود تو خوابیده بودی | او دوید تو خوابیدی |
| Object-Verb Agreement: “Train” and “Leaves” are the objects of these sentences. If you ask a question like “What” arrived?” or “What fell?”, you will receive an object as an answer. | قطار باید رسیده باشد برگها باید ریخته باشند | قطار رسیده است برگها ریخته اند | قطار رسیده بود برگ ها افتاده بود | قطار رسید برگها ریختند |

Activity ۱

Please write two sentences in perfective aspect using the following intransitive verbs.

| Sentences | | Intransitive Verbs |
|-----------|----|--------------------------|
| | ۱. | رفتن "To go" |
| | ۲. | |
| | ۱. | آمدن "To come" |
| | ۲. | |
| | ۱. | نشستن "To sit" |
| | ۲. | |
| | ۱. | خوابیدن "To sleep" |
| | ۲. | |
| | ۱. | برای قدم زدن "To stroll" |
| | ۲. | |
| | ۱. | افتادن "To fall" |
| | ۲. | |
| | ۱. | دویدن "To run" |
| | ۲. | |
| | ۱. | شکسته شدن "To be broken" |
| | ۲. | |
| | ۱. | گریه کردن "To cry" |
| | ۲. | |
| | ۱. | خندیدن "To laugh" |
| | ۲. | |
| | ۱. | رسیدن "To arrive" |
| | ۲. | |

Perfective Aspect with Transitive and Ditransitive Verbs

Like English verbs, **Persian verbs are either transitive (requiring an object) or intransitive.** In Persian an accusative marker (enclitic), را *rā*, comes after any definite direct object: Intransitive: دویدم *dauidam* = 'I ran'. Transitive: او را دیدم *u-rā didam* = 'I saw him'

We have learned that a transitive verb is a verb that requires two nouns/pronouns in a complete sentence where one noun/pronoun has to be the subject and other noun/pronoun has to be the object of a complete sentence.

A ditransitive verb is a verb that requires three nouns/pronouns in a complete sentence where one noun/pronoun has to be the subject and the other noun/pronoun has to be the indirect object; yet another noun/pronoun has to be the direct object of a complete sentence.

Look at the following examples:

-I ate food من غذا خوردم

-Saba bought clothes. صبا لباس خرید

-Iman ate some bread ایمان کمی نان خورد

-They gave Sanaz a flower. ایمان به ساناز یک گل داد

-Peter gave books to Ahmed." پیتر کتاب ها را به احمد داد

-Teacher spoke to us. معلم با ما صحبت کرد

Activity 2

Please write two sentences in perfective aspect using the following transitive and ditransitive verbs.

| Sentences | | Transitive Verbs |
|-----------|----|--|
| | ۱. | خوردن "To eat" |
| | ۲. | |
| | ۱. | درس خواندن / مطالعه کردن "To study/read" |
| | ۲. | |
| | ۱. | نوشتن "To write" |
| | ۲. | |
| | ۱. | سوال کردن "To ask" |
| | ۲. | |
| | ۱. | درس دادن / یاد دادن "To teach" |
| | ۲. | |
| | ۱. | گفتن "To say" |
| | ۲. | |
| | ۱. | دیدن "see" |
| | ۲. | |
| | ۱. | باز کردن "To open" |
| | ۲. | |
| | ۱. | شکستن "To break" |
| | ۲. | |
| | ۱. | فکر کردن "To think" |
| | ۲. | |
| | ۱. | تماشا کردن "To watch" |
| | ۲. | |

Perfective Aspect Negation

In order to change the perfective aspect sentences to negative, we use the word **ن** right before the main verb.

Examples:

"I did not go to school." - من به مدرسه نرفتم.

"We did not eat food." - ما غذا نخوردیم.

"Mother did not give sweets to the children." - مادر به بچه ها شیرینی نداد.

"Teacher had taught nothing to us." - معلم چیزی به ما یاد نداد.

Use of Simple Perfective Aspect

Unlike the habitual past tense which expresses the routine, habitual, and permanent actions in the past, the simple perfective aspect expresses one completed action. The past adverb of time can be used in a simple perfective aspect sentence.

For examples:

“Yesterday, I ran 10 kilometers.” - دیروز من ۱۰ کیلومتر دویدم

“Last month, father bought a radio.” - ماه گذشته، پدر یک رادیو خرید

“Last year, she went to Iran.” - پارسال، او به ایران رفت

Activity 3

Please write 5 sentences In Persian Language, explaining what you did yesterday in the simple perfective aspect.

- 1.
- 2.
- 3.
- 4.
- 5.

Use of the Present Perfective Tense:

The perfective aspect in the present tense is used to express a recently completed action, the effect of which may still be continuing. Please note that the past adverbs of time cannot be used in the present perfective tense sentences.

For examples:

“Today, I have run 10 kilometers.” - امروز من ۱۰ کیلومتر دویده ام

“Today, my father has given me some money.” - امروز، پدرم مقداری پول به من داده است.

“I have done yoga this morning.” - من امروز صبح یوگا انجام داده ام.

Activity 4

Please write 5 sentences in Persian language explaining what you did today in the present perfective tense.

- .1
- .2
- .3
- .4
- .5

Use of the Past Perfective Tense

The perfective aspect in the past tense is used to express a distant past completed action, the effect of which may not be continuing at all. Please note that the past adverbs of time can be used in the past perfective tense sentences.

For example:

“Yesterday, I have run 10 kilometers.” دیروز ده کیلومتر دویدم -

“Last month, my father has given me some money.” ماه گذشته پدرم مقداری پول به من - داد

“I have done yoga in my childhood.” در کودکی یوگا انجام می دادم -

Activity 5

Please write 5 sentences in Persian explaining what did you do when you were a child (during your childhood) in the past perfective tense.

- .1
- .2
- .3
- .4
- .5

Use of the Future Perfective Tense

In English, the future perfective tense is used to show a completed action by a particular time in future. In Persian Language, we simply use Simple future tense to express those actions.

the perfective aspect in the future tense is used to express assumption that some action must have been completed by a particular time.

For example:

“The children must have fallen asleep by now.” - تا الان بچه ها باید خواب باشند -

پدر باید تا ساعت ده به دفتر رسیده - “Father must have reached the office by 10 o'clock.”
باشد

مادر باید تا عصر غذا را پخته باشد - “Mother must have cooked the food by the evening.”

Activity 6

Please write 5 sentences in Persian language assuming what your friends must have done by now using the future perfective tense.

- 1.
- 2.
- 3.
- 4.
- 5.

سپاس!

8.7 Grammar: Subjunctive

Subjunctive verb forms are generally used to convey desirability, possibility, probability, uncertainty, or a wish about some future action or event.

Structure:

In order to create subjunctive form in Persian language, Add to the present stem of the verb. There are several words that will be used in present subjunctive which you will see in the table below:

| Subjunctive | use of |
|--|-----------------------|
| I might go to the market. من شاید به بازار بروم | might شاید |
| I must go to the market. من باید به بازار بروم | must باید |
| I like to go to the market. من دوست دارم به بازار بروم | like to دوست داشتن |
| I am going to the marker to shop. من به بازار می روم تا خرید بکنم | until |

Present subjunctive vs future tense:

In the following examples you can see the differences between subjunctive and future.

Future: او فردا به دیترویت خواهد رفت. he/she will go to Detroit tomorrow.

Subjunctive: او فردا شاید به دیترویت برود. He/She may go to Detroit tomorrow.

Future: سال آینده, من فارسی خواهم خواند. I will study Persian next year, too.
Subjunctive: سال آینده , من باید فارسی بخوانم. I must study Persian next year.

Negation of Subjunctive:

The negative particle used with the subjunctive is always **ن**.

او شاید به دیترویت **ن** رود. s/he may not go to tomorrow.

فردا شاید باران **ن** بارد. it may not rain today.

Subjunctive Case in Imperfective and Perfective Aspects:

In order to use subjunctive case in imperfective and perfective aspect, a subjunctive form of **بونا** is added as an auxiliary to the habitual, progressive, or perfective forms of the main verb.

Uses of Subjunctive Case:

To express desirability.

بیا امروز بریم جایی. Let's go out somewhere today.

To express advice/permission (may, should).

میتونم بیام داخل؟ May I come in?

میتونم برم خونه؟ "May I go home?"

Let's Constructions

بیا بریم قدم بزنیم. Let's go for a walk.

بیا غذا بخوریم. Let's eat food.

Most polite form of request.

لطفا با من بیا. Please come with me.

بیا الان غذا بخوریم. Let's eat now.

To express probability/uncertainty.

Perhaps it may rain today. ممکن است امروز باران بیارد
 “Perhaps s/he may come here tomorrow.” ممکن است او فردا بیاید اینجا

To express wishes/blessings/curses.

Wish you a happy birthday! تولدت مبارک باشد!
 Wish you a happy new year! سال نو مبارک باشد!

Complex Sentences: Uses of Subjunctive in Subordinate Clauses

The subjunctive case can be used in a subordinate clause to express desire and possibility.

For example:

I want you to study Persian. من می خواهم تو فارسی بخوانی
 Mother wants me to become a doctor. مادر می خواهد من دکتر بشم

More Expressions

| Examples | Expressions | |
|---|-------------------------------|--------------------|
| It would be great if she came back!" | چه خوب بود اگر او برمیگشت | 1 چقدر خوبه ... |
| If only today was a holiday. | ای کاش امروز تعطیل بود | 2 ای کاش ... |
| You ought to/should help the poor. کمک بکنید | شما باید به فقرا | 3 بایدد... |
| It is necessary for us to help the poor. | لازم است که به فقرا کمک بکنیم | 4 لازم است... |
| I think you should not go anywhere today. جایی بری | به نظر من امروز نباید | 5 من فکر می کنم که |
| It is possible that they will go to Pakistan next year. ممکنه که سال آینده به پاکستان سفر کنیم | | 6 ممکنه که ... |
| It may be that she will come tomorrow. بیاید | شاید او فردا | 7 شاید..... |

Other constructions requires subjunctive with Conjunctions:

(so that)تا اینکه

فارسی بخوانید تا بتوانید در ایران فارسی صحبت کنید.
“Learn Persian so that you can speak Farsi in Iran.”

The subjunctive of possibility is common in conditional (if.....then construction).

اگر بخواهی من هم باهات میام.
“If you ask, then I will also come with you.”

In the sentence with (...مگر اینکه), the subjunctive form is generally used (if the reference is to a future action).

نیا مگر اینکه من بهت تلفن کنم.
“Don’t come in until I call you.”

The subjunctive is used in “as if/as though” clauses that indicate supposition or imagined actions or situations, particularly after expressions such as “it seems as if/as though....” or “it appears as if/as though.”

آنجا احساس می کردیم ما غریبه ایم.
“It seemed to us/we felt as if we were strangers there.”

او مثل گل.
“She is as pretty (that you would think of her) as though she were a rose.”
رز بسیار زیباست

Activity ۱

Please write two subjunctive sentences in Persian language that express:

| | |
|----|----------------------|
| | |
| ۱. | desirab |
| ۲. | |
| ۱. | advice/permis |
| ۲. | |
| ۱. | “let’s” construc |
| ۲. | |
| ۱. | polite form of requ |
| ۲. | |
| ۱. | probability/uncertai |
| ۲. | |
| ۱. | Blessing/Curse/Wis |
| ۲. | |

Activity 2

(a) Food Recipe: Please write a recipe of your favorite Persian food. You have done this before using imperative sentences. Here, you have to write the recipe using subjunctive sentences.

(b) Giving Direction: Imagine that you have invited a friend to your house for a party. Your friend does not know the direction from her/his house to your house. Please write directions in Persian. (Hint: Please use subjunctive sentences).

(c) Good wishes: Imagine you are in Iran for the norouz celebration and record yourself making good wishes for family and friends.

سپاس!

I. 8.8 Cultural Notes and Extra/ Optional Online Materials

Cultural Notes

| | Topics | Explanations |
|----|---|--|
| 1. | Good Morning/ Good Afternoon/ Good Evening/ Good Night | In English, we generally wish each other good morning, good afternoon, good evening, good night, and good day. But in Iran, native speakers, generally speaking, do not greet each other in these ways. People generally say درود / سلام, etc. |
| 2. | Instruction and Polite Requests | Generally, when you learn Persian, your instructor—including me—teaches you to use شما form of imperative construction to express polite requests/instructions. However, when you travel to Iran, native speakers typically use the subjunctive form to express polite requests/instructions. You can observe by watching any recipe video by a native Persian speaker. All the written instructions on the roadside and elsewhere in Persian are also written in subjunctive. |
| 3. | Letter Writing | Letter writing was very prominent in Iran. However, after the new development in technologies, and telecommunication boom, people bought mobile phones and now the letter writing does not happen very much. |
| 4. | Festivals | Persian/ Iranian festivals can be divided in two parts, namely, national festivals and Religious festivals. National festivals Like Norouz which the whole country enjoys a break from work. All the offices, colleges, schools, and other institutions are closed. |

Extra Optional/Online Materials: