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PERSIAN
FOR BEGINNERS
Fourth Edition

Tape Manual
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THE SOUNDS OF PERSIAN

INTRODUCTION

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

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

PERSIAN VOWELS

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

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

<table>
<thead>
<tr>
<th></th>
<th>front</th>
<th>back</th>
</tr>
</thead>
<tbody>
<tr>
<td>high</td>
<td>i</td>
<td>u</td>
</tr>
<tr>
<td>mid</td>
<td>e</td>
<td>o</td>
</tr>
<tr>
<td>low</td>
<td>æ</td>
<td>a</td>
</tr>
</tbody>
</table>

chart 1: Persian vowels

Persian vowels

In length, Persian vowels are almost the same. The vowel which receives the word stress, however, is always slightly longer in duration than other vowels in the word, and longer than itself, were it to be in an unstressed position. Note that only vowels carry stress. The most common place for Persian word stress is on the vowel of the last syllable. There are, however, some words such as *æge 'if* that are exceptions to this rule. Below we will examine the six vowels of Persian and compare them to those sounds in English that come closest to them:
1. The vowel i is pronounced roughly like ee in the English word seen. The difference lies in the y-glide that follows the English i. The Persian i is not followed by this glide:

Compare:

<table>
<thead>
<tr>
<th>Persian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>sín</td>
<td>seen</td>
</tr>
<tr>
<td>bín</td>
<td>been</td>
</tr>
<tr>
<td>kín</td>
<td>keen</td>
</tr>
<tr>
<td>dín</td>
<td>dean</td>
</tr>
</tbody>
</table>

**Drill**

Repeat the following after your instructor:

i: kíff, bíst, ín, íl, biní, mellí
i: birún, bidář, gilás, injá, irán

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

Compare:

<table>
<thead>
<tr>
<th>Persian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>rúd</td>
<td>rude</td>
</tr>
<tr>
<td>múr</td>
<td>moor</td>
</tr>
<tr>
<td>Íur</td>
<td>sure</td>
</tr>
<tr>
<td>púl</td>
<td>pool</td>
</tr>
<tr>
<td>túr</td>
<td>tour</td>
</tr>
</tbody>
</table>

**Drill**

Repeat the following after your instructor:

ú: güš, xamúš, æbrú, rasú, ú, ún
u: murčé, kušés, utú, unjá, kučé, uná

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

<table>
<thead>
<tr>
<th>Persian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>gól</td>
<td>goal</td>
</tr>
<tr>
<td>tó</td>
<td>tow</td>
</tr>
<tr>
<td>dó</td>
<td>dough</td>
</tr>
<tr>
<td>bón</td>
<td>bone</td>
</tr>
</tbody>
</table>

**Drill**

Repeat the following after your instructor:

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

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

**Drill**

Repeat the following after your instructor:

é: ésm, xanéš, xahés, lénx, xané, lané
e: delbár, šená, sepér, ketáb, emzá, emriká

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

Compare:

<table>
<thead>
<tr>
<th>Persian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>jéém</td>
<td>jam</td>
</tr>
<tr>
<td>rzém</td>
<td>ram</td>
</tr>
<tr>
<td>széd</td>
<td>sad</td>
</tr>
<tr>
<td>czép</td>
<td>chap</td>
</tr>
<tr>
<td>dzém</td>
<td>dam</td>
</tr>
</tbody>
</table>
Drill

Repeat the following after your instructor:

æ : ægær, æsb, æbr, æng, mærd, næ
ae : kæbáb, særásb, kæmáér, sæmúr, æfún

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

Drill

Repeat the following after your instructor:

á : án, áb, šám, xák, aqá, xodá
a : adám, abí, kafráer, kaší, damáén, kesalá't

Important Note:

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

Compare:

æ a

xæ'r donkey xár thorn
dæ'r door dár gallows
țék unique ták vine
kæ'r deaf kár work
bæ'd bad bán wind
PERSIAN SEMI-VOWELS
(diphthongs)

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

Drill

Repeat the following after your instructor:

- **ey**: séyf, séyl, qéyd, méyl, eyván, déy
  - **ow**: owqát, owzá’, howléh, dowlét, nowbét, tówr

Contrast:

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

PERSIAN CONSONANTS

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

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

Drill

Repeat after your instructor:

- **p**: púl, pá, kæpær, sepær, típ, čép
- **b**: bú, bær, abí, babá, kæbáb, hobáb
- **t**: túp, tær, sëtr, ketáb, dzést, pakát
The following consonants are either not found in English at all, or their distribution in the two languages is somewhat different.

1. The Persian r

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

Please repeat after your instructor:

- **r** between vowels: dærré, ærak, boradé, tærázú, ærré

- **r** word final: sær, axær, čadór, dúr, dár

- **r** in other positions: rúz, ríg, farsi, dzérd, féeřš

2. The glottal stop ' and h

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

Drill

Repeat after your instructor:

- **h** : húš, holú, mahí, mãšhúr, máh, gorúh, šéhr, náéhr

- ' : 'áj, 'úd, ré'd, šé'r, jé'm', šo'á', bée'd, jé'd, šé'd

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

Compare:

<table>
<thead>
<tr>
<th>šéhr</th>
<th>šé:r</th>
<th>city</th>
<th>[šé:r] evil</th>
</tr>
</thead>
<tbody>
<tr>
<td>náéhr</td>
<td>náé:r</td>
<td>stream</td>
<td>[náé:r] male</td>
</tr>
<tr>
<td>máh</td>
<td>má:</td>
<td>moon</td>
<td>[má] we</td>
</tr>
<tr>
<td>ré'd</td>
<td>ré:d</td>
<td>thunder</td>
<td>[ré:d] refusal</td>
</tr>
<tr>
<td>bée'd</td>
<td>bée:d</td>
<td>later</td>
<td>[bée:d] bad</td>
</tr>
<tr>
<td>jé'd</td>
<td>jé:d</td>
<td>curl</td>
<td>[jé:d] ancestor</td>
</tr>
</tbody>
</table>

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

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

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

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

before front vowels: kíf, kíš, kérn, ketáb, kǽrd, kǽm

elsewhere: xúk, kúk, zéšk, tórk, orðék, tækmil, mæktéb

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

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

**Drill**

Repeat after your instructor:

kúh, kúd, kán, zéšk, kiné, kísé, kǽj, ták, pótk, ælkól, kædú
In the same environment, the g-sound of Persian behaves in exactly the same manner as k.

**Drill**

Repeat after your instructor:

\[
gúr, gáv, gilás, ægær, gællé, gelú, gærm, ræg, sæg
\]

\[
mærg, góm, ængúr, sængín, rægbár, sæggórg
\]

**4. The Persian sound x**

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

**Drill**

Repeat after your instructor:

\[
xár, bëxt, sëxt, xoršíd, tóxm, xéém, zéxm, róx, tænasóx,
\]

\[
nosxé, bíx, sít, rëxt, bëxt, xúb, móx, súxt, dúxt,
\]

\[
axéér, æxtéér, mæxmezél, axúnd, xormá, ræxš, bëxš.
\]

Repeat after your instructor:

\[
x : xzér, xúk, boxár, bëxt, šáx, sít
\]

\[
k : küh, kán, 'áks, kiné, kzéj, ták
\]

\[
h : hús, holú, mahí, mæshúr, máh, gorúh
\]

Please contrast:

\[
láx lák, báx bák, róx rók, xál kál, xéšt kéšt
\]

**Contrast x and k:**

\[
xúd kúd, xúk kúk, xzém kžém, xzér kžér, róx rók,
\]

\[
xál kál, xár kár, xúb kúb
\]
Contrast \text{x} and \text{h}:

Please repeat:

\text{x}z\text{h}r \text{h}zr, \text{x}lz \text{h}l, \text{x}\acute{\text{\text{o}}}l \text{h}\grave{o}l, \text{\check{x}}\acute{\text{\text{\=a}}} \text{\=a}h, \text{x}\acute{\text{\text{\=e}}}m \text{\=e}m, \text{x}\grave{\text{r}} \text{h}\grave{\text{a}}r

Contrast \text{k} and \text{h}:

k\acute{\text{l}}l \text{h}\acute{\text{a}}l, \text{k}\grave{\text{a}}r \text{h}\grave{\text{a}}r, \text{k}\acute{\text{\text{\=u}}}r \text{h}\acute{\text{\text{\=u}}}r, \text{k}\acute{\text{\text{\=e}}}m \text{\=e}m, \text{k}\grave{\text{a}}n \text{h}\acute{\text{a}}n

Contrast \text{x}, \text{h}, and \text{k}:

\text{x}\acute{\text{\text{\=e}}}m \text{\=e}m \text{k}\acute{\text{\text{\=e}}}m, \text{x}\acute{\text{\text{\=e}}}r \text{h}\acute{\text{\text{\=e}}}r \text{k}\acute{\text{\text{\=e}}}r, \text{x}\acute{\text{\text{\=a}}}l \text{h}\acute{\text{\text{\=a}}}l \text{k}\acute{\text{\text{\=a}}}l, \text{x}\acute{\text{n}} \text{h}\acute{\text{n}} \text{k}\acute{\text{a}}n

5. The Persian sound \text{q}

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

**Drill**

Repeat the following words three times after your instructor:

\text{q}\acute{\text{\text{\=a}}}b, \text{q}\acute{\text{\text{\=i}}}r, \text{\=b}\acute{\text{\text{\=u}}}q, \text{o}t\acute{\text{\text{\=a}}}q, \text{q}\acute{\text{\text{\=o}}}m, \text{q}\acute{\text{\text{\=e}}}b\acute{\text{\text{\=r}}}, \text{q}\acute{\text{\text{\=e}}}z\acute{\text{\text{\=a}}} \text{q}\acute{\text{\text{\=u}}}t, \text{m}e\acute{\text{\text{\=q}}}d\acute{\text{\text{\=a}}}r, \text{q}\acute{\text{\text{\=o}}}m\acute{\text{\text{\=a}}}r, \text{r}\acute{\text{\text{\=e}}}qs, \text{s}\acute{\text{\text{\=e}}}qf, \text{q}\acute{\text{\text{\=a}}}t\acute{\text{\text{\=a}}}r, \text{q}\acute{\text{\text{\=o}}}s\acute{\text{\text{\=w}}}s, \text{q}esm\acute{\text{\text{\=e}}}t, \text{q}\acute{\text{\text{\=e}}}l\acute{\text{\text{\=b}}}

Contrast \text{q} and \text{g}

\text{q}\acute{\text{\text{\=e}}}nd \text{g}\acute{\text{\text{\=e}}}nd, \text{q}\acute{\text{\text{\=e}}}r\acute{\text{\text{\=a}}}n \text{g}\acute{\text{\text{\=e}}}n\acute{\text{\text{\=a}}}n, \text{q}\acute{\text{\text{\=u}}}s \text{g}\acute{\text{\text{\=u}}}s, \text{q}\acute{\text{\text{\=o}}}l\acute{\text{\text{\=i}}} \text{g}\acute{\text{\text{\=o}}}l\acute{\text{\text{\=i}}}, \text{q}\acute{\text{\text{\=e}}}b\acute{\text{\text{\=r}}} \text{g}\acute{\text{\text{\=e}}}b\acute{\text{\text{\=r}}}, \text{q}\acute{\text{\text{\=a}}}z \text{g}\acute{\text{\text{\=a}}}z

Contrast \text{q} and \text{x}

\text{q}\acute{\text{\text{\=a}}}b \text{x}\acute{\text{\text{\=a}}}b, \text{q}\acute{\text{\text{\=o}}}m \text{x}\acute{\text{\text{\=o}}}m, \text{q}\acute{\text{\text{\=e}}}nd \text{x}\acute{\text{\text{\=e}}}nd, \text{q}\acute{\text{\text{\=u}}} \text{x}\acute{\text{\text{\=u}}}, \text{q}\acute{\text{\text{\=a}}}l\acute{\text{\text{\=i}}} \text{x}\acute{\text{\text{\=a}}}l\acute{\text{\text{\=i}}}, \text{q}\acute{\text{\text{\=o}}}m\acute{\text{\text{\=a}}}r \text{x}\acute{\text{\text{\=o}}}m\acute{\text{\text{\=a}}}r

Contrast \text{q} and \text{k}

\text{q}\acute{\text{\text{\=u}}}k \text{k}\acute{\text{\text{\=u}}}k, \text{q}\acute{\text{\text{\=e}}}s\acute{\text{\text{\=b}}} \text{q}\acute{\text{\text{\=e}}}s\acute{\text{\text{\=b}}}, \text{q}\acute{\text{\text{\=a}}}s \text{q}\acute{\text{\text{\=a}}}s, \text{q}\acute{\text{\text{\=e}}}m \text{k}\acute{\text{\text{\=e}}}m, \text{q}\acute{\text{\text{\=a}}}r \text{k}\acute{\text{\text{\=a}}}r, \text{q}\acute{\text{\text{\=o}}}l \text{k}\acute{\text{\text{\=o}}}l
Contrast q, x and k

qú xú kú, qól xól kól, qár xár kár, qůk xůk kůk,
quém xém kém, qěnd xēnd kěnd, qůr xůr kůr

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

Drill

Repeat the following words three times after your instructor:

q : rēqs, sēqf, vēqf, vēqt, séqt, rāqt, fāqt, mæqtúl, nēqš
ø : dæøio, aøá, toøiýán, otáø, soráø, eølím, neøáb, næøës

Contrast q and ø

dæqíq dæ øíø, aqá aøá, oláq oláø, fæqr fævr,
mæqbúl mæøbúl, soráq soráø, bærq bærø,
meqdár meødár

THE SUPRASEGMENTALS

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

1. Question in Persian

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

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

Question:  u dær bazár kar mikone?

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

Drill

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

mà farsi yàd migirim
šomà farsi dàers mídid
tò dær tehrán zendegí míkoní

mà farsi yàd migirim?
šomà farsi dàers mídid?
tò dær tehrán zendegí míkoní?
2. Emphasis in Persian

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

Statement: pedære mæn tuye bazáre.

Contour (1):

Contour (2):
(emphasis on mæn).

Contour (3):
(emphasis on tuye)

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

statement: My father is in the market.
emphasis on my: My father is in the market.
emphasis on in: My father is in the market.
emphasis on in: My father is in the market.
Multiple Transformation Drill

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

Example:

Statement:  xahæreš unja rusí mixune

Question:   xahæreš unja rusí mixune?

(emphasis on xahær)

(unjá)

(emphasis on xahær+ question)

1. bærädæreš inja kar mikone
2. zæneš şiraz danešga mire
3. pesæret unja dærs mide
4. ma tuye danešga hendi mixunim
5. madæretun æzinja betehran mire
6. şoma unja kar nemikonid
7. u æzma kæmi pul migire
8. mæn tuye in hotel zendegi mikonæm
9. mæn tuye bazarem
3. Intonation pattern of address

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

mentioning or naming                     addressing

hæm    id       hæé    mid
rez    á          ré     za
aqaye qaz    í     á qaye qazi

4. Stress in Persian

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

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

These illustrations show that the shift of stress on some basic forms can affect the meaning of a given form. To prevent confusion, it is important to learn the verbal prefixes that carry stress.
Another example of stress shift is where Persian uses an unstressed i to denote indefiniteness and a stressed i to make abstract nouns out of adjectives and nouns. An accidental shift of stress on the same basic form, thus, may create confusion.

Compare:

\[
\begin{array}{llll}
\text{kæm-í} & \text{lack} & \text{kažm-í} & \text{a little} \\
\text{xub-í} & \text{goodness} & \text{xúb-í} & \text{a good one} \\
\text{mærd-í} & \text{manhood} & \text{mærd-í} & \text{a man} \\
\text{bozorg-í} & \text{greatness} & \text{bozórg-í} & \text{a noble one} \\
\text{delavær-í} & \text{heroism} & \text{delavær-í} & \text{a hero} \\
\text{pir-í} & \text{old age} & \text{pir-í} & \text{an old person} \\
\text{jævan-í} & \text{youth} & \text{jæván-í} & \text{a youth} \\
\end{array}
\]

5. Harmony

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

\text{a. Vowel Harmony}

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

\[
\begin{array}{llll}
bé + bin & bì - bin & \text{see!} \\
bé + xor & bó - xor & \text{eat!} \\
bé + xun & bú -xun & \text{read!} \\
\end{array}
\]

\text{b. Consonant Harmony}

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

\[
\begin{array}{llll}
děst & děss & \text{hand} \\
bæstænɪ & bæssænɪ & \text{ice cream} \\
dózd & dózz & \text{thief} \\
mózd & mózz & \text{wages} \\
\end{array}
\]

\text{Spectrogram}

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

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

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

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

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

Phonological Differences

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

Example:

<table>
<thead>
<tr>
<th>written</th>
<th>spoken</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>نان</td>
<td>nun</td>
<td>bread</td>
</tr>
<tr>
<td>ارزان</td>
<td>ærzun</td>
<td>cheap; inexpensive</td>
</tr>
<tr>
<td>ان</td>
<td>un</td>
<td>that</td>
</tr>
<tr>
<td>خیابان</td>
<td>xiyabun</td>
<td>street</td>
</tr>
<tr>
<td>مهمان</td>
<td>mehmun</td>
<td>guest</td>
</tr>
<tr>
<td>میدان</td>
<td>midunæm</td>
<td>I know</td>
</tr>
<tr>
<td>گران</td>
<td>gerun</td>
<td>expensive</td>
</tr>
<tr>
<td>خانه</td>
<td>xune</td>
<td>house</td>
</tr>
</tbody>
</table>
Newly formed words, words borrowed from other languages, and some Iranian names remain the same for both the written and colloquial.

Example:

<table>
<thead>
<tr>
<th>written</th>
<th>spoken</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>دانشگاه</td>
<td>university</td>
<td></td>
</tr>
<tr>
<td>دانشجو</td>
<td>university student</td>
<td></td>
</tr>
<tr>
<td>رستوران</td>
<td>restaurant</td>
<td></td>
</tr>
<tr>
<td>استکان</td>
<td>tea cup</td>
<td></td>
</tr>
<tr>
<td>ساسان</td>
<td>Sasan, boy's name</td>
<td></td>
</tr>
<tr>
<td>آپارتمان</td>
<td>apartment</td>
<td></td>
</tr>
<tr>
<td>توران</td>
<td>Turan, girl's name</td>
<td></td>
</tr>
</tbody>
</table>

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

Example:

<table>
<thead>
<tr>
<th>written</th>
<th>spoken</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>كچک</td>
<td>kučik</td>
<td>small</td>
</tr>
<tr>
<td>تچار</td>
<td>čikar</td>
<td>what work</td>
</tr>
<tr>
<td>تگه</td>
<td>niga</td>
<td>look</td>
</tr>
<tr>
<td>چه</td>
<td>či</td>
<td>what</td>
</tr>
<tr>
<td>انگلیسی</td>
<td>ingilisi</td>
<td>English</td>
</tr>
</tbody>
</table>

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

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

Example:

<table>
<thead>
<tr>
<th>written</th>
<th>spoken</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>اگر</td>
<td>æge</td>
<td>if</td>
</tr>
<tr>
<td>دیگر</td>
<td>dige</td>
<td>other</td>
</tr>
<tr>
<td>مگر</td>
<td>mæge</td>
<td>surprise marker</td>
</tr>
</tbody>
</table>
d. The members of the consonant cluster \( st \) remain distinct in the written but undergo assimilation (\( s = ss \)) in the colloquial.

Example:

<table>
<thead>
<tr>
<th>written</th>
<th>spoken</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>بستنى</td>
<td>bæssæni</td>
<td>ice cream</td>
</tr>
<tr>
<td>دست</td>
<td>dæss</td>
<td>hand</td>
</tr>
<tr>
<td>نست</td>
<td>niss</td>
<td>is not</td>
</tr>
<tr>
<td>خطسه</td>
<td>xæsse</td>
<td>tired</td>
</tr>
<tr>
<td>درست</td>
<td>duss</td>
<td>friend</td>
</tr>
</tbody>
</table>

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

Example:

<table>
<thead>
<tr>
<th>written</th>
<th>spoken</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>هفت</td>
<td>hæf</td>
<td>seven</td>
</tr>
<tr>
<td>هشت</td>
<td>hæʃ</td>
<td>eight</td>
</tr>
<tr>
<td>چطور</td>
<td>ětow</td>
<td>how</td>
</tr>
<tr>
<td>چتدر</td>
<td>ěqæd</td>
<td>how much</td>
</tr>
<tr>
<td>نکر</td>
<td>fek</td>
<td>thought</td>
</tr>
<tr>
<td>شهر</td>
<td>šæ:r</td>
<td>city</td>
</tr>
<tr>
<td>شهر</td>
<td>me:r</td>
<td>love</td>
</tr>
<tr>
<td>خوشحال</td>
<td>xošal</td>
<td>happy</td>
</tr>
<tr>
<td>صح</td>
<td>sob</td>
<td>morning</td>
</tr>
</tbody>
</table>

e. Some forms that end in \( ah \) in the written lose the final \( h \) in the colloquial.

Example:

<table>
<thead>
<tr>
<th>written</th>
<th>spoken</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>سیاه</td>
<td>siya</td>
<td>black</td>
</tr>
<tr>
<td>دانشگاه</td>
<td>daneʃga</td>
<td>university</td>
</tr>
<tr>
<td>کلاه</td>
<td>kola</td>
<td>hat</td>
</tr>
<tr>
<td>شاه</td>
<td>ša</td>
<td>king</td>
</tr>
<tr>
<td>نروشگاه</td>
<td>forušga</td>
<td>department store</td>
</tr>
</tbody>
</table>
Morphological Differences

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

I. Nouns and Pronouns

a. The plural marker for written Persian is \( \text{-ha} \); for the colloquial it is \( \text{-a} \).

Example:

<table>
<thead>
<tr>
<th>written</th>
<th>spoken</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>میز ها</td>
<td>miza</td>
<td>tables</td>
</tr>
<tr>
<td>درخت ها</td>
<td>dæræxta</td>
<td>trees</td>
</tr>
<tr>
<td>کتاب ها</td>
<td>ketaba</td>
<td>books</td>
</tr>
<tr>
<td>صندل ها</td>
<td>sændælia</td>
<td>chairs</td>
</tr>
</tbody>
</table>

Note: Often, in order to soften the transition from \( \text{i} \) to \( \text{a} \), in the spoken language, a buffer \( \text{-y-} \) is pronounced. The pronunciation then is \( \text{saendæli-y-a} \); the \( \text{-y-} \) has no meaning.

b. The definite direct object marker in formal Persian is \( \text{ra} \). In colloquial Persian \( \text{ra} \) is pronounced as an \( \text{o} \) after consonants and \( \text{ro} \) after vowels.

Example:

<table>
<thead>
<tr>
<th>written</th>
<th>spoken</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>بیژن را</td>
<td>bizæno</td>
<td>Bizhan-def. d. o. marker</td>
</tr>
<tr>
<td>تو را</td>
<td>toro</td>
<td>you (sing.)-def. d. o. marker</td>
</tr>
</tbody>
</table>

Note: When this marker, or others like the possessive endings, is added to words that end in \( \text{eh} \), the \( \text{-eh} \) changes to \( \text{æ} \) before the \( \text{o} \) or the possessive ending is added.
Example:

<table>
<thead>
<tr>
<th>written</th>
<th>spoken</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>خانه را</td>
<td>xunæro</td>
<td>house-def d. o. marker</td>
</tr>
</tbody>
</table>

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

Example:

<table>
<thead>
<tr>
<th>written</th>
<th>spoken</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>شهم و رضا و من</td>
<td>šæbnæmo rezavo mæn</td>
<td>Shabnam, Reza and I</td>
</tr>
</tbody>
</table>

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

Example:

<table>
<thead>
<tr>
<th>written</th>
<th>spoken</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>من هم</td>
<td>mænæm</td>
<td>I also</td>
</tr>
<tr>
<td>شما هم</td>
<td>šomam</td>
<td>you (pl.) also</td>
</tr>
</tbody>
</table>

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

Compare:

<table>
<thead>
<tr>
<th>written</th>
<th>spoken</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>کتابم</td>
<td>ketabæm</td>
<td>my book</td>
</tr>
<tr>
<td>کتابت</td>
<td>ketabet</td>
<td></td>
</tr>
<tr>
<td>کتابش</td>
<td>ketabeš</td>
<td></td>
</tr>
<tr>
<td>کتابمان</td>
<td>ketabemun</td>
<td></td>
</tr>
<tr>
<td>کتابتان</td>
<td>ketabetun</td>
<td></td>
</tr>
<tr>
<td>کتابشن</td>
<td>ketabešun</td>
<td></td>
</tr>
</tbody>
</table>
In written Persian, forms that end in $e$, add an یاءل to carry the vowel of the endings. This یاءل is optional for the plural forms (i.e., we, you [pl.], they). In the spoken language, the rule explained in the Note after (b), above, applies.

Example:

<table>
<thead>
<tr>
<th>written</th>
<th>spoken</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>خانه ام</td>
<td>xunæm</td>
<td>my house</td>
</tr>
<tr>
<td>خانه ات</td>
<td>xunæt</td>
<td></td>
</tr>
<tr>
<td>خانه اک</td>
<td>xunaæ</td>
<td></td>
</tr>
<tr>
<td>خانه مان</td>
<td>xunæmun</td>
<td></td>
</tr>
<tr>
<td>خانه تان</td>
<td>xunætun</td>
<td></td>
</tr>
<tr>
<td>خانه شان</td>
<td>xunaæsun</td>
<td></td>
</tr>
</tbody>
</table>

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

Compare:

<table>
<thead>
<tr>
<th>written</th>
<th>spoken</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>پتویم</td>
<td>pætum</td>
<td>my blanket</td>
</tr>
<tr>
<td>پتویت</td>
<td>pætut</td>
<td></td>
</tr>
<tr>
<td>پتویش</td>
<td>pætuš</td>
<td></td>
</tr>
<tr>
<td>پتویان</td>
<td>pætumun</td>
<td></td>
</tr>
<tr>
<td>پتویتان</td>
<td>pætutun</td>
<td></td>
</tr>
<tr>
<td>پتویشان</td>
<td>pætušun</td>
<td></td>
</tr>
<tr>
<td>پايم</td>
<td>pam</td>
<td>my foot</td>
</tr>
<tr>
<td>پايت</td>
<td>pat</td>
<td></td>
</tr>
<tr>
<td>پايس</td>
<td>paš</td>
<td></td>
</tr>
<tr>
<td>پايسان</td>
<td>pamun</td>
<td></td>
</tr>
<tr>
<td>پايتان</td>
<td>patun</td>
<td></td>
</tr>
<tr>
<td>پايشان</td>
<td>pašun</td>
<td></td>
</tr>
</tbody>
</table>
The same procedure applies to prepositions that take the **ezafe**.

Compare:

<table>
<thead>
<tr>
<th>written</th>
<th>spoken</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>برام</td>
<td>bæram</td>
<td>for me</td>
</tr>
<tr>
<td>با من</td>
<td>bam</td>
<td>with me</td>
</tr>
</tbody>
</table>

**II. The Verb "to be"**

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

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

Example:

<table>
<thead>
<tr>
<th>written</th>
<th>spoken</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>این می‌است</td>
<td>in mize</td>
<td>This is a table.</td>
</tr>
<tr>
<td>آآZ آآca r~</td>
<td>un dææxtæ</td>
<td>That is a tree.</td>
</tr>
</tbody>
</table>

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

Example:

<table>
<thead>
<tr>
<th>written</th>
<th>spoken</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ئد سا ی‌بآ</td>
<td>Íoma doxtæær/d/in</td>
<td>You are a girl.</td>
</tr>
<tr>
<td>ئد سا ی‌بآ</td>
<td>Íoma doxtæær/d/in</td>
<td>You are girls.</td>
</tr>
</tbody>
</table>

c. The third person plural is always ئد ænd in the written, æn in the colloquial.
Example:

<table>
<thead>
<tr>
<th>written</th>
<th>spoken</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>©ócağä  e³ó³</td>
<td>una madæræn</td>
<td>They are mothers.</td>
</tr>
</tbody>
</table>

In forms such as fi«Ñ (child), which end in a s -e, an Z ælef precedes the endings for the written (cf., Àäò fi«Ñ ), and the -e is dropped for the colloquial.

Example:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>qZ fi«Ñ</td>
<td>bæÇÇæm</td>
<td>I am a child</td>
</tr>
<tr>
<td>wZ fi«Ñ</td>
<td>bæÇÇei</td>
<td></td>
</tr>
<tr>
<td>ÀäZ fi«Ñ</td>
<td>bæÇÇæss</td>
<td></td>
</tr>
</tbody>
</table>

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

Example:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>بابا ام - بابا هستم</td>
<td>babam</td>
<td>I am a father.</td>
</tr>
<tr>
<td>بابا ای - بابا هستی</td>
<td>babai</td>
<td></td>
</tr>
<tr>
<td>بابا است - بابا هست</td>
<td>babass</td>
<td></td>
</tr>
<tr>
<td>بابا ایم - بابا هستیم</td>
<td>babaim</td>
<td></td>
</tr>
<tr>
<td>بابا اید - بابا هستید</td>
<td>babaid/in</td>
<td></td>
</tr>
<tr>
<td>بابا اند - بابا هستند</td>
<td>baban</td>
<td></td>
</tr>
</tbody>
</table>
III. Other Verbs

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

Example:

<table>
<thead>
<tr>
<th>written</th>
<th>spoken</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>مى روم</td>
<td>miræm</td>
<td>I go</td>
</tr>
<tr>
<td>ميروي</td>
<td>miri</td>
<td></td>
</tr>
<tr>
<td>ميرود</td>
<td>mire</td>
<td></td>
</tr>
<tr>
<td>ميريم</td>
<td>mirim</td>
<td></td>
</tr>
<tr>
<td>ميريد</td>
<td>mirid/in</td>
<td></td>
</tr>
<tr>
<td>ميروند</td>
<td>miræn</td>
<td></td>
</tr>
</tbody>
</table>

Other such abbreviated present stems are:

<table>
<thead>
<tr>
<th>written</th>
<th>spoken</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>خواه</td>
<td>xa</td>
<td>to want</td>
</tr>
<tr>
<td>أور</td>
<td>ar</td>
<td>to bring</td>
</tr>
<tr>
<td>شو</td>
<td>s</td>
<td>to become</td>
</tr>
<tr>
<td>ده</td>
<td>d</td>
<td>to give</td>
</tr>
<tr>
<td>گذر</td>
<td>zar</td>
<td>to put</td>
</tr>
<tr>
<td>گو</td>
<td>g</td>
<td>to say</td>
</tr>
<tr>
<td>نخیسن</td>
<td>šin</td>
<td>to sit</td>
</tr>
</tbody>
</table>

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

Example:

<table>
<thead>
<tr>
<th>written</th>
<th>spoken</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>مى آیم</td>
<td>miyam</td>
<td>I come</td>
</tr>
<tr>
<td>مى آیه</td>
<td>miyai</td>
<td></td>
</tr>
<tr>
<td>مى آید</td>
<td>miad</td>
<td></td>
</tr>
<tr>
<td>مى آیم</td>
<td>miaim</td>
<td></td>
</tr>
<tr>
<td>مى آید</td>
<td>miaid/in</td>
<td></td>
</tr>
<tr>
<td>مى آیند</td>
<td>mian</td>
<td></td>
</tr>
</tbody>
</table>
Similarly:

<table>
<thead>
<tr>
<th>ناهااه</th>
<th>mixam</th>
<th>I want</th>
</tr>
</thead>
<tbody>
<tr>
<td>ناهااه</td>
<td>mixai</td>
<td></td>
</tr>
<tr>
<td>ناهااه</td>
<td>mixa(d)</td>
<td></td>
</tr>
<tr>
<td>ناهااه</td>
<td>mixaim</td>
<td></td>
</tr>
<tr>
<td>ناهااه</td>
<td>mixaid/in</td>
<td></td>
</tr>
<tr>
<td>ناهااه</td>
<td>mixan</td>
<td></td>
</tr>
</tbody>
</table>

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

Compare:

<table>
<thead>
<tr>
<th>written</th>
<th>spoken</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>خوان</td>
<td>xun</td>
<td>to read</td>
</tr>
<tr>
<td>دان</td>
<td>dun</td>
<td>to know</td>
</tr>
<tr>
<td>ران</td>
<td>run</td>
<td>to drive</td>
</tr>
</tbody>
</table>

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

Example:

<table>
<thead>
<tr>
<th>written</th>
<th>spoken</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>نکر  کم</td>
<td>fek mikonæm</td>
<td>I think.</td>
</tr>
<tr>
<td>دوست دارد</td>
<td>duss dare</td>
<td>He/she likes.</td>
</tr>
<tr>
<td>نگه کنید</td>
<td>niga konid/in</td>
<td>look!</td>
</tr>
</tbody>
</table>
Syntactic Differences

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

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

Example:

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

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

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

Example:

written: حسن را در توى خیابان دیدم
spoken: hæsæno tu xiyabun didæme I saw Hassan on the street.

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

Compare:

written: حسن توى اطاق است
حسن در اطاق است
حسن در توى اطاق است
spoken: hæsæn tu otaqe Hassan is in the room.

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

written: اگر راستش را بخواهی...
spoken: rasseš o bexay... to tell you the truth...

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

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

Compare:

spoken:
kučike male mæne The small one belongs to me.
pesære tu xiyabune bud The boy was in the street.

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

Compare:

spoken:
kučuku male mæne
pesæru tu xiyabunu bud

End of Transition
Unit One

The Verb 'to be'

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

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

<table>
<thead>
<tr>
<th>spoken</th>
<th>written</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>mærdæm</td>
<td>مردم</td>
<td>I am a man.</td>
</tr>
<tr>
<td>mærdi</td>
<td>مردي</td>
<td>You (sing.) are a man.</td>
</tr>
<tr>
<td>mærde</td>
<td>مرد است</td>
<td>He is a man.</td>
</tr>
<tr>
<td>mærdim</td>
<td>مردم</td>
<td>We are men.</td>
</tr>
<tr>
<td>mærdid / in</td>
<td>مرديد</td>
<td>You (pl.) are men.</td>
</tr>
<tr>
<td>mærdæn</td>
<td>مردنده</td>
<td>They are men.</td>
</tr>
</tbody>
</table>

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

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

Vocabulary:

Please repeat:

<table>
<thead>
<tr>
<th>spoken</th>
<th>written</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>míz</td>
<td>میز</td>
<td>table</td>
</tr>
<tr>
<td>sændælí</td>
<td>صندل</td>
<td>chair</td>
</tr>
<tr>
<td>telefon</td>
<td>تلفن</td>
<td>telephone</td>
</tr>
<tr>
<td>dær</td>
<td>در</td>
<td>door</td>
</tr>
<tr>
<td>čeráq</td>
<td>چراغ</td>
<td>lamp</td>
</tr>
</tbody>
</table>
### Basic Sentences

<table>
<thead>
<tr>
<th>spoken</th>
<th>written</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>in míz-e</td>
<td>این میز است.</td>
<td>This is a table.</td>
</tr>
<tr>
<td>in telefon-e</td>
<td>این تلفن است</td>
<td>This is a telephone.</td>
</tr>
<tr>
<td>ún sændælí-ye</td>
<td>آن صندل است</td>
<td>That is a chair.</td>
</tr>
<tr>
<td>in ċeráq-e</td>
<td>این چراغ است</td>
<td>This is a lamp.</td>
</tr>
<tr>
<td>ún mašin-e</td>
<td>این ماشین است</td>
<td>That is a car.</td>
</tr>
<tr>
<td>in ketáb-e</td>
<td>این کتاب است</td>
<td>This is a book.</td>
</tr>
<tr>
<td>in hotel-e</td>
<td>این هتل است</td>
<td>This is a hotel.</td>
</tr>
<tr>
<td>ún dæræxt-e</td>
<td>آن درخت است</td>
<td>That is a tree.</td>
</tr>
</tbody>
</table>

### Repetition Drill

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

**Example:**

<table>
<thead>
<tr>
<th>spoken</th>
<th>written</th>
</tr>
</thead>
<tbody>
<tr>
<td>teacher: in míze</td>
<td>این میز است.</td>
</tr>
<tr>
<td>teacher: in míze</td>
<td>این میز است.</td>
</tr>
<tr>
<td>teacher: repeat</td>
<td></td>
</tr>
<tr>
<td>student: repeat</td>
<td></td>
</tr>
<tr>
<td>teacher: in míz-e</td>
<td>این میز است.</td>
</tr>
<tr>
<td>student: repeat</td>
<td></td>
</tr>
</tbody>
</table>


Please Repeat:

<table>
<thead>
<tr>
<th>spoken</th>
<th>written</th>
</tr>
</thead>
<tbody>
<tr>
<td>in telefône</td>
<td>اين تلفن است</td>
</tr>
<tr>
<td>ùn sændæliye</td>
<td>اين اتصل است</td>
</tr>
<tr>
<td>in čeráqe</td>
<td>اين جرح است</td>
</tr>
<tr>
<td>ùn mašíne</td>
<td>اين مشين است</td>
</tr>
<tr>
<td>in hotéle</td>
<td>اين حتي است</td>
</tr>
<tr>
<td>ùn dæræxte</td>
<td>اين دخت است</td>
</tr>
<tr>
<td>in ketábe</td>
<td>اين كتاب است</td>
</tr>
</tbody>
</table>

End of Unit One
Unit Two

The Verb 'to be'--Negative

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

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

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

Vocabulary

<table>
<thead>
<tr>
<th>spoken</th>
<th>written</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ní-st</td>
<td>نیست</td>
<td>is not</td>
</tr>
<tr>
<td>ċí</td>
<td>چه</td>
<td>what (question word)</td>
</tr>
<tr>
<td>či-ye</td>
<td>چه است؟</td>
<td>what is...</td>
</tr>
<tr>
<td>tekrár</td>
<td>تکرار</td>
<td>repetition</td>
</tr>
</tbody>
</table>

Basic Sentences

<table>
<thead>
<tr>
<th>spoken</th>
<th>written</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>in či-ye</td>
<td>ابن چه است؟</td>
<td>What is this?</td>
</tr>
<tr>
<td>ún či-ye</td>
<td>آن چه است؟</td>
<td>What is that?</td>
</tr>
</tbody>
</table>
Repetition Drill

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

Example:

spoken                               written
teacher: in miz nist                اين ميز نيس.  
teacher: repeat

teacher: in miz nist                اين ميز نيس.  
student: repeat

teacher: in miz nist                اين ميز نيس.  
student: repeat

Please repeat:

spoken                               written

in sændæli nist                     اين صندلي نيس.  
ùn hotèl nist                       اين هتل نيس.  
in ketàb nist                       اين كتاب نيس.  
Substitution Drill (1)

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

Example:

spoken
written

in telefône
این تلفن است.

teacher: in telefone
student: repeat

Please substitute:

teacher: book
student:

teacher: in ketabe
student: repeat

teacher: car
student:

teacher: in mašine
student: repeat

teacher: hotel
student:

teacher: in hotele
student: repeat

teacher: tree
student:

teacher: in dæræxte
student: repeat

teacher: lamp
student:

teacher: in čeraqe
student: repeat
Substitution Drill (2)

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

Example:

spoken  written

ùn ketab nist  آن كتاب ليست

teacher: un ketab nis(t)
student: tekrar

teacher: un ketab nis(t)
student: tekrar

Please substitute:

teacher: tree
student: 

teacher: un dæræxt nis(t)
student: tekrar

teacher: chair
student: 

teacher: un sændæli nis(t)
student: tekrar

teacher: door
student: 

teacher: un dær nis(t)
student: tekrar

teacher: lamp
student: 

teacher: un čeraq nis(t)
student: tekrar

teacher: hotel
student: 

teacher: un hotel nis(t)
student: tekrar

End of Unit Two
Unit Three

Personal Pronouns

The subject of a Persian sentence using the verb 'budæn' is marked by the following dependent pronouns: '-æm', '-i', '-e', '-im', '-id/-in', and '-æn'. The use of these pronouns is obligatory.

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

<table>
<thead>
<tr>
<th>Spoken</th>
<th>written</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>(mæn)</td>
<td>من</td>
<td>I</td>
</tr>
<tr>
<td>(tò)</td>
<td>تو</td>
<td>you (sing.)</td>
</tr>
<tr>
<td>(ú)</td>
<td>او</td>
<td>he/she</td>
</tr>
<tr>
<td>(má)</td>
<td>ما</td>
<td>we</td>
</tr>
<tr>
<td>(šomá)</td>
<td>شما</td>
<td>you (pl. or sing. polite)</td>
</tr>
<tr>
<td>(uná)</td>
<td>آنها</td>
<td>they</td>
</tr>
</tbody>
</table>

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

Affirmative:

<table>
<thead>
<tr>
<th>spoken</th>
<th>written</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>(mæn) mærdæm</td>
<td>من ( مردم)</td>
<td>I am a man</td>
</tr>
<tr>
<td>(tò) mærdi</td>
<td>تو ( مردی)</td>
<td>I am a man</td>
</tr>
<tr>
<td>(ú) mærdet</td>
<td>او ( مرد است)</td>
<td>I am a man</td>
</tr>
<tr>
<td>(má) mærdim</td>
<td>ما ( مردم)</td>
<td>I am a man</td>
</tr>
<tr>
<td>(šomá) mærdid/in</td>
<td>شما ( مردید)</td>
<td>I am a man</td>
</tr>
<tr>
<td>(uná) mærdæn</td>
<td>آنها ( مردند)</td>
<td>I am a man</td>
</tr>
</tbody>
</table>
Negative:

<table>
<thead>
<tr>
<th>spoken</th>
<th>written</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>(mæn) mærđ nístæm</td>
<td>من مورد نیستم</td>
<td>I am not a man</td>
</tr>
<tr>
<td>(tò) mærđ nísti</td>
<td>تو مورد نیستی</td>
<td></td>
</tr>
<tr>
<td>(ù) mærđ níst</td>
<td>او مورد نیست</td>
<td></td>
</tr>
<tr>
<td>(mà) mærđ nístim</td>
<td>ما مورد نیستم</td>
<td></td>
</tr>
<tr>
<td>(šomà) mærđ nístid/in</td>
<td>شما مورد نیستید</td>
<td></td>
</tr>
<tr>
<td>(unà) mærđ nístæn</td>
<td>آنها مورد نیستند</td>
<td></td>
</tr>
</tbody>
</table>

Vocabulary

Please repeat:

<table>
<thead>
<tr>
<th>spoken</th>
<th>written</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>zæn</td>
<td>زن</td>
<td>woman; wife; lady</td>
</tr>
<tr>
<td>doxtær</td>
<td>دختر</td>
<td>girl; daughter</td>
</tr>
<tr>
<td>mo'ællém</td>
<td>معلم</td>
<td>teacher, instructor</td>
</tr>
<tr>
<td>šagérd</td>
<td>شاگرد</td>
<td>student; apprentice</td>
</tr>
<tr>
<td>doktór</td>
<td>دکتر</td>
<td>doctor</td>
</tr>
<tr>
<td>pesær</td>
<td>پسر</td>
<td>boy; son</td>
</tr>
<tr>
<td>pedær</td>
<td>پدر</td>
<td>father</td>
</tr>
<tr>
<td>mädær</td>
<td>مادر</td>
<td>mother</td>
</tr>
<tr>
<td>bæråràer</td>
<td>برادر</td>
<td>brother</td>
</tr>
<tr>
<td>xahær</td>
<td>خواهر</td>
<td>sister</td>
</tr>
</tbody>
</table>

Basic Sentences

<table>
<thead>
<tr>
<th>spoken</th>
<th>written</th>
</tr>
</thead>
<tbody>
<tr>
<td>mæn doktóræm.</td>
<td>من دکترم</td>
</tr>
<tr>
<td>mà šagérdim.</td>
<td>ما شاگردیم</td>
</tr>
<tr>
<td>tò mo'ællémi.</td>
<td>تو معلمی</td>
</tr>
<tr>
<td>unà peseràen.</td>
<td>آنها پسرند</td>
</tr>
<tr>
<td>ù doktóre.</td>
<td>او دکتر است</td>
</tr>
</tbody>
</table>
mà pedær nístim.  
ma پدر نیستیم.
tò madær nísti.  
تو مادر نیستی.
ù doxtær níst.  
او دختر نیست.
somà šagèrd nistid.  
شاگرد نیستید.

Translation

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

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

Repetition Drill

See Basic Sentences, above.

Substitution Drill (1)

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

spoken               written
mæn mo'ellémæm       من معلم.

teacher: doctor
student: mæn doktoræm

teacher: student
student: mæn šagerdæm
teacher: mother
student: mæn mædæræm

teacher: father
student: mæn mædæræm

teacher: man
student: mæn mærdæm

teacher: woman
student: mæn zænæm

**Substitution Drill (2)**

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

<table>
<thead>
<tr>
<th>spoken</th>
<th>written</th>
</tr>
</thead>
<tbody>
<tr>
<td>mà šagérðim</td>
<td>ما شاگرديم</td>
</tr>
</tbody>
</table>

teacher: daughter
student: ma doxtærím

teacher: sister; brother; teacher; man

**Substitution Drill (3)**

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

<table>
<thead>
<tr>
<th>spoken</th>
<th>written</th>
</tr>
</thead>
<tbody>
<tr>
<td>tò doktórí</td>
<td>تو دکتری</td>
</tr>
</tbody>
</table>

teacher: u
student: u doktore

teacher: šoma; una; mæn
Substitution Drill (4)

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

spoken written

mà doktòr nístim  ما دکتر نیستیم.

teacher: student
student: ma ŝagerd nístim

teacher: teacher; girl; woman; mother; boy

Substitution Drill (5)

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

spoken written

ù ŝagèrd nist  او شاگرد نیست.

teacher: I
student: ma ŝagerd nistæm

teacher: they; you (sing.); we; he; you (pl.)

End of Unit Three
Unit Four

The 'ezafé': a Brief Note

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

spoken  written  meaning
ketáb-e mæn  كتب من  my book

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

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

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

Vocabulary

Please repeat:

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

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

Dialog

Please listen:

<table>
<thead>
<tr>
<th>spoken</th>
<th>written</th>
</tr>
</thead>
<tbody>
<tr>
<td>sælám šæbnæm</td>
<td>سلام شیم</td>
</tr>
<tr>
<td>sælám 'ælæykóm, rezà.</td>
<td>سلام علیکم رضا.</td>
</tr>
<tr>
<td>hàl-e šomá čéťówř-e?</td>
<td>حال شما چطور است؟</td>
</tr>
<tr>
<td>bæd níst, motæšækkèræm</td>
<td>بد نیست، متشکرم.</td>
</tr>
<tr>
<td>xodà haféz</td>
<td>خدا حافظ.</td>
</tr>
<tr>
<td>besælamæt</td>
<td>بسلام.</td>
</tr>
</tbody>
</table>

Translation:

Hello, Shabnam.
Hello, Reza.
How are you?
It (i.e., my 'hál') is not bad, Thank you.
Good-bye.
Good-bye (response to 'xodà haféz').

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

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

The cultural aspects outlined below deal with the way Iranians meet and try to make each other feel comfortable. In a Persian way of putting it, "They taróff". In this context, the 'tæ'aróf' system is a way of socializing which, within its simple formulae, allows the
experienced to find delicate ways of expressing approval, willingness, refusal, and the like. Indeed, through the introductory remarks, one can communicate the tone of a whole conversation.

1. Greeting

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

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

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

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

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

2. With Company

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

If, when visiting a friend, he or she offers you something or, if he or she prepares food, you say: 'dæste ãomá dærd nækone' (Thank you! [lit., may your hand not ãee!]); in return you hear: 'sære ãomá dærd nækone' (Thank you! [lit., may your head not ãee!]).
When a friend offers to prepare food or drink for you or, if he or she offers to put you up for the night, you say: 'némixam bešomâ zæhmæt bèdæm' (I don't want to inconvenience you) and, in return, you hear: 'xahéš mikonæm, hič zæhmæti níst' (That's all right; or, Please, that's all right [lit., I beg of you. It is no inconvenience at all]).

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

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

If a guest enters your house you say: 'xèyli xoš ámædid, bèfærma'id tu' (You are very welcome. Come in!). Your guest, in turn, will say: 'motæsækkéræm' or 'mærsi,' (Thank you!). Sometimes the phrase: 'sæfà aværdid' (Welcome [lit., you brought serenity with you!]) is added to: 'xoš amædid'. To make your guest more comfortable, you say: 'xunèye xódetune' (Treat here as if it were your own house [lit., this is your own house!]). Your guest will say: 'sahèbe Zendé bàe' (May its owner live [a long life]!).

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

As a compliment to one who wears a new suit, you may say: 'in lebâs xèyli bešomâ (or betûn) miyad' (This suit suits you very well!). The answer again is: 'motæsækkéræm' or 'mersi' (Thank you!).

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

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

If a person sneezes, you say: 'affiŷât bàe' (Bless you!) and the person will answer: 'sælamæt bâśid' (Thank you!). The same phrase is used if you encounter someone leaving a bathhouse or when someone has just taken a shower or a swim. The answer remains the same.
3. Leave-taking

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

When the guest is on the way out, the host repeats the phrase used in greeting the guest, i.e.,: 'xèyli xo ìámædid, sæfà aværdid', and adds: 'inšallà dobaré tæ æm biyarid' (God willing, come back again!). The guest responds with: 'çæsm, inšallà dobaré xedmaet mireshim' (Of course, I [lit, we] will come to your service again).

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

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

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

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

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

Other phrases such as: 'lòtfe šomà ziyád' (Thank you! [lit., may your kindness increase!]); 'sayèye šomá kæm næse' (Thank you! [ lit., may your shadow never decrease or diminish!]); or the more formal 'sayèye jenåæbe ali kæm næse' or 'sayèye hæzræte ali kæm næse' are also heard frequently, albeit in very formal conversation.
If a friend receives a piece of good news, or if a relative returns from a journey, you say: 'čēšme šomá rowšæn' (I heard the good news [lit., may your eye be lighted!]). As an answer you might hear: 'čēšmo dèle šomá rowšæn' (Thank you! [lit., may your eyes and heart be lighted!]).

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

**Repetition Drill**

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

**Example:**

<table>
<thead>
<tr>
<th>spoken</th>
<th>written</th>
</tr>
</thead>
<tbody>
<tr>
<td>teacher: sælám šæbnæm</td>
<td>سلام شبنم</td>
</tr>
<tr>
<td>teacher: tekrar</td>
<td></td>
</tr>
<tr>
<td>teacher: sælam šæbnæm</td>
<td></td>
</tr>
<tr>
<td>student: tekrar</td>
<td></td>
</tr>
<tr>
<td>teacher: sælam šæbnæm</td>
<td></td>
</tr>
<tr>
<td>student: tekrar</td>
<td></td>
</tr>
<tr>
<td>teacher: sælam šæbnæm</td>
<td></td>
</tr>
<tr>
<td>student: tekrar</td>
<td></td>
</tr>
</tbody>
</table>

**Please repeat:**

<table>
<thead>
<tr>
<th>spoken</th>
<th>written</th>
</tr>
</thead>
<tbody>
<tr>
<td>sælám 'ælæykóm, rezà.</td>
<td>سلام عليكم رضا.</td>
</tr>
<tr>
<td>hál-e šomá četówr-e?</td>
<td>حال شما چطور است؟</td>
</tr>
<tr>
<td>bæd níst, motæsækkæræm.</td>
<td>بد نیست، متشکرم.</td>
</tr>
<tr>
<td>xodà haféz.</td>
<td>خدا حافظ.</td>
</tr>
<tr>
<td>besælamæt</td>
<td>بسلام.</td>
</tr>
</tbody>
</table>
Substitution Drill (1)

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

spoken.writen

sælám, ñæbnæm . سلام شبنم

teacher: Reza
student: sælam, reza

**teacher**: John, Bill, Mary, Tina, Ray

Substitution Drill (2)

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

spoken.writen

sælàm 'ælæykom, rezà . سلام عليكم رضا

teacher: Shabnam
student: sælam 'ælæykom, ñæbnæm

**teacher**: John, Bill, Mary, Tina, Ray

Substitution Drill (3)

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

spoken.writen

hàle ñomà četówre? حال شما چطور است؟

teacher: u
student: hale u četowre?

**teacher**: mæn; ma; to
Substitution Drill (4)

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

spoken                          written

bæd níst. motægækkæræm.          متشکرم.

teacher: we
student: bæd nist, motægækkerim

teacher: you (pl.); I; you (sing.)

End of Unit Four
Unit Five

Plural in Persian

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

Example:

<table>
<thead>
<tr>
<th>spoken</th>
<th>written</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ketáb</td>
<td>كتاب</td>
<td>book</td>
</tr>
<tr>
<td>ketab-á</td>
<td>كتاب ها</td>
<td>books</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>spoken</th>
<th>written</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>xodá</td>
<td>خدا</td>
<td>God</td>
</tr>
<tr>
<td>xoda-há</td>
<td>خداها</td>
<td>gods</td>
</tr>
</tbody>
</table>

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

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

Basic Sentences

<table>
<thead>
<tr>
<th>spoken</th>
<th>written</th>
</tr>
</thead>
<tbody>
<tr>
<td>in čí-ye</td>
<td>این چی است؟</td>
</tr>
<tr>
<td>in míz-e</td>
<td>این میز است</td>
</tr>
<tr>
<td>in-à čí-ye</td>
<td>این‌ها چی است؟</td>
</tr>
<tr>
<td>in-à míz-e</td>
<td>این‌ها میز است</td>
</tr>
</tbody>
</table>
Translation:

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

Repetition Drill

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

Example:

<table>
<thead>
<tr>
<th>spoken</th>
<th>written</th>
</tr>
</thead>
<tbody>
<tr>
<td>teacher: in či-ye?</td>
<td>این چی است ？</td>
</tr>
<tr>
<td>teacher: tekrar</td>
<td></td>
</tr>
<tr>
<td>teacher: in či-ye?</td>
<td></td>
</tr>
<tr>
<td>student: tekrar</td>
<td></td>
</tr>
<tr>
<td>teacher: in či-ye?</td>
<td></td>
</tr>
<tr>
<td>student: tekrar</td>
<td></td>
</tr>
<tr>
<td>teacher: in či-ye?</td>
<td></td>
</tr>
<tr>
<td>student: tekrar</td>
<td></td>
</tr>
<tr>
<td>teacher: in či-ye?</td>
<td></td>
</tr>
<tr>
<td>student: tekrar</td>
<td></td>
</tr>
<tr>
<td>teacher: in či-ye?</td>
<td></td>
</tr>
<tr>
<td>student: tekrar</td>
<td></td>
</tr>
</tbody>
</table>
Please Repeat:

<table>
<thead>
<tr>
<th>spoken</th>
<th>written</th>
</tr>
</thead>
<tbody>
<tr>
<td>in mize</td>
<td>این میز است</td>
</tr>
<tr>
<td>ina çiye?</td>
<td>اینا چی است؟</td>
</tr>
<tr>
<td>ina mize</td>
<td>این میز است</td>
</tr>
<tr>
<td>in ketab xube</td>
<td>این کتاب خوب است</td>
</tr>
<tr>
<td>in ketaba xube</td>
<td>این کتابها خوب است</td>
</tr>
<tr>
<td>un zæn xube</td>
<td>آن زن خوب است</td>
</tr>
<tr>
<td>un zæna xubæn</td>
<td>آن زنها خوبند</td>
</tr>
<tr>
<td>in şagerd xub nist</td>
<td>این شاگرد خوب نیست</td>
</tr>
<tr>
<td>in şagerda xub nistæn</td>
<td>این شاگردها خوب نیستند</td>
</tr>
</tbody>
</table>

Drill

Contrast singular and plural:

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>spoken</td>
<td>written</td>
</tr>
<tr>
<td>ketáb</td>
<td>ketab-á</td>
</tr>
<tr>
<td>hotel</td>
<td>hotel-á</td>
</tr>
<tr>
<td>dæræxt</td>
<td>dæræxt-á</td>
</tr>
<tr>
<td>sændæli</td>
<td>sændæli-yá</td>
</tr>
<tr>
<td>miz</td>
<td>miz-á</td>
</tr>
<tr>
<td>mærd</td>
<td>mærd-á</td>
</tr>
<tr>
<td>zæn</td>
<td>zæn-á</td>
</tr>
<tr>
<td>televiziyón</td>
<td>televiziyon-á</td>
</tr>
<tr>
<td>doxtær</td>
<td>doxtær-á</td>
</tr>
<tr>
<td>dær</td>
<td>dær-á</td>
</tr>
<tr>
<td>pedær</td>
<td>pedær-á</td>
</tr>
<tr>
<td>doktór</td>
<td>doktor-á</td>
</tr>
<tr>
<td>pesær</td>
<td>pesær-á</td>
</tr>
<tr>
<td>ín</td>
<td>ín-á</td>
</tr>
<tr>
<td>ún</td>
<td>ún-á</td>
</tr>
</tbody>
</table>
### Transformation (1)

Transform singular into plural:

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>spoken</td>
<td>written</td>
</tr>
<tr>
<td>spoken</td>
<td>written</td>
</tr>
<tr>
<td>in ketáb</td>
<td>اين كتاب</td>
</tr>
<tr>
<td>in ketab-á</td>
<td>اين كتابا</td>
</tr>
<tr>
<td>ùn hotél</td>
<td>اين هتل</td>
</tr>
<tr>
<td>ùn hotel-á</td>
<td>اين هتلها</td>
</tr>
<tr>
<td>in dæræxt</td>
<td>اين درخت</td>
</tr>
<tr>
<td>in dæræxt-á</td>
<td>اين درختها</td>
</tr>
<tr>
<td>ùn sændælî</td>
<td>اين صندلي</td>
</tr>
<tr>
<td>ùn sændæli-yá</td>
<td>اين صندليها</td>
</tr>
<tr>
<td>in miz</td>
<td>اين ميز</td>
</tr>
<tr>
<td>in miz-á</td>
<td>اين ميزها</td>
</tr>
<tr>
<td>in mærð</td>
<td>اين مرد</td>
</tr>
<tr>
<td>in mærð-á</td>
<td>اين مردها</td>
</tr>
<tr>
<td>ùn doxtær</td>
<td>اين دختر</td>
</tr>
<tr>
<td>ùn doxtær-á</td>
<td>اين دخترها</td>
</tr>
<tr>
<td>in pedær</td>
<td>اين پدر</td>
</tr>
<tr>
<td>in pedær-á</td>
<td>اين پدراها</td>
</tr>
<tr>
<td>ùn dær</td>
<td>اين در</td>
</tr>
<tr>
<td>ùn dær-á</td>
<td>اين درها</td>
</tr>
</tbody>
</table>

### Transformation (2)

Transform singular into plural:

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>in ketábe</td>
<td>inà ketábe</td>
</tr>
<tr>
<td>in mize</td>
<td>inà mize</td>
</tr>
<tr>
<td>ùn dæræxte</td>
<td>unà dæræxte</td>
</tr>
<tr>
<td>in čeràq nist</td>
<td>inà čeràq nist</td>
</tr>
<tr>
<td>ùn hotel nist</td>
<td>unà hotel nist</td>
</tr>
<tr>
<td>in sændæliye</td>
<td>inà sændæliye</td>
</tr>
<tr>
<td>in där nist</td>
<td>inà där nist</td>
</tr>
<tr>
<td>ùn mašin nist</td>
<td>unà mašin nist</td>
</tr>
</tbody>
</table>
Transformation (3)

Transform singular into plural:

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>in mærde</td>
<td>inâ mærdaen</td>
</tr>
<tr>
<td>ün doxtære</td>
<td>unâ doxtæraen</td>
</tr>
<tr>
<td>in doktór níst</td>
<td>inâ doktór nístæn</td>
</tr>
<tr>
<td>ün mo'ælléme</td>
<td>unâ mo'ællémaen</td>
</tr>
<tr>
<td>in şagèrd níst</td>
<td>inâ şagèrd nístæn</td>
</tr>
<tr>
<td>ün pedær níst</td>
<td>unâ pedær nístæn</td>
</tr>
<tr>
<td>in madære</td>
<td>inâ madæraen</td>
</tr>
<tr>
<td>ün zæne</td>
<td>unâ zænaen</td>
</tr>
</tbody>
</table>

Substitution Drill (1)

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

spoken                      written

inâ ketáb níst              اینها کتاب نیست

teacher: ina ketab nist.
student: tekrar

Please substitute:

teacher: table
student: ina miz nist

teacher: chair; telephone; television; hotel; door; tree
Substitution Drill (2)

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

spoken  written

in mašin xúbe این ماشین خوب است.

teacher: in mašin xube.
student: tekrar
teacher: in mašin xube.
student: tekrar
teacher: in mašin xube.
student: tekrar

Please substitute:

teacher: televiziyon
student: in televiziyon xube

teacher: čeraq; hotel; miz; sændæli; mærđ; şagerd; doxṭær; doktor

Substitution Drill (3)

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

spoken  written

in şagerḍà xub nístæn این شاگردها خوب نیستند.

teacher: in şagerda xub nistæn.
student: tekrar
teacher: in şagerda xub nistæn.
student: tekrar
teacher: in şagerda xub nistæn.
student: tekrar
Please substitute:

teacher: teacher
student: in mo'ællema xub nistæn

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

Substitution Drill (4)

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

<table>
<thead>
<tr>
<th>Spoken</th>
<th>Written</th>
</tr>
</thead>
<tbody>
<tr>
<td>in mašinæ xùbe</td>
<td>اين ماشينها حوب است.</td>
</tr>
</tbody>
</table>

teacher: in mašina xube.
student: tekçar
teacher: in mašina xube.
student: tekçar
teacher: in mašina xube.
student: tekçar

Please substitute:

teacher: television
student: in televiziyona xube

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

End of Unit Five
Unit Six

The Imperative

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

Vocabulary

Please repeat:

<table>
<thead>
<tr>
<th>spoken</th>
<th>written</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>lótf</td>
<td>لطف</td>
<td>kindness</td>
</tr>
<tr>
<td>lotfæn</td>
<td>لطفna</td>
<td>please</td>
</tr>
<tr>
<td>gúlf bèdid/in</td>
<td>گوش به‌هی‌د</td>
<td>listen!</td>
</tr>
<tr>
<td>gúlf kònid/in</td>
<td>گوش کنید</td>
<td>listen!</td>
</tr>
<tr>
<td>tekrár</td>
<td>تکرار</td>
<td>repetition</td>
</tr>
<tr>
<td>tælæffóz</td>
<td>تلفظ</td>
<td>pronunciation</td>
</tr>
<tr>
<td>jæváb</td>
<td>جواب</td>
<td>answer</td>
</tr>
<tr>
<td>loqæt</td>
<td>لدت</td>
<td>word</td>
</tr>
<tr>
<td>yæ'ni či</td>
<td>یعنی چه؟</td>
<td>what does it mean?</td>
</tr>
<tr>
<td>jomlé</td>
<td>جمله</td>
<td>sentence</td>
</tr>
<tr>
<td>bæ'd æz mæn</td>
<td>بعد از من</td>
<td>after me</td>
</tr>
</tbody>
</table>

Basic Sentences

<table>
<thead>
<tr>
<th>spoken</th>
<th>written</th>
</tr>
</thead>
<tbody>
<tr>
<td>lotfæn gúlf bèdid</td>
<td>لطفنا گوش به‌هی‌د!</td>
</tr>
<tr>
<td>lotfæn gúlf kònid</td>
<td>لطفنا گوش کنید!</td>
</tr>
<tr>
<td>lotfæn tekrár kònid</td>
<td>لطفنا تکرار کنید!</td>
</tr>
<tr>
<td>lotfæn tælæffóz kònid</td>
<td>لطفنا تلفظ کنید!</td>
</tr>
<tr>
<td>lotfæn jæváb bèdid</td>
<td>لطفنا جواب به‌هی‌د!</td>
</tr>
<tr>
<td>in loqæt yæ'ni či?</td>
<td>این لدت یعنی چه؟</td>
</tr>
<tr>
<td>in jomlé yæ'ni či?</td>
<td>این جمله یعنی چه؟</td>
</tr>
</tbody>
</table>
Translation:

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

Repetition Drill:

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

Example:

spoken | written
---|---
teacher: lotfæn gúl bèdid | لطنا غوش بدهيد!
teacher: tekrar

teacher: lotfæn guÍ bedid
student: tekrar
teacher: lotfæn guÍ bedid
student: tekrar

teacher: lotfæn guÍ bedid
student: tekrar

Please repeat:

spoken | written
---|---
lotfæn gúl kònid/in | لطنا غوش كنيد!
lotfæn tekrár kòníd/in | لطنا تكرار كنيد!
lotfæn tælæfföz kòníd/in | لطنا تلفظ كنيد!
lotfæn jæváb bèdid/in | لطنا جواب بدهيد!
in loqæt yaëni čí ? | اين لدت يعني چه؟
in jomlé yaëni čí ? | اين جمله يعني چه؟

End of Unit Six
Unit Seven

The Present/Future Tense

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

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

Example:

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

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

The Present Stem

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

<table>
<thead>
<tr>
<th>spoken</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>r</td>
<td>go</td>
</tr>
<tr>
<td>g</td>
<td>say</td>
</tr>
<tr>
<td>bin</td>
<td>see</td>
</tr>
<tr>
<td>kon</td>
<td>do</td>
</tr>
<tr>
<td>xor</td>
<td>eat</td>
</tr>
<tr>
<td>gir</td>
<td>take</td>
</tr>
<tr>
<td>d</td>
<td>give</td>
</tr>
<tr>
<td>xun</td>
<td>read</td>
</tr>
<tr>
<td>düm</td>
<td>know (a thing)</td>
</tr>
<tr>
<td>forús</td>
<td>sell</td>
</tr>
<tr>
<td>xær</td>
<td>buy</td>
</tr>
<tr>
<td>šnás</td>
<td>know (a person)</td>
</tr>
<tr>
<td>zæn</td>
<td>hit</td>
</tr>
<tr>
<td>dar</td>
<td>have, own</td>
</tr>
</tbody>
</table>
The Personal Endings

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

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

Important Note

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

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

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

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

Vocabulary

lotfæn tekrar konid:

<table>
<thead>
<tr>
<th>Persian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>farsi</td>
<td>Farsi; Persian language</td>
</tr>
<tr>
<td>yád</td>
<td>memory</td>
</tr>
<tr>
<td>yád migirim</td>
<td>we learn</td>
</tr>
<tr>
<td>džers</td>
<td>lesson</td>
</tr>
<tr>
<td>džers midid/in</td>
<td>you (pl. or sg. polite) teach</td>
</tr>
<tr>
<td>džer</td>
<td>in</td>
</tr>
<tr>
<td>bazár</td>
<td>market</td>
</tr>
<tr>
<td>kár</td>
<td>work</td>
</tr>
<tr>
<td>kár mikone</td>
<td>he/she works</td>
</tr>
<tr>
<td>tehrán</td>
<td>Tehran; capital of Iran</td>
</tr>
<tr>
<td>zendegi</td>
<td>life</td>
</tr>
<tr>
<td>zendegi mikoni</td>
<td>you (sg.) live</td>
</tr>
<tr>
<td>danešgá</td>
<td>university</td>
</tr>
<tr>
<td>mixumæn</td>
<td>they read; they sing</td>
</tr>
<tr>
<td>džers mixumæn</td>
<td>they study</td>
</tr>
<tr>
<td>kí</td>
<td>who (question word)</td>
</tr>
</tbody>
</table>
bank            bank
kojá            where (question word)
kojást          where is
key             when (question word)
be-             to; in the direction of
behotél         to the hotel

**Special Vocabulary**

<table>
<thead>
<tr>
<th>spoken</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ingilisi/engelestán</td>
<td>English/England</td>
</tr>
<tr>
<td>færansé/færansé</td>
<td>French/France</td>
</tr>
<tr>
<td>rusí/rusiyyé</td>
<td>Russian/Russia</td>
</tr>
<tr>
<td>torkí/torkiyyé</td>
<td>Turkish/Turkey</td>
</tr>
<tr>
<td>hendí/hend(ustán)</td>
<td>Hindi/India</td>
</tr>
<tr>
<td>almani/almán</td>
<td>German/Germany</td>
</tr>
<tr>
<td>'æræbi/mesr, etc.</td>
<td>Arabic/Egypt</td>
</tr>
<tr>
<td>farsi/irán</td>
<td>Persian/Iran</td>
</tr>
</tbody>
</table>

**Basic Sentences**

ma farsi yad migirim
somá farsi dær s midid/in
u dær bazár kar mikone
to dær tehrán zendegi mikoni
una dær danešgá dær s mixumæn
um mærd kiye ?
bank kojást ?
kéy behotél miri ?

**Translation**

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

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

Example:

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

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

Please repeat:

šoma farsi dærs midid.
u dær bazar kar mikone.
to dær tehran zendegi mikoni.
tma dær danesga dærs mixunæn.
um mærđ kiye?
bank kojast?
key bebank miri?

Substitution Drill (1)

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

Example:

mo'ællem: šoma farsi dærs midin.

mo'ællem: šoma farsi dærs midin.
sagerd: tekrar
mo'ællem: šoma farsi dærs midin.
sagerd: tekrar
mo'ællem: šoma farsi dærs midin.
sagerd: tekrar

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

mo'ællem: færanse
šagerd: šoma færanse dærs midin.
mo'ællem: rusi
şagerd: şoma rusi dærs midin.

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

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

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

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

**Substitution Drill (2)**

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

Example:

mo'ællem: ma farsi yad migirim.

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

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

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

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

mo'ællem: şoma
şagerd: şoma farsi yad migirid.

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

mo'ællem: in doxtæra
şagerd: in doxtæra farsi yad migiræn.
Substitution Drill (3)

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

Example:

mo'ællem: u dær bazar kar mikone.

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

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

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

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

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

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

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

Substitution Drill (4)

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

Example:

mo'ællem: to dær tehran zendegi mikoni.

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

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

mo'ællem: we
šagerd: ma dær tehran zendegi mikonim.
mo'ællem: you (pl.)
šagerd: soma dær tehran zendegi mikonid.

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

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

**Double Substitution Drill (1)**

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

Example:

mo'ællem: una dær danešga dærs mixunæn.

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

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

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

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

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

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

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

**Simple Substitution Drill (1)**

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

mo'ællem: un mærd kiye?
mo'ællem: zæn
sagerd: un zæn kiye?

mo'ællem: pesær
sagerd: un pesær kiye?

mo'ællem: doxtær
sagerd: un doxtær kiye?

mo'ællem: in
sagerd: in doxtær kiye?

mo'ællem: sagerd
sagerd: in sagerd kiye?

mo'ællem: doktor
sagerd: in doktor kiye?

mo'ællem: madær
sagerd: in madær kiye?

mo'ællem: pedær
sagerd: in pedær kiye?

mo'ællem: mo'ællem
sagerd: in mo'ællem kiye?

mo'ællem: un
sagerd: un mo'ællem kiye?

**Simple Substitution Drill (2)**

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

mo'ællem: bank kojast?

mo'ællem: hotel
sagerd: hotel kojast?

mo'ællem: tehran
sagerd: tehran kojast?

mo'ællem: engelestan
sagerd: engelestan kojast?
mo'ællem: mesr
Šagerd: mesr kojast?

mo'ællem: hend
Šagerd: hend kojast?

mo'ællem: alman
Šagerd: alman kojast?

mo'ællem: injast
Šagerd: alman injast.

mo'ællem: emrika
Šagerd: emrika injast.

mo'ællem: færanse
Šagerd: færanse injast.

mo'ællem: umjast
Šagerd: færanse umjast.

mo'ællem: torkiyye
Šagerd: torkiyye umjast.

mo'ællem: rusiyye
Šagerd: rusiyye umjast.

mo'ællem: kojast
Šagerd: rusiyye kojast?

mo'ællem: iran
Šagerd: iran kojast?

Simple Substitution Drill (3)

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

mo'ællem: key be hotel miri?

mo'ællem: tehran
Šagerd: key betehran miri?

mo'ællem: engelestan
Šagerd: key beengelestan miri?

mo'ællem: mesr
Šagerd: key bemesr miri?
mo’ællem: hendustan
šagerd: key behendustan miri?

mo’ællem: emrika
šagerd: key beemrika miri?

mo’ællem: alman
šagerd: key bealman miri?

mo’ællem: unja
šagerd: key beunja miri?

mo’ællem: færanse
šagerd: key befæranse miri?

End of Unit Seven
Unit Eight

Possession

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

a. The Possessive Endings

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

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

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

Example:

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

b. The 'ezafé'

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

Example:

ketáb-e rezá  Reza's book
ketab-e dúst-e m˚n  my friend's book

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

lotfān tekrar konid:

- bīzan       Bizhan, first name (male)
- amrikā/emrikā  America, the U.S.A.
- mīdum       do you know
- kodūm      which (question word)
- fék(ār)   thought
- fék mikonām I think
- harvārd   Harvard
- hæm      also
- bāele    yes

Special Vocabulary: The Cities of Iran

- esfāhān Isfahan
- šīrāz  Shiraz
- mæšēd  Meshed
- tæbrīz Tabriz
- æhvāz  Ahwaz
- abadān  Abadan
- kermān  Kerman
- hæmadān Hamadan
- ræst   Rasht
- xorr˚m abād Khorram Abad
- zahedān Zahedan

Dialog

- xahēre šæbnām kojā dærs mixume ?
- ðær emrikā.
- mīdum dær kodūm danēsgā ?
- fék mikonām dær danēsgāhe harvārd.
- bærdēre somām umjāst ?
- bāele, bæradēræm umjā ingilisi mixume.

Translation

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

See the Dialog, above.

Substitution Drill (1)

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

mo'ællem: xahære sæbnæm koja dærs mixune?

mo'ællem: bæradær  
šagerd: bæradære sæbnæm koja dærs mixune?

mo'ællem: madær  
šagerd: madære sæbnæm koja dærs mixune?

mo'ællem: pesær  
šagerd: pesære sæbnæm koja dærs mixune?

mo'ællem: doxtær  
šagerd: doxtære sæbnæm koja dærs mixune?

mo'ællem: sagerd  
šagerd: sagerde sæbnæm koja dærs mixune?

mo'ællem: mo'ællem  
šagerd: mo'ællemæ sæbnæm koja dærs mixune?

mo'ællem: pedær  
šagerd: pedære sæbnæm koja dærs mixune?

Substitution Drill (2)

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

mo'ællem: fek mikonæm dær danešgahe harvard.

mo'ællem: tehran  
šagerd: fek mikonæm dær danešgahe tehran

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

mo'ællem: mæshæd
  sagerd: fek mikonæm dær danešgahe mæshæd.

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

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

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

Substitution Drill (3)

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

mo'ællem: bæradæræm unja ingilisi mixune.

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

mo'ællem: torki
  sagerd: bæradæræm unja torki mixune.

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

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

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

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

mo'ællem: hendi
  sagerd: bæradæræm unja hendi mixune.
### Transformation (1)

Transform: ezafe constructions into equivalent possessive phrases:

<table>
<thead>
<tr>
<th>ezafe</th>
<th>possessive</th>
</tr>
</thead>
<tbody>
<tr>
<td>ketabe mæn</td>
<td>ketabæm</td>
</tr>
<tr>
<td>ketabe u</td>
<td>ketabes</td>
</tr>
<tr>
<td>ketabe ñoma</td>
<td>ketabetun</td>
</tr>
<tr>
<td>ketabe to</td>
<td>ketabet</td>
</tr>
<tr>
<td>maşine bæradæret</td>
<td>maşines</td>
</tr>
<tr>
<td>mize ma</td>
<td>mizemun</td>
</tr>
<tr>
<td>sændæliye ñoma</td>
<td>sændælitum</td>
</tr>
<tr>
<td>bæradære sæbnæm</td>
<td>bæradæres</td>
</tr>
<tr>
<td>xahære reza</td>
<td>xahæres</td>
</tr>
<tr>
<td>čeraqæ mašin</td>
<td>čeraqæs</td>
</tr>
<tr>
<td>dære hotel</td>
<td>dæres</td>
</tr>
<tr>
<td>danešgæhe tehran</td>
<td>danešgæhes</td>
</tr>
<tr>
<td>dærse ñoma</td>
<td>dærsctum</td>
</tr>
<tr>
<td>holette unja</td>
<td>holettes</td>
</tr>
<tr>
<td>bazare esfæhan</td>
<td>bazares</td>
</tr>
<tr>
<td>banka alman</td>
<td>bankæs</td>
</tr>
<tr>
<td>pesære aqaye qazi</td>
<td>pesæres</td>
</tr>
</tbody>
</table>

### Transformation (2)

Transform: ezafe constructions into their equivalent possessive phrases:

<table>
<thead>
<tr>
<th>ezafe</th>
<th>possessive</th>
</tr>
</thead>
<tbody>
<tr>
<td>ketabaye mæn</td>
<td>ketabam</td>
</tr>
<tr>
<td>ketabaye u</td>
<td>ketabas</td>
</tr>
<tr>
<td>ketabaye ñoma</td>
<td>ketabatun</td>
</tr>
<tr>
<td>ketabaye to</td>
<td>ketabat</td>
</tr>
<tr>
<td>maşinaye bæradæret</td>
<td>maşinas</td>
</tr>
<tr>
<td>mizaye ma</td>
<td>mizamun</td>
</tr>
<tr>
<td>sændæliaye ñoma</td>
<td>sændæliyatun</td>
</tr>
<tr>
<td>bæradæreye sæbnæm</td>
<td>bæradæras</td>
</tr>
<tr>
<td>xahæraye reza</td>
<td>xahæras</td>
</tr>
<tr>
<td>čeraqaye mašin</td>
<td>čeraqas</td>
</tr>
<tr>
<td>dæraye hotel</td>
<td>dæras</td>
</tr>
<tr>
<td>danešgahaye tehran</td>
<td>danešgahaš</td>
</tr>
<tr>
<td>dærsaye ñoma</td>
<td>dærsctum</td>
</tr>
<tr>
<td>hotelaye unja</td>
<td>hotelæs</td>
</tr>
<tr>
<td>bazaraye esfæhan</td>
<td>bazaraš</td>
</tr>
<tr>
<td>bankaye alman</td>
<td>bankaš</td>
</tr>
<tr>
<td>pesæraye aqaye qazi</td>
<td>pesæraš</td>
</tr>
</tbody>
</table>
**Transformation/Substitution Drill (1)**

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

\[ \text{xahære ñæbnæm koja dærs mixune?} \]
\[ \text{xahæres koja dærs mixune?} \]

\[ \text{mo'ællem: bæradære ñæbnæm} \]
\[ \text{sagerd: bæradæres koja dærs mixune?} \]

\[ \text{mo'ællem: madaære ñæbnæm} \]
\[ \text{sagerd: madaeres koja dærs mixune?} \]

\[ \text{mo'ællem: doxtære to} \]
\[ \text{sagerd: doxtæret koja dærs mixune?} \]

\[ \text{mo'ællem: pesæraye tma} \]
\[ \text{sagerd: pesæraštn koja dærs mixunæn?} \]

\[ \text{mo'ællem: mo'ælemaye ma} \]
\[ \text{sagerd: mo'ællemamun koja dærs mixunæn?} \]

\[ \text{mo'ællem: doxtære soma} \]
\[ \text{sagerd: doxtæretun koja dærs mixune?} \]

**Transformation/Substitution Drill (2)**

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

\[ \text{xahæraye ñæbnæm unja zendegi mikonæn.} \]
\[ \text{xahæraš unja zendegi nemikonæn.} \]

\[ \text{mo'ællem: Shabnam's brothers} \]
\[ \text{sagerd: bæradæraš unja zendegi nemikonæn.} \]

\[ \text{mo'ællem: Reza's doctors} \]
\[ \text{sagerd: doktoraš unja zendegi nemikonæn.} \]

\[ \text{mo'ællem: our daughters} \]
\[ \text{sagerd: doxtæramun unja zendegi nemikonæn.} \]
mo'ælem: your doctors
šagerd: doktoratn unja zendegi nemikonæn.

mo'ælem: his sons
šagerd: pesæras unja zendegi nemikonæn.

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

End of Unit Eight
Unit Nine

Present/future Tense (cont.)

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

dáræm   I have
dári
dáre
dárim
dárid
dáræn

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

nédáræm   I don't have
gédari
nédare
nédarim
nédarid
nédáræn

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

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

Vocabulary

Please repeat:

cénta/céndta?  how many?; several (if not used as a question word)
xumé  house
dárid  you (pl. or sing. polite) have
dáre...  télěfón  mikone  he is making a telephone call
ostád  professor; instructor; teacher
žále  Zhale, girl's name
kæm  little
kæmi  a little; some
pul                     money
midim                   we give
æz                      from
migire                  he/she receives, gets
miná                    Mina, girl's name
qalí / fêrs            carpet
mixære                  he/she buys, is buying
orupá                   Europe

Special Vocabulary: Numbers 1-10

Please repeat:

ye k          one
do           two
se           three
čar          four
pænj         five
sîs           six
hæf(t)        seven
hæs(t)         eight
no(h)        nine
dæ(h)         ten

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

yè ketáb    one book
pænj ketáb  five books

Basic Sentences

- şoma čændta xumé darid?
- şoma čændta xumé darid.
- ma bežalè kæmi púl midim.
- žalè æzma kæmi púl migire.
- minà dare ye qalì mixæere.
- umà æzirán beorupá mìræn.

Translation

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

See Basic Sentences, above.

Transformation Drill (1)

Transform the question sentences provided into affirmative sentences:

soma pænjta xune darid?
... soma pænjta xune darid.

mo'ællem: ma se ta hotel darim?
sagerd: ma se ta hotel darim.

mo'ællem: hæsæn be soma telefon mikone?
sagerd: hæsæn be soma telefon mikone.

mo'ællem: ma betma kæmi pul nemidim?
sagerd: ma betma kæmi pul nemidim.

mo'ællem: u æziran beorupa mire?
sagerd: u æziran beorupa mire.

mo'ællem: pedæretun seta ma sin mixære?
sagerd: pedæretun seta ma sin mixære.

mo'ællem: uma bema telefon nemikonæn?
sagerd: uma bema telefon nemikonæn.

mo'ællem: mina dare ye qali mixære?
sagerd: mina dare ye qali mixære.

mo'ællem: sæbnæm doxtære aqaye qaziye?
sagerd: sæbnæm doxtære aqaye qaziye.

mo'ællem: aqaye qazi pedære reza nist?
sagerd: aqaye qazi pedære reza nist.

mo'ællem: bærادرæras inja Zendegi mikonæn?
sagerd: bærادرæras inja Zendegi mikonæn.
Transformation Drill (2)

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

soma seta xune darid.
---
soma seta xune nedarid.

mo‘ællem: u nohta sagerd dare.
   sagerd: u nohta sagerd nedarad.

mo‘ællem: ma tuye un hotel zendegi mikonim.
   sagerd: ma tuye un hotel zendegi nemikonim.

mo‘ællem: uma dæhta qali daræn.
   sagerd: uma dæhta qali nedaræn.

mo‘ællem: un xanom tuye hotele ma kar mikone.
   sagerd: un xanom tuye hotele ma kar nemikone.

mo‘ællem: doxtære doktor tuye danešgahe tehran dærs mide.
   sagerd: doxtære doktor tuye danešgahe tehran dærs nemide.

mo‘ællem: pesæres dær mesr dærs mixære.
   sagerd: pesæres dær mesr dærs nemixære.

mo‘ællem: uma inja farsi yad migiræn.
   sagerd: uma inja farsi yad nemigiræn.

mo‘ællem: xahæras unja zendegi mikonæn.
   sagerd: xahæras unja zendegi nemikonæn.

Double Substitution Drill (1)

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

mina dare ye qali mixære.

mo‘ællem: zæle - ketab
   sagerd: zæle dare ye ketab mixære.

mo‘ællem: un mærd - televiziyon
   sagerd: un mærd dare ye televiziyon mixære.

mo‘ællem: pedære bižæn - xune
   sagerd: pedære bižæn dare ye xune mixære.
mo'ællem: madær - čeraq
šagerd: madær dare ye čeraq mixære.

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

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

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

**Double Substitution Drill (2)**

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

mæn æz iran be orupa miræm.

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

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

mo'ællem: esfæhan - Íiraz
šagerd: mæn æzesfæhan beÍiraz miræm.

mo'ællem: daneÍga - bank
šagerd: mæn æzdanëga bebank miræm.

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

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

mo'ællem: inja - tmja
šagerd: mæn æzinja beunj a miræm.

**End of Unit Nine**
Unit Ten

a) The Simple Past Tense

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

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

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

kár kærð-æm     I worked
kár kærð-i
kár kærð
kár kærð-im
kár kærð-id/in
kár kærð-æn

Present and past tenses in contrast

Please repeat:

<table>
<thead>
<tr>
<th>present</th>
<th>past</th>
</tr>
</thead>
<tbody>
<tr>
<td>mïre</td>
<td>ræft</td>
</tr>
<tr>
<td>kár mìkone</td>
<td>kár kærð</td>
</tr>
<tr>
<td>yád migìre</td>
<td>yád gerèft</td>
</tr>
<tr>
<td>dzïrs mïde</td>
<td>dzïrs dåd</td>
</tr>
<tr>
<td>zendegí mìkone</td>
<td>zendegí kærð</td>
</tr>
<tr>
<td>dzïrs mixïne</td>
<td>dzïrs xûnd</td>
</tr>
<tr>
<td>mixïne</td>
<td>xûnd</td>
</tr>
<tr>
<td>fëk mïkone</td>
<td>fëk kærð</td>
</tr>
<tr>
<td>mïdtïne</td>
<td>dtmëst</td>
</tr>
<tr>
<td>dåre</td>
<td>dañt</td>
</tr>
<tr>
<td>mïde</td>
<td>dad</td>
</tr>
</tbody>
</table>
mígire         geréft
mixære         xærid
jæváb mide    jæváb dad
gús mide       gús dad
tælæffóz mikone tælæffóz kærd

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

n…-ræft    he/she did not go
kàr n…-kærd he/she did not work

b. The Definite Direct Object

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

biûtén-o did-æm I saw Bizhan.
ketáb-o xúnd-æm I read the book.
ún-o xærid-æm I bought that.
un xuné-ro forúxt-æm I sold that house.
kodum loqɵt-o xúnd-i Which word did you read?

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

xuné       house
xuné-ro    house + 'ro'

c. The Conjunction '-o'

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

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

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

biûtén-o sæbnæm-o did He/she saw Bizhan and Shabnam.
Here 'bizén-o šebnäm' (Bizhan and Shabnam) is the definite direct object of 'did-žen' (to see).

**The Word 'mal'**

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

- mál-e màn mine, my property
- mál-e ú his, his property

**Vocabulary**

Please repeat

- bizén-o Bizhan, first name (male)
- tú-y-e in
- xiyabúm street
- díd/mí-bin-e (he) saw/sees
- dirúz yesterday
- mehmún guest
- šebnäm-o Shabnam and
- bahám together
- sinemá cinema
- dúst friend
- forudgá(h) airport
- forusgá(h) department store
- forusgáh-e Ferdowsi Ferdowsi department store
- xéyli very
- dúr far
- pærvín first name (female)
- așpáz cook
- așpæzxumé kitchen
- hævapeymá airplane
- mál-e... property of...
- šerkæt = kompaní company

**Special Vocabulary for drills**

Please repeat

- næzhik (næzik) near
- solúq crowded, noisy
- xælvæt uncrowded, empty of people
- bozorg big
- kuçik small
- tæmiz clean
- kæsif dirty
- gerün expensive
- ærzün cheap
modérn (jædíd) modern
qædím ancient days
qædím-í ancient, old (not for people)
otobús bus
garáž garage
ketabxuné library
ketábfortüsi bookstore
bæstænî (bæssænî) ice cream
bæstænifortüsi ice-cream shop
gól flower
gölfortüsi flower shop
næqšé map
šéhr (also sér) city
qalifortüsi carpet shop
belît ticket
belîtfortüsi ticket office
bæccé child
mædresé school

Basic Sentences

Please listen

- biţžén-o tü-y-e xiyabún did-æm.
- dirüz bæradáér-æm cænd(ta) mehmún dàst.
- šæbnám-o mæn bahæm besinemà næ-raft-im.
- dúst-e šomà tü-y-e forudgà næ-bud.
- fortügáh-e ferdowsi xeyli dür bûd.
- pærvín-o xah-er-es tü-y-e așpæzxuné bûd-æn.
- in hævapeymá mál-e kodûm šerkàt-e ?

Translation

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

Repetition Drill

See Basic Sentences, above.
Substitution Drill (1)

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

\[ \text{diruz } \text{bæradæræm } \text{ænd } \text{mehmun } \text{dást.} \]

mo’ællem: your sister
ságerd: diruz xahæret ëænd mehmun dást.

mo’ællem: his doctor
ságerd: diruz doktores ëænd mehmun dást.

mo’ællem: my students
ságerd: diruz ságerdam ëænd mehmun dástæn.

mo’ællem: Mr. Qazi
ságerd: diruz aqaye qazi ëænd mehmun dást.

mo’ællem: their daughters
ságerd: diruz doxtæræsun ëænd mehmun dástæn.

mo’ællem: the university professor
ságerd: diruz ostade danæsga ëænd mehmun dást.

mo’ællem: that man
ságerd: diruz un mærd ëænd mehmun dást.

Substitution Drill (2)

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

\[ \text{sæbnæmo } \text{mæn } \text{bahæm } \text{besinema } \text{næræftim.} \]

mo’ællem: market
ságerd: sæbnæmo mæn bahæm bebazar næræftim.

mo’ællem: airport
ságerd: sæbnæmo mæn bahæm beforudga næræftim.

mo’ællem: hotel
ságerd: sæbnæmo mæn bahæm behotel næræftim.

mo’ællem: ice-cream shop
ságerd: sæbnæmo mæn bahæm bebæstæni forusi næræftim.
mo'ællem: garage
šagerd: šæbnæmo mæn bahæm begaræz næræftim.

mo'ællem: library
šagerd: šæbnæmo mæn bahæm beketabxume næræftim.

mo'ællem: school
šagerd: šæbnæmo mæn bahæm bemædrese næræftim.

**Substitution Drill (3)**

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

foruşgahe ferdowsi xeyli **dur** bud.

mo'ællem: big
šagerd: foruşgahe ferdowsi xeyli bozorg bud.

mo'ællem: small
šagerd: foruşgahe ferdowsi xeyli kuçik bud.

mo'ællem: modern
šagerd: foruşgahe ferdowsi xeyli modern bud.

mo'ællem: old
šagerd: foruşgahe ferdowsi xeyli qædimi bud.

mo'ællem: expensive
šagerd: foruşgahe ferdowsi xeyli gerun bud.

mo'ællem: cheap
šagerd: foruşgahe ferdowsi xeyli ærzun bud.

mo'ællem: crowded
šagerd: foruşgahe ferdowsi xeyli Ìoluq bud.

mo'ællem: uncrowded
šagerd: foruşgahe ferdowsi xeyli xælvæt bud.

mo'ællem: clean
šagerd: foruşgahe ferdowsi xeyli tæmiz bud.

mo'ællem: dirty
šagerd: foruşgahe ferdowsi xeyli kæsif bud.
Double Substitution Drill (1)

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

**biżæno** tuye **xiyabun** didæm.

mo'ællem: sæbnæm - hotel
šagerd: sæbnæmo tuye hotel didæm.

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

mo'ællem: sagerda - mædrese.
šagerd: sagerdaro tuye mædrese didæm.

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

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

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

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

Double Substitution Drill (2)

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

**in hævapeyma** male kodum **şerkæte**?

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

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

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

mo'ællem: ticket - ticket office
šagerd: in belit male kodum belit forušiye?
mo'ællem: bus - company
šagerd: in otobus male kodum šerkæte?

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

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

Transformation

Transform the following from the present tense into past tense:

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

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

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

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

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

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

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

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

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

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

mo'ællem: xahæret bemæn gus nemide.
šagerd: xahæret bemæn gus nædad.
mo'ællem: mo'ællem ino xub tælæffoz nemikone.
šagerd: mo'ællem ino xub tælæffoz nækærd.

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

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

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

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

End of Unit Ten