

The structure of *The Routledge Introductory Persian Course: Farsi Shirin Ast*

This coursebook contains fifteen lessons. Each lesson (apart from Lesson 1 in which the Persian alphabet and writing system are introduced) is composed of several sections, each designed to integrate language learning skills and facilitate language acquisition:

- A title in the form of a question followed by a photographic image and accompanying caption which should be used as the basis for pre-reading tasks.
- A vocabulary section in which Persian words are presented along with their English equivalent(s). In the vocabulary table, the part of speech of each new item of vocabulary is presented (in Persian), and a sentence is provided where the new word is used in context (with accompanying English translation in chapters 2-5).
- A dialogue, followed by comprehension questions in Persian.
- Explanations in English of the grammatical point(s) introduced in the dialogue, which include Persian example sentences, usually accompanied by an English translation (see below). We have intentionally made the grammar explanations as brief as possible, since our preference is for the acquisition of Persian grammar *implicitly* (i.e. through example sentences, dialogues, short texts etc), rather than *explicitly*.
- A short text in which the implicit focus is on the new grammatical point(s) introduced in the lesson, followed by comprehension questions in Persian.
- Additional exercises for students to practice the grammar and vocabulary introduced in the lesson. These take a variety of forms: multiple-choice, fill in the blanks, translation, word reordering, sentence completion, etc.

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- A colloquial situational dialogue, followed by a table showing the relationship between the formal (or literary) and colloquial words and expressions used, as well as some additional related vocabulary so that students can recreate similar situational dialogues by substituting the words used in the original dialogue with other related words. The colloquial Persian presented in these sections (collectively entitled, *Dar shahr cheh khabar-eh?* “What’s going on in town?”), is the informal spoken dialect of Tehran, which is the most widely understood colloquial form of Persian.
- Two comprehensive vocabulary sections (one Persian to English, the other English to Persian), which include the words introduced in the individual vocabulary sections at the beginning of each lesson with their English equivalent(s).
- An index of grammatical terms at the very end of the book which students and instructors can use to easily locate where a particular grammar point is discussed in the book.

How to use *The Routledge Introductory Persian Course: Farsi Shirin Ast*

In order to understand how to use this book, it is best to think of each chapter as a series of units which the instructor should use to practice a particular skill or skills within the classroom:

- **Title**

The title of each lesson is in the form of an engaging question in Persian which relates to the subject of the dialogue or the short text (or both) and which the instructor

should use as a pre-reading exercise to prepare students for the topics covered in that lesson. This facilitates a connection between the students' existing information, and the new information being presented to them, which should assist them in processing the new information.

- **Photographic image and caption**

On the first page of each chapter there is a photograph with an accompanying caption in Persian which the instructor can either use at the beginning of the lesson as an aid to further discussion, or else at the end of the lesson once the dialogue and short text have been covered. Each photo caption ends with an invitation to the students to do a brief web search (in Persian) to find out more about the subject of the photograph. The information the students find via the web search can be discussed in brief before moving on to the next lesson. Both the title and the photograph should be used as the basis of pre-reading and warm-up exercises.

- **Vocabulary**

The vocabulary section includes example sentences as well as parts of speech so that students can learn from the very beginning of their encounter with Persian how to use each word in context, as well as to identify its grammatical usage. These example sentences are introduced from the first lessons so that the students are exposed to a large amount of grammar and (passive) vocabulary required to gradually better comprehend the target language. In the first few chapters (2-5), English translations are provided for these example sentences to ease students into engaging with the passive vocabulary and grammar. After the first few lessons, the students can be asked to make similar sentences in Persian to the example sentences provided in the

book, and –with the aid of a dictionary- translate the example sentences into English either in class, or else as a homework exercise. The audio recordings of the vocabulary lists should be also used in tandem with the coursebook in order to help students to develop natural pronunciation in Persian. The audio recordings are particularly important in encouraging the development of natural pronunciation since we have made a conscious, pedagogical decision not to use transliteration in our book. Short vowels are not marked so that from the beginning, students become accustomed to reading authentic Persian texts where short vowels are normally not shown.

- **Formal dialogues**

Each chapter contains a formal dialogue, which is based on a real life situation. These dialogues familiarize students with the formal or literary register of Persian. Students can listen to the audio recordings of the dialogues as read by native speakers. This will help them to gauge their own pronunciation. The dialogues are followed by comprehension questions in Persian which can be answered orally or in writing. Students are also invited to compose a modified version of the dialogue in their own words, which they can then act out in class in pairs.

- **Grammatical explanations**

We have endeavored to explain the grammatical points in plain English. These brief grammar explanations are followed immediately by relevant examples so as to build the grammatical competence of the students as well as their communicative competence. In other words, there is as smooth a transition as possible from the explicit explanation of grammatical points to their implicit presentation in context. In

addition, from the first lessons, students learn not only to form simple sentences and to analyze their constituent parts, but also to construct and analyze compound and complex sentences. It should be noted that not all the example sentences given in the grammar sections are accompanied by English translations. This requires learners to engage more directly with the Persian constructions and to focus on grammatical patterns, rather than being distracted by decoding the semantic meaning. Students should, of course, be encouraged to look up any new vocabulary they encounter in the exercises in the glossary at the back of the book, or else in a dictionary.

- **Short texts**

The short texts introduce learners to larger blocks of language, and show them how phrases and sentences are connected in a paragraph. The texts contain information about modern and pre-modern Iranian society, literature, history, and art. The audio recording of each short text should be used as a pre-reading exercise for listening comprehension. The audio should be played twice while students keep their books closed; the first time followed by several general comprehension questions delivered orally, and the second time followed by more detailed comprehension questions. Following this, the students can be asked to open their books and first read and then paraphrase the text in small groups. In this way, heritage students and absolute beginners can be paired or else divided into mixed groups to work together to better understand and summarize the text.

- **Colloquial dialogues**

The colloquial dialogues are situational, in Tehrani dialect, and are aimed at familiarizing students with conversation in everyday situations. The formal/literary

versus colloquial tables after each dialogue highlight the difference between the two registers of the language, and can be used on the one hand to help *ab initio* learners to convert their formal Persian into colloquial, and, conversely, help heritage learners to familiarize themselves with the relationship between the spoken form of Persian - which they are more comfortable with- and the formal, literary register. By including this colloquial section in each lesson, we hope to encourage instruction in colloquial Persian in the classroom, which should enable those students without Persian-speaking heritage, and those who do not have the opportunity to visit Iran, to learn to converse in a natural spoken register. We have chosen to draw a clear separation between the formal/literary and colloquial in our book since we feel by doing so a more level playing field is created for both heritage learners and *ab initio* students. Heritage learners commonly have limited knowledge of formal, written Persian, and so by focusing on this register of Persian, the learning environment becomes more homogenous.

Tentative syllabus

A tentative syllabus is suggested below, although it should be stressed that each class will have its own natural pace:

If introductory Persian is taught as a year-long course, with two semesters each of approximately 13 weeks, with around 40 hours of Persian instruction per semester, each lesson can be covered in two weeks (or six 1-hour sessions) in the following manner:

Class 1: Pre-lesson discussion of the title, photograph, and caption and first half of vocabulary

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Class 2: Second half of vocabulary

Class 3: Formal dialogue and first half of the grammar

Class 4: Reading and second half of the grammar

Class 5: Colloquial dialogue

Class 6: Chapter quiz

If this pattern is followed, the first seven chapters can be covered in the first semester and the second eight chapters in the second semester.

Depending on the size of the class and the students' individual learning strategies, the instructor can adopt different teaching techniques which s/he feels will best facilitate the acquisition of the material. The more the students are involved in the class, the greater the chance they will acquire and retain the material covered. Bridging between the students' existing knowledge and the new information also facilitates learning. In addition, the students' autonomy can be built up by assigning different target-language-related tasks to them such as generating sample sentences with the newly introduced vocabulary or writing dialogues and texts similar to those presented in the book or giving short presentations on the topics covered in each lesson.

We hope that you will enjoy using this coursebook, and look forward to receiving your feedback via the website.

Pouneh Shabani Jadidi and Dominic Parviz Brookshaw

Montreal and Manchester, July 2009

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We have annotated the sample chapter below in order to give instructors an idea of how we envisage the various sections of each chapter should be used in the classroom:

درس هفتم

ورزش مورد علاقه شما چیست؟

"Lesson 7 image here"

یک مغازه لوازم ورزشی در تهران. دوتا از ورزشهایی که از همه بیشتر مورد علاقه ایرانیان می باشند فوتبال و کشتی هستند.
برای اطلاعات بیشتر در مورد تیم ملی فوتبال ایران در اینترنت جستجو کنید.

درس هفتم: ورزش مورد علاقه شما چیست؟

گفتگو: فوتبال

دستور: مضارع التزامی

ماضی التزامی

فعل امری

فصلها و ماه های سال

نام ماه های میلادی به فارسی

خواندن: ورزش

در شهر چه خبره؟ گردش در شهر

واژگان

Comment [p1]: Discuss the topic of the chapter. Answer the question of the title, and then ask the students the same question. You can also ask the students to ask one another the same question and then report the answers to the group. Copying your model should ensure that they use the correct structures.

Comment [p2]: Ask the students to talk about the picture. They can first describe what they see, and then try to compare it to their own surroundings. This particular chapter is about sport, so you could ask them to discuss what the most popular sports in their country are, and whether or not they think those same sports are popular in Iran.

Comment [p3]: The web search task can be assigned once the lesson has been covered. You can either ask the students to report the result of their internet search orally or else to write it down and submit it to you for marking.

Comment [Cdt4]: The contents of each lesson is given in Persian, so the instructor might want to go through the contents briefly in English beforehand, just so the students know what to expect from the lesson in terms of themes and grammar points.

Comment [p5]: Ask the students to close their books. Then read the vocabulary and ask them to repeat after you. This way, they will improve their listening ability before they start reading the new words. You can ask them to repeat chorally once and then ask a few to repeat specific words individually. Then ask them to open their books and read each word once again while they repeat after you. Then ask students at random to read one example sentence and the person sitting next to him/her to translate the same sentence. For some sentences that are more complex, you can do some substitution drills by asking another student to replace a word in the example with the word you give them. As homework, choose several of the new words and ask the students to write example sentences for them.

مثال	نقش دستوری	معنی انگلیسی	لغت
پریروز او را در خیابان دیدم.	قید	the day before yesterday	پریروز
پس فردا به دیدن مادرم می روم.	قید	the day after tomorrow	پس فردا
قبلاً این فیلم را دیده ام.	قید	previously; already	قبلاً
شاید او هم با ما بیاید.	قید	maybe; perhaps	شاید
باید خوب مسواک بزنی.	قید	must	باید
نباید دروغ بگویی.	قید	must not	نباید
لطفاً این اسکناس را خرد کنید.	قید	please	لطفاً
می توانیم با هم به دیدن او برویم.	قید	together	با هم
به غیر از، به جز	حرف اضافه	except for	به غیر از، به جز
هنگام بهار طبیعت بسیار زیبا می شود.	حرف اضافه	at the time of	هنگام
ببخشید آجیل کیلویی چند است؟	اسم	nuts	آجیل
حتی از فکرش هم می ترسم.	اسم	thought	فکر (افکار)
از ایده او خوشم آمد.	اسم	idea	ایده
ماشین جدیدتان مبارک!	اسم	car	ماشین
من رانندگی بلد نیستم.	اسم	driving	رانندگی
هنگام رانندگی باید کمربند ایمنی خود را ببندید.	اسم مرکب	seat belt	کمربند ایمنی
او خیلی جوک های بامزه بلد است.	اسم	joke	جوک
وقتی جوان بودم می خواستم تا ابد زنده بمانم.	صفت/ اسم	young; young person	جوان
او به سؤال من پاسخ خوبی داد.	اسم	question	سؤال (سوالات)
ورزش برای سلامتی لازم است.	اسم	sport	ورزش
تختی یک کشتی گیر بسیار محبوب بود.	اسم مرکب	wrestler	کشتی گیر
برای بچه ها، پدرانشان همیشه قهرمان هستند.	صفت/ اسم	hero	قهرمان
پهلوان ها بسیار جوانمردند.	صفت/ اسم	champion	پهلوان
امروز برنامه ات چیست؟	اسم	programme, plan, schedule	برنامه
من قصد دارم در مسابقه دو شرکت کنم.	اسم	competition; match	مسابقه
تیم شما از تیم ما قوی تر است.	اسم	team	تیم
تقریباً همه ایرانیان از فوتبال خوششان می آید.	اسم	football	فوتبال

Comment [Cdt6]: We have included the grammatical terms in Persian so that students become familiar with basic Persian grammatical terms. Recognizing the parts of speech of different words and phrases in a sentence helps students understand, analyze and translate those sentences and phrases better.

Comment [Cdt7]: Although we have provided English equivalents for the new Persian words and phrases in each lesson, these translations are not exhaustive, and students should be encouraged to use dictionaries (both online and print) to find alternative English equivalents as well as synonyms for the Persian words.

Comment [p8]: The instructor should explain that there are many nouns in Persian that are originally Arabic and that the tendency is still to use the Arabic plural for these nouns. This means learners should endeavor to memorize the broken plural forms of such nouns when they first come across them. In order to facilitate the learning of Arabic broken plurals, the instructor can ask the students to look for patterns in the plural forms, and in the relationship between the singular and plural forms.

Comment [Cdt9]: The instructor should test the reading skills of the students individually and at random to check that they are learning to anticipate the unwritten short vowels in Persian. Again, as with Arabic plurals, the instructor should encourage the students to identify patterns in the short vowels in new items of vocabulary.

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من طرفدار تیم پرسپولیس هستم.	اسم	fan, supporter	طرفدار
دانشگاه ما یکی از بهترین دانشگاههای جهان است.	اسم	world	جهان
فرانسه در اروپاست.	اسم	Europe	اروپا
ایران در قاره آسیا قرار دارد.	اسم	Asia	آسیا
کشور مصر در آفریقا است.	اسم	Africa	آفریقا
آمریکا یکی از کشورهای وسیع جهان است.	اسم	America	آمریکا
ایران و مصر در دو قاره مختلف هستند.	اسم	continent	قاره
خانه ما در کوچه بهار است.	اسم	alley	کوچه
وقتی از خیابان رد می شوی مواظب باش.	اسم	street; avenue	خیابان
تولد من در فصل بهار است.	اسم	season	فصل
کتابخانه ملی کجاست؟	صفت	national	ملی
خانه ما از اینجا زیاد دور نیست.	صفت	far	دور
آیا بانک ملی نزدیک دانشگاه است؟	صفت	near	نزدیک
ببخشید ممکن است لطفاً سیگار نکشید؟	صفت	possible	ممکن
لازم نیست این کتاب را بخرید.	صفت	necessary	لازم
بسیاری از مردم ایران سنتی هستند.	صفت	traditional	سنتی
کمال الملک یکی از نقاش های بسیار معروف ایران است.	صفت	famous, well-known	معروف
هر چه تلفن کردم، شماره ات مشغول بود.	صفت	busy	مشغول
چند نفر را دعوت کردم.	صفت نامشخص	several	چند
آیا امکان دارد من هم با شما بیایم.	فعل	to be possible	امکان داشتن
چقدر احتمال دارد برف بیارد؟	فعل	to be probable	احتمال داشتن
ببخشید می توانم اسمتان را بپرسم.	فعل	to be able	توانستن (توان)
پاهایت را روی میز نگذار.	فعل	to let; to put	گذاشتن (گذار)
اسم ترا نمی دانم.	فعل	to know (something)	دانستن (دان)
بند کفش را ببند. وگرنه زمین می خوری.	فعل	to close; to tie	بستن (بند)
اجازه می دهید از خودکارتان استفاده کنم؟	فعل	to allow	اجازه دادن (ده)
وقتی از او سؤال کردم، پاسخی نداد.	فعل	to answer	پاسخ دادن (ده)
لطفاً این فرم ها را پر کنید.	فعل	to fill	پر کردن (کن)
امشب من شام درست می کنم.	فعل	to make	درست کردن

Comment [Cdt10]: At a more advanced stage in the course, students can be asked to break down new items of vocabulary into their constituent morphemes, and to think of other words that share the same morphological elements. This will help them to make connections between words they know and words they are learning for the first time. This sort of exercise is particularly useful for a language like Persian which favors compounding.

Comment [Cdt11]: Just as Arabic-origin vocabulary is common in Persian, so is vocabulary derived from European languages, in particular French and English (and through them from Latin and Greek).

Comment [p12]: When teaching the new items of vocabulary, the instructor can give the students different parts of speech of the new words and ask them to use them in example sentences. For example:
امکان ممکن

Comment [p13]: When teaching verbs, make sure that the students learn the present stem of each verb, especially the ones that are irregular.

Comment [p14]: When teaching the new verbs, ask students to substitute the tense of the verbs by adding different time expressions. This way, you will review the tenses each time you teach new verbs. You can use different adverbials in the example sentences and ask students to substitute the verb with the correct tense that corresponds to the adverbial. Of course, this exercise can only be done once all the tenses are covered.

			(کن)
آیا در تظاهرات دیروز شرکت کردید؟	فعل	to participate in	شرکت کردن (کن) (در)
من به نقاشی خیلی علاقه دارم.	فعل	to be interested in	علاقه داشتن (دار) (به)
او موافقت کرد که با من بیاید.	فعل	to agree	موافقت کردن (کن) (با)

گفتگو

فوتبال

لادن : سلام بچه ها. برنامه امروزمان چیست؟
پیام: امروز به خانه سینا می رویم تا باهم بازی فوتبال ایران و آمریکا را ببینیم.
لادن : چه خوب! من هم آجیل می آورم. شما ساعت چند می روید؟
پیام : ساعت ۵. اگر می خواهی، می توانیم با هم برویم.
لادن : فکر بسیار خوبی است چون من ماشین ندارم و خانه سینا خیلی دور است.

Comment [p15]: Ask students to close their books, and then either read or play the audio recording of the dialogue for them. Then ask them some general comprehension questions. Afterwards, ask them to open their books, and read the dialogue to them at a slower pace than the recording. Then ask more specific comprehension questions. Finally ask the students to repeat after you the lines of the dialogue until they know it by heart. The students can then be asked to act the dialogue out. Encouraging them to get out of their chairs and come to the front of the classroom to do this will add an element of fun and greater interaction with the task.

درک مطلب

امروز پیام و لادن به خانه چه کسی می روند؟
چرا بچه ها امروز به خانه سینا می روند؟
لادن چه چیزی می آورد؟
پیام ساعت چند می خواهد به خانه سینا برود؟
آیا پیام ماشین دارد؟

Comment [p16]: The instructor can ask the students to do this as homework on a piece of paper. This ensures that they go over the dialogue at home.

Comment [Cdt17]: These comprehension questions are not exhaustive. The instructor may decide to add some more questions here, either orally or in writing on the board.

بحث کنید و بنویسید

یک گفتگو بنویسید مانند گفتگوی فوتبال ولی در مورد دوستان خودتان و در آن یکی از برنامه های تفریحی تان را شرح دهید.

Comment [p18]: Ask students to act out their modified versions of the dialogue in class in front of their classmates. Students can also be asked to write down their modified version of the dialogue outside of class time.

دستور

Present subjunctive

مضارع التزامی

Another tense which makes use of the present stem in Persian is the present subjunctive. Notice that the verb endings are the same as the ones used for the present tense. However, in the present subjunctive, the prefix **ب** precedes the present stem (instead of **می**). The present subjunctive is used after certain control verbs and verbal phrases which express desire, will, necessity and obligation. Here are some example of verbs and expressions in Persian which require a subjunctive:

to want to: They want to go.	خواستن: آنها می خواهند بروند.
to be able to: I am not able to sleep.	توانستن: من نمی توانم بخوابم.
to let: My mother won't let me come with you.	گذاشتن: مادر من نمی گذارد با شما بیایم.
to allow: Will you allow me to sit here?	اجازه دادن: اجازه می دهید من اینجا بنشینم؟
to prefer to: I prefer to speak Persian.	ترجیح دادن: من ترجیح می دهم فارسی صحبت کنم.
it is possible: It is possible that she will call.	امکان دارد: امکان دارد تلفن کند.
it is possible: It is possible that it will rain.	ممکن است: ممکن است باران بیاید.
it is probable: It is probable that I will pass.	احتمال دارد: احتمال دارد که قبول شوم.

Comment [p19]: The use of Persian in the classroom is essential, but when explaining new grammatical points or structures at the beginners' level, instructors will want to use some English too in order to make sure that students understand. Once the new grammar has been explained, and the examples in the book have been covered, ask the students to make several sentences which include the new grammatical structure. Once they are comfortable with the new grammar, they can be asked to modify their sentences and those in the book by using the new vocabulary they have learned in the lesson.

Comment [Cdt20]: We have structured the grammar sections with the explanations coming first, followed by examples. The instructor can decide to switch the order of these around and instead concentrate on the examples first, and then go back to the explanations.

Comment [Cdt21]: Depending on the ability of the students, the instructor may decide to prioritize and focus the students' attention on a portion of the examples and vocabulary, rather than the whole, at least in the first instance.

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it is necessary: Is it necessary that I come too?	لازم است: آیا لازم است که من هم بیایم؟
must: You must apologize to her.	باید: باید از او معذرت خواهی.
must not: You must not drive fast.	نباید: نباید تند برانید.
may: We may see one another.	شاید: شاید همدیگر را ببینیم.
before: Before you leave I must talk to you.	قبل از اینکه: قبل از اینکه بروید باید با شما صحبت کنم.
in order to: I came here in order to see you.	تا: آمدم اینجا تا تو را ببینم.
if: If you come, I will come too.	اگر: اگر بیایی من هم می آیم.
to doubt: I doubt he knows Persian.	شک داشتن: شک دارم فارسی بلد باشد.
to hope to: I hope to see her.	امیدوار بودن: امیدوارم ببینمش.
to want to: I don't want to see him.	مایل بودن: مایل نیستم او را ببینم.
to intend to: I intend to go to Iran.	قصد داشتن: قصد دارم به ایران بروم.
to wish: I wish I could have been there.	آرزو داشتن: آرزو داشتم آنجا باشم.
to like to: I like to read books.	دوست داشتن: دوست دارم کتاب بخوانم.

to have to: I have to study.	مجبور بودن: مجبورم درس بخوانم.
to be supposed to: We are supposed to see each other.	قرار است: قرار است همدیگر را ببینیم.

It should be mentioned that the present subjunctive of the two verbs, بودن and داشتن are **irregular**:

باشم	باشی
باشید	باشد
باشند	
داشته باشم	داشته باشی
داشته باشید	داشته باشد
داشته باشند	

Comment [p22]: Pay special attention to the exceptions and ask students to make several sentences for them. Ask students to make sentences using different tenses and persons of the verb.

The present subjunctive is also used in Persian to express suggestions, e.g.:

Let's eat!	بخوریم!
Let's go!	برویم!
Let's read!	بخوانیم!

Comment [Cdt23]: These examples are all with simple verbs. Once the students have understood the grammar point, they can be asked to create similar forms using compound verbs.

Past subjunctive

ماضی التزامی

The past subjunctive is constructed from the participle form of the main verb (خوانده، گفته), followed by the present subjunctive of the verb بودن. The past subjunctive is used after the expressions mentioned in pages (73-74) to express wish, desire, possibility and necessity in the past.

امیدوارم که برای امتحان درس خوانده باشید.

I hope you have studied for the exam.

شاید رفته باشند.

They may have gone.

اگر آمده باشد شما را به او معرفی می‌کنم.

If he has come, I will introduce you to him.

Comment [Cdt24]: Once these few examples have been covered by the instructor, students should be called on at random to create similar sentences orally to check that they have grasped the grammar point presented.

Imperative verbs

فعل امری

The singular, informal imperative consists of the present stem of the verb plus the prefix

ب, e.g.:

بیاور

بیا

بنشین

بخور

Comment [p25]: Imperative verbs lend themselves readily to interactive tasks in the classroom. The instructor can get the students to practice understanding this form of the verb orally by giving them instructions or asking them to give one another instructions, or else directions.

It is interesting to note that the plural imperative has the same form as the present subjunctive for the second person plural/formal, e.g.:

بیاورید

بیاید

بنشینید

بخورید

اینجا بنشین.

Sit here!

غذایتان را بخورید.

Eat your food!

جاهای خالی در جملات زیر را با فعل مناسب پر کنید

تابستان سال آینده خانواده من می خواهند به دیدن من (آمدن).

شاید شما او را (دوست داشتن).

هنگام رانندگی، باید کمر بندهایتان را (بستن).

بخشید می شود به من (کمک کردن)؟

شاید امشب خانه (بودن).

Comment [p26]: These kinds of exercises should be assigned as homework so that students are encouraged to read the grammar section again at home. Assigning such exercises as homework also means that less class time is taken up with. The instructor can also change the adverbials in each sentence and ask the students to substitute the verb with a the appropriate tense corresponding to the new adverbial.

می توانم اینجا (نشستن)؟

خواندن

ورزش

یکی از ورزشهای سنتی ایران کشتی است. کشتی گیران ایرانی در مسابقات جهانی شرکت می کنند. در ایران به قهرمانان کشتی، پهلوان می گویند. معروف ترین پهلوان کشتی در ایران، جهان پهلوان تختی بود. بجز کشتی، مردم ایران به فوتبال نیز علاقه دارند. در کوچه های شهرهای ایران، اغلب تعدادی جوان، مشغول بازی فوتبال هستند. اکثر ایرانیان، طرفدار تیم ملی ایران هستند.

درست یا غلط

مردم ایران به ورزش کشتی علاقه دارند.
بازیکنان فوتبال در مسابقات جهانی کشتی شرکت می کنند.
در کوچه های ایران، همیشه تعدادی جوان، مشغول کشتی گرفتن هستند.
در ایران به قهرمانان کشتی، پهلوان می گویند.

درک مطلب

نام یکی از ورزش های سنتی ایران چیست؟
کشتی گیران ایرانی در چه مسابقاتی شرکت می کنند؟
در ایران به چه کسی پهلوان می گویند؟
بجز کشتی، مردم ایران از همه بیشتر به چه ورزشی علاقه دارند؟

Comment [p27]: Discuss the title first. Next ask students to close their books, and read the text to them, or else play the audio. Then ask them some general comprehension questions. Afterwards, ask them to open their books, and read the text again phrase by phrase and ask students to repeat after you. This way, students will learn the phrase boundaries, which is very important for example in using *ezāfe* or in analyzing the sentence for translation. After that, ask students some specific comprehension questions. Then ask every student to read one sentence, and paraphrase the sentence using synonyms and similar structures. The short text can also be used for dictation, which is a good tool for testing aural proficiency, and writing skills.

Comment [p28]: Use these questions in class as a basis for a brief discussion about the topic of the text they have just read.

Comment [p29]: You can ask students to do this part outside of class time as homework to make sure that they review the text again at home.

چهار سؤال برای متن بالا بنویسید

Comment [p30]: This is a good task to help students to review their question making skills.

Months and seasons

فصلها و ماه های سال

بهار: فروردین - اردیبهشت - خرداد

تابستان: تیر - مرداد - شهریور

پاییز: مهر - آبان - آذر

زمستان: دی - بهمن - اسفند

Comment [p31]: Some chapters contain additional vocabulary sections such as this one. In this particular case, the instructor can discuss some of the main differences between the Iranian and Western calendars. The students can practice the Iranian seasons and months by telling the class when their birthday falls in the year.

نام های ماه های میلادی به فارسی

ژانویه فوریه مارس آوریل مه ژوئن ژوئیه اوت سپتامبر اکتبر نوامبر دسامبر

Comment [p32]: This is a good example of how often in language learning it is not sufficient to learn just one word for something. Here the students are shown that the French version of the western months are also used in Persian alongside the Iranian months. The instructor can use this example to illustrate the importance of having a broad knowledge of vocabulary.

جاهای خالی در جملات زیر را با واژه های مناسب زیر پر کنید

فکر - درست - مهر - ممکن - مهربان - متولد - فردا

مریم: مازیار شما چه ماهی هستید؟

مازیار: من متولد هستم.

مریم: آیا این درست است که متولدین مهر هستند؟

مازیار: در مورد من که حتماً است!

Comment [p33]: This exercise is aimed at getting students to practice the new vocabulary. By assigning it as homework, the instructor is encouraging the students to review the new vocabulary outside of class time.

جاهای خالی در جملات زیر را با کلمات مناسب پر کنید

آیا تو به دیدن دوستت می روی؟

(ب) پریروز

(الف) دیروز

Comment [p34]: Assign this as homework. When marking their homework, always add comments and explanations when necessary.

(ج) دیشب (د) پس فردا

پدرم از من بسیار خوشش آمد.

(الف) ایده (ب) احتمال
(ج) امکان (د) مایل

او نمی تواند رانندگی کند چون خیلی است.

(الف) مهربان (ب) جوان
(ج) لازم (د) ممکن

کشتی یک سنتی ایران است.

(الف) ورزش (ب) قهرمان
(ج) پهلوان (د) مسابقه

جاهای خالی در جملات زیر را با زمان مناسب فعل پر کنید

ما سال آینده به ایران (مسافرت کردن).

تو نباید تنها به خیابان (رفتن).

باید شما به او (تلفن کردن).

احتمال دارد که مرا (شناختن).

می شود لطفاً در را (بستن)؟

شاید فردا مهمان (داشتن).

لازم است که خوب (کار کردن).

او باید استاد جدید ما (بودن).

Comment [p35]: In order to lighten the marking load, the instructor may wish to go through one or more of the homework assignments during class time. It should be possible to do so quickly if the students have put in the work outside of class.

می خواهم که در کلاس ادبیات فارسی (شرکت کردن).
تو نباید دروغ (گفتن).

در شهر چه خبره؟!

گردش در شهر

راهنمای تور: لطفاً همه جمع شین. یه پنج دقیقه دیگه راه میافتیم.

فیلیپ: برنامه امروز مون چیه؟

راهنمای تور: اول می ریم موزه ایران باستان بعدش می ریم موزه آبگینه. ناهارم می ریم هتل فردوسی.

فیلیپ: بعد از ظهر چی؟ موزه فرشو کی بریم؟

راهنمای تور: فکر نکنم امروز برسیم.

فیلیپ: امیدوارم فردا بتونیم بریم.

این گفتگو را با کلمات زیر تمرین کنید

مسجد - نمایشگاه - آثار باستانی - کاخ - باغ - امامزاده - مسافرخانه - هتل - رستوران - چایخانه

colloquial	عامیانه	literary	کتابی
	جمع شین		جمع شوید
	امروز مون		امروزمان
	بریم		برویم
	بتونیم		بتوانیم
	می ریم		می رویم
	ناهارم		ناهار هم
	بریم		برویم

Comment [p36]: Explain to the students how formal and colloquial Persian differ. Ask the students to close their books, and either read or play the audio recording of the dialogue to them. Then ask them some general comprehension questions. Afterwards, ask them to open their books, and then read the dialogue to them at a slower pace. Then ask more specific comprehension questions. Then ask students to repeat after you the lines of the dialogue until they know it by heart.

Comment [p37]: Ask students to act out the dialogue by substituting the relevant words in the dialogue with these words. This substituting exercise should make students more fluent in different situations.

Comment [p38]: Ask students to look for patterns in the colloquial form of Persian words as listed in the table. Ask them to devise their own rules for converting formal Persian into informal Persian and vice versa. When students discover something for themselves, they will enjoy it more and remember it more easily.

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یک	یه
دقیقه	دقیقه
دیگر	دیگر
چيست	چيه