درس دوازدهم: برای دو هفته به ایران می‌روم.

1- ورزش و تمرین‌ها
2- گفتگو
3- فیلم
4- دستور ۱ و ۲
5- تلفظ
6- فیلم
7- فرهنگ
8- دستور ۲ و ۳
9- درک خواندن
10- خواندن
11- زبان گفتار-زبان نوشتن
12- گفتگو
13- تلفظ-شعر و موسیقی
14- یاد نویسی
15- دوره‌ی ورزش
16- دوره‌ی ورزش
Key words: Before you begins, learn to recognize the following key word.

<table>
<thead>
<tr>
<th>ترجمه</th>
<th>نوشتار (گفتار)</th>
</tr>
</thead>
<tbody>
<tr>
<td>every day</td>
<td>هر روز</td>
</tr>
<tr>
<td>sleep/ asleep (noun)</td>
<td>خواب</td>
</tr>
<tr>
<td>to become - I become</td>
<td>شدن - می‌شوم (می‌شم)</td>
</tr>
<tr>
<td>I wake up</td>
<td>بیدار می‌شوم (... می‌شم)</td>
</tr>
<tr>
<td>I wake up from sleep</td>
<td>از خواب بیدار می‌شوم (... می‌شم)</td>
</tr>
<tr>
<td>usually</td>
<td>معمولاً</td>
</tr>
<tr>
<td>roommate</td>
<td>هم خانه‌ای/ هم اتاقی (هم خونه‌ای)</td>
</tr>
<tr>
<td>I eat breakfast</td>
<td>صبحانه می‌خورم (صاحب‌های صبحانه می‌خورم)</td>
</tr>
<tr>
<td>then, later on</td>
<td>بعد</td>
</tr>
<tr>
<td>I teach/ to teach</td>
<td>درس می‌دهم / درس دادن (... می‌دم)</td>
</tr>
<tr>
<td>I both study and work.</td>
<td>هم درس می‌خوانم، هم کار می‌کنم. (... می‌خونم، ....)</td>
</tr>
<tr>
<td>I also teach</td>
<td>درس هم می‌دهم (... می‌دم)</td>
</tr>
<tr>
<td>project</td>
<td>پروژه</td>
</tr>
<tr>
<td>often</td>
<td>اغلب</td>
</tr>
<tr>
<td>nights</td>
<td>شبها (شبان)</td>
</tr>
<tr>
<td>till 8 o’clock– until</td>
<td>تا ساعت 8</td>
</tr>
<tr>
<td>week</td>
<td>هفته</td>
</tr>
<tr>
<td>I exercise - to exercise</td>
<td>ورزش می‌کنم - ورزش کردن</td>
</tr>
<tr>
<td>swimming pool</td>
<td>استخر</td>
</tr>
<tr>
<td>gym</td>
<td>پاشگاه</td>
</tr>
<tr>
<td>I play tennis</td>
<td>تنیس بازی می‌کنم</td>
</tr>
<tr>
<td>English</td>
<td>Farsi</td>
</tr>
<tr>
<td>----------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>I run</td>
<td>می‌روم (می‌روم)</td>
</tr>
<tr>
<td>painting – she paints</td>
<td>نقاشی — نقاشی می‌کند (ن..... می‌کنه)</td>
</tr>
<tr>
<td>sometimes</td>
<td>گاهی</td>
</tr>
<tr>
<td>Fridays</td>
<td>روزهای جمعه (روزهای جمعه)</td>
</tr>
<tr>
<td>I am very busy!</td>
<td>(سرم خیلی شلوغه)</td>
</tr>
<tr>
<td>always</td>
<td>همیشه</td>
</tr>
<tr>
<td>after</td>
<td>بعد از</td>
</tr>
<tr>
<td>I sleep - to sleep</td>
<td>می‌خوابم – خوابیدن</td>
</tr>
<tr>
<td>since tomorrow – from</td>
<td>از فردا</td>
</tr>
<tr>
<td>holiday</td>
<td>تعطیل</td>
</tr>
<tr>
<td>for</td>
<td>برای</td>
</tr>
<tr>
<td>last</td>
<td>آخرین</td>
</tr>
<tr>
<td>time</td>
<td>بار</td>
</tr>
<tr>
<td>the last time that...</td>
<td>آخرین باری که</td>
</tr>
<tr>
<td>ago—three years ago</td>
<td>پیش / قبل – سال پیش</td>
</tr>
<tr>
<td>when (when she goes to school)</td>
<td>وقتی (وقتی به دانشگاه می‌رود)</td>
</tr>
<tr>
<td>grandmother</td>
<td>مادر یزگ</td>
</tr>
<tr>
<td>She/he died</td>
<td>فوت گرد</td>
</tr>
<tr>
<td>to see/ I see/ for visiting</td>
<td>دیدن / می‌بینم / برای دیدن</td>
</tr>
<tr>
<td>history</td>
<td>تاریخ</td>
</tr>
<tr>
<td>This year</td>
<td>امسال</td>
</tr>
<tr>
<td>that, which, who</td>
<td>که</td>
</tr>
</tbody>
</table>
تمرین ۲: واژگان (در خانه)

با اطلاعات مربوط به خودتان جمله‌های زیر را کامل کنید.

Fill in the blanks with information about yourself.

1- من معمولاً نشینه‌ها .......................... ساعت درس می‌خوانم.

2- اسم دوستم ............................. است و هفته‌ای سالی ............................. بار او را می‌بینم.

3- هر روز معمولاً ساعت ............................. با دوستانم ناهار می‌خورم.

4- صباحا معمولاً ساعت ............................. از خواب بیدار می‌شوم و شبها اغلب ساعت ............................. می‌خوابم.

5- خانم‌ی پدر و مادرم استخر ............................. .

6- روزهای ............................. سرم خیلی شلوغ است.

7- معمولاً ساعت ............................. از خواب بیدار می‌شوم.

8- ............................. سال پیش به شهر ............................. رفتم.

9- ............................. چند سال پیش فوت کرد.

10- آخرین شهروی که به آن رفتم شهر ............................. بود.

11- آخرین باری که با مادرم خرفا زدم ............................. بود.

12- فردا تعطیل ............................. .

13- روزهای ............................. هم‌اکنون دارم.

14- ............................. هم‌اکنون دارم.

تمرین ۳: واژگان (در خانه)

جمله‌های زیر را با استفاده از واژگان درس ۱۲ کامل کنید.

Fill in the blanks with the new vocabulary from Unit 12.

1- خواهر کوچکم امروز در اتاقش است و ............................. .

2- من دیشب روى میل (کانایه : couch) ............................. .

3- خواهرش سال پیش در بیمارستان (hospital) ............................. .

4- ما از فردا هر روز صبح به پارک می‌رویم و ............................. .

5- همیشه ............................. بیدار شدن کمی ورزش می‌کنم.
۶- آخرين .......................... که با پدریز گم حرف زدم یک ماه بیش بود

۷- من و ........................................... ام در یک خانه دو خوابه کنار دانشگاه زندگی می کنیم.

۸- گاهی برای ........................................... دوستم به کرچ، که شهری نزدیک تهران است، میروم.

۹- من و استادم روی یک ........................................... کار می کنیم.

۱۰- ........................................... کلاس موسیقی چه کار می کنی؟

۱۱- در ایران دانش آموزان روزهای جمعه به مدرسه نمیروند، چون جمعهها ........................................... است.

۱۲- مدadam اینجا .......................... آن را ندیدی؟

۱۳- (من روزهای سهشنبه و جمعه ........................................... خیلی شلوغه)

۱۴- ........................................... کلاس کجا میروی؟ - میروم کتابخانه.

۱۵- ........................................... بازی می کنی؟ - نه، خستام.

۱۶- سهشنبه‌ها دیر از خواب ...........................................

۱۷- این دختر در دفترش ........................................... می کند.

۱۸- فردا برای وزش کردن به ........................................... میروم.

۱۹- من و دوستم ........................................... هستیم.

۲۰- هفته‌ی پیش چهار روز ........................................... بودم و با دوستم به تهران رفتم.

۲۱- آنا شش .......................... در روز گذا می خورند.

۲۲- ناهار به دانشگاه میروم.

۲۳- دوستم ........................................... خسته است ........................................... گرسنه.

۲۴- ........................................... خانه آب ندارد.

۲۵- وقتی ........................................... می شوم، می خوابم.
The following sentences are in the present tense. Change them into the past tense, making sure that you not only change the verb but also the relevant time markers. Then translate the past-tense sentence into English.

1. فردا لیلی می‌آید ما برادرش با او نیست.
2. خواهم درس نمی‌خوانم.
3. شاگردان امروز استاد نقاشی‌های را در رستوران می‌بینند.
4. فردا بای خداوندی کردن با دوستم به خانمش می‌روم.
5. فردا برای دوستم به خانم‌خانم می‌روم.
6. صبح ساعت چند بیدار شدی?
7. امروز صبح چند ساعت ورزش کردی؟
8. معمولاً ساعت هشت صبحانه می‌خورم.
9. ساعتم کار نمی‌کنم.
10. خانم استخر بزرگی دارد.
11. چیزی (anything) می‌خوری؟ نه، گرسنه نیستم.

Review the verbs

At home, first complete the following chart with the appropriate verbs. Then try to choose a subject for each verb and write sentences that include these verbs. Each sentence should have at least five words.

In class, use all of these verbs to talk to your partner about yourself in the class. You also listen to your classmates when they talk about themselves. Share what you have learned with another group in the class.
A. Find out from your classmates in Persian:

1. What time they ate dinner yesterday.
2. If they exercise, what they do, when and where.
3. What they did on Sunday.
4. If they sleep in class.
5. When was the last time they saw their grandfather.
6. If they sleep a lot when it is a holiday.
7. Where they were 2 years ago.
8. How many times they workout during a week.
9. With whom they live.
10. Why they live in this city.

B. Find out from your classmates in Persian:

1. If they were tired after class yesterday.
2. If they always eat breakfast. If they ate breakfast yesterday and what they ate.
3. If they have a swimming pool.
4. Where they will go after class.
5. On which days they come to the university.
6. If they have a friend who studies electrical engineering.
7. If they work out.
8. When was the last time they went to the gym.
9. If they were at this university a year ago.
10. Why they like Persian.
Stage 1: listen what is being said in general. Get the main ideas, and formulate questions about specific information or expressions for stage 2.

Stage 2: Listen for the second time and ask yourself what specific information you get out of this video. Focus on answering your questions and finding specific information.

Stage 3: Listen for the third time to find out how ideas are being expressed. Focus on close listening to details of language use, including focusing on pronunciation and structure.

A. At home, use these strategies to listen to نیما and write as much information as you can, with as much vocabulary as you can about the following. Try to write in written form.

1- خوابیدن و بیدار شدن: .................................................................

2- هم‌خانه‌ای نیما: .................................................................

3- کار و ورزش: .................................................................

4- ایران: ........................................................................................................

5- مادربردگ نیما: .................................................................

B. In class, discuss with a partner what you learned about نیما.
A Note about Relative Clauses

In this unit, you officially learned the word که, and it is useful to start thinking about how to use this word to create relative clauses in Persian. Consider the examples below:

1- دوستی دارم که تاریخ خواندن.
2- آخرین باری که ورزش کردم جمعه بود.
3- خانمی را که دیدیم استاد من است و خوب درس می‌دهد.
4- برادرم روزهای جمعه به باشگاه می‌رود که کنار دانشگاه است.

What do you notice about the word that is being modified in each of the sentences? What transformations take place?

Ke clauses mark another use of the unstressed ye in Persian. Note that an unstressed ye is usually added to that thing or person that is described in more detail after the ke.

Look at the examples above again. What do you notice about the structure of the sentences? How are the two verbs organized?

There are cases in which we do not add an unstressed ye to words modified by a ke clause. Consider the following examples.

کتابشن را که پارسال خواندم دیروز در کتابفروشی دیدم.
خواهرم که در تهران زندگی می‌کند بیست و سه سال دارد.

What do you notice about the words that are being described? Why do you think they don't take an unstressed ye?

This discussion of the relative clause is just a first introduction to the concept. You will learn more about this structure in future units.
Think about the relationship between the following pairs:

- کتابی
- کتاب
- روزی
- روز
- کلاسی
- کلاس

While it is possible to translate the left column as [a book], [a day], and [a class], it is better not to think about this concept only in terms of the English indefinite article. By using the unstressed /iː/, which is traditionally called “ye e Nakare”, in this way, we are suggesting that the noun is less identifiable because the context or situation assumes less shared knowledge.

**Spelling Conventions**

**-Words that end with consonants**

Look at the examples above again. All of the words in the right column end in a consonant. When a word ends in a consonant, how do we add an unstressed /ye/?

………………………………………………………………………………………………

**-Words that end with ی or ی**

Look at the following examples and try to determine how we add the indefinite /ye/ to words that end with either ی or ی:

- دانشجو
- دانشجویی
- چای
- روزها

We have to affix two /ye/s to words that end with either vâv or alef. It is important to remember this convention because only one /ye/ after these two letters marks ezâfe and designates a connection to the following words, which will undoubtedly confuse the reader.

**-Words that end with ی**

Consider the following examples and listen to the audio file:

- صندلی
- صندلیای
When a word ends with a ye and has an indefinite ye attached to it, you will see it written in one of two ways. Either the word will appear as it normally does but pronounced with an additional /ye/ or an unconnected alef and unconnected ye are written at the end of the word. While both are acceptable, we encourage you to use the latter in your own writing so you become more aware of your usage of this feature.

-Words that end with ﺛـ:

Look at the examples below and listen to the audio file. Practice saying the words with the indefinite ye. Can you determine the rule that governs the spelling convention?

It is important to write the unconnected alef between the he and the ye. Without it, we would once again be marking ezāfe and not indefiniteness.

Indefiniteness and Yek (Ye)

In this lesson, you learn the word yek (or ye in spoken), which can be also be used before words to create indefiniteness with singular nouns.

Both forms are correct and common. Try to use both in your writing. Complete the following chart.

<table>
<thead>
<tr>
<th></th>
<th>Yek Dفتر</th>
<th>دفتری</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yek خواهر</td>
<td></td>
<td></td>
</tr>
<tr>
<td>مدادی</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yek پسر</td>
<td></td>
<td></td>
</tr>
<tr>
<td>درسی</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Listen to the audio file, in which you will hear many words end in /li/. Write them down and decide which ones are indefinite nouns.
Two Caveats
1. Using an unstressed ye or the word yek to represent indefiniteness almost always applies to nouns that can be counted. Abstract nouns and nouns that represent broad categories (like bread or money) are assumed to be indefinite.

2. Since the unstressed ye represent indefiniteness and rā marks specific direct objects, the two do not often come together. However, there are instances when a sentence will require both. In these cases, the direct object will be both specific (because it is known to the subject) and indefinite (because it is not indentified) and might equate to the English “a certain.”

Look at the two examples below.
Listen to the audio file and pay attention to the stress on کتاب and كيف.

Our professor likes the book which is on table.

My friend’s brother has the certain bag which he and I bought together 40 years ago.

It is not often that you will see these two grammatical features side-by-side; however, it is useful to remember that it is possible and that this combination implies a very specific and nuanced meaning.

In spoken, it is common to use “یه”. Look at the following examples:
Make the following words indefinite and use them in a sentence. Make sure that your sentences are at least six words long. Include some sentences that use an unstressed ye as an indefinite marker and some that use yek.

<table>
<thead>
<tr>
<th>آقا</th>
<th>بچه</th>
<th>خانه</th>
</tr>
</thead>
<tbody>
<tr>
<td>كلمه</td>
<td>دانشجو</td>
<td>درس</td>
</tr>
<tr>
<td>دوست</td>
<td>جمله</td>
<td>شهر</td>
</tr>
</tbody>
</table>

For homework: On two index cards (1/2 of 3x5), write the names of two friends, relatives, or acquaintances (one name per card) and something unusual or special that they do.

In class: We will put these cards in a basket. Each student will take two cards and find the person who wrote them by asking:

شما عمویی ندارید که؟.....?
Use the sets of words below to write a sentence that uses که. Try to use past-tense and present-tense verbs and make sure to include conjugations for a variety of pronouns.

1- بیدار شدن - صبحانه خوردن - معمولاً

2- آخرین - هفته - هم درس دادن هم کار کردن

3- اغلب - هم خانهای - خوابیدن

4- وقتی - دیدن - همیشه

5- بعد از - مادربرگ - تعطیل

Work with a classmate and describe the following pictures. Be sure to use که clauses in your descriptions. (pictures are all taken in Iran.)
Listen to the audio file and repeat the sentences. Pay attention to "e" at the end of each sentence.

What does "e" stand for? ........................................
What other differences do you see? underline them.

The following text comes from Amir’s blog. At home, read the text and rewrite it in written form.

مادربرزگ هشتاد و نه سالش. من و برادرم در تهران با اون نوی خونه کوچیکش که دو تا اتاق داره زندگی می‌کنیم. مادربرزگ هر روز قبل از ساعت پنج صبح از خواب بیدار می‌شیه. نمی‌خونه، صبحه می‌خوره و بعد یکی دو ساعت قرآن می‌خونه معمولاً وقتی خسته می‌شه تلوزیون نگاه می‌کنه، و یکی دو ساعتی هم با دوستاش تلفنی حرف می‌زن. معمولاً بعد از ظهرها با دوستاش به پارک میره. اون دوستای زیادی داره. مادربرزگ امروز خیلی خوشحاله، چون فردای همه‌ی خونواده برای دیدنش از مشهد به تهران می‌آن.

Listen to Mahnaz and write a paragraph about her in written form.
B. **At home**, watch the video and answer the following question in full sentences.

1- نیما ساعت چند از خواب بیدار می‌شود؟

2- او معمولاً با چه کسی صبحانه می‌خورد؟

3- نیما در دانشگاه چه کار می‌کند؟

4- نیما چند بار در هفته ورزش می‌کند؟

5- او چه ورزش‌های می‌کند؟

6- او روزهای جمعه و شنبه چه کار می‌کند؟

7- او شب‌ها تا ساعت چند در دانشگاه کار می‌کند؟

8- نیما شب‌ها ساعت چند می‌خوابد؟

9- او کی و برای چند هفته به ایران میرود؟

10- او آخرين بار کی به ایران رفت؟

B. **In Class**, then, with the second off, work with your partner to create a new voice-over for the video, one that tells his story in third person. Present your voice-over to the class.
They speak both English and Spanish.
They have both a brother and a sister.
Their father is a teacher or a nurse.
They like either Justin Bieber or Rebecca Black.
They both work and study.
Yesterday after class they went home or to the library.
The day before yesterday they went to the gym or the ice cream shop.

They know both Persian and Arabic.
They have both a pen and a notebook.
Their mother is a homemaker or a lawyer.
They like either Adele or Anastasia.
They drink both tea and coffee.
Last night they went to the movie theater or the library.
The day before yesterday they went to the gym or a restaurant.
I've grown up in a bicultural household where we celebrate the New Year on January 1st and نوروز ( "New Day" ) on or around March 21st (it varies from year to year since the سال نو ایرانی is based on the astronomical vernal equinox). As kids my sisters and I ate hamburgers and french fries just as frequently as we gobbled up قورمه سبزي and فيسنجان (delicious hearty stews) poured over پلو (steamed white rice).

Though my parents did not raise me speaking fluent Persian (that I cultivated on my own at UT in classes such as this one!), I came to understand colloquial terms for family through observation as family members came to visit for weeks at a time, including my مادر بزرگ ("مادربزرگ" as I would call my grandmother), my پدر بزرگ ("بابا جون", as I would call my grandfather), and my عمّه (paternal uncle). In Iran, mothers are typically addressed by their children as مامان (or "مامان جون") and fathers are similarly addressed as بابا (or "بابا جون"). However, these terms are not used exclusively by children to address their parents. As you read, grandchildren as well as other young people also use these terms to address grandmothers, grandfathers, and other close elders.

Family is a very integral component of Iranian culture. In Iran, my عمّه نرگس (paternal Aunt Nargess) always has her house full of my cousins running around, eating, playing guitar, dancing to the latest Persian music videos, sleeping over, and texting on their cellphones in "pinglish" (Persian in English font). Other extended family members will frequently come over to eat dinner, chat, and relax together up until the wee hours of the morning.

In Persian, the terms for extended family members are not all lumped into general categories of aunts, uncles, and cousins as they are in English. Rather, Persian divides such family members into paternal and maternal sides. For example, as you read above, my paternal uncle is عمّه and my maternal aunt is عمه نرگس; but if I had a maternal Iranian aunt, she would be my دایی since he is their maternal uncle.

The term for a cousin is similarly divided according to whether he or she is the son or daughter of my عمّه or عمّه نرگس's children call my father دایی سپهر since he is their maternal uncle. For example, my عمّه Nargess' daughter, Mahshid, is my دختر خاله. Following this formula, my عمّه نرگس's son is my پسر عمّه و عمّه نرگس.
I will be marrying an Iranian man next year, and this strong value of familial closeness in Iranian culture is represented in the way I address his parents. Unlike in American culture, where a man's wife typically addresses his parents as "Mr." and "Mrs." or by their first names, I address my partner's parents endearingly and without reference to their first names, as if they are my own parents, with the terms "مامان جون" and "بابا جون". At first I feared that I might offend them with this lack of formality and signal of closeness, but it became clear to me over time that this was the most suitable way for me to address them.

It is important to note, however, that when first meeting someone, it is better to err on the side of formality. A fine balance must be found between politeness and cordiality, and in Persian there are many ways to address someone depending upon your temperament, character, and status.

For example, my fiance's father addresses his wife respectfully as "حاج خانم" ("h a aj khaanum") ("p ilgrim lady"). I believe it takes some time and experience to understand Persian's terms of address and the appropriate contexts for each one.

Boy, are there tons of stories I could get into about the trials and tribulations of being bicultural, of feeling like you're straddling two worlds without completely belonging in either; but as I look back on all the moments that made me cringe when I was younger—like being asked why I had a unibrow, or having my last name constantly mispronounced—I like to think that it all has given me a greater perspective of people and the world around me. يک دنیا ممنون ("a world of thanks") goes to all the people who, like yourselves, are committed to learning about other people, their languages, and their cultures, because such study facilitates cross-cultural understanding and peaceful coexistence.

"Ariana Haddad, The University of Texas at Austin"

At home, complete the following chart with the names of your cousins. In class, your classmate will use the chart to ask you if you have any cousins and what their names are.

<table>
<thead>
<tr>
<th>عمه</th>
<th>عمو</th>
<th>داچی</th>
<th>خاله</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12_6_culture

Shahsavari-Atwood
Persian has at least six different demonstrative adjectives. You already know two and in this lesson you will learn two more. Read the following two words aloud:

همين  همان (همون)

Does the second syllable of each word sound familiar? Where have you heard it before?

By adding هم to این and آن we are making them more emphatic:

<table>
<thead>
<tr>
<th>This very</th>
<th>همین</th>
</tr>
</thead>
<tbody>
<tr>
<td>That very</td>
<td>همان (همون)</td>
</tr>
</tbody>
</table>

همین and همان are used in the following useful expressions:

<table>
<thead>
<tr>
<th>Right now</th>
<th>همین الان</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right here</td>
<td>همین جا</td>
</tr>
<tr>
<td>Right there</td>
<td>همان جا (همون حا)</td>
</tr>
</tbody>
</table>

In spoken Persian همین is used by itself to mean “that ’ s all ” or “ that ’ s it. ”

Try translating the following sentences into English:

1- دیروز همین خانم به دانشگاه رفت... 
2- کلاس‌مین همین جا بود... 
3- همین‌آن دارند با دوستانشان احوال برسی می‌کنند... 
4- همان کتاب را دارم... 
5- مداد و خودکارم همان‌جاست...

**Demonstrative Pronouns**

Demonstrative adjectives can be used by themselves as pronouns, standing in for a known subject or object. Because Persian doesn ’ t have an exact equivalent to the English word “it, ” demonstratives pronouns are used to suggest that meaning.

Translate the following sentences into English and note when a demonstrative pronoun means simply “this/that ” rather than “ it. ”

1- کتاب فارسی را دارد اما آن را نخواندید. 
2- بله، دیروز آن را دیدیم. 
3- این مال من نیست. 
4- فردا آن را می‌خواند اما چیزی سخت است. 
5- این را نداری؟ چرا، دارم.
read the description to be able to do the exercise.

At home, review the following chart. One column includes a few Persian phrases. The other includes their English equivalent. Explain the rule.

<table>
<thead>
<tr>
<th>Persian Phrase</th>
<th>English Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>این کتاب</td>
<td>This book</td>
</tr>
<tr>
<td>این کتابها</td>
<td>These books</td>
</tr>
<tr>
<td>آن کتاب</td>
<td>That book</td>
</tr>
<tr>
<td>آن کتابها</td>
<td>Those books</td>
</tr>
<tr>
<td>این آقا</td>
<td>This gentleman</td>
</tr>
<tr>
<td>این آقایان</td>
<td>These gentlemen</td>
</tr>
</tbody>
</table>

Look at the following sentences. They are both correct.

آن کتابها را روی میز دیدم.
آنها کتابهای من هستند.

کدام یک از جمله‌ها درست (correct) و کدام یک نادرست (incorrect) است؟

1- این کتابها در این کتابها زندگی می‌کنند.
2- این صندلی را کنار آن می‌بگزار.
3- اینها چه می‌شوند؟
4- این کتابها چه می‌شوند؟
5- آنها کتابها کنار می‌هستند؟
6- آنها دانشگاه‌ها دانشگاه‌های خوبی هستند.

In Class, tell your classmates that:
These books on the tables are not your father’s.
Those students (in the history class) study in the library.
These cell phones in your bag are not yours.
These kids in this picture عکس are from Iran.

In class, ask your classmates if:
They know these words: haft-sin and Yalda
They know where those students went (the students in the history class).
These classes are all English classes.
These pencils on the floor are theirs.
1- Read the announcements for community events below and try to answer the following questions.

What city are these announcements from?

What type of events are advertised here?

Try to find the Persian equivalents of the following words:

church /adults / tournament

**Local News**

**Birth Certificate**

**Job Posting**

**Local News**

**Birth Certificate**

**Job Posting**

1- خبرهای محلی ۱۹- (در کلاس)

2- شناسنامه ۱۹- (در کلاس)

3- آگهی استفاده: rezajavdan@circucentre.com

**Local News**

**Birth Certificate**

**Job Posting**

**Local News**

**Birth Certificate**

**Job Posting**

**Local News**

**Birth Certificate**

**Job Posting**
2- Look at the first page of an Iranian birth certificate and answer the following questions.

الف - اسم این پسر چیست؟
ب - اسم پدر و مادرش چیست؟
پ - تولدش چه روزی است؟

- Guess the meaning of the following words:

شماره شناسانه
جمهوری اسلامی ایران

3- Look at the following adds and answer the following questions.

A. What are two different qualifications which are needed in two adds?
B. Do they both need a person who knows English?
C. Where are the places of the jobs?
D. What are the words for “single” and “married”?

<table>
<thead>
<tr>
<th>نام آگهی دهنده</th>
<th>تاریخ</th>
<th>شرح</th>
</tr>
</thead>
</table>
| ورزان سروی | دویشنه ۲۳ ۱۳۹۰ شهریور | مهندس آقای جوان، مجرد، تخصص: عمارت با مدرک تحصیلی کارشناسی عمران. با حدود دو سال سابقه کار، آشنایی به زبان انگلیسی (در حد متوسط)، مهارت کامپیوتر در حد پیشرفته، به صورت تمام وقت، شبانه روزی. 
تلفن: ۹۱۲۵۱۹۴۲۶
موبایل: ۹۱۲۵۶۵۹۴۲۴
استان: تهران
شهر: کرج |
| ورزان سروی | دویشنه ۲۳ ۱۳۹۰ شهریور | مهندس خانم، جوان، متاهل، تخصص: شیمی، با مدرک تحصیلی کارشناسی ارشد. شیمی تجزیه، با حدود یک سال سابقه کار، آشنایی به زبان انگلیسی (در حد پیشرفته)، مهارت کامپیوتر در حد پیشرفته، به صورت تمام وقت با باره وقت، ساعتی. 
تلفن: ۷۷۹۵۵۱۹۷
موبایل: ۹۱۵۵۸۵۷۴۶
استان: تهران
شهر: تهران |

Text From: http://www.vaseteh.com/
متن زیر را بخوانید و به سوالات ۱ تا ۴ جواب دهید.

At home, read the text silently and then aloud several times to practice pronunciation and fluency. Be prepared to read it aloud in class.

In class, answer the following questions:

1- بهرنگ کجا و چه کی زندگی می‌کند؟

2- بهرنگ و همراه و مادرش چه کار می‌کنند؟

3- What is different about this year for بهرنگ? Why?

4 – What are a few words you do not know? Can you guess their meaning?
At home, Find your major in the list, learn how to pronounce it and complete the following sentences.

Try to find the name of your major if it is not listed.

At home. Listen to the audio file and write a paragraph about Hamed and Farima.

In class, Ask three classmates about their majors and be ready to tell the class about your classmates.
At home, you have been already introduced to educational system in Iran in unit 10. Listen to the audio file and learn how to pronounce different levels in this educational system. Find the equivalent for each in American system.

- Watch an interesting documentary at:
  http://www.cultureunplugged.com/documentary/watch-online/play/5418/Iran--Education-for-All

In class, find out from your classmates if someone in their family is doing a PhD.
  is in elementary school.
  is a high school teacher.

تمرین ۲۲: (در خانه و کلاس)

 física دبستانی
 دبستان
 راهنمایی
 دبیرستان
 هنرستان
 پیش دانشگاهی
 دیپلم
 فوق دیپلم
 کارشناسی (لباسنس)
 کارشناسی ارشد (فوق لباسنس)
 دکترا

(همه‌ی دوستام این چنان به میان خونه‌من تو هم بايد بیایی)
(خیلی سرده چایی تون رو به خورید که بريم)
(من همیشه می‌آم این کافی شاب؛ گرم و قشنگه)
این یک خیابان کوچک یا کوچه در یک شهر بزرگ است
hoa که سرد می‌شود میرود روی ماشین
هوا که سرد می‌شود لیلا با دوستانتش برای اسکی به شهری کوچک نزدیک شیراز می‌روند
چاپ کروبی بود؛ گرم کرد.
این کیک یالا شامتة؛ من کیک نداشتم!
(هنوز روی مانده؟!)
پدر برگزرم در همین شهر کوچک زندگی می‌کند.
At home, Review the chart below, compare the sentences in گفتاری and نوشتاری and underline the words which are different.

Listen to the audio file and learn to say the following phrases.

In class, talk to your classmates and tell them that:

You will have dinner with her/him tonight.
You will go to movie with them tomorrow night.
If their parents live with them.
If their mothers talks to them everyday.

In class, describe this picture with the words you know.
At home, listen to the following conversation. It is written in گفتاری. Practice how to ask for a few items, for example a kilo of cheese and a half a kilo of olives.

In class, work with a partner and use what you have learned in this conversation to write a skit. Practice it and be prepared to perform it in class. Try to use the following sentences in your skits.

"you're welcome, it was nothing"; it is also a sign of politeness before you accept the money you are given.

In your skits, you will use these sentences when you want somebody to repeat himself.

You are saying "Excuse me. I did not understand. What did you say? Would you please say it again?"
you were telling me that I'm nothing without you

stay with me forever

if you're not be here, I'll die

flower without flower-vase, it's impossible (it can't be)

what a mistake I made

that i believed your words

a cold day in autumn

you broke your flower-vase

like the bride of flowers

you sat in the greenhouse

the spring will come again

they'll bring you again

like an ornamental flower

they'll plant you in greenhouse

you'll say to your (new) flower-vase again

stay with me forever"

you say "I'll die without you"

flower without flower-vase, it's impossible

what a mistake she makes

that she believes your words
1- Write a paragraph and explain what you study, in which university, if you are busy.
2- Write a paragraph and explain what you are planning to do tomorrow.
3- Write a paragraph and explain what you have to do tomorrow.
<table>
<thead>
<tr>
<th>نوشتار (گفتار)</th>
<th>نوشتار (گفتار)</th>
<th>نوشتار (گفتار)</th>
<th>نوشتار (گفتار)</th>
</tr>
</thead>
<tbody>
<tr>
<td>دبستان</td>
<td>فردای</td>
<td>می‌دومن (می‌دومن)</td>
<td>هر روز</td>
</tr>
<tr>
<td>راهنمایی</td>
<td>فردای شب</td>
<td>متفاوتی - متفاوتی می‌کند (.......</td>
<td>خواب</td>
</tr>
<tr>
<td>دبیرستان</td>
<td>پس فردای</td>
<td>می‌کنه</td>
<td>شدن - می‌شوم</td>
</tr>
<tr>
<td>هنرستان</td>
<td>پس فردای شب</td>
<td>گاهی</td>
<td>بیدار می‌شوم (....</td>
</tr>
<tr>
<td>دیپلم</td>
<td>پریزور</td>
<td>روزهای جمعه (روزهای جمعه)</td>
<td>از خواب بیدار می‌شوم (....</td>
</tr>
<tr>
<td>فوق دیپلم</td>
<td>پریشب</td>
<td>سرم خیلی شلوغ‌ها</td>
<td>معمولاً</td>
</tr>
<tr>
<td>کارشناسی</td>
<td>دوست پسر</td>
<td>همیشه</td>
<td>هم خانه‌ای / هم اتاقی (هم خون‌دار)</td>
</tr>
<tr>
<td>لیسانس (فوق لیسانس)</td>
<td>دوست دختر</td>
<td>بعد از</td>
<td>صحبانه می‌خورم (صحبانه/صوبه می‌خورم)</td>
</tr>
</tbody>
</table>
| کارشناسی ارشد (فوق لیسانس) | همین       | از فردای تعطیل              | بعد |}

**boyfriend**

دوست پسر

**girlfriend**

دوست دختر