

Syllabus
Second-Year Persian (Fârsî) I & II
SLC 294 (Session I # 40877) & SLC 294 (Session II #40878)
Critical Languages Institute: Summer 2021

Course	Class #	Session (including start/stop dates)	Units(credits)
<i>SLC 294 Intermediate Persian I</i>	40877	<i>Dynamic (2021-06-01 to 2021-06-23)</i>	4
<i>SLC 294 Intermediate Persian II</i>	40878	<i>Dynamic (2021-06-24 to 2021-07-16)</i>	4

Instructor: Dr. Shayan Afshar
Office: TBA

Phone: (310) 689-6477
Office hours: Tuesday &
 Thursday, 3:00-5:00pm

E-mail: ormavi@gmail.com
Classroom: TBD
Class time: 8:30am-12:40pm MST

Zoom:
asu.zoom.us/j/98736405707

Website: canvas.asu.edu

Required Course Material:

Persian Here & Now Book II: Intermediate Persian

By: Reza Farokhfal

New, Revised 2016 printing (students can purchase a used copy)

Recommended/supplementary texts/materials (for the students who want to continue and do 'extra work' to progress vigorously):

1. Yadollah Samareh: ***Persian Language Teaching (AZFA)*** (Book Two, Three, and Four [set in four volumes]), Publisher: ALHODA, Iran, ISBN: 978-964-439-078-4.
 Students can find used or bargain ones at Amazon?

2. Thackston, Wheeler: ***An Introduction to Persian Revised Fourth Edition***, 2009
 (This textbook is more linguistically oriented)
 (for the students who want to continue and do "extra work" to progress robustly!)
 (students can obtain a used copy or go directly to Ibex Publishers)

About the course:

This second-year course in Persian language and culture is an intermediate to mid-advance level course and is intended to enhance and enrich generally communicative competence in Persian. The main goal of this course is to advance student's command of most common and rudimentary Persian vocabulary and expressions in usage and to develop intermediate to advanced-level listening, reading, conversational, and essential compositional skills. Students shall cultivate their ability to comprehend and exchange rudimentary/day-to-day and certain formal and a level of well-read discourse with educated native speakers.

The course incorporates a variety of activities and drills, including dialogues, reading texts, role plays, language games, grammar and phonetic exercises, dictations, translations, talks of topics.

By the completion of this course, students are expected to acquire an ACTFL proficiency level of "Intermediate advance" or better in listening, speaking, reading, and writing.

They should be able to

- Initiate and maintain predictable face-to-face daily conversations and satisfy a variety of social demands.
- Create sentences related to most survival needs, personal history, daily life, etc.
- Read material such as announcements of public events, prose containing biographical information or narration of events, and non-very technical newspaper articles.
- Understand social and to a degree of literary conversation.

Also, the course is designed to help students recognize common knowledge, aspects of beliefs, attitudes, and behavioral patterns of the Persian-speaking peoples and to comply (verbally and non-verbally) with cultural norms.

Program Structure:

This class is divided into two sessions. The first session covers the material usually included in the fall semester of the second-year Persian course, and the second covers the material typically included in the spring semester of a second-year Persian course.

You will receive two grades; one for each session.

Session I: June 1—June 23 (final exams on June 23)

Session II: June 24—July 16 (final exams on July 16)

*No class July 5th

Grading system per session:

Class participation	15%
Homework	15%
Weekly exams, quizzes, presentations	50%
Final examination	20%

<i>Grade</i>	<i>Percent</i>	<i>Grade</i>	<i>Percent</i>
A+	98–100	B-	80–82
A	93–97	C+	77–79
A-	90–92	C	70–76
B+	87–89	D	60–69
B	83–86	F	0–59

Auditing and Incompletes:

Since CLI courses are tuition free, they **cannot be taken for audit**. There is no not-for-credit option. All students will receive a grade for their class. CLI does not issue grades of **Incomplete**. Students who do not complete coursework by the end of CLI will be graded normally, with a grade of zero for any assignment not completed.

Class Time versus Homework:

This intensive course relies heavily on work performed outside the class.

Class time concentrates on activities that you cannot perform effectively without the immediate feedback of an instructor, for example: conversation, structured oral drills, active listening comprehension, etc.

Activities for which no instructor is necessary will typically be performed as homework, for example: reading, writing, and composition; grammar, etc.

In particular, you will be expected to **read ahead** and to **work with material that has not yet been covered in class**. It is your responsibility to learn assigned material before class, then come to class prepared to apply what they have learned. Instructors will not necessarily go over every homework topic in class. Instead, they will concentrate on topics that are particularly difficult or particularly important. Nonetheless, you are responsible for mastering every topic assigned, **including topics not emphasized in class**.

With a course moving at 5 times the usual speed, preparation is critical. Students who come to class unprepared will find it difficult to succeed.

Attendance and Class Participation:

Since the course relies so heavily on listening and speaking practice, attendance and participation are mandatory and count toward your final grade.

Class participation will reflect your daily preparation and active participation in class discussions. A student who is chronically late to class, leaves early, or is not prepared to participate will not receive full attendance and participation credit.

Students who miss more than **two classes** over the course of the 7-week session **without prior consent** of the instructor or CLI administration will **receive a zero** for class participation and will be asked to **withdraw** from the course. Absences may be excused on a case-by-case basis. Extenuating circumstances should be discussed with the instructor. However, that does not guarantee that an exception will be made.

Students who need to be absent from class due to religious observances ([ACD 304–04: Accommodations for Religious Practices](#)) or due to participation in university-sanctioned activities ([ACD 304–02: Missed Classes Due to University-Sanctioned Activities](#)) should notify the instructor at the beginning of the semester about the need to be absent from class and make arrangements to make up missed assignments and in-class work.

Homework Grading:

Homework is your opportunity to practice new structures. It is expected that you will make mistakes; you will not be marked down for doing so. As long as you complete your homework and turn it in on time, you will receive full credit.

Grade Appeals

Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the [University Policy for Student Appeal Procedures on Grades](#).

Drop/Add and Withdrawal Dates

This course adheres to a compressed schedule and may be part of a sequenced program, therefore, there is a limited timeline to drop or add the course. Students should consult with their assigned academic advisor and notify their instructor to add or drop this course. If a student is considering a withdrawal, please review the following ASU policies: [Withdrawal from Classes](#), [Medical/Compassionate Withdrawal](#), and a [Grade of Incomplete](#).

Communication and Technology Requirements

Canvas Email/Messages is an official means of communication among students, faculty, and staff. Students are expected to read and act upon messages in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. *All instructor correspondence will be sent to students via their ASU email account.*

This course requires a computer with Internet access and the following:

- Web browsers ([Chrome](#), [Mozilla Firefox](#), or [Safari](#))
- [Adobe Acrobat Reader](#) (free)
- [Adobe Flash Player](#) (free)
- Webcam, microphone, headset/earbuds, and speaker
- Microsoft Office or Google Drive ([Microsoft 365](#) and Google Drive are free for all currently-enrolled ASU students)
- Reliable broadband internet connection (DSL or cable) to stream videos.

Note: A smartphone, iPad, Chromebook, etc. may not be sufficient for completing work in ASU courses. While students will be able to access course content with mobile devices, students must use a computer for all assignments, quizzes and exams, and virtual labs.

Technical Support

This course uses Canvas to deliver content. It is accessible through MyASU at <http://my.asu.edu>

or the Canvas home page at <https://myasucourses.asu.edu>. To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/>. To contact the help desk, call toll-free at 1-855-278-5080.

Language Tutoring and Other Campus Resources

SILC Learning Support Services offers free language tutoring services. They provide both face-to-face and online tutoring. To check their schedule and sign-up for a tutoring session, go to <https://silc.asu.edu/learning-support-services/tutoring> (scroll down to find the schedule for tutors in for the student's target language).

Please refer to the following additional resources available to ASU students:

- [ASU Academic Success Program](#) (tutoring)
- [Counseling Services](#)
- [Financial Aid](#)
- [Disability Resource Center](#)
- [Major & Career Exploration](#)
- [Career Services](#)
- [Student Organizations](#)

Integrity

Academic honesty is expected of all students in all examinations, papers, and laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal from ASU. For more information, see <http://provost.asu.edu/academicintegrity>.

Accommodating Students with Disabilities

Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. The DRC Tempe office is located on the first floor of the Matthew Center Building. DRC staff can also be reached at (480) 965-1234 (v) or (480) 965-9000 (TTY). For additional information visit: www.asu.edu/studentaffairs/ed/drc.

Policy Against Threatening Behavior

All incidents and allegations of violent or threatening conduct by an ASU student (whether on or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

Reporting Title IX Violations

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish to discuss any concerns confidentially and privately. ASU online students may access 360 Life Services, <https://goto.asuonline.asu.edu/success/online-resources.html>.

Policy on Sexual Discrimination

Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits discrimination, harassment, and retaliation by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information.

Copyrighted Materials

All content in this course, including video lectures/meetings, presentations, assignments, discussions, quizzes, and exams is protected by copyright and may not be shared, uploaded, sold, or distributed.

Students must refrain from uploading or submitting material that is not the student's original work to any website, course shell, or discussion used in this course or any other course unless the students first comply with all applicable copyright laws. Instructors reserve the right to delete materials on the grounds of suspected copyright infringement. Any recording of class sessions by students is prohibited, except as part of an accommodation approved by the Disability Resource Center.

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule, but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

Weekly Plans (subject to change)

<p>Week 1</p>	<p>Tuesday, Jun 1st</p> <p>سلام (دُرود) خوش آمدید - ابتدا خودتان را به همکلاسی‌هایتان معرفی کنید. بگویید از کجا آمده‌اید (کجا هستید)؟ چکار می‌کنید؟ اگر دانشجو هستید، رشته تحصیلی شما چیست؟ و چرا زبان فارسی می‌خوانید؟</p> <p><i>Greetings -introducing yourselves to the other classmates and saying a few things about yourself... where are you from? What is your field of study or work, and why are you studying Persian? (all in Persian!)</i></p> <p>-Talking about Zoom and coordinating our interactions...</p> <p>-Explaining course content, procedure, and syllabus, textbook, supplementals... answering your general and particular questions ...</p> <p>Primary Text: <i>Persian Here & Now Book II: Intermediate Persian</i></p> <p>Part I, Lesson 1 (درس ۱)</p> <p>-let's read the vocabs p.6 (cover the English meanings always!); some compound and simple verbs, let us check their stems & examples...</p> <p><i>Pre-reading p.2:</i></p> <p>واژه‌ها و عبارات این صفحه را باهم بخوانیم و ترجمه بکنیم.</p> <p>Reading p.3 (together):</p> <p>«همسایه‌ها» (بخش اول، صفحه ۳)، از رومان «چراغ‌ها را من خاموش می‌کنم»، نویسنده: زویا پیرزاد</p> <p>Reading the questions (same page) & answering orally together...</p> <p>Homework 1 (p.3): write the answers after class and tomorrow read them in two-by-two group.</p> <p>Classwork p.4: reading the words & checking their synonyms (همخوان/مترادف) in the parenthesis and discussing it. Read the verbs (p.5) with their stems and discuss them.</p> <p>Homework 2 (p.5): First, copy the sentence and then change the verbs in the past tense (bold) into the present in the following sentence and write the new sentence.</p> <p>Part I, Lesson 2 (درس ۲) (بخش نخست، درس ۲)</p> <p>-let's read the vocabs p.11-12; some compound and simple verbs, let us check their stems & conjugation...</p> <p><i>Pre-reading p.7:</i></p> <p>واژه‌ها و عبارات این صفحه را باهم بخوانیم و ترجمه بکنیم.</p> <p>Reading p.8 (together):</p> <p>«همسایه‌ها» (بخش دو، صفحه ۸) باهم بخوانیم...</p> <p>Reading the questions (Pp. 8-9) & answering orally, rotating...</p> <p>Classwork p.9: reading the words & phrases, checking their synonyms (همخوان/مترادف) in the parenthesis, and discussing them.</p> <p>Class & Homework 3 (Pp. 9-10) copy the sentences and make question sentences regarding the content of each one; thus, write them down. We will read your answers in class tomorrow.</p> <p>Syntax: Causative Verbs with their Endings (P.10)</p> <p>فعل‌های سببی (-انیدن؛ -آندن) (رویه‌های ۱۰ و ۱۱)</p> <p>Reviewing the Present stems: Rules and Exceptions (continued) (Pp. 10-11)</p> <p>Class & Homework 4 (p.11) First copy the 'main' sentence in the past tense and then complete the second sentence by using the present tense of the given verbs in the past tense in the second sentence; thus, write it down.</p> <p>*As the time may permit: 'Open Class' conversation based on 'your' need, curiosity, cultural issues... (try your best to raise a question in Persian; however,</p>	<p>First weekly test(s) on Friday</p>
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	<p>in this stage, you can form your question in English, but I will answer in Persian & discuss!)</p> <p>Wednesday, Jun 2nd</p> <p>Dialogues: سلام و احوال پُرسی از همدیگر... مکالمه کوتاه: از رشته تحصیلی و هدف کار آینده ی همدیگر بپرسیم... Do you have any questions from teacher?</p> <p>Reviewing & checking your homework together...</p> <p>Part I, Lesson 3 (بخش نخست، درس ۳) (a short one) -واژه‌ها و فعل‌های صفحه ۱۶ را باهم بخوانیم و مرور بکنیم.</p> <p>Dialogue (on the telephone) (گفتگوی تلفنی) Pp. 13-14: in a group of 3, let us read the dialogue. The teacher shall go from group to group listen and answer to your probable questions. -ریشه (سِتاک)های زمان حال: قاعده‌ها و استثناها (ادامه)</p> <p>Syntax: Reviewing the Present Stems: rules and Exceptions (continued) (p.15) As 'you' should know by now, due to the 'irregularities' of the derivatives of the 'present stems' from simple/basic Persian verbs, 'you' have to memorize all the present stems by heart... the best way to learn them is to read them aloud, the infinitive, and stem together. After a while, you are going to get the internal retheme naturally!</p> <p>Homework 1 (Pp. 15-16): Frist copy the first sentence and then, complete the second sentence by using the present tense of the verb(s) given in the past form. After that, translate the result sentence into English.</p> <p>Part I, Lesson 4 (بخش نخست، درس ۴) -واژه‌ها و فعل‌های رویه‌های ۲۳، ۲۴ را باهم بخوانیم و مرور بکنیم.</p> <p>Classwork: Let us read the words and compound verbs and the example sentences on pages 17 & 18 (with some other example by the teacher) together and translate them into English simultaneously.</p> <p>Dialogue (telephone conversation) (گفتگوی تلفنی) pp. 18-20: Let us do in two by two group. This 'dialogue' is colloquial; if 'you' do not get the form or the meaning, we will work on it and re-write it entirely in a 'written/formal' style.</p> <p>Class & Homework 2: Let us read the sentences on p. 21 and chose the correct verb tense from within the parenthesis; thus, translate into English orally. At home, copy and complete the sentences and then translate them into English.</p> <p>-Adverbial phrases (very useful!) (Pp. 21 & 22) let us read them together and make sentences...</p> <p>-Reviewing the Present Stems: Rules and Expression (continued) p.23, let us read them together and then, practice asking each other the stems of the infinitives.</p> <p>Class & Homework 3: work two by two and produce a conversation similar to the dialogues in the pages 13 & 14 and pages 18-20, pretending to be on the phone. You can use the content of the Dialogues but be creative and imaginative for yourself, and you can talk almost about anything! Try to have at least two full pages. I am going lightly 'edit' your dialogues, and you are going to 'preform' live for your classmates.</p> <p>*As the time may permit: 'Open Class' We may watch a short documentary about Iran or other Persian speaking countries/societies/cities (-Afghanistan, Tajikistan, Samarqand, Bukhara...); cultural or historical questions and curiosities are always welcomed!</p> <p>Thursday, Jun 3rd</p>	
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	<p>Dialogues & review of HomeWorks together...</p> <p align="center">Part II, Lesson 1 (بخش دوم، درس ۱)</p> <p>-Let's first read the new vocabs (واژه‌های تازه) p. 29...</p> <p>-واژه‌ها و فعل‌های صفحه ۲۹ را با هم بخوانیم و مرور بکنیم.</p> <p>p.26: Let's read and discuss کردن فکر/فکر کردن, the example sentences & add a few adverbial phrases to those and also expression ... مدت/مدتهاست</p> <p>Reading p.27 (خواندن صفحه ۲۷): let us read it two by two as a dialogue and then, tackle the questions p.28 thus, talk about the style of this short sketch type 'story' ...</p> <p>Homework 1 (p. 28): First copy the questions and then answer them recollecting discussion we just had in class; last two questions are from 'you'!</p> <p>Classwork together (in two parts) p.28:</p> <p>۱- واژه‌ها یا عبارات‌های همخوان [مترادف] را در پرانتز پیدا کنید.</p> <p>۲- فعل‌های قطعه‌ی (short passage) متن (صفحه ۲۸) را به زمان حال ساده برگردانید.</p> <p>Homework 2 (p. 29): جمله‌ها را با فعل‌های داخل پرانتز کامل کنید:</p> <p>Copy the sentences and complete them by conjugating the verbs in the parenthesis.</p> <p align="center">Part II, Lesson 2 (بخش دوم، درس ۲)</p> <p>-Let's first read the vocabs p. 33.</p> <p>Dialogue p.30-31 (گفتگو صفحه ۳۰ و ۳۱): Let's read two by two, check the expressions and then, answer to the questions...</p> <p>Classwork together p.28: واژه‌ها یا عبارات همخوان را در پرانتز پیدا کنید</p> <p>Homework 3 (p. 32): با استفاده «نه، نه» و «هم، هم» جمله‌ها را کامل کنید</p> <p>Copy the sentences, fill them, and then translate them into English.</p> <p>A short break...</p> <p align="center">Part II, Lesson 3 (بخش دوم، درس ۳)</p> <p>-Let's first read the vocabs Pp. 41-42...</p> <p>-Let's read Pre-Reading (p.34) sentences and translate them together...</p> <p>Reading (text Pp. 34-35) سُهراب سپهری در تاجیکستان از شهرزاد سمرقندی</p> <p>-Let's answer the questions (p.35) regarding the "Reading."</p> <p>Homework 4: copy the above questions, and as we have orally discoursed, write the answers below each question and then translate both questions and answers into English.</p> <p>Before reading the following piece of poetry, let's read and discuss Pp. 38-39:</p> <p>واژه‌ها یا عبارات همخوان را در پرانتز پیدا کنید...</p> <p>-Poetry: a famous piece of Sohrab Sepehri's poetry: در گُلستانه</p> <p>-Let's read this poetry together and translate; thus, discuss the form and content... (as much as possible in Persian)</p> <p>*As the time may permit: 'Open Class,' we shall talk about Persian speaking countries and geographical regions, cities beyond the political boundaries of three countries of Iran, Afghanistan and Tajikistan.</p> <p>Friday, Jun 4th</p> <p>Dialogue ... (گفتگو)</p> <p align="center">Part II, Lesson 4 (بخش دوم، درس ۴)</p> <p>-Let's first read and work on the vocabs p. 46...</p> <p>-واژه‌ها و فعل‌های صفحه ۴۶ را با هم بخوانیم و مرور بکنیم.</p> <p>-Let's read Pre-Reading (p.34) sentences and translate them together...</p> <p>Dialogue Pp. 43-44 -Let's read two by two...</p> <p>Classwork: Let's read the questions p. 45 (DISCUSSION) and ask each other for answers...</p>	
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	<p>Class reading & discussion p.45: Not only... but (...نه تنها...) let's read the sentences and analyze them... and then, to re-construct the sentences on p. 46 according to the previous examples.</p> <p>Homework 1: جمله‌های داده شده (صفحه ۴۶) را با استفاده از «نه... تنها...» بازنویسی کنید.</p> <p>Copy the sentences and change them according to the formula we practiced in class.</p> <p>Classwork: -Let's go p. 38 and read پیرسشهای پیشنهادی regarding سهراب سپهری and his poetry and some questions your teacher would raise -all in Persian...</p> <p>Homework 2 (weekend work): p. 38 copy the question sentences, answer to them as best as you can in a descriptive manner (-contemplate & spend time on your writing).</p> <p>Homework 3 (weekend work) <u>Go inline</u> look for سهراب سپهری or any other modern Persian poet (teacher can suggest some to you) and then, chose a piece of poetry of your liking, read it thoroughly and try to translate it. You shall briefly talk about that poet (in Persian) and read your choice of piece for the class on Monday.</p> <p>*Also, weekend work: On the weekend watch a Persian movie of your choice and write about the plot as much as you can, yes in Persian! you can orally talk about the movie in the class; just remind me at the beginning or middle of the class.</p> <p>[*] دوشنبه آماده باشید تعریف کنید آخر هفته چکار(چهکار)هایی کرده‌اید؟</p> <p>[*] On Monday be ready to talk, what did you do on the weekend?</p> <p>Weekly test (last an hour & half of the class) written.</p>	
Week 2:	<p>Monday, Jun 7th</p> <p>Dialogue: آخر هفته چکار کردید؟ (what did you do on the weekend?)</p> <p>-Ready to talk about the poet of your choice and piece of poetry you have chosen to read?</p> <p>-Let's go over your written HomeWorks from the weekend...</p> <p>Part III, Lesson 1 (بخش سوم، درس ۱)</p> <p>-Let's read new vocabularies (واژه‌های تازه) Pp. 53-54 in-class together and discuss the usages of some of them...</p> <p>-واژه‌ها و فعل‌های صفحه‌های ۵۳ و ۵۴ را باهم بخوانیم و کاربردهای برخی را تمرین کنیم.</p> <p>-Let's read Pre-Reading (p.48) expressions and sentences and translate them together...</p> <p>Reading 1 (نام مستعار نویسنده و وبلاگی به همین نام): Pp. 48-49: (خواندنی)</p> <p>-Let's read the short text (لباس زنانه) together and answer to the questions (p. 49) and more...</p> <p>Homework 1: Copy the questions (پُرسش‌های پیشنهادی) p.49, answer them and then, translate both questions & answers into English.</p> <p>Reading 2 (خواندنی): p.50 ساندویچ یا سُس دود</p> <p>-Let's read short text (ساندویچ یا سُس دود) together and answer to the questions (Pp. 50-51) and discuss some of the questions, in Persian...</p> <p>Classwork: p. 51-Let's read & do it together:</p> <p>واژه‌ها یا عبارات‌های همخوان را در پرانتز پیدا کنید (صفحه ۵۱)</p> <p>Class & homework (p.51) teamwork:</p> <p>برای پاسخ‌ها (جواب‌ها) پرسش مناسب بنویسید (صفحه ۵۱).</p> <p>For the answer sentences in this drill make a question</p> <p>Homework 2: Copy the answer sentences (p.51); thus, make questions related to the content and write it.</p> <p>-Let's read <i>New Structures and Uses</i> (p.52) and discuss the expressions:</p> <p>چه چه (whether.... or...)</p>	weekly test(s) on Friday

	<p>یا..... یا..... (either.... Or....)</p> <p>Homework 3 (p.52): جمله‌ها را با «چه.....چه.....» یا «یا..... یا.....» کامل کنید (p.52): Copy the given sentences and complete them with Persian equivalents of (whether.... or....) or (either.... Or....) and then translate into English.</p> <p>Part III, Lesson 2 (بخش سوم، درس ۲)</p> <p>-Let's read vocabularies (واژگان) p. 59 in class together and discuss the usages of some them...</p> <p>-Let's read Pre-Reading (p.55) expressions (پَز [کردن] / پُختن، پُخت و پَز [کردن]) Also: پَز stem > پَزیدن, which is used (/conjugated) colloquially more often.</p> <p>Dialogue (گفتگو) Pp. 55-57 Let's read مهمانی شام in group of three. Following the گفتگو, is صُبَح فردا, July's note for Jamshid! Let's talk about it...</p> <p>Syntax: Present Perfect Subjunctive (p.58), structure: past participle of the verb in the sentence + the subjunctive form of the verb «باشیدن»; notice this infinitive is considered "archaic" but derivatives are used in modern Persian; باشم/باشی/باشد-باشیم/باشید/باشند; conjugation in the subjunctive mood: باش > stem; present stem > باش; conjugation in the subjunctive mood: باشم/باشی/باشد-باشیم/باشید/باشند</p> <p>-Let's read the example sentences (p.58) and analyze them...</p> <p>Class & homework: (p.59) با واژه‌های داده شده در پرانتز جمله‌ها را کامل کنید</p> <p>Homework 4 (p.59): Copy the sentences and complete them with the given phrases in the "Present Perfect Subjunctive" mood and then translate them into English.</p> <p>*As the time may permit, we may review and discuss basic word order in Persian (Subject-Object-Verb) versus English (SVO) [we can substitute 'object' with 'predicate' in the sentence]. Alternatively, we may have 'your' choice of topic to talk about in Persian and maybe with some explanation in English?</p> <p>Tuesday, Jun 8th Dialogue...</p> <p>-Let's review your written HomeWorks in class...</p> <p>Part III, Lesson 3 (بخش سوم، درس ۳)</p> <p>-Let's read new vocabularies (واژه‌های تازه) p.64 in class together and discuss the usages of some them...</p> <p>-واژه‌ها و فعل‌های صفحه ۶۴ را با هم بخوانیم و کاربردهای برخی را تمرین کنیم.</p> <p>-Let's read <i>Pre-Reading</i> (p.60) compound verbs and make some more examples with them...</p> <p>Reading (خواندنی): Pp. 61-63: (روزنامه نگار) حاج آقا و نبیا ریچی نوشته نوشابه امیری Let's read the 'writing' together, which has interesting cultural hints and thus discuss the content in Persian!</p> <p>-Let's go over the questions p.62 (following the text) & answer them...</p> <p>Classwork: Pp.62-63 -واژه‌ها یا عبارات همخوان را در پرانتز پیدا و معنی کنید...</p> <p>Homework 1 p.63: با استفاده از واژه‌های داده شده در پرانتز جمله‌ها را کامل کنید Write down the sentences and complete them with one of the given the word or clauses in the parenthesis and then translate the completed sentence into English.</p> <p>Part III, Lesson 4 (بخش سوم، درس ۴)</p> <p>-Let's read vocabularies (واژگان) Pp. 69-70 in-class together and discuss the usages of some of them...</p> <p>-Let's read <i>Pre-Reading</i> (Pp.65-66) compound verbs and make some short example sentences with them...</p> <p>Dialogue (گفتگو) p. 66: صنایع دستی ایران let's read the dialogue two by two and continue on صنایع دستی در فروشگاه Pp.66-67...</p> <p>Homework 2: <u>Re-write</u> the above dialogue entirely in written/formal style and read it aloud for yourself.</p> <p>Syntax: <i>The Multifunctional Preposition</i> تا Pp. 68-69 کاربردهای حرف اضافه «تا»</p>
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	<p>-Let's read the <i>Note</i> (p. 68) and check different equals for تا in English.</p> <p>-Let's read the example sentences (Pp. 67-69) and, in translation, distinguish different English equivalents in the context for the proposition تا.</p> <p>Homework 3: جملہ‌های زیر را بخوانید و برابرهای «تا» در آنها در ترجمه پیدا کنید: Write down the sentences and, in translation, give their English equivalent, thus underline it.</p> <p>* As the time may permit we shall practice the following handouts by teacher:</p> <p>Adjectives (صفت‌ها) let's read them aloud together and practice verbally as "I am ..." or not...</p> <p>Professions (شغل‌ها) let's read together and ask questions...</p> <p>* As the time may permit ,we may watch a short documentary about Isfahan or another old city in Iran... Cultural note(s) (نکته‌های فرهنگی) ... any question? Ask in class...</p> <p>Wednesday, Jun 9th Dialogue/practice...</p> <p>-Let's go over your written homework...</p> <p>Part IV, Lesson 1 (بخش چهارم، درس ۱)</p> <p>-Let's read vocabularies (واژه‌های تازه) Pp. 78-79 in-class together and add a few Geographic words to those...</p> <p>-واژه‌ها و فعل‌های صفحه‌های ۷۸ و ۷۹ را باهم بخوانیم و از نظر جغرافیایی چندتایی به آنها اضافه کنیم...</p> <p>-Let's read <i>Pre-Reading</i> (Pp.72-73) vocabs and translate them...</p> <p>Reading Pp. 73-74: <i>سرود ملی ایران</i> (رویه‌های ۷۳ و ۷۴) -متن سرود ملی ایران را بخوانیم و درمورد محتوای آن صحبت کنیم....</p> <p>-Let's read this text together and discuss the content...</p> <p>-Let's read the questions following the text (p.74) and try to answer them in Persian.</p> <p>Homework 1 p.74: Copy the question sentences and then answer them recollecting the content of the conversation we had in class; thus, translate your answers into English.</p> <p>Homework 2 p.75: با استفاده از واژه‌های داده شده در پرانتز جمله‌ها را کامل کنید - Complete the sentences with given words in the parenthesis and then translate them into English.</p> <p>-New Structures and Uses: Verbal Nouns (-tion in Persian) Pp. 75-76 -Let's read the example sentences and analyze them.</p> <p>Syntax: Passive & Active Voice (p. 76) (صفحه ۷۶) معلوم و مجهول در فارسی -Let's read the example sentences and translate them...</p> <p>Homework 3 (Pp.77-78): Change the sentences form 'active' to 'passive' voice. -جمله‌های تمرین را از «معلوم» به «مجهول» برگردانید (رویه‌های ۷۷ و ۷۸)</p> <p>Review: Samareh: The Preposition 'by' (p.77) -Let's read the example sentences (p.77) and translate them... (- read the English note following the Examples) continue the reading of the following sentences.</p> <p>* As the time may permit we will go online and find a performance of «سرود ملی ایران» and listen to it while looking at the text on the p. 80.</p> <p>* As the time may permit :</p> <p>Review: weekdays, months, seasons in Persian. Handout by teacher; reading and practice in class and home...</p> <p>Samareh text: p.19 Iranian months and their equivalents in English.</p>	
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	<p>Thursday, Jun 10th Dialogue... -Let's go over your written homework... Part IV, Lesson 2 (بخش چهارم، درس ۲) -Let's read 'new vocabularies' (واژه‌های تازه) p.87 in class together and add some related items to them... -واژه‌ها و فعل‌های صفحه ۷۸ را باهم بخوانیم و چندتایی به آنها اضافه کنیم. Dialogue (گفتگو) (Pp. 82-84): (... گفتش که...) -Let's read in pairs of three and rotate the roles... Syntax: Direct and Indirect (Reported) Speech (Pp. 84-85) نقل قول مستقیم و غیر مستقیم (رویه‌های ۸۴ تا ۸۶) -Let's read and translate related sentences on pages 84 through 86 ... Homework 1 Pp.86-87: جمله‌ها را به صورت نقل قول غیر مستقیم کامل کنید Complete the blank parts as 'indirect speech'; thus, next class, you will read as dialogue in pairs of three in class... Part IV, Lesson 3 (بخش چهارم، درس ۳) Reading Pp. 88-89: <i>پروانه‌ها و امکان از رضا قاسمی (داستان نویس، نمایشنامه‌نویس و آهنگساز)</i> -Let's read this picaresque -part of a short novella -Let's try to answer to questions p.90 related to the passage above. Homework 2 Pp.90-91: واژه‌ها و عبارت‌های همخوان را در پرانتز پیدا کنید -Let's find corresponding words or clauses (synonyms) to the bold words or verbs from the given ones in the parenthesis. Homework 3 p.91: Complete the sentences by conjugating the verbs in the parenthesis in the manner of asking to... ('polite imperative') or thanking for... and then translate it into English. *As much as time may permit : -Expressing needs & wants ... -Numbers (re-visited!), how to tell your age or ask... & Persian calendar and date... *As more time may permit: -Fields of study (continue) p... let's read and add more to the list on the board... Friday, Jun 11th Dialogue... -Let's go over your written homework... Part IV, Lesson 4 (بخش چهارم، درس ۴) -Let's read new vocabularies (واژه‌های تازه) Pp. 98-99 in-class together and maybe add a few technical words to them... -Let's play with the expression «سر زدن» in colloquial Persian... p.94 Dialogue (گفتگو) (Pp. 94-96): کامپیوتر من خراب شده (رویه‌های ۹۴ تا ۹۶) -Let's perform the dialogue in pairs of three, thus rotating speakers... -Let's read Persian-English computer terms and more... Pp. 96-97 -In class discourse: Let's answer/deal with the questions on p.98... Study: this weekend for Monday: Family Relationship List of 'Family' (relatives) from Thackston, An Introduction to Persian, pp. 95-96 (older editions may have different page #). Maybe also a <u>handout</u> by teacher. Reading and asking form each other about each other's family and relatives in class... Study this weekend for Monday: <i>Countries, People, and Languages</i>, from:</p>	
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	<p>Thackston, <i>An Introduction to Persian</i>, pp. 39-40 (older editions may have different page #)</p> <p>On Monday, we are going to have a dictation quiz...</p> <p>Review list of family members (اعضای خانواده) from the Thackston list and Handout and then,</p> <p>*A continuance class & homework: writing "About Yourself and more..."</p> <p>(first phase/draft for the weekend and then, continuing to develop your 'biography.):</p> <p>* 'Biography': First writing down* and then, good oral practice thus finally, verbal presentation...</p> <p>*Some basic information: introducing yourself: your full name, how old are you(?), what do you do? What is your major or work? Which school do you go to? What will you do or become after final graduation? Where do you live? maybe saying something about your parents, siblings... and if you can, about your home, home town, your country, further aspirations, job, your wishes, or ideals(s)... or any additional interesting thing related to you... This task shall continue throughout the term to be more developed and enriched... After I edit your writings with you (on office hours?), you shall have an oral presentation in class...</p> <p>-Weekly test... a little bit longer... you will have more time!</p>	
Week 3:	<p>Monday, Jun 14th</p> <p>Dialogue...</p> <p>-Returning your exams and discussing results...</p> <p>-Let's listen to your oral presentation of biography...</p> <p>about the content of the presentation(s) you may ask questions from each other الیه به فارسی</p> <p>Let the teacher have your writing of "About Yourself" if already you have not given it to him online?</p> <p>Part V, Lesson 1 (بخش پنجم، درس ۱)</p> <p>-Let's read new vocabularies & verbs (واژه‌ها و فعل‌های تازه) Pp. 106-107 in-class together and discuss the usages of some of them...</p> <p>-Let's read <i>Pre-Reading</i> (p. ۱۰۶) expressions and sentences and translate them together...</p> <p>-Let's review: <i>Countries, People, and Languages</i> (Thackston (<i>An Introduction to Persian</i>, pp. 39-40)</p> <p>Reading p. 103: بازار کتاب لندن</p> <p>-Let's read the short announcement/article (بازار کتاب لندن) together; the first teacher reads the article once, and you listen, and then, each student reads a sentence or more and translate...</p> <p>-Classwork: Let's read and answer questions on p.104...</p> <p>Homework 1 Pp. 104 واژه‌ها یا عبارات‌های همخوان را در پرانتز پیدا کنید</p> <p>First, copy the sentences (while you are reading it aloud for yourself), substitute the corresponding word or phrases from parenthesis and then, translate into English.</p> <p>-Class & Homework 2: جمله‌ها را با کمک مصدرهای داخل پرانتز کامل کنید</p> <p>Let's read and complete the sentences by conjugating the infinitive given in the parenthesis.</p> <p>More Borrowed Arabic Words p.105 جمع‌های عربی در زبان فارسی and more examples by teacher.</p>	weekly test Friday

	<p style="text-align: center;">Part V, Lesson 2 (بخش پنجم، درس ۲)</p> <p>-Let's read new vocabularies & verbs (واژه‌ها و فعل‌های تازه) Pp. 112-113 in-class together and discuss the usages of some of them...</p> <p>-Let's read <i>Pre-Reading</i> (p.108) compound expression شدن محکوم کردن، محکوم شدن and sentences and translate them together...</p> <p>Reading (p. 108-): نشست خبری با فیلمساز ایرانی عباس کیارستمی</p> <p>-Let's read the short text (خبر) and then, the short interview with the internationally acclaimed Iranian filmmaker Abbas Kiarostami (Pp. 109-110) «گفتگو (مُصاحبه) با عباس کیارستمی» (رویه‌های ۱۰۹ و ۱۱۰)</p> <p>Classwork Pp. 111: واژه‌ها یا عبارات همخوان را در پرانتز پیدا کنید</p> <p>Class & Homework 3 Pp. 111-112: جمله‌ها را به صورت نقل قول غیر مستقیم بنویسید</p> <p>Re-write the sentences in indirect (or reported) speech and then translate them into English.</p> <p>A dictation quiz...</p> <p>*As more time may permit: we may watch a short documentary film or report about Iran.</p> <p>Tuesday, Jun 15th</p> <p>Dialogue...</p> <p>-Let's go over your written homework...</p> <p>Any biographical presentation left? we listen together...</p> <p style="text-align: center;">Part V, Lesson 3 (بخش پنجم، درس ۳)</p> <p>-Let's read new vocabularies & verbs (واژه‌ها و فعل‌های تازه) Pp. 120-121 in-class together and discuss the usages of some of them...</p> <p>-Let's read <i>Pre-Reading</i> (p.114) compound verb and sentences and translate them together...</p> <p>Reading (p.115): (۱) یک خبر، تجلیل از بنیانگذار (بنیان‌گذار) انتشارات امیرکبیر به پرسش‌های پیشنهادی (رویه ۱۱۵) در رابطه با «یک خبر» پاسخ بدیم.</p> <p>-Let's answer the questions (same page) regarding the "One Report."</p> <p>Classwork (Pp. 115-16) واژه‌ها یا عبارات همخوان را در پرانتز پیدا کنید</p> <p>-Let's read the compound words and find the corresponding nouns in the parenthesis.</p> <p>-<i>Pre-Reading</i> (p.116) the compound verbs (مُصادره شدن، مُصادره کردن) and the adverbial (دست کم) and translate the sentences together...</p> <p>Reading (Pp.116-17): تقدیر از بنیان‌گذار امیرکبیر نوشته فرج سرکوهی (روزنامه‌نگار و نویسنده ایرانی مُقیم آلمان)</p> <p>-Let's read the text together and answer the questions (p.117)</p> <p>Classwork (p.118): واژه‌ها و عبارات همخوان را در پرانتز پیدا کنید</p> <p>-Let's find the corresponding words in the parenthesis and read, translate the example sentence.</p> <p>Syntax: Compound Words (Pp. 118-119) واژه‌های مرکب</p> <p>-Let's read each category and the examples in Persian; teacher may add a few to the list.</p> <p>Classwork (p.119) معنا و ساختار واژه‌ها را مرور کنیم و معناهای جداگانه واژه‌های به کار رفته را در هر واژه مرکب پیدا کنید</p> <p>-Let's read each compound word and 'deconstruct' and analyze it.</p> <p>Homework 1: Make imaginative complete sentences from twenty compound words (classwork p.119) and only then translate them into English.</p> <p>-Teacher may work individually with individual students on their problems; meanwhile, the rest shall start the task of the "Interview" (-below).</p> <p>Class & homework:</p>
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	<p>*-The “Interview” مصاحبه task starts...</p> <p>Start raising and writing -at least! -twenty questions to ask from a classmate regarding his/her life, such as work/job, if student, at which university/college? What year? Major? Goals? Living place? and “Daily Activities” ... after you finish your writing, let me see questions to edit it together... thus, choose a classmate to “interview” and vice versa... any question? Teacher is at his students’ service for any question!</p> <p>Recommended study (we can go over these points in office hours): -question words of quantity (چند؟- چقدر؟- چقدر؟...); a word of counting a unit, item, piece, part, etc.: (تا...), drill & homework: (from <i>Samareh</i>’s textbook): 56, pp.124-125.</p> <p>*As more time may permit: Talking about the countries in the Middle-East, Central Asia, Northern Africa... maps & pictures...</p> <p>Wednesday, Jun 16th Dialogue... -Have ‘you’ written & chosen you, <i>interview</i> partner? Set a time to practice together (Zoom, Skype, Facetime, or?) Give (/send) your homework 1 (compound sentences) to teacher.</p> <p>Part V, Lesson 4 (بخش پنجم، درس ۴) -Let’s read new vocabularies & verbs (واژه‌ها و فعل‌های تازه) p. 127 in class together and discuss the usages of some them... -Let’s read <i>Pre-Reading</i> (Pp.122-123) social expressions and related sentences and translate them together... Dialogue (Pp. 123-125): گفتگو: خریدِ بلیط هواپیمایی از آژانس هواپیمایی -Let’s ‘preform’ the dialogue two by two (both parts) and also reading and getting the meanings of the ‘corresponding words’ and phrases. role play, based on the above dialogue (Pp. 123-125), has a two by tow conversation... use your imagination... relax and enjoy your ‘play’... Perceptive Statements (Pp. 126-127) عبارتهای دریافتی -Let’s read the explanatory sentences and then complete the following sentences with the verbs provided in the parenthesis. Homework 1 (Pp. 127-128): Complete the sentences with the verbs provided in the parenthesis and then translate the sentence into English. <i>A short break?</i></p> <p>Part VI, Lesson 1 (بخش ششم، درس ۱) -Let’s read new vocabularies & verbs (واژه‌ها و فعل‌های تازه) p. 139 in class together and discuss the usages of some them... -Let’s read <i>Pre-Reading</i> (p.130) words and sentences and translate them together... Poetry Pp. 131-132: «عشق عمومی» احمدشاملو (از مهمترین چهره‌های ادبیاتِ مدرنِ ایران) Teacher reads the piece of poetry once; thus, we discuss some words and idioms and try to translate it together after that any volunteer student reads the poem... Classwork p.133: واژه‌ها یا عبارات‌های همخوان را در پرانتز پیدا کنید Homework 2: Go online and find out about Ahmad Shamlo (the poet!) and prepare to say something about him in Persian in class tomorrow...</p> <p>Part VI, Lesson 2 (بخش ششم، درس ۲) -Let’s read new vocabularies & verbs (واژه‌ها و فعل‌های تازه) p. 141 in class together and discuss the nouns & adjectives and usages of some them...</p>	
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	<p>-Let's read <i>Pre-Reading</i> (p.135) adverbial پیش and some of its usages and the verb خوردن thus its different usages... and read the example sentences...</p> <p>Dialogue Pp. 135-137: گفتگو: مریضی (بیماری) نسرین</p> <p>-Let's read this dialogue two by two groups (teacher shall go silently over your readings and maybe comment and/or answer to your questions).</p> <p>-Let's answer the questions (p. 137) related to the dialogue together...</p> <p>Homework 3 (p.137): Copy each question and answer each at below and then translate it into English.</p> <p>AS the time may permit:</p> <p>Practice "Interview" مصاحبه with your chosen 'partner' in class and off class (connect by Zoom or Skip or Facetime?) If we have not gone over the questions yet, Give or send me your 'questions' or bring your "questions" to class or at office hour and let me go over them with you... <u>You will 'perform' your 'interview' in class Friday.</u></p> <p>* As extra time may permit, we may listen to Ahmad Shamlo's voice reading his poetry (he is famous having a beautiful deep voice!)</p> <p>Review :</p> <p>syntax: Propositions of Location, p. ...</p> <p>Review of the Days of the Week روزهای هفته & Iranian months ماههای سال...reading & reciting together in office hour? Teacher's handout...</p> <p>Thursday, Jun 17th</p> <p>Dialogue... Have 'you' practiced your 'interview'? tomorrow (Friday), you have your chance to 'perform' for the rest of the class...</p> <p>-Let's go over your HomeWorks 1 & 2 from yesterday...</p> <p>Oral presentation and talk: let's listen to 'your' finding, impression, expression, voice about Shamlo and his poetry and...?</p> <p>Syntax (Pp. 138-140): If Clauses (a review) مُروری بَر جُمله‌های شَرطی</p> <p>-Let's read, review the explanation p.138 and then, read the example sentences, translate and analyze them... (if 'you' ask, teacher may give you his handout on the topic)</p> <p>Homework 1 (pp. 140-141): جُمله‌ها را با فعل مناسب کامل کنید و بعد به انگلیسی ترجمه کنید: (بَخشِشِ شِشُم، درس ۳)</p> <p>Part VI, Lesson 3</p> <p>-Let's read (pp. 148-249) the interesting new words, verbs and discuss the usage of some them... (واژه‌ها و فعل‌های تازه)</p> <p>-Let's read <i>Pre-Reading</i> (pp.142-143) the adverbial & به لحاظ، از نظر compound verbs and translate the sentences together...</p> <p>Reading (pp. 142-143): (Iranian Garden) باغ ایرانی together...</p> <p>Discussion: let's read the suggested questions and answer them.</p> <p>Short break?</p> <p>Classwork (pp. 145-146): واژه‌ها یا عبارات همخوان را در پرانتز پیدا کنید</p> <p>Class & Home work (p.146) جمله‌ها را با واژه‌های داده شده در پرانتز کامل کنید</p> <p>-Let's read the sentences and complete them with given words or verbs in the parenthesis together (each student one sentence).</p> <p>Homework 2 (pp. 146): write down the sentences and complete them with given words/verbs and then translate them into English.</p> <p>Class & Home work (pp.147-148): با استفاده از واژه‌های داخل پرانتز جمله‌ها را کامل کنید</p> <p>Homework 3 (pp. 147-148): Complete the sentences with the scrambled words in the parenthesis and then translate them into English.</p>	
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	<p>Short break?</p> <p>Cultural subject: تعارف کردن (Ta'rof...) - let's talk about its cultural intricacies... with examples...</p> <p>*As extra time may permit</p> <p>Sentence Structure () ساخت جمله در فارسی and various word order of a 'complex' sentence implying the same meaning...</p> <p>Friday, Jun 18th</p> <p>Dialogue... دیروز بعدازظهر (بعداز کلاس) و شب چکار کردید؟</p> <p>-Let's go over your HomeWorks 1 & 2 from yesterday...</p> <p>-Yes, Interview مصاحبه time! Let's perform...</p> <p>Conversation... cultural issues... your comments and/or questions...</p> <p>*Oral Presentation (As part of your mid-term test):</p> <p>On the weekend: Start searching/looking (به فارسی) on line to choose a prominent poet, writer, historian, philosopher, scientist, politician or a distinguished personality of your choice (-from any Persian speaking countries or societies) writing down your finding in Persian thus, prepare to have an oral presentation by next Friday.</p> <p>As you chose your figure, <i>consult</i> with teacher first today or on the weekend (Email, Telephone?) or -the latest- on Monday.</p> <p>I may have some suggestions for your choice?</p> <p>Oral report (talk) on your weekend activities Monday morning first... (If I were 'you,' I would jot down some short sentences Sunday evening and practice those to talk ready and relaxed!)</p> <p>Weekly Test...</p>	Online search & activity...
Week 4:	<p>Monday, Jun 21th</p> <p>Dialogue... آخر هفته چه کارهایی کردید؟ چقدر/چند ساعت درس خواندید؟ جایی رفتید؟</p> <p>*How did your search and choice of a <i>personality</i> for an oral presentation done? Talk to teacher about it. Get together with another or more classmates (-on line?) and practice your presentation for each other. Be completely ready to present your 'oral presentation' on Friday. Any question? Ask teacher...</p> <p>-Talking about your texts...</p> <p>Part VI, Lesson 4 (بخش ششم، درس ۴)</p> <p>-Let's read new vocabularies & verbs (واژه‌ها و فعل‌های تازه) pp. 155-156 in class together and discuss usages of some them...</p> <p>-Let's read <i>Pre-Reading</i> (p.150) ... هويت‌ها و نام‌ها Note; اشتباه، اشتباه کردن... «این سگه مال شماست؟» نویسنده: آیدا احدیانی (pp. 151-152) Reading</p> <p>مَتَن را دو-به-دو بخوانیم و بعد به پرسش‌های صفحه ۱۵۲ پاسخ بدهیم.</p> <p>-Let's read the content two by two and answer the questions (p. 152)</p> <p>Classwork 1 (pp. 152-153): واژه‌ها یا عبارات‌های همخوان را در پرانتز پیدا کنید:</p> <p>Syntax (pp. 153-154): The Particle مَنفی / مَنفی در جمله‌های پرسشی/ مَنفی</p> <p>Class & Homework (pp. 154-155): جمله‌ها را با صرف فعل‌های در پرانتز کامل کنید:</p> <p>Homework 1 (pp. 154-155): Complete the sentences by conjugating the given verbs in the parenthesis and then translate the complete sentence into English.</p> <p>Part VII, Lesson 1 (بخش هفتم، درس ۱)</p> <p>-Let's read new vocabularies & verbs (واژه‌ها و فعل‌های تازه) pp. 161-1162 in class together and discuss usages of some them...</p> <p>-Let's read <i>Pre-Reading</i> (p.158): if clause (sets the possibility)+main clause ... Reading the example sentences and translating them...</p>	<p><i>Review</i></p> <p><i>Session I</i></p> <p><i>Final Exam</i></p> <p><i>Fourth</i></p> <p><i>Weekly Test</i></p>

	<p>Dialogue (pp. 158-159): گفتگو: آگه او رفته باشه... -Let's read the conversation in three by three groups and rotate. Syntax (pp. 160-161): جمله های شرطی درجه دوم (گمانی) Second Degree of Conditionality (Speculative If Clauses) -Let's read short explanations thus the example sentences (pp. 160-161) and translate them. Homework 2: Part VII, Lesson 2 (بخش هفتم، درس ۲) -Let's read new vocabularies & verbs (واژه ها و فعل های تازه) p. 168 in class together and discuss usages of some them... -Let's read <i>Pre-Reading</i> (p.163): usage of ... باید & a few comparative sentences: statement sentence and impersonal one. Poetry (pp.163-164): «بادها در گذرند» شعر از: م، آزاد -Teacher shall read the piece once, and then, a couple of volunteers read for rest and discuss the content. Classwork (p.165): واژه ها یا عبارات های همخوان را در پرانتز پیدا کنید Syntax: Present Participle (Gerunds) in Persian (pp.165-166) -Let's read all the example sentences and practice... Impersonal Statements عبارات های غیر شخصی (p.167) Classwork oral (p.166): با استفاده از واژه های داده شده جمله ها را کامل کنید Homework 3 (p.166): با استفاده از واژه های داده شده جمله ها را کامل کنید Complete the sentences with the given words in the parenthesis and then translate them into English. Homework 4 (p.167): جمله ها را به صورت غیر شخصی بازنویسی کنید Change the sentences into impersonal statements and then translate them into English. Any extra time we will review: syntax : Suffix Pronouns ('Pronominal Suffixes') Review: Numbers (more), chart, p. ۱۰۰ تا ۱۰۰,۰۰۰ *Handout by teacher: a list of 'sensation words and verbs.' Review for the final exam part one... Tuesday, Jun 22nd Dialogue... کمی راجع به «آب و هوا» صحبت کنیم؟! Part VII, Lesson 3 (بخش هفتم، درس ۳) -Let's read new vocabularies & verbs (واژه ها و فعل های تازه) p. 175 in class together and discuss usages of some them... -Let's read <i>Pre-Reading</i> (p.163): usage of ... کاش، کاشکی... Dialogue reading (pp. 170-172): let's read it two by two groups... Syntax (pp. 172-174): Wishful IF Clauses جمله های شرطی آرزویی -Let's read all the example sentences and analyze them... Homework 1 (p.174): جمله ها را با فعل مناسب کامل کنید و به انگلیسی ترجمه کنید *Homework: Finish your presentation of personality tonight... A review: Body Parts اعضای بدن Thackston p. 169 A review and oral practice words of 'feelings' and 'body parts' and re-cap on Family members... Using Body Parts in expressions نکته های فرهنگی SESSION I FINAL EXAM (two hours)</p>	
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Wednesday Jun 23rd

گذا زندگی می‌کنید؟ می‌توانید راجع به محلی/شهری که زندگی می‌کنید صحبت کنید؟
-Returning your exams (-if teacher has finished them last night?!)

Part VII, Lesson 4 (بخش هفتم، درس ۴)

-Let's read new vocabularies & verbs (واژه‌ها و فعل‌های تازه) pp. 181-182 in class together and discuss usages of some them...

-Let's read *Pre-Reading* (p.176): reading the sentences and translating...

Reading the text 1 (pp. 177-178): نویسنده: مریم زوینی

Short text 2: یک خبر: آلودگی دریای خزر

-Let's read both texts and discuss the contents -in Persian.

Classwork (p. 179): واژه‌ها و عبارات‌های همخوان را در پرانتز پیدا کنید

Homework 1 (pp.179-180): با استفاده از واژه‌های داده شده جمله‌ها را کامل کنید

Complete the sentences with the given words and then translate them into English.

Usage: Had to do Something in the Past... (p. 180) - باید یا بایست (نبایست)

-Let's read the explanation & read the example sentences and translate...

Homework 1 (pp.180-181): بایست را برای انجام کاری در گذشته و باید را برای زمانی در حال و آینده به کار برید.

Complete the sentences and then translate them into English.

(a short break?)

Part VIII, Lesson 1 (بخش هشتم، درس ۱)

-Let's read new vocabularies & verbs (واژه‌ها و فعل‌های تازه) p. 187 in class together and discuss usages of some of them...

-Let's read *Pre-Reading* (p.184): reading the sentences and translating...

Reading (pp. 184-185): بررسی (معرفی) کتاب: آمار و گل‌سرخ (کتابی درباره‌ی آشنایی ایرانی)

-Let's read the text and answer the questions (pp. 185-186) asking from each other and thus rotating -in Persian.

Classwork (p. 186): واژه‌ها یا عبارات‌های همخوان را در پرانتز پیدا کنید

Homework 2 (follow the instruction below):

-درباره کتابی که خوانده‌اید یک بررسی (معرفی) کوتاه بنویسید، حدود یک صفحه. ساختار گوی این بررسی می‌تواند به صورت (نمونه) چند سؤال یا پیشنهادی باشد که در پائین صفحه ۱۸۶ هست.

- Write about one page 'review' (in Persian) about any (a favourite?) book you have read; you can use a few suggestions/questions p.186.

-If time permits:

-A Review: **Imperative** in Persian (فعل امر / امری) (*Samareh* p.129-130 /

Thac. pp. 97-98) optional **Homework:** (*Thac.* Ex. 15, P.101) & translate!

**Start collecting the verbs with their past and present stems as an ongoing drill and a final paper...*

The second half of the textbook

نیم‌سال دوم

SESSION II (Jun. 24th – July 16th)

Thursday, Jun 24th

Dialogue...

-Let me see your 'review' of your special book.

Part VIII, Lesson 2 (بخش هشتم، درس ۲)

-Let's read new vocabularies & verbs (واژه‌ها و فعل‌های تازه) pp. 191-192 in class together and discuss usages of some of them...

-Let's read *Pre-Reading* (p.188): reading the sentences and translating...

	<p>Dialogue (pp. 188-190) گفتگو: جمشید در تهران -Let's read the dialogue two by two and talk about some expressions...</p> <p>Class & Homework 1 (p. 191): جمله‌ها را کامل کنید Complete the sentences with verbs given in the parenthesis and then translate them into English.</p> <p>Part VIII, Lesson 3 (بخش هشتم، درس ۳) -Let's read new vocabularies & verbs (واژه‌ها و فعل‌های تازه) pp.200-201 in class together and discuss usages of some of them... -Let's read <i>Pre-Reading</i> (p.193-194): reading the sentences and translating...</p> <p>Reading (short story) (pp. 194-197): «پنگون» نویسنده: آیدا اُحدیانی -Let's read the story together and tackle the questions p.198... Classwork (pp. 198-199): واژه‌ها یا عباراتِ همخوان را در پرانتز پیدا کنید</p> <p>Part VIII, Lesson 4 (بخش هشتم، درس ۴) -Let's read new vocabularies & verbs (واژه‌ها و فعل‌های تازه) p.205 in class and add a few synonyms or antonyms to the list... -Let's read <i>Pre-Reading</i> (p.202): reading the expression (بودن، کردن، شدن) and discuss their social & cultural usage...</p> <p>Dialogue (pp. 202-204): گفتگو: آنر و حمید (آنر به حمید زنگ می زند) -Let's read the dialogue two by two and talk about the content... -Students ask the questions (p.204) form each other as a dialogue and exchange the role.</p> <p>Part IX, Lesson 1 (بخش نهم، درس ۱) -Let's read new vocabularies & verbs (واژه‌ها و فعل‌های تازه) pp.211-212 in class and add a few synonyms or antonyms to the list... -Let's read <i>Pre-Reading</i> (p.202): reading the expressions and discuss their social & cultural usage...</p> <p>Reading, text 1 (p. 209) آدابِ دم کردن (دُرُست کردن) چای در ایران text2 چای در ایران -Let's read both writings and discuss their cultural content... Classwork (p. 211): واژه‌ها یا عبارات‌های همخوان را در پرانتز پیدا کنید Homework 2 from Thackston (p. 134) study all the words & actions (verbs) of mostly home activities and write in short sentences describing your morning activities in present continuance (/habitual) tense using می-.</p> <p>As time may permit: Clothing: Thackston (pp. 113-114)... پوشاک/لباس -Let's look at the pictures and read them aloud together and reading the Handout... let add to items and talk...</p> <p>-Performing/presenting Your Oral Presentation' in class tomorrow. -A dictation quiz tomorrow, Friday (some phrases, mostly words...)</p> <p>Friday Jun 25th Dialogue... چه لباس‌هایی پوشیده‌اید؟! چه رنگی هستند؟ چه نوع لباس‌هایی را دوست دارید؟ آیا پوشاک شما شخصیت شما را هم نشان می‌دهد؟</p> <p>-Your Oral Presentation of your choice of Iranian 'personality' (one by one or two by two collaboration). Questions of a classmate and my comments (?) -Students reading their 'review' writings in class... and asking questions...</p> <p>-Weekend homework(s) (ongoing every weekend): Listen to a <u>Persian broadcast</u> (BBC Persian, Voice of America Persian, or any other Persian newscast) two or three</p>	
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	<p>times, and chose two to three topics, write them down, work on your writings, practice orally talking about those... Be prepared to present them in class on Mondays.</p> <p>- On the Weekend <u>watch</u> one of the best 'foreign'/Oscar-winning movie: "جَدایی نادر از سیمین"</p> <p>Composition: -Do your best to <u>write</u> the plot of the movie in a descriptive style; be patient and spend time... (later teacher shall edit your writing). On Monday, We shall read a passage and review the movie and discuss it... <i>A short break?</i> Dictation quiz! Test, written...</p>	<p><i>Online home assignment for the weekends</i></p>
<p>Week 5:</p>	<p><u>Monday</u>, Jun 28th</p> <p>سلام، صبح به‌خیر... حال شما چطور است؟ آخر هفته چه کارهایی کردید؟</p> <p>-Teacher return your tests and maybe talk individually about the result(s) overall and issues briefly...</p> <p>-Let teacher have your 'compositions'/writings about the story of جَدایی نادر از سیمین</p> <p>Dialogue... <u>news report</u> one by one or in collaboration... in Persian...</p> <p>Part IX, <u>Lesson 2</u> (بخش نهم، درس ۲)</p> <p>-Let's read new vocabularies & verbs (واژه‌ها و فعل‌های تازه) p. 217 in class and talk about a few social expressions...</p> <p>-Let's read <i>Pre-Reading</i> (p.213): reading the expressions and translating the (social) expressions...</p> <p>Dialogue گفتگو (pp. 214-216): Iranian social & personal etiquettes of expressions and behavior ...تعارفات (تعارف‌های) ایران...</p> <p>-Let's read this interesting sample dialogue together and pay attention to the speaker's verbal expressions... thus, discuss this somewhat characteristic 'mannerism'... in Persian!</p> <p>Class & Homework 1: using the expressions form the above dialogue and/or those the ones following the text p. 216, start collaborating writing a conversation on any imaginative conversation like having a guest and offering eatables (foodstuff, fruits, sweets to... or dining...</p> <p>Class & Homework 2 (pp. 216-217): Change the bold/underlined expressions to a proper equivalent from the expressions given in parenthesis. <i>short break...</i></p> <p>Part IX, <u>Lesson 3</u> (بخش نهم، درس ۳)</p> <p>-Let's read new vocabularies & verbs (واژه‌ها و فعل‌های تازه) pp. 222-223 in class and talk about social expressions...</p> <p>-Let's read <i>Pre-Reading</i> (p.218): reading the expressions and translating the (social) expressions...</p> <p>Reading (about a movie) (pp.219-220): <i>جَدایی نادر از سیمین</i> & - بررسی فیلم: <i>جَدایی نادر از سیمین</i>، نوشته: مسعود منصوری</p> <p>-Let's read this review/critic of this internationally acclaimed movie.</p> <p>Class & Homework 3 (pp. 221-222): واژه‌ها یا عبارات‌های همخوان را در پرانتز پیدا کنید:</p> <p>-While writing the sentences, substitute the bold ones with one of the given ones in the parenthesis and then translate it into English.</p>	<p><i>Weekly Test Friday</i></p>

	<p>- Your ‘Writing’ of the movie ”جُدایی نادر از سیمین“, let’s you read your writing and discuss ‘your’ opinion(s) together... (If we do not have enough time, we shall follow up tomorrow)</p> <p>-If we have ‘extra’ time:</p> <p>A review and practice: Propositions in Persian & expressions using propositions in <i>Samareh</i> text (book II) pp. 9-10.</p> <p>-Optional Drill (<i>Samareh</i>:) # 8 (تمرین هشتم) p.11.</p> <p>Tuesday, Jun 29th</p> <p>Dialogue... دو به دو از همدیگر بپرسید دیروز بعد از کلاس چه کارها کردید؟</p> <p>Two by two ask each other: What did you do yesterday? Answer in short sentences telling as many as doings you can!</p> <p>- ‘composition’? Returning the edited ones and discussing it with you and re-writing...</p> <p>Part IX, Lesson 4 (بخش نهم ، درس ۴)</p> <p>-Let’s read new vocabularies & verbs (واژه ها و فعل های تازه) pp. 231-232 in class and talk about social expressions...</p> <p>-Let’s read <i>Pre-Reading</i> (pp.224-225): reading the expressions and translating the sentences...</p> <p>Dialogue (pp. 225-228): گفتگو: در باره فیلم جُدایی نادر از سیمین (پیش از دیدن فیلم)</p> <p>Four participants: each student become one person, and in roughly the middle of the conversation, the rest of the students takes the role.</p> <p>Class & Homework 1 (pp.228-229):</p> <p>جمله ها را با مُرتب کردن واژه های داخل پرانتز کامل کنید</p> <p>Complete the sentences using the words in the parenthesis and then translate them into English.</p> <p>Syntax: (pp. 229-230) Prefixes in Persian پیشوند در فارسی</p> <p>-Let’s read all the examples and give their meanings and use them in short sentences...</p> <p>Class & Homework 2 (pp.230-231):</p> <p>جمله ها را با انتخاب واژه ی مناسب از داخل پرانتز کامل کنید</p> <p>-Let’s fill the blank parts in the sentences with your own choice... and then translate into English.</p> <p>-Recap: People (& nationalities) of the world, particularly Middle East, Central Asia, Middle East... (*<i>Thac</i>. pp.39-40) practicing verbally... كُجایی هستید؟ اهل کدام کشور، استان، شهر هستید؟ (Where from...?)</p> <p>Homework 3: جغرافیا ، کشور ایران و همسایگان در خاور میانه ...</p> <p>-Draw or outline a map of Iran (use any map as a model!), show the major cities, and then indicate Iran's neighbors and if you can indicate the various climate of the land/region... <i>in Persian</i>.</p> <p>Review:</p> <p>Past Continuous Tense or ‘habitual past tense’ [زمان گذشته ی مستمراری]</p> <p>‘past imperfect’ (گذشته ی مستمراری) (<i>Samareh</i>, book two p.3)</p> <p>Optional Drills # 4 & 5 (تمرین چهارم و پنجم) pp.7-8.</p> <p>Review:</p> <p>Going over (again!) Academic fields and related terminologies & vocabularies (<i>Thackston</i>: pp.143-145). Study well!</p> <p>-If time permits:</p> <p>-یک فیلم مُستند راجع به ایران یا افغانستان یا تاجیکستان ببینیم و درباره آن صحبت کنیم....</p>	
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	<p>-Let's watch a short documentary about Iran or Afghanistan or Tajikistan and talk about it.</p> <p>Wednesday, Jun 30th Dialogue... چه خبر؟ از خودتان؟ از خانواده؟ از دنیا؟! (بخش دهم، درس ۱) Part X, Lesson 1 -Let's read new vocabularies & verbs (واژه‌ها و فعل‌های تازه) p. 237 in class and talk about some social expressions & usage... -Let's read <i>Pre-Reading</i> (p.234): مهاجرت کردن، پناهنده مهاجرت، مهاجر، مهاجرت کردن، پناهنده thus, translating the sentences... (پناهندگی)، پناهجو... Reading خواندنی (pp. 234-235): <i>let's read each sentence & translate collaborating...</i> -Let's answer to the questions p.235. به پرسش‌های صفحه ۲۳۵ با هم‌دیگر پاسخ بدهیم. -واژه‌ها یا عبارات‌های همخوان را در پرانتز پیدا کنید (رویه‌های ۲۳۶ و ۲۳۷) -Let's read words and phrases and find their synonyms (pp. 236-237). Part X, Lesson 2 (بخش دهم، درس ۲) Reading (pp. 238-239): «ساندویچ» نویسنده: غلامحسین ساعدی "Sandwich" [part 1] A sketch (very short) story by a famous Iranian novelist & playwright: Gholamhossein Sa'di. -Let's answer the questions p.239 together... -واژه‌ها یا عبارات‌های همخوان را در پرانتز پیدا کنید (pp. 239-240) Syntax: Suffix and Infix in Persian پسوند و میانوند در فارسی -Let's read the examples and work on the meanings... Class & Homework, (p. 241): -با کلمات (پسوندها و میانوند)ی داده شده در پرانتز جملات را کامل کنید. Part X, Lesson 3 (بخش دهم، درس ۳) -Let's read new vocabularies & verbs (واژه‌ها و فعل‌های تازه) (pp. 246-247) in class and talk about usages of some compound verbs & expressions... -Let's read <i>Pre-Reading</i> (p.234): دلخور، دلخور شدن... & چقدر؟... Reading (pp. 243-245): «ساندویچ» نویسنده: غلامحسین ساعدی "Sandwich" [part 2] let's read together and then answer the questions (p. 245) and discuss the plot, content, and social content of the story. Classwork: -واژه‌ها یا عبارات‌های همخوان را در پرانتز پیدا کنید (رویه‌های ۲۴۵ و ۲۴۶) Weather and climate آب و هوا In class dialogue: ask questions about the weather of day? of your city, region, seasons... Recap: following countries, nationalities, regions... thus: -The expression "where were you born" in Persian? کجا به دنیا آمدی؟ کجا زندگی می‌کنی؟ / کجا زندگی می‌کردی؟ در آینده کجا می‌خواهی زندگی بکنی؟ And, 'where do you live?'/ 'where did you live before?' and so on... Recap on Family and relatives members... asking questions from each other... (these kinds of questions come as part of your <i>oral test</i> at the end of this summer term!)... -A Class & Homework: «اتوبیوگرافی» یا «زندگی‌نامه» (ادامه) Prepare yourself to talk -further- about your background, country, region, and/or city... on Friday as an oral presentation (you can collaborate with another classmate?)</p>	
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	<p>Draft, work on it tonight; as I go over your writings individually tomorrow, the rest of the class asks questions about each other's background, birthplace, grown-ups, home town/city, home, schooling...</p> <p>Thursday, July 1st Dialogue: two by two (informal interview about your family...) خانواده و فامیل: چند تا خواهر و برادر داری؟ بزرگتر از تو هستند یا کوچکتر؟ نام آنها چیست؟ پدر و مادر در کجا زندگی می‌کنند؟ آیا ازدواج کرده‌ای؟ تنها زندگی می‌کنی، یا با کس دیگه‌ای؟ دوست داری در آینده در کجا زندگی بکنی؟ چه سؤال‌های دیگه‌ای می‌توانید از هم بپرسید؟</p> <p>-Let's see your draft of "about your country"...</p> <p>Part X, Lesson 4 (بخش دهم، درس ۴) -Let's read new vocabularies & verbs (واژه‌ها و فعل‌های تازه) (pp. 246-247) in class and talk about usages of some compound verbs & expressions... -Let's read <i>Pre-Reading</i> (p.234): (usually a formal request for paying attention or requesting a forethought تقاضا کردن to a personal issue or otherwise a general one?): Examples: -تقاضای [کاری] را کردن. تقاضای رسیدگی کردن به [یک] پرونده. other 'inclination': مایل بودن (به چیزی، کاری)، میل داشتن (به کاری یا، به خوردنی؟) Reading: <i>A ten minutes dialogue</i> (pp.248-151) «یک مکالمه ده دقیقه‌ای»، نویسنده: شهلا شفیق -Let's read this 'anecdotal dialogue' by an Iranian female writer in France together and answer to the questions p.252 rotating & collaborating... Classwork (pp. 252-253): واژه‌ها یا عباراتِ همخوان را در پرانتز پیدا کنید... -Checking your draft of «توبیوگرافی» یا «زندگی‌نامه» tow by two... -Going over your maps of Iran one by one and asking questions... جغرافیای کشور ایران و همسایگان آن... <i>If the time permits:</i> -A short documentary film about ancient Iran...</p> <p>Friday, July 2nd Dialogue... Your day of talking... -Your semi-final oral presentation of «توبیوگرافی» یا «زندگی‌نامه» یا «شرح حال»؟ (talking about your background, life...) -If any of Your Oral Presentation of Iranian 'personality' is left from last Friday, we listen today... -If any of Your Oral presentation of one's country or region or city... left, we listen today... -If we have more time or as much as time may permits: Roleplay: -یک خانواده می‌خواهد به یک رستوران (ایرانی؟) برود. هر دانشجویی نقش یک نفر از خانواده را به عهده می‌گیرد... و بعد هریکی نظر می‌دهد به کدام رستوران بروند و چه غذایی سفارش بدهند... - a family is deciding to go to a restaurant (Persian?) and ordering food; -each student will play a role as a mother, father, and children, grandpa or grandma... waiter... we are going to choose the characters among us- each one to think about what kind of restaurant wants to go? Furthermore, what kind of food to order?... See if 'you' can -on the weekend- get together online (Zoom, Skype, Facetime...?) and practice your scenario together...</p>	<p><i>Online home assignment for the weekends</i></p>
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	<p>Weekend assignment: go online, search/find out about any period or aspect of Iran's history and write about ten to twenty or more factual/descriptive sentences in Persian... Time or aspect(s) of history can be about a specific period or dynasty such as Achaemenids, Parthians, Sâsânids, Sâmânids, Seljuqs, Mongols, Safavid, Qâjâr, Pahlavi, current Islamic Republic... or any other regional minor reign... and/or religion, particularly Zoroastrianism, Shi'ism, Sunnis, Iranian Christians (Armenians, Assyrians), Iranian Jews, or... (-in general or any specific characteristics of a faith).</p> <p>On the weekend watch a Persian movie, or maybe a documentary? Moreover, write a page about the story or narrative content. Monday presents it in class to everybody.</p> <p>Also: به اخبار فارسی بی بی سی (یا هر رادیو یا تلویزیون فارسی زبان) چند بار گوش کنید و سه موضوع را انتخاب کرده (هر یک حدود یک پاراگراف) بنویسید و روز دوشنبه گزارش بدهید. -Listen to BBC Persian (or any other Persian broadcast) several times and select about three topics or issues and write them down (each about one short paragraph) in Persian and present them on Monday in class.</p> <p>Written weekly test...</p>	
Week 6:	<p>Monday, July 5th Dialogue: آخر هفته چه کارهایی کردید؟ برای هم تعریف کنید... -Your talk/report about News... <i>one by one or in collaboration</i>... - گزارش اخبار خود را برای کلاس بگویید...</p> <p>-Have you practiced your Restaurant scenario for the weekend? If not, do it this afternoon or tonight! And play it on Tuesday...</p> <p>-Dialogue... What Persian movie you watched? چه فیلم ایرانی را دیدید؟ -گزارش اخبار مهم هفتگی یا آخر هفته شما...</p> <p>-چه دوره از تاریخ ایران یا حکومتی/پادشاهی را انتخاب کرده‌اید؟ برای همکلاسی‌های خود بیان کنید. اگر آمده هستید، پس به سخن رانی شما گوش کنیم. اگر آماده نیستید، جمعه صبح گوش می‌کنیم.</p> <p>-Tell the class what period or dynasty ruling Iranian lands -in its long history- you have selected to talk about? If you are ready, let's listen to your presentation (in Persian); if still working on it, be ready fully to have an oral presentation on Friday (A big plus!).</p> <p><i>A Short break?</i></p> <p>Part XI, Lesson 1 (بخش یازدهم، درس ۱) -Let's read new vocabularies & verbs (واژه‌ها و فعل‌های تازه) (pp. 263-264) in class and talk about usages of some idioms & words... -Let's read <i>Pre-Reading</i> (pp.256-257) and discuss their idiomatic usages: سَر (چیزی یا جایی...), سَر زدن (به کسی یا جایی), سرگرم بودن یا شدن (با چیزی یا کسی...)</p> <p>Reading (pp. 257-259): «خدا حافظی با کافه نادری» (در دو قالب) نوشته: لیلی گلستان -Let's read this shortened nostalgic memory type of a descriptive narrative about a famous Café in Tehran that many of the Iranian writers/artists/intellectuals of the Pahlavi period used to meet there... and still is there, but... -Let's answer the questions (pp. 259-260) and raise more questions and discuss the content...</p> <p>Classwork (pp. 260-261): واژه‌ها یا عبارات‌های همخوان را در پرانتز پیدا کنید</p>	<i>Weekly Test Friday</i>

	<p>Syntax (pp. 261-262): Compound Sentences جمله‌های مرکب -Let's read example sentences and discuss and translate them...</p> <p>Homework (p.262): -جمله‌ها را با استفاده از (و، اما، یا، پس، بنابراین) به صورت جمله مرکب بنویسید و سپس، به انگلیسی ترجمه کنید.</p> <p><i>If time permits?</i> -Let's over Foodstuff (خوراکی‌ها) (<i>Tacskton</i> pp. 102-104) very useful... - میوه‌ها، سبزیجات، انواع نان، گوشت fruits, vegetables, Persian bread(s), meats ... Let's read and talk about Persian foods... & Persian Cuisine غذاهای ایرانی</p> <p>-Psychological Verbs فعل‌های احساسی Also called: "reflexive verbs," let's read all of them together and talk about them; thus, conjugating some of the verbs aloud (Ex.) practice making more complex sentences...</p> <p>Tuesday, July 6th Dialogue... چه غذاهای ایرانی را تا بحال خورده‌اید؟! کدام را بیشتر دوست دارید؟...</p> <p>Part XI, Lesson 2 (بخش یازدهم، درس ۲) -Let's read new vocabularies & verbs (واژه‌ها و فعل‌های تازه) (p. 272) in class and talk about usages of some idioms & words... -Let's read <i>Pre-Reading</i> (p.265) usages: افتخار کردن، مفتخر بودن... Reading (pp. 265-267): (Interdicting the Speaker معرفی سخنران) رونمایی کتاب "Presenting Book" (i.e., Book Singing) -Let's read the text and see who is Abbas Milani and which famous political biographies he has written? Classwork (pp. 267-268): واژه‌ها یا عبارات همخوان را در پرانتز پیدا کنید: -Let's read the words, compound verbs & phrases and find their synonyms or equivalents together...</p> <p>Syntax (pp. 269-171): Complex Sentence جمله پیچیده -همه‌ی توضیحات و جمله‌های مثال را با همدیگر بخوانیم و تجزیه و تحلیل (analysis) کنیم... -Let's read all the explanations and example sentences together and discuss the construction and meanings together.</p> <p>Class & Homework (p. 271) -جمله‌ها را با استفاده از (همینکه [همین‌که]، که، اگر، باینکه، وقتی‌که، اگرچه) به صورت جمله پیچیده (Complex Sentence) بنویسید و سپس به انگلیسی ترجمه کنید.</p> <p><i>A short break?</i> Performing your Role Play of going to a Persian restaurant...</p> <p>*Coursework: <u>Re-write & develop further your "talking about yourself"</u> (biography)- at least two full lined pages- <u>be patient and work on it</u>. I am going to edit it -later- with you. Again, this is going to be an essential part of your <i>Oral Proficiency Test (OPT)</i> at the end of this summer term. And, as a lively practice, 'you' are going to present it orally in class this coming Friday.</p> <p>Wednesday, July 7th Dialogue... «تعارف کردن» در فرهنگ ایرانی یعنی چه؟! Give teacher your biographical writings... (I will edit them tonight and review with you tomorrow in class or office hour with you to re-write it and practice it at home or a classmate online... for your oral presentation <u>on Friday</u>.)</p> <p>Part XI, Lesson 3 (بخش یازدهم، درس ۳)</p>	
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	<p>-Let's read new vocabularies & verbs (واژه‌ها و فعل‌های تازه) (pp. 276-277) in class and talk about usages of some idioms & words...</p> <p>-Let's read <i>Pre-Reading</i> (pp. 273-274 usages: اشتباه، اشتباه کردن- برخورد، برخورد کردن، ثبت کردن، ثبت نام کردن... Dialogue (pp.274-276): گفتگو: در کافه نادری</p> <p>-Let's read the dialogue in two by two (either in a single group or altogether rotating). <i>A short break?</i> <i>Re-cap: Propositions</i> in Persian & expressions using propositions (Handout by teacher on the topic), <i>Samareh</i>(II): pp.9-10. <i>Re-cap: Past Progressive Tense</i> زمان گذشته‌ی ملموس</p> <p>Roleplay (two by two, choose a 'partner,' star in class): Getting ideas from the above 'dialogue,' imagine or remembering (?) meeting an old friend or your girl/boyfriend or ex. after a while in an old café and reminiscing some memories or an incident from the past: now, one of you come earlier to café and then, the other: start greeting and suggest to choose the same old table... ordering coffee/tea & cake?... and talk about the history of the café... and the first time you met and asked talked about each other... thus use your imagination... reflect it joyful or downhearted?!...</p> <p>Suggestion: Helpful or useful words and expressions you may use: (تو می‌رسی، رسیدن (a place of hanging out) پاتوق (building)، ساختمانی (old)، قدیمی (reach) عذر خواهی کردن/پوزش خواستن (to apologize)، انتخاب کردن (to choose)، میز و صندلی (table & chair)، سفارش دادن (to order)، به یاد آوردن (to remember)، تارخچه (a -short- chronicle)، لذت بردن (to enjoy)، چند سال پیش (a few years ago)، فراموش کردن (to forget)، برگشتن (to return)، دوستان دیگر (other friends)، گذر زندگی (going through life)، خواستن (to want)، شاید (perhaps/maybe)، دیدار دیگر (another meeting)، همان جای همیشگی (the same place)، در آینده (in the future) ... -ask your teacher for any other word or expression or verb as it comes to your mind to use...</p> <p>Homework (continue): develop & expand in writing the biographical talking about yourself and bring it tomorrow to class to work on it together... Friday practice in class, Monday final oral presentation of talking about yourself in class...</p> <p>Homework: <i>Samareh</i> II, Ex.# 8 (تمرین هشتم) p.11. Copy the sentences and fill the blank parts with the given words or letters in the parenthesis and then translate the completed sentence into English.</p> <p>Thursday, July 8th Dialogue... -Let's see or hear your 'Role Play' as a dialogue in the Café... -Let's see or hear your biographical talking...</p> <p>Part XI, Lesson 4 (بخش یازدهم، درس ۴) -Let's read new vocabularies & verbs (واژه‌ها و فعل‌های تازه) (pp. 281-282) in class and talk about usages of some idioms & words... -Let's read <i>Pre-Reading</i> (p. 278) adverbial: آخری‌ها، این اواخر... Reading (pp. 278-280): میس زالزالک: نه اینجا دیگر جای زندگی نیست! -Let's read this socially reviling short narrative together... answer to the questions p.280 and discuss the content... Classwork (pp. 280-281): واژه‌ها یا عبارات همخوان را در پرانتز پیدا کنید</p>
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	<p>Friday, July 9th Dialogue...!؟ چه خبر! -Let's go to Persian news or radio web sites and read or listen together and ask questions about the content...</p> <p>سُخَن رانی شما در مورد خودتان: «اتوبیوگرافی» یا «زندگی نامه» یا «شرح حال»؟ -Let's listen to final talk about yourself (biography) (we may delay some to Monday?)</p> <p>- به سخن رانی شما در باره پاره ای از تاریخ یا پادشاهی یا حکومتی ایران گوش کنیم... -Let's hear your oral presentation about a period or specific ruling dynasty of Iran or religion...</p> <p>Homework: Study the Idioms, Street Talks... on the weekend, and talk about them Monday with some additions! Homework: Read and learn about the "Traditional Festivals & Rituals" pp. on the weekend... there shall be questions about these cultural topics in your very final exam...</p> <p>Composition (story or tale): write about a story from your childhood or one you have heard/read in your tongue; write it down in Persian. Talk about it <u>on Monday</u> (you can give it to me earlier on line! I read and edit and return it to you right this weekend! & maybe discuss individually)...</p> <p>Quiz...</p>	
Week 7:	<p>Monday, July 12th Dialogue: از همدیگر بپرسید آخر هفته چه کار کرده اید؟ -Talking about the expressions, Street Talks... (به فارسی!) -Talking about "Traditional Festivals & Rituals"... -Presenting your story from your childhood or one you have heard/read...</p> <p>Part XII, Lesson 1 (بخش یازدهم، درس ۱) -Let's read new vocabularies & verbs (واژه ها و فعل های تازه) (pp. 288-289) in class and talk about usages of some idioms & words... -Let's read <i>Pre-Reading</i> (p. 284) شک کردن، شک داشتن... Reading خواندن (pp. 284-285): «من او ه... پس هستم» نوشته: ابراهیم نبوی -Let's read this satirical piece by a famous Persian satirist/journalist: Ebrahim Nabavi and answer to the questions p. 286 together... -Classwork (p.286): واژه ها یا عبارات های همخوان را در پرانتز پیدا کنید</p> <p><i>A Short Break?</i></p> <p>Syntax (pp. 287-288): Omitting Repeated Verbal Part حذف بخش تکراری فعل -The Continuance (Narrative) Present Perfect Tense (pp. 287-288). -Let's read the example sentences together...</p> <p>Re-cap: Past Participle ('perfect participle') ("اسم مفعول" [کنش پذیر]), The Present Perfect tense ("ماضی نقلی" [گذشته روایتی]) (<i>Samareh</i> pp.22-23 text/ <i>Thac.</i> pp.43-44)</p> <p>Homework: Samareh: Ex. #16 (تمرین شانزدهم) p. 26 fill the blank part by completing the endings and then, translate into English.</p> <p>Tuesday, July 13th Dialogue...!؟ (مُخْتَلَف) دنیا! Part XII, Lesson 2 (بخش یازدهم، درس ۲)</p>	

	<p>-Let's read new vocabularies & verbs (واژه‌ها و فعل‌های تازه) (pp. 288-289) in class and talk about usages of some socio-political idioms & words...</p> <p>-Let's read 'socio-political' passages (pp. 290-291) together discuss the contents: گفتگو درباره خبرها</p> <p style="text-align: right;">-مجلس نمایندگان آمریکا نوروز -جایزه ساخارف به دو ایرانی -حمایت هند از شکل‌گیری کشور مستقل فلسطینی -عقب نشینی ایران</p> <p>-Let's read answer to the questions (p.291) together... <i>A short break?</i></p> <p style="text-align: center;">Part XII, Lesson 3 (بخش یازدهم، درس ۳)</p> <p>-Let's read new vocabularies & verbs (واژه‌ها و فعل‌های تازه) (pp. 296-297) in class and talk about poetical meanings some of the words...</p> <p>Reading poetry (a classical piece) (p. 293) let's together and answer to questions and discuss the content... رودکی: «سیاه چشمان شاد»</p> <p>Reading poetry (a modern piece) (pp. 294-295), let's together and answer questions and discuss the content... «ثرا من چشم در راهم شباهنگام» شاعر: نیما یوشیج</p> <p>Reading a short passage of a letter by poet نیما یوشیج (to his wife?) (p. 295) and see what is he implying by the metaphor of 'room'?</p> <p>Classwork (p. 296) واژه‌ها یا عبارات های همخوان را در پرانتز پیدا کنید</p> <p>-Your Oral presentation of a story about childhood or.... (if any left?)</p> <p>Re-cap: The Past Perfect tense (["بعید" دور]) (<i>Samareh</i>: pp.35-36/ <i>Thac</i>. pp.86-87)</p> <p>-Adverbial of Locations & Direction Teacher's handout. Let's read them aloud in class and students at home...</p> <p>Homework: draw a map showing the direction from your living place to your school and write down each move from going out of 'home' all-the-way to reach your destination...</p> <p><u>Wednesday</u>, July 14th Dialogue...</p> <p>-Let's see your 'maps,' and you give your 'direction' orally according to your map!</p> <p style="text-align: center;">Part XII, Lesson 4 (بخش یازدهم، درس ۴)</p> <p>-Let's read new vocabularies & verbs (واژه‌ها و فعل‌های تازه) (pp. 302) in class and talk about usages of some idioms & words...</p> <p>-Let's read <i>Pre-Reading</i> (p. 289) معرکه، مقایسه، مقایسه کردن...</p> <p>Reading (the Dialogue) (pp. 298-299): فارسی آنقدر زیباست که نمی‌شود از آن گذشت</p> <p>-Let's read the گفتگو (pp. 298, 299-301) with German translator of Persian literature together... thus, answer to the questions p. 301. Together...</p> <p>Classwork (pp. 301-302) واژه‌ها یا عبارات های همخوان را در پرانتز پیدا کنید</p> <p>-Dictations test (from all the vocabularies of the lessons!)</p> <p><u>Thursday</u>, July 15th Conversation: درباره کارها و هدف‌های آینده شما باهم گپ بزنیم...</p> <p>-Final written exam. (You can get your corrected and graded final exams from me tomorrow morning)</p>
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	<p>Friday, July 16th Oral (spoken) test, one by one and/or two by two by the students...</p> <p>‘Free class’: any expression for each other...</p> <p><i>All the best for all you from the bottom of your teacher's heart... live in peace...</i></p>	
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Poetry from Sa’di’s *Golestān* (‘Rose Garden’):

Persian classical Poet: Sá’dī Shīrāzī (13th century CE)

بَنی آدم اَعْضای یکدیگرند	که در آفرینش ز یک گوهرند
چو عضوی بِدرد آورد روزگار	دیگر عضوها را نماند قرار
تو کز محنتِ دیگران بی غمی	نشاید که نامت نهند آدمی

Translation by the late literatus: A. Arberry (Oxford University):

All human beings are in truth akin, all in creation one origin
When fate allots a member pangs and pain, no ease for other members then remains
If, unperturbed, another's grief canst scan, Thou are not worthy of the name of human

Map of Iran and Afghanistan



Map of Tajikstan and neighbours



Map of Iran and surrounding areas and countries

