

**Syllabus**  
**Elementary Persian (Fârsî) I & II**  
**SLC 194 (Session I #40329) & SLC 194 (Session II #40348)**  
**Critical Languages Institute: Summer 2023**

**Instructor:** Jafar Zadeh **Phone:**  
**Office:** TBA **Office hours:**  
**Mondays/Thursdays:**  
 13:35-14:35

**E-mail:** **Zoom:**  
**Classroom:** TBA  
**Class time:** 8:30am-12:35pm PDT  
**Website:** canvas.asu.edu

Course	Class #	Session (including start/stop dates)	Units(credits)
SLC 194 Elementary Persian I	40388	05/30 – 06/21	4
SLC 194 Elementary Persian II	40407	06/22 – 07/14	4
<b>Total Units (credits):</b>	<b>8</b>		

\* No class on Tuesday July 4<sup>th</sup>

**Required Course Material:**

*Persian in Use* (An Elementary Textbook of Language and Culture), by: Anousha Sedighi: Fourth Edition 2017, ISBN 978 90 8728 217 2 (students can purchase a used copy)

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

1. Yadollah Samareh: *Persian Language Teaching (AZFA)* (Book One, Two and Three [set in four volumes]), Publisher: ALHODA, Iran, ISBN: 978-964-439-078-4.  
Student can find used or bargain ones at Amazon?
2. Thackston, Wheeler: *An Introduction to Persian Revised Fourth Edition*, 2009  
(This text book is more linguistically oriented)  
(For students who want to continue and/or do “extra work” to progress robustly!)  
(Students can obtain a used copy)
3. Persian Language Online at: <https://www.persianlanguageonline.com/>
4. Persian Dictionary at: <http://www.farsi123.com/?word=maintenance>

**About the course:**

This first-year course in Persian language and culture is a beginning-to-intermediate level course and is intended to enhance overall communicative competence in Persian. The main goal of this course is to build student’s command of most common and basic

Persian vocabulary in usage, fundamentals of grammar and spelling, and to develop beginning to intermediate-level listening, reading, conversational, and simple compositional skills. Students will cultivate their ability to comprehend and exchange rudimentary/day-to-day conversation with native speakers. The course incorporates a variety of activities and drills including dialogues, reading texts, role plays, language games, grammar and phonetic exercises, dictations, uncomplicated translations, talks of topics.

By the completion of this course, students are expected to acquire an ACTFL proficiency level of “Novice Mid” or better in listening, speaking, reading, and writing.

They should be able to

- Initiate and maintain predictable face-to-face rudimentary conversations and satisfy limited social demands.
- Create sentences related to most survival needs, personal history, daily life, etc.
- Read material such as announcements of public events, simple prose containing biographical information or narration of events, and straightforward newspaper headlines.
- Understand short conversations about all survival needs and limited social demands.

In addition, 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 normally included in the fall semester of first-year Persian course and the second covers the material normally included in the spring semester of a first-year Persian course.

You will receive two grades; one for each session.

Session I:	May 30—June 21	(final exams on June 21)
Session II:	June 22—July 14	(final exams on July 13)
	*No class July 4 <sup>th</sup>	

**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 audited**. There is no not-for-credit option. All students will receive a grade for this class. CLI does not issue grades of “**incomplete**.” Students who do not complete coursework by the end of CLI will be graded normally and receive a zero for any uncompleted assignments.

**Class Time versus Homework:**

This intensive course relies heavily on work performed outside of 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 assigned 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 you have learned. Instructors will not necessary 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**.

This course moves at 5 times the speed of a yearlong language course and 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.

#### **PLEASE USE ZOOM WISELY AS FOLLOWS:**

- Do not turn off the video during class time (you may turn it off during break time).
- Mute your microphone if you aren't talking.
- Respect your peers when we are having class discussions, do not interrupt unnecessarily.
- Use your real name just in Persian (because this is an Iso-Immersion program)
- Only post chat messages that are relevant to the lessons.

#### **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](#)

### **Academic 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 Student Accessibility and Inclusive Learning Services should contact SAILS immediately. The SAILS Tempe office is located on the first floor of the

Matthew Center Building. SAILS staff can also be reached at (480) 965-1234 (v) or (480) 965-9000 (TTY). For additional information visit: <https://eoss.asu.edu/accessibility>.

### **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><i>Week 1</i></p>	<p><b>Tuesday May 30th</b>          Greetings (خوش آمدید).  <b>Dialogue:</b> <i>Practice of greetings and introducing yourselves to the other classmates and more... .. (all in Persian!)</i>          Dialogues: 1(p.34), 2 (p.38), 3 (P.42), 4 (p.45), 5 (p.49) ongoing practice every morning...          A short break (ten minutes) ...</p> <p>Explaining course content and procedure, syllabus and more... Answering questions...          A brief introduction to Iranian languages, Persian Dari and its' background and Persian speaking countries and societies. (Several handouts on topic by instructor...)          Answering your general and particular questions ...          A short break...</p> <p>Beginning <b>Persian Alphabet</b> based on <u>Teacher's handout/booklet</u> (- meanwhile I encourage you to review/study your text book(s) teaching alphabet thus, any question(s), come to me). We have to finish the alphabet and many example words and some phrases, expressions... in two to three days starting today. <u>This is the foundation of your learning Persian so study/practice diligently several hours a day!</u></p> <p><b>Wednesday May 31st</b>          Dialogues: previous ones &amp; continuing 6 (P.52), 7 (P. 56) ...          all oral practice in class together...  <b>Alphabet</b> vigorously continued from pamphlet and more...          We shall try to cover more than half of the alphabets... be alert and engaging... Do practice connections and example words learned in class from teacher's booklet and your text book so far this evening and tonight <u>for several hours</u> (I am serious!)... practicing together is more fun...</p> <p><b>Thursday June 1st</b>          Dialogues: previous ones &amp; continuing ...  <b>Alphabet</b> continued... WE are going to try our best to wrap-up the alphabet today...          A short break...</p>	<p>First weekly test(s) on alphabets and related words, phrases, expressions... on Friday</p>
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	<p>“<b>Basic Numbers</b>” Text p. 60. Let’s read them aloud together and practice writing on lined paper and white board...</p> <p>Do practice connections and example words learned in class from teacher’s booklet and your text book so far this evening and tonight <u>for several hours</u>...</p> <p><b>Homework:</b> On the page 62 Text Persian words are written in transliteration and their English meaning in front of them. <u>Write them in Persian</u> and bring to class to check together. Review of test content for tomorrow (Friday).</p> <p><b>Friday June 2nd</b></p> <p><b>Alphabet</b> Practice writing on lined paper and white board... Independent <b>Pronouns</b> in Persian... on board and practicing orally... Reading Vocabularies (واژگان) in class together: p.64 Dialogue (گفتگو ۱) p.64... Some remarks on cultural issues... Reading Vocabularies (واژگان) in class together: p.65 Dialogue (گفتگو ۲) p.65... Handout by teacher: Verb to be in Persian (conjugated) review study on the weekend; we are going to practice together. <b>Weekly test</b> (from all the all the alphabets and words we have learned so far...) <i>Friday Afternoon Session:</i> We may arrange to go to a Middle-Eastern restaurant for lunch and learn/talk about ‘food-stuff’ and more... <b>Homework:</b> handout copies....</p>	
<p><b>Week 2:</b></p>	<p><b>Monday June 5th</b></p> <p>Dialogue... <b>Verb to be:</b> long form and, short form as a suffix... on the board and handout... practice in class verbally and writing... Reading Vocabularies (واژگان) in class together: p. 68. Dialogue (گفتگو ۴) p. 68. <i>Reading</i> (خواندن) p. 69. In class practice writing like the short <i>Reading</i> (خواندن) above by each student. I check your writing one-by-one in class... Short break? Basic sentence/expression(s)/short syntax: very basic <b>word order</b> in Persian (Subject-Object-Verb) versus English (SVO) [we can substitute ‘object’ with ‘predicate’ in sentence]. Text: p.70 (دستور زبان) let’s read in class and substitute the <b>adjective</b> (خوب) with some other ones and practice verbally... * <b>homework/Handout:</b> copies of exercises from other text books for practical drills in class and home... all together... <b>homework:</b> List of ‘<b>Family handout</b>’ by teacher; reading practice in class. Study this list well all this week. Beside the weekly quiz, there will be a short dictation quiz on Friday. Handout written exercises for tonight.</p> <p><b>Tuesday June 6th</b></p> <p>Dialogue... Exercise 11 (تمرین ۱۱) writing the short sentences on the board and filling the blank parts and reading together two by two (group work).</p>	<p>weekly test Friday</p>



A few nationalities... handout and on the board...  
**Two forms of verb to be in Persian:** بودن and هستن  
**Negation** of verb to be (هستن) (“existential” form of the verb...) and بودن on the board... (copy/practice whatever teacher writes on the board!)  
 Reading text p. 72... substituting the word دانشجو with a few other common professions... and expressing the nationality... such as: من آمریکایی هستم (I am [an] American) and more... reading ۱۴ & تمرین ۱۳...  
 Asking question by changing the tune/pitch of your voice to integrative mode!... as short form of ‘چطوری؟’ (casual ‘how are you?’)  
 Colloquial expression of “copula” است form in Persian and pronouns p. 73 text. Sentence structure p. 74 ... [من] ایرانی هستم...  
 Recap on Nationalities: p. 76 text... let’s read them aloud together...  
 Short and long forms of “where are you from?” p. 77 text, oral practice in class...  
 Short break...  
 The “**ezâfe**” (اضافه) construction in Persian p. 78 text. Let’s read and practice verbally... Handout on topic, study at home...  
**Adjectives** (صفت ها) p. 79 text... let’s read them aloud together and practice verbally as “I am ...” or not...  
 Exercise 23 (تمرین ۲۳) in class: filling the blank parts...  
**Professions** (شغل ها) p. 81 text, let’s read together and ask questions...  
 Let’s do the exercises ۲۷, ۲۸...  
**homework:**  
**Thematic Review of New Vocabulary** pp. 86-88 reading in class two by two and **study** at home by yourself... reading aloud & writing...  
**Read** Cultural note (نُکته‌ی فرهنگی): p. 85 at home; any question? Ask in class...

### Wednesday June 7th

Dialogue/practice...

The verb ‘**to have**’ (داشتن) in Persian... p.95 text...

Explanation & Conjugation on the white board...

درس دوم Lesson two

واژگان ۱: رویه (صفحه): ۹۰.

گفتگو ۱: رویه ۹۰.

Let’s review list of **family members** from the Handout and then, listen to ۱ گفتگو thus, fill the blank parts. After that, students **interview**/ask each other about the family members...

واژگان ۲: رویه (صفحه): ۹۱.

گفتگو ۲: رویه ۹۱.

Listen to ۲ گفتگو and then, fill the blank parts. After that, **interview**/ask about each other’s **major**, class’s ‘you’ are taking and so on...

واژگان ۳: رویه (صفحه): ۹۲.

گفتگو ۳: رویه ۹۲.

Listen to ۳ گفتگو and then, fill the blank parts. And then, imitate a telephone conversation two by two.

خواندن: رویه ۹۳ (reading)

Let’s read the ‘reading’ together... and then, answer the questions regarding the content bottom same page and top of following.

‘The question word’ in Persian: آیا... which comes to the beginning of interrogative sentences. Text p. 94.

	<p style="text-align: right;">تمرین ۶، واژگان، رویه ۹۴</p> <p>Reading the vocabularies and then, filling the blank parts in the sentences individually thus checking each other's work and translating the sentences...</p> <p>Learning: <b>week days, months, seasons</b> in Persian. Handout by teacher; reading and practice in class and home...</p> <p><b>Samareh text:</b> p.19 Iranian months and their equivalents in English.</p> <p><b>Homework:</b> تمرین ۶، رویه ۹۴ use the 'reading' text (p.93) as a model and write a paragraph about your family. Indicate how many siblings you have, what is their name... and how many children they have. If you are married? Or...? Bring it class tomorrow for me to edit and then, you read in class...</p> <p><b>Thursday June 8th</b></p> <p>Dialogue...</p> <p>Drills in class: تمرین ۹، رویه ۹۶</p> <p>-Fill in the blanks with the appropriate form of "to have" or a pronoun. تمرین ۱۰، رویه ۹۶</p> <p>-Conjugate the following verbs in the sentences.</p> <p>-Grammar note: "The coordinating conjunction" ..و (and) in Persian p. 96, let's read and give more examples on the board... تمرین ۱۱، رویه ۹۷</p> <p>-Connect the ow parts of the sentences with و and then, translate the sentences...</p> <p>-Fields of study (continue) p,97... let's read and more to the list on the board...</p> <p>- "In Class" ...در کلاس p. 98... let's look at the picture and read the items and find more items in class...</p> <p>- "Demonstrative Pronouns" in Persian ...ضمیر اشاره p. 98, let's practice... تمرین ۱۴ (Exercise 14) رویه ۹۹</p> <p>-Let's translate the short sentences into English on the board... تمرین ۱۵ واژگان (Exercise 15) رویه ۹۹</p> <p>-Let's read the words, give their meninges and then, in each line, distinguish the word that does not match the rest...</p> <p><i>A short Break...</i></p> <p>-Grammar/syntax: <b>Specific, Non-specific, and Generic Nouns</b> p.100 Techer's explanation/elucidation on the topic. Teacher's handout on the topic -<u>Study tonight</u>.</p> <p>-Grammar/syntax: <b>Specific Direct Object Marker</b> in Persian: را p.101. Teacher's explanation/elucidation on the topic... on the board... Teacher's handout on the topic -<u>Study tonight</u>. تمرین ۱۷، رویه ۱۰۱</p> <p>-Drill 17 in class: Insert را where needed... تمرین ۱۸، رویه ۱۰۲</p> <p>-Drill 18 in class: Replace he non-specific with یک or vice versa... تمرین ۱۹، رویه ۱۰۲</p> <p>-Drill 18 in class: follow the instruction...</p> <p>*Extra study &amp; drills on topic for diligent students! <b>'The specific marker of direct object'</b> in Persian (...را) (Samareh: p.118 /Thac.: p.35), <b>optional</b> drills #53 from Samareh, pp. 120-121 &amp; drill 54 pp.122-123, fill the blank parts. If you do not have the texts, ask me to make copies for you.</p> <p><b>HomeWorks:</b> (due tomorrow)</p>	
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	<p>-Exercise 20 (تمرین ۲۰) Listen to the audio file and complete the dialogue and then, translate the short sentences into English.          -Handout exercise by teacher (copy) follow the instruction.</p> <p><b>Friday</b> June 9th</p> <p>Dialogue...</p> <p>Grammar/syntax: Possession with مال p.103          Let's read the chart aloud in class together... and make sentences...          تمرین ۲۱، رویه ۱۰۳ (Exercise 21)</p> <p>-Let's translate the sentences and read them aloud. Use written form of آیا where needed.          Handout by teacher, study at home.</p> <p><b>-Expressing Need &amp; Wants</b> p. 104. Let's read the sentences and translate... more examples by teacher on the board...          تمرین ۲۲، رویه ۱۰۴</p> <p>Ex. 22 in class orally tow by two...          تمرین ۲۳، رویه ۱۰۴</p> <p>Ex. 23 in class: make sentences form scrambled words in drill on the board two by two and then, translate...</p> <p><b>-Numbers</b> (re-visited!) p.1-5, Read aloud together and individually... and, how to tell your age or ask...          تمرین ۲۵، رویه ۱۰۶</p> <p>-How to tell your phone # in Persian and ask...          -How to tell your age and ask some else's...          تمرین ۲۹، رویه ۱۰۸</p> <p>-Answer to the question sentences in Persian (Ex. 30) using complete sentences. And then, ask these questions from each other. You can ask other questions... (I am always around to answer your questions)          Cultural issues and matters...          -Basic Arithmetic... p.107. Let's read them aloud and practice on the board two by two...          Short break  <b>Weekly test...</b>  <b>Homework:</b> Ex. 27, p.107 and teacher's handout exercise.  <b>Homework</b> (for the weekend): "About Yourself"  <b>Oral practice and presentation:</b> Write in short sentences introducing yourself, how old are you? what do you do? What is your major? which school do you go? where do you live? maybe saying something about your parents, siblings... and if you can, about your home, home town, your country ... or any additional interesting thing related to you...          This task shall continue throughout the term...          After I edit your writings with you on Monday, you practice having a short talk in class in front of your classmates Tuesday...  <b>Optional homework:</b> Ex. 32, p.109. follow the instruction.  <b>On Monday</b> we are going to have a <b>dictation quiz</b> (twenty simple or compound words) from the "Thematic Review of New Vocabularies" pp. 112-113.</p> <p><i>Afternoon cultural activity</i> (2.00-4.00 pm):          Watching a Persian movie together: Persian 1 class and friends.          And/or: Talking about the countries in the Middle-East, Central Asia, Northern Africa... maps &amp; pictures...</p>	
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<p><b>Week 3:</b></p>	<p><b>Monday June 12th</b></p> <p>Dialogue...</p> <p>Let teacher have your writing of “About Yourself” first! Returning your exams and discussing results...</p> <p><b>Lesson three</b> <span style="float: right;"><b>درس سوم</b></span></p> <p><i>Grammar/syntax:</i> The two basic forms of <b>Infinitives</b> in Persian and the <b>Present Stem</b>. Handout by teacher. Study tonight.</p> <p>Preliminary remark about the prefix ...می (‘indicative of duration of time and action functioning like ‘ing’ in English.</p> <p>-Let’s read together <span style="float: right;">واژگان ۱، رویه ۱۱۶</span></p> <p>-Let’s read together <span style="float: right;">گفتگو ۱، رویه ۱۱۶</span></p> <p>تمرین های ۱، ۲ و ۶ (Ex.1, 2 &amp; 6 combined) as <b>class and homework:</b> start writing your <b>Daily Activities</b> using the ...می construction. Start form early morning until you go bed! Teacher provide the necessary verbs; you may ask for any verb you need to describe your daily routine activities.</p> <p>-Let’s read words and the verbs together <span style="float: right;">واژگان ۲، رویه ۱۱۷</span></p> <p>(You can always listen to these parts as audio... )</p> <p>-Let’s read the dialogue together... <span style="float: right;">گفتگو ۲، رویه ۱۱۷</span></p> <p>- Let’s read the dialogue together... <span style="float: right;">گفتگو ۳، رویه ۱۱۹</span></p> <p><b>خواندن:</b> برنامه روزانه کامران، رویه ۱۲۰</p> <p>-Let’s read the <b>dialogue</b> together and answer to the question at the bottom of page regarding the content. <span style="float: right;">تمرین ۷، رویه ۱۲۱</span></p> <p>-Class work: Fill in the blank parts using the appropriate words from the list and then, translate (two by two).</p> <p><i>Short break...</i></p> <p><i>Grammar/syntax:</i> <b>Compound Verbs</b> p.123 <span style="float: right;">فعل های ترکیبی (مُرکب)</span></p> <p>Handout by teacher... study at home...</p> <p>-Let’s practice conjugating some of the verbs together in class aloud!</p> <p>-As if class time left let’s start wring your “daily routine” activities...</p> <p><b>Class work:</b> Ex. 10, p. 124 (two by two).</p> <p><b>Homework:</b> Ex. 9, p. 124 (follow the instruction) after completing the sentences, write them down in your handwriting and then, translate them into English.</p> <p><b>Tuesday June 13th</b></p> <p>Dialogue...</p> <p>Do you have your first draft of <b>Daily Activities</b>? If you need any help writing it, come to me...</p> <p><i>Grammar/syntax:</i></p> <p>-<b>question words of quantity</b> (...چقدر؟- چَند تا؟- چَند؟); <b>word of counting</b> a unit, item, piece, part etc.: (...تا), <b>drill in class &amp; homework</b> (from <b>Samareh</b>’s text book): 56, pp.124-125 in class.</p> <p>I shall provide the copies...</p> <p>-<b>Means of Transpiration</b> p. 125, Let’s learn... And Teacher’s handout... study in class and at home...</p> <p>-<b>Languages</b> زبان ها let’s learn as many as possible! Teacher’s handout... study in class and at home...</p> <p>-The <b>“Interview”</b> task starts... <span style="float: right;">تمرین ۱۱، رویه ۱۲۵</span></p> <p>Start raising and writing -at least! -ten 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</p>	<p>weekly test Friday</p>
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you finish your writing, let me see questions to edit it together... thus later, to choose a classmate to "interview" and vice versa... any question? I am at my student's service!

### **Wednesday** June 14<sup>th</sup>

Dialogue...

The **Plurals in Persian** text p. 127 (review study at home) plus teacher's handout... the Non-specific plurals p. 128...

۱۳ تمرین p.128 in class together...

۱۴ تمرین p.128 129 in class, two by two, on the board...

۱۵ تمرین p.129 reading, meanings and differences of sentences...

۱۶ تمرین in class on the board two by two...

Grammar/syntax: **Propositions of Location** p. 130...

۱۷ تمرین p.130 doing together in class and then, two by two...

**Homework:** ۱۸ تمرین Listen to the audio file and complete the following chart on the p.131 in writing on separate sheet of lined paper and then, translate the sentences into English.

**Common Courtesies** p. 131 (Reading in class but students listen to the audio at home too) *cultural notes*...

**Days of the week** روزهای هفته p. 133 reading aloud together in class... & Teacher's handout... study at home for sure **memorize** week days in Persian tonight!

**Handout reading** and practice in class and at home tonight...

**Homework:** ۲۲ تمرین p.134 copy the sentences, answer them and then, translate into English.

### **Thursday** June 15<sup>th</sup>

Dialogue...

Reciting **week days** in class one by one in class...

**Sentence Structure** (II) p.135 ساخت جمله در فارسی and various word order of a 'complex' sentence implying the same meaning.

۲۳ تمرین p.135 let's read the questions sentences and answer them in class...

۲۵ تمرین p.136 students' oral practice describing/asking the location of the objects in the picture and then, objects in the class...

۲۶ تمرین p.136 students practice two by two in class...

۲۸ تمرین p.137 students practice two by two in class...

Short break?

**Cultural subject:** تعارف کردن (Ta'rof...) p,140 -text let's talk about its cultural intricacies... with examples orally and on the board...

-**Thematic Review** of New Vocabulary in class together... Dictation practice by students on the white board two by two...

-**In class writing:** making complete sentences from Verb & Phrases p.142 and then, reading for each other... -ask teacher for any word you need to express or complete your sentences...

**Dictation Quiz** on Friday (tomorrow) -in addition to **weekly Quiz**.

**Homework:** Ex. 23 (تمرین ۲۴) p.135 answer the questions in Persian using complete sentences and then, translate into English.

**Homework:** Ex. 28 (تمرین ۲۸) p.137 write the sentences thus Fill in the blanks with the appropriate propositions and then, translate them into English.

### **Friday** June 16<sup>th</sup>

Conversation... cultural issues... your comments and/or questions...

	<p style="text-align: right;"><b>درس چهارم:</b> واژگان ۱ رویه ۱۴۴</p> <p>-Let's go over the vocabs and add a few more cultural expressions to them on the board...</p> <p style="text-align: right;">گفتگو ۱ رویه ۱۴۴</p> <p>-Let's listen to the dialogue or fill in a few blank parts and then, read it two by two in class...</p> <p style="text-align: right;">واژگان ۲ رویه ۱۴۵</p> <p>-Let's read the vocabs together...</p> <p style="text-align: right;">گفتگو ۲ رویه ۱۴۵</p> <p>-Let's listen to the dialogue or fill in a few blank parts and then, read it two by two in class...</p> <p><b>Class and homework</b> (as a test): Let's think, raise and write down questions as an '<b>interview</b>' with each other (two by two). I will go around in class and help you with the questions and issues...</p> <p><b>Practice</b> with your 'partner' the 'interview' in class &amp; on the weekend also! Bring your "questions" to me on Monday and let me to edit them with you... You will 'perform' your 'interview' in class next Tuesday.</p> <p><b>Presentation</b> (As part of your mid-term test): On the weekend: <b>Start searching/looking</b> on line to choose a prominent poet, writer, historian, philosopher, scientist, politician or a distinguished personality from Persian speaking countries or societies write down your finding thus prepare to have an oral presentation in Persian next Friday. As you chose your figure, consult with me first today or in the weekend (Email, Telephone?) or -at latest- on Monday. I may have some suggestions for your choice?! Short break...</p> <p><b>Weekly Test...</b></p> <p><b>Friday afternoon cultural activity:</b> we may watch a 'documentary' movie about Iran's history or a Persian movie?</p>	
<p><b>Week 4:</b></p>	<p><b>Monday June 19th</b></p> <p><b>*How is</b> your search and choice for oral presentation going on? Talk to me about it. Get together with another or more classmates and practice your presentation for each other. Dialogue...</p> <p style="text-align: right;">خواندن: منزل خانواده پارسا، رویه ۱۴۷</p> <p>-Let's read the vocabs and then, the passage tighter...</p> <p style="text-align: right;">تمرین ۴، رویه ۱۴۷</p> <p>-Let's answer to the questions in complete sentences orally and then in writing.</p> <p>-Let's ask from each other about each other's home, describing it... Grammar/syntax : <b>Suffix Pronouns</b> ('Pronominal Suffixes') p.149 Read/study this page at home also teacher's <b>handout</b>...</p> <p style="text-align: right;">تمرین ۸، رویه ۱۵۰</p> <p>-Ex. 8 in class: (writing on the board two-by-two) translate the short English sentences in Persian using suffix pronouns.</p> <p style="text-align: right;">تمرین ۱۱، رویه ۱۵۱</p> <p>-Ex. 11 in class: Choose the correct form parenthesis write the sentence, underline the completed word and then, translate the sentence into English.</p> <p><b>Numbers</b> (more), chart, p.152</p> <p style="text-align: right;">عددها از ۱۰۰ تا ۱۰۰,۰۰۰</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><b>Ordinal Numbers</b>, chart, pp. 152-153... Let's read them aloud...  <b>Handout</b> by teacher, study at home...  تمرین ۱۳، رویه ۱۵۳</p> <p>-Ex. 13 in class: Translate short English sentences into English on the board and compare your translation with another classmate...  Questions Words p. 154 -Let's read them together...  -Let's read and answer to the questions related to the main sentence in chart...  تمرین ۱۶، رویه ۱۵۶</p> <p>-Ex. 16 <b>Work in pair</b>: First student reads a question, the other answer and vice versa...  <b>Homework</b>:  تمرین ۱۴، رویه ۱۵۵</p> <p><b>Ex.14</b> Form questions using the given words, complete the sentences and then translate into English.  تمرین ۱۵، رویه ۱۵۵</p> <p><b>Ex. 15</b> First Read the answer to the following questions then fill the blanks... and then, translate the sentences into English.</p> <p><b>Handout</b> by teacher: a list of 'sensation words and verbs'.  <i>Second part of class:</i>  Review practice Syntax thus far... testing each other, asking questions... and, discussing the overall content of the Exam...  Review for test...</p> <p><b>Tuesday June 20th</b>  Dialogue...  <b>What is the time</b> p.157 ساعت چند است؟ / ساعت چنده؟  -Let's write and learn time words on board... read the sentences p. 157  coveting time pictures and vice versa... practice  -Ex. 18 asking each other the time... تمرین ۱۸، رویه ۱۵۸  تمرین ۱۹، رویه ۱۵۸</p> <p>-Let's read the questions and answer them from each other...  First half of the class:  <b>Body Parts</b> p. 159 اعضای بدن، رویه ۱۵۹  <b>Handout</b> from Thackstone textbook, study tonight  <b>Homework</b>: Ex.21 تمرین ۲۱، رویه ۱۵۹  Arrange the words in the ex. 21 To make sentences and then, translate into English...  <b>Oral pretentions</b>...  Selected number: <b>Performing/presenting</b> your 'interviews' in class (-as much as time permits).  Second half of the class:  <b>SESSION I FINAL EXAM</b></p> <p style="text-align: center;"><b>SESSION II</b> (June 20th – July 13th)</p> <p><b>Wednesday June 21st</b>  Dialogue...  Review and oral practice on vocabs words 'feelings' and 'body parts' and re-cap on Family members...  <b>Using Body Parts in Expressions</b> p.165 نُکته‌های فرهنگی، رویه ۱۶۵</p>	
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	<p>Let's read the expressions and try to understand them in their cultural context...</p> <p>تمرین ۲۶، رویه ۱۶۱</p> <p><b>-Ex.25</b> two by two in class: Connect each phrase to the appropriate verb...</p> <p>-Let's look at the advertisement about the veterinary clinic... and learn some animal names... Interesting cultural note at the bottom of page 161 related to a few animals in social discourses...</p> <p><b>Thematic Review of New Vocabulary</b> pp. 166-168</p> <p>Let's read vocabs covering the English meanings two by two... and then, to practice dictation on the board two by two... <b>Friday</b> we shall have a <b>dictation quiz</b> from this list...</p> <p><b>درس پنجم</b> واژگان رویه ۱۷۰ گفتگو رویه ۱۷۰ و تمرین ۱</p> <p>-Let's read this short dialogue two by two in class and then role-play a similar interaction changing book title, different person and so on...</p> <p>واژگان رویه ۱۷۱</p> <p>-Let's read the vocabularies aloud together...and find the infinitives of the verbs and their stems... and analyze some cultural issues...</p> <p>گفتگو رویه ۱۷۲</p> <p>-Let's listen to the audio and then role-play the dialogue two by two and exchange the roles...</p> <p>خواندن رویه ۱۷۳</p> <p>'Let's first read the read the 'Reading'</p> <p>تمرین ۴، رویه ۱۷۴</p> <p>-Let's answer to the questions regarding the content of the above dialogue two by two...</p> <p>(short break)</p> <p><b>Imperative in Persian</b> pp. 175-176 <b>امر (وجه امری در فارسی)</b> رویه ۱۷۵ &amp; <b>Handout</b> on topic... <u>study tonight</u>.</p> <p>Exceptions on the board... present stems of verbs so far and more on the board... start collecting the verbs with stems as ongoing drill and a final paper...</p> <p>تمرین ۶، رویه ۱۷۷</p> <p>-Let's do this drill two by two on the board...</p> <p>تمرین ۷، رویه ۱۷۷</p> <p>-Let's do this drill together...</p> <p><b>Extra study</b> (optional): <i>Grammar/syntax</i>: 'Imperative' in Persian (فعل امر / امری) (<i>Samareh</i> p. 129/<i>Thac.</i> pp. 97-98)</p> <p><b>Homework</b>: Ex. 8, p.177 conjugate the verbs in the parenthesis and then translate the completed sentence into English.</p> <p><b>Homework</b>: (<i>Samareh</i>:) # 61 (pp. 132-133) fill the blanks and translate.</p> <p><b>Thursday</b> June 22nd</p> <p>Dialogue...</p> <p>Review conversation on 'feelings' from handout...</p> <p><i>Grammar/syntax</i>: <b>Present Subjunctive</b> pp.178-179 <b>حالی التزامی</b> &amp; teacher's <b>handout</b> on topic, study well!)</p> <p>Extra study (optional): <i>Samareh</i>: p.69 / *<i>Thac</i>.pp.107-110</p>	
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	<p><i>Samareh</i>: Drill #44 (تمرین چپول و چہارم) (p.72) fill the blank parts with correct form of the verbs in parenthesis (جاہای خالی را پُر کنید) Optional: Practice-reading forms of the verbs (بودن، داشتن) in subjunctive mood (<i>Samareh</i>: p.73 text also Thac. p198)</p> <p>تمرین ۱۰، رویہ ۱۷۹</p> <p>-Let's do the <b>Ex.10</b> two by two on the board. Teacher tells you the meanings and present stems of the verbs.</p> <p>تمرین ۱۲، رویہ ۱۸۰</p> <p>-Let's do the <b>Ex.12</b> in class on the board or paper individually first and then, let's compare with another classmate's 'arrangement' of the scrambled words. Teacher goes around in class, any question, ask...</p> <p>تمرین ۱۳، رویہ ۱۸۱</p> <p>-Let's do the <b>Ex. 13</b> in class on the board or paper two by two: first one student reads the sentence and the other forms the question, like this, exchange the role paly.</p> <p>تمرین ۱۵، رویہ ۱۸۱</p> <p>-Let's do the <b>Ex. 15</b> in class tow by two: first reads the question the second one responds thus, exchange the role. <i>Short break...</i></p> <p>پوشاک/لباس، رویہ ۱۸۲ Cloths...</p> <p>-Let's look at the pictures and read them aloud together and reading the Handout... let add to items and talk... A list of <b>colors</b> from cartons/pictures... practice in class...</p> <p>تمرین ۱۶، رویہ ۱۸۳</p> <p>-Talk with your classmate about the type and color of the clothes you are wearing ... follow examples... - <b>More about Shopping</b> p. 184 (pictures) Reading in class (also listen to the audio file at home) Discussing cultural issues. Ask about or suggest different topics. Review for the test <b>Homework:</b> Ex.10 p.179 Conjugate the verbs in the subjunctive form; after writing and completeting the sentences, translate into English. <b>Homework:</b> Ex.12 p.180 Arrange the words to make a sentence and then, translate into English. <b>Homework:</b> Ex.14 pl.181 Write a paragraph about what you want to do on the weekend. Use subjunctive mode...</p> <p><b>Friday</b> June 23rd Dialogue... <b>Thematic Review of New Vocabulary</b> pp.193-195... Reading &amp; Dictation practice two by two on the board...</p> <p>تمرین ۱۹، رویہ ۱۸۵</p> <p>-<b>Ex. 19</b> p.185 Lets read the text and fill in the blanks with the given words. Next, answer the following questions two by two...</p> <p><b>Technology-related words</b> p.186... let's read together...</p> <p>تمرین ۲۲، رویہ ۱۸۶</p> <p>-<b>Ex. 22</b> p.186 in the given passage conjugate the given verbs in the plural imperative form...</p> <p>تمرین ۲۴، رویہ ۱۸۷</p> <p>-<b>Ex. 24</b> Let's read the Email and see what is this Email about? <b>Continue: Performing/presenting</b> your 'interviews' in class.</p>	
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	<p><b>Oral Presentation</b> of your choice of Iranian or ‘personality’, (one by one or two by two collaboration). Questions form classmate and my comments (?)  <i>Short break...</i></p> <p><b>Test, written...</b></p> <p><b>Homework: Ex.20</b> p.185 listen to the audio file complete the chart thus, write them down and then, translate the result into English.</p> <p><b>Homework: Ex. 26</b> p.188 Listen to the audio file and fill in the blanks; copy/write the sentences and then, translate into English.</p> <p><b>Homework: Ex.27</b> p.188 Choose the correct form, write down on lined paper and then, translate into English.</p> <p><b>Homework: Ex. 28</b> p.189 Arrange the words in parenthesis in the right order and fill in the blanks, write the sentences on lined paper and then, translate into English.</p> <p><b>Read “Bargaining Brings Prosperity” &amp; “Traditional Bazaar”</b> p.192 at home and discuss the cultural aspects in class...</p> <p><b>Friday afternoon session</b> of cultural activity:  Short Persian movies or clips... asking questions about the content(s)’ and discussing... (in Persian! ☺)</p>	
<p><b>Week 5:</b></p>	<p><b>Monday June 26th</b>  Dialogue...  Returning your exams and talking on the results, overall and issues.  <u>درس ششم</u>، واژگان، رویه ۱۹۸</p> <p>-Let’s review vocabularies p. 198...  -Some notes on ‘<b>comparative</b>’ and ‘<b>superlative</b>’ in Persian... Handout...  -Some remarks on <b>propositions</b> in Persian... and attachments...  Grammar/syntax: <b>Simple Past Tense</b> pp. 203-204 [زمان] گذشته‌ی ساده  On the board and text and handout... practice together...  <u>گفتگو ۱</u>، رویه ۱۹۸</p> <p><b>Dialogue 1</b> p.189 (<i>listening comprehension</i>:) book closed, teacher reads the conversation and asks questions to see what have ‘you’ understood from the content? Then, we read the dialogue two by two...  Recap on family members: <b>Extended Family</b> p. 220  -Let’s read together aloud...  واژگان ۲، رویه ۱۹۹</p> <p>-Let’s read the vocabs &amp; phrases aloud in class...  <u>گفتگو ۲</u>، رویه ۲۰۰</p> <p><b>Dialogue 2</b> p.189 (<i>listening comprehension</i>:) book closed, teacher reads the conversation and asks questions to see what have ‘you’ understood from the content? Then, we read the dialogue two by two...  <u>خواندن</u>: مسافرت خانواده پارسا، رویه ۲۰۱</p> <p><b>Reading</b> p.201 We read vocabs first aloud thus, teacher reads the passage first and then, students read two by two...  <u>تمرین ۴</u>، رویه ۲۰۱</p> <p>Ex. 4 b. in class two by two: answer to the questions regarding the ‘Reading’ above and rotate...  <u>تمرین ۵ و ۶</u> رویه ۲۰۲</p> <p><b>Ex.5</b> p.202 in class: first reading the vocabs and then, fill in the blanks using the appropriate words from list...</p>	<p><i>Fifth Weekly Test</i></p> <p>Online home assignment for the weekend...</p>

**-Adverbs of times** p.202: reading aloud and then, **Ex. 6** fill in the blanks using adverbs of time...

*short break...*

تمرین ۹، رویه ۲۰۵

**Ex.9**, Conjugate the infinitives in parenthesis in simple past tense writing on the board; work in pairs...

**Ex.10**, Change the verbs into simple past tense... writing on the board in pairs...

**Homework:** Ex.9 Copy the sentences as you conjugate the verbs into simple past and then, translate the result sentences into English.

**Homework:** Ex.10 Copy the question sentence, answer in complete sentence and then, translate both question and answer into English.

**Extra study** (optional): **Propositions** in Persian & expressions using propositions in *Samareh* text (book II) pp.9-10.

Drill (*Samareh*:) # 8 (تمرین هشتم) p.11.

### **Tuesday June 27th**

Dialogue... asking each other: **What did you do yesterday?** Answer in short sentences telling as many as doings you can... look at the pictures p. 206 as some examples... Do you need verbs to describe your activities? Ask teacher...

**In class:** Start **writing** about what did yesterday you do? The more, the better... teacher shall go around and help you...

*Short break...*

[زمان] گذشته‌ی استمراری، رویه‌های ۲۰۷ و ۲۰۸

Grammar/syntax: **Past Continuous Tense** or 'habitual past tense' pp.207-208 also, **Handout** by teacher, study tonight... Practice conjugating the verbs orally teacher writes on the board (continue writing/collecting the verbs to make a list -more than what we have in the text- for the end of the term project)

**Extra study** (optional): '**past imperfect**' (گذشته‌ی استمراری) (*Samareh*, book two p.3) Optional Drills # 4 & 5 (تمرین چهارم و پنجم) pp.7-8.

تمرین ۱۳، رویه ۲۰۹

**Ex.13** p.209 on the aboard in pairs: Conjugate the verbs in the parenthesis in the past continuous and then orally translate into English... let teacher hear your work and translation...

تمرین ۱۶، رویه ۲۱۱

**Ex.16** p.210 Form groups of three. Change the verbs into simple past tense and then into the past continuous... after the first round, switch roles...

**Geography**-related words p.210 **جغرافیا**

-Let's read the words & expressions together... repeat after teacher... and **Handout** in class and study at home...

*short break...*

*Second part of class:*

خواندن ۲، کشور ایران، رویه ۲۱۱

**Reading 2**, p.211

-(*listening comprehension practice*):. Audio file/Teacher reads the text, students listen, and teacher asks questions about the content and words... and then, read together...

**Handout: Countries and Continents** of the world... More countries:

*Thac.* pp.39-40. learn for yourself!

**Academic fields** and related vocabulary (*Thac.* pp.143-145).

**Conversation:** What do you do? What do you like to do in the future?

\***Homework:** Write about one page or more (better!) ‘**composition**’ describing your life from past or present or, some else’s? You can, as usual, consult with me on topic or the content, details...

**Homework:** Ex.14 Translate into Persian.

**Homework:** Draw a rough map of Iran (you can copy the one on p.211) and then, indicate Iran’s neighbors according to the text.

### **Wednesday** June 28th

Dialogue...

-Let’s see your first raft of ‘**composition**’...

Going back to weekdays, months and seasons...

**Weather** and climate p.213

آب و هوا، رویه ۲۱۳

-Let’s read the vocabs and question-answer of the pictures p.213 and

-**Ex.21** p.214 ask questions about the weather of day? of your city, region, seasons... Handout & carton... let’s practice...

-**Ex. 22** p.214 Look at the chart p.214 read the example forecast...

Recap: **Comparative Adjectives** p.216

صفتِ برتر، رویه ۲۱۶

تمرین ۲۷، رویه ۲۱۷

-**Ex. 27** p.217 in class in pairs on the board...

تمرین ۲۸، رویه ۲۱۷

-**Ex. 28** p.217 in class in pairs on the board...

Recap: **Superlative Adjectives** p.218

صفتِ برترین، رویه ۲۱۶

تمرین ۳۱، رویه ۲۱۹

-**Ex. 31** p. 219 choose the appropriate adjective from parenthesis write on the board (or on lined paper) and translate orally ...

تمرین ۳۲، رویه ۲۱۹

-**Ex. 32** p.219 in class in pairs first orally thus writing on lined paper...

*Short break... Second part of class:*

-Recap: **family members** p.220 and handout practice... group work, asking questions from each other...

-Recap: **People (& nationalities)** of the world, particularly Middle East, Central Asia, Middle East... (\**Thac.* pp.39-40) practicing verbally... asking questions (Where from...?)

-The expression “where were you born” in Persian? کجا به دنیا آمدی؟  
کجا زندگی می کنی؟ / کجا زندگی می کنی؟

And, “living”; ‘where do you live?’/‘where did you live?’ and so on...

Review for the test

**Prepare** yourself to **talk about your country**, region and/or city... on Friday as oral presentation (you can collaborate with another classmate).

**Homework: Ex. 23** (تمرین ۲۳) p.214: Listen to the audio file and answer using complete sentences; Copy the questions and answers and then, translate into English.

**Homework: Ex.30** pp. 218-219: Following the pattern of superlative adj.p.218 translate the sentences.

**Optional drill Ex. 25** (تمرین ۲۵) p.215 -if ‘you’ do this drill, let me know to ask you some questions and mark as ‘extra point’.

### **Thursday** June 29th

Dialogue...

	<p>-Late '<b>composition</b>'s? Returning the edited ones and discussing with you and re-writing...</p> <p>Recap on <b>Family</b> and <b>relatives</b> 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!) p. 220 and handout...</p> <p>-<b>Ex. 34</b> p.221: -(<i>listening comprehension practice</i>):) first teacher reads the passage then asks 'you' about the content... thus, we read the passage together and find out the answers and meanings...</p> <p style="text-align: right;">تمرین ۳۵، رویه ۲۲۱، تمرین واژگان ۳۵...</p> <p>-Recap on geographical and regional words, terms... and then, do the Ex. 35 In pairs...</p> <p>-Let's read the poetry p. 222 together and study/analyze the content...</p> <p>-Let's listen to the song p.223 on YouTube while looking at the text and follow the instruction...</p> <p><i>Short break</i>...</p> <p>-Thematic Review of New Vocabulary pp. 226-228 by teacher and students from each other...</p> <p>-A short <b>documentary film</b> about <b>ancient Iran</b>...</p> <p><b>Homework:</b> Read the 'Cultural note' (نکته‌ی فرهنگی) pp.224-225... any question? Ask teacher...</p> <p><b>Friday June 30th</b></p> <p>Dialogue...</p> <p>-Let your teacher see your 'find out' and writing about Iran's history... Teacher checks your writings and may edit them in class with you and if you are ready can present it to class...</p> <p><b>Reading</b> or presenting orally your '<b>compositions</b>' describing your life... furthermore, we will discuss the content(s) and ....</p> <p><b>Oral presentation of one's country or region or city...</b></p> <p><b>Readings</b> in class from different texts. (Newspapers, very short stories and poetry?)</p> <p>-Cultural issues, conversation... looking at pictures of monuments of Iran on line and giving information about them... answering questions...</p> <p>-Let's go to <b>Persian news</b> or radio <b>web sites</b> and read or listen ...</p> <p><b>Written test</b></p> <p><b>Homework:</b> go on line, search/find out about any period or aspect of Iran's history and write about ten 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, Sasanids, early Islamic, Mongols, Safavid, Qajar, Pahlavi, Current Islamic Republic... or any other reign... and/or religion, particularly Zoroastrianism, Shi'ism or... in general or any specific characteristics of a faith...</p> <p><b>Friday afternoon session:</b> Persian movie, maybe? Documentary? Or, going online and watching Persian news casts?</p>	
<p><b>Week 6:</b></p>	<p><b>Monday July 3rd</b></p> <p>Dialogue...</p> <p style="text-align: right;"><b>درس هفتم</b> واژگان ۱، گفتگو ۱، رویه ۲۳۰</p> <p>-Let's read vocabs together aloud first...(<i>listening comprehension practice</i>):) Teacher reads the dialogue both formal and then colloquial thus, asks students regarding the content... Students read the dialogue in pair...</p> <p style="text-align: right;">واژگان ۲، رویه ۲۳۱</p>	<p><b>Sixth Weekly Test</b></p>

**Food stuff** pp. 231-232 and **handout**... Let's read and talk about Persian foods... pp. 244-245... & Read: **Persian Cuisine** pp. 258-259 غذاهای ایرانی  
گفتگو ۲، رویه ۲۳۲

-(*listening comprehension practice*):) Listen, teacher reads the dialogue both formal and then colloquial and asks questions... so students read in pair and switch (Ex. 2) ...

**خواندن** ۲، رویه ۲۳۴  
-**Reading**, first a few vocabs... then, teacher reads (تؤلد لادن) aloud... asks questions... and then, **Ex. 4** p.234 Students read questions regarding the content of text and answer... collaborating in pairs...

In class **Ex. 5** p.235: fill in blanks with the given words in list on the board and the, translate orally...

**Psychological Verbs** pp. 236-237 فعل‌های احساسی، رویه‌های ۲۳۶-۲۳۷  
Also called: "reflexive verbs", let's talk about them... and read all of them together... conjugating some of the verbs aloud (Ex.6)... And, practice making more complex sentences...

تمرین ۸، رویه ۲۳۸  
**Ex.8** p.238 in class: Conjugate the verbs in the given tenses on the board, work in pair...

**Ex.9** p.239 in class in pair: connect the related phrases to make complete sentences orally and then, translate into English...

*Short break...*

تمرین ۹، رویه‌های ۲۳۹، ۲۴۰ و ۲۴۱: میوه‌ها، سبزیجات، انواع نان، گوشت...  
Food stuff: **fruits, vegetables, Persian breads, meats** ... pp. 239-241  
-Let's look at the pictures and read them aloud together...

تمرین ۱۳، رویه ۲۴۳  
**Ex.13** p.243 oral practice in pair: ask the questions and respond thus, change role...

**Ex.14** p.243 on the board in pair: Translate the English sentences into Persian writing on the board... we shall read each pair's work together...

**Homework: Ex. 4** p.234 Frist copy the questions thus answer and then, translate the answers into English.

**Homework: Ex. 5** p.235 Fill in blanks using the appropriate vocabulary from given list. Translate the finished sentences into English.

**Homework: Ex.12** p.242 Listen to the audio file and fill in the missing information and then, translate the completed sentences into English.

**Tuesday JULY 4th Holiday... NO CLASSES**

**Wednesday July 5th**

Dialogue...

The use of هم p.246 let's read the sentences together...

-**Ex.16** p.246, oral practice: insert هم in the sentences.

-Ex. 19 p.249 is *optional*! If 'you' want to read and work on the vocabs, come to office hour...

**Happy Birthday Song!** P. 249 «تؤلڈت مبارک» Let's sing the song together...

-Special Occasions p.249 «مراسم ویژه» Let's read the vocabs and expressions together and talk about their usage...

-Exercises 21, 22, 23 & 24, pp.250-251, are various 'cultural' announcements, if any student wants to read and learn about them, come to office hour.

	<p><b>Reflective Pronouns</b> p.252 «ضمایر انعکاسی»  or: 'pronominal suffixes' <b>handout</b>... study tonight...  -Let's practice reading them aloud -imitating your teacher! Examples...  -<b>Ex.25</b> p.252 Practice writing on the board doing the drill individually...  -<b>Ex.26</b> p.253 oral practice in pair: Answer the questions... and switch the role...  -Ex. 27 p. 253 <b>optional</b>: Reading «قصه‌ی آه». If any student wants to read this anecdotal passage, can come to office hour and read with teacher.  -Ex. 28 p. 253 <b>optional</b>: Reading the "brochure..." «گیاهان دارویی». If any student wants to read this health info. passage, can come to office hour and read with teacher.</p> <p style="text-align: right;">تمرین ۳۰، رویه ۲۵۵</p> <p>-<b>Ex.30</b> p.255 <b>in class</b> &amp; in pair: In each line, first read the words and give the meaning of each one and then, distinguish the word that does not match the rest.  *<b>Ex.31</b> p.255 <b>Class &amp; Homework</b>, Task: First translate the English questions into Persian and then, Ask the questions from your pair classmate. Write both question and the answer on a lined paper. Any word you do not know, ask teacher...  -If any student wants to read the piece of <b>poetry</b> on p.256 and the poetry of the <b>song</b> p. 257, come to office hour.  Recap Persian/Iranian foods pp.258-259...  <i>Short break...</i>  <b>Thematic Review of New Vocabulary</b> pp. 260-264 in class dictation on the board in group... &amp; giving the meanings...  <i>Let's go to a Persian/Iranian or a Middle Eastern restaurant for Lunch! And talk about foods and cultural issues...</i>  *<b>Homework</b>: Re-write your "talking about yourself" (sort of biography)- at least one full page- <b>be patient and work on it</b>. I am going to edit it -over- with you. Again, this is going to be most important part of your oral test at the end of summer term. And, as a lively practice, 'you' are going to present it in class.  <b>Homework: Ex.26</b> p.253 Copy the questions sentences, answer them in writing and then, translate both of them underneath the Persian ones into English.</p> <p><b>Thursday</b> July 6th  Dialogue...  Give teacher your <b>biographical writings</b>... (I'll edit them tonight and review with you tomorrow in class or office hour for you to re-write it and practice for oral presentation.)  <i>Grammar/syntax: Present Progressive Tense</i> زمان حال ملموس رویه ۲۷۲  درس هشتم: واژگان، گفتگو رویه‌های ۲۲۶، ۲۶۷، ۲۶۸...  -<b>Drill</b> in class: Let's read the vocabs, expressions and phrases first... and then, read the dialogue in pairs and switch role... p.266.  -<b>Drill</b> in class: Let's read the vocabs and expressions p.267 &amp; 268... Listen to teacher's voice (<i>intonation</i>...) reading the short dialogue (phone talk)... see what you get from that? And then, practice in reading in pair...  خواندن رویه ۲۶۹ و تمرین ۳ (پرسش‌ها)...</p> <p><b>Reading</b> p.269 First read the vocabs and expressions and then teacher reads the text to ask what is it about? Thus, students read and ask the questions...</p>	
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**Educational Level** p.270... and teacher's \*Handout (important.!) Let's read & study them together... **Ex. 4** p.270 Let's fill the blank parts in sentences in pair and translate orally...

**-Ex.5** p.271 Let's fill the **questionnaire**... try to find out the meanings of the words 'you' do not know...

**-Ex. 6** p.271 Let's read and find out what the content of the **advertisement**' is about?

*Short break...*

Drill examples on the board: students practice conjugating together...

**-Ex. 9** p.273 in class in pair...

تمرین ۹ رویه ۲۷۳

**-Ex. 10** p.274 in class in pair...

**-Ex. 11** p.274 in class in pair...

*Grammar/syntax: Propositions* in Persian & expressions using propositions (Handout by teacher on topic), *Samareh*: pp.9-10.

**-Ex. 13** p. in class on the board in pair...

*Grammar/syntax: Past Progressive Tense* زمان گذشته ملموس رویه ۲۷۲

**Practice** the tense orally and on the board by the students...

**-Ex.15** p.277 in class in pair on the board...

**-Ex. 16** p. 277 in class in group of three orally...

**Homework** (continue): develop & expand in writing the biographical talking about yourself and bring it tomorrow to class to work on it together... Monday oral presentation of talking about yourself in class... and Thursday or Friday morning as part of your Final Exam...

**Homework: Ex.4** p.270 Write the sentences down, fill the blank parts with the appropriate words given at top... and then, translate completed sentence into English.

**Homework: Ex.9** Conjugate the verbs in the present progressive verb and then, translate into English.

**Homework:** handout on propositions by teacher...

*Optional homework: Samareh # 8 (تمرین هشتم) p.11.*

### **Friday** July 7th

Conversation...

**Suffixes & Prefixes** p.279... teacher's **handout**...

Re-cap: **Persian months** p.281... oral practice...

**-Ex. 24** p.282 Let's read the text and fill the blanks parts together...

-Volunteers for **oral presentation** 'biographical talking'...

-Let's go to **Persian news** or radio **web sites** and read or listen ...

-One or two short clips of movies about Persian/Iranian traditions or history...

-**Thematic Review of New Vocabulary** pp.291-294 by students in pair or group and practice writing on board...

**Homework: Ex. 25** p. 283 listen to the audio file and fill in the blank parts and then, translate into English.

**Homework:** Study the **Idioms, Street Talks**... p.284 on the weekend and talk about them Monday with some additions!

**Homework:** Read and learn about the "**Traditional Festivals & Rituals**" pp. 289-290 on the weekend for sure... there shall be questions about these cultural topics in your very final exam (-like Ex. 24 p.282 the questions below!)

**Composition** (optional): write about a story from your childhood or one you have read in your tongue; write it down in Persian. First draft, due on



	<p>Monday (you can give it to me earlier!). I read and edit and return it next day to discuss individually...</p> <p><b>Quiz...</b> After quiz going to a Persian or a Middle Eastern restaurant?</p>	
<p><b>Week 7:</b></p>	<p><b>Monday July 10th</b></p> <p>Conversation: asking each other what your classmate done in the weekend?  <b>Oral presentation</b> (continue) ...  Talking about the <b>Idioms, Street Talks...</b> p.284 and more...  <b>-Ex. 27</b> in class together: "What would you say..." p.285</p> <p style="text-align: right;"><u>درس نهم</u></p> <p><b>Grammar/syntax: Past Participle ('perfect participle')</b>  ("اسم مفعول" [کنش پذیر]),  (Extra study: <i>Samareh</i> p.22 text/<i>Thac</i>.p.43)  plus, teacher's <b>handout</b> on topic -review in class and study at home.  <b>Optional Drills Samareh:</b> #13 &amp; 14 (تمرین های سیزدهم و چهاردهم) pp.22-23 and, making short expressions or sentences with the 'participles'.</p> <p><b>Grammar/syntax: The Present Perfect tense</b> ("ماضي نقلی" [گذشته روایتی])  pp.304-306 (Extra study: <i>Samareh</i> book two, p.23/<i>Thac</i>. pp.43-44), plus teacher's <b>handout</b>.  <b>Optional Drill Samareh:</b> #15 (تمرین پانزدهم) pp.24-25.</p> <p><b>گفتگو ۱ (در آژانس مسافرتی)</b> رویه ۲۹۶  -Vocab1 &amp; idioms p. 296 thus, <b>Dialogue1 (in Travel Agency)</b> p.296 Let's read and practice together...</p> <p><b>گفتگو ۲ (در فرودگاه تهران)</b> رویه ۲۸۹  -Vocab 2 P.297 &amp; <b>Dialogue 2 (in Tehran Airport)</b> p.289 Let's practice the conversation in pair...</p> <p><b>گفتگو ۳ (رزرو هتل و در هتل نیاوران)</b> رویه ۲۹۹  -Vocabs 3 p.299 &amp; <b>Dialogue 3 (Hotel Reservation &amp; Hotel Niavarân)</b>  p.299 Let's practice the dialogue in pair ...</p> <p><b>گفتگو ۴ (در خیابان)</b> رویه ۳۰۱  -Vocabs 4 p.301 &amp; <b>Dialogue 4 (In the Street; asking for direction)</b> p.301  Let's read...</p> <p><i>Short Break...</i></p> <p>-Drill in class on the board: Ex.7 p.302 Fill in the parts with the words provided.  -Drill in class on the board: Ex.10 p.306 Conjugate the verbs in the parenthesis in present perfect tense.  <b>Homework: Ex.7</b> p.30  تمرین ۷ رویه ۳۰۲: جاهای خالی را با واژگان جدید پُر کنید.  Fill the blank parts with the given words and then, translate the completed sentences into English.  <b>Homework: Ex. 10</b> p.306  تمرین ۱۰، رویه ۳۰۶: فعل های در پرانتز را در زمان نقلی گذشته صرف کنید.  Conjugate the verbs in the parenthesis in the Present Perfect tense and then, translate the completed sentences into English.</p> <p><b>Tuesday July 11th</b></p>	

	<p>Dialogue...</p> <p><i>Grammar/syntax: The Past Perfect tense</i> pp. 309-310 (گذشته دور ["بعید"]) (<i>Samareh: pp.35-36/Thac. pp.86-87</i>)</p> <p>-<b>Ex.15</b> p.311 in class on the board in pair: Conjugate the infinitives in the parenthesis in the Past Perfect tense.</p> <p>-<b>Ex.16</b> p.311 in class on the board in pair: Change the verb tense into the present perfect and then the past perfect. Check the example...</p> <p>-<b>Ex. 19</b> p.313 in class on the board in pair: Find the verb of each sentence and change it to Present Perf. and Past Perf. tenses...</p> <p>-*<b>Ex. 20</b> p.313 in class in pair: <i>listening &amp; reading comprehension</i> (teacher reads first thus asks questions) further students read and answer to the written questions; exchanging role...</p> <p>-<b>Adverbial of Locations &amp; Direction</b> Teacher's <b>handout</b>. Let's read them aloud in class and students at home...</p> <p>-<b>Ex.20</b> p.314 in class on the board: first individually <u>Make complete sentences with the scrambled words</u> and then, compare the result with a classmate's...</p> <p><i>Short break...</i></p> <p>-<b>Ex.23</b> p.315 <b>Money and Currency:</b> in class together: First vocabs p.315 &amp; teacher's handout, reading aloud... thus, individually complete the <b>Dialogue 23</b> using the vocabs from the list you just learned.</p> <p><b>In class and at home:</b></p> <p>*-<b>Ex.24</b> p.316 Either individually or in pair: go <b>Online</b> find out about the sites on the first two right columns; choose one of them you like to present in Persian in class tomorrow...</p> <p>-If we have time shall read the <b>Ex. 25</b> both as 'reading comprehension' and then, answering the questions in pair.</p> <p><b>Homework: Ex. 19</b> p.313 Follow the instruction and after changes into two tenses translate both into English on separate lines.</p> <p><b>Homework: Ex.20</b> p.314 First Make complete sentences with the scrambled words and then translate into English -write on separate lines.</p> <p><b>Homework:</b> <u>draw a map showing the direction</u> from your living place to the Persian class and write down each move of going out of 'home' all-the-way to reach your class...</p> <p><b>Optional Drills</b> from <i>Samareh: #22</i> (تمرین بیست و دوم) (pp.36-37) fill in the blank parts first, thus, copy the completed sentences and then translate into English.</p> <p><b>Wednesday July 12th</b></p> <p>Dialogue...</p> <p>-<b>Polite, Default, &amp; Modest Forms</b> p. 317 let's read and discuss the social expressions in Persian...</p> <p>-<b>Ex.26</b> p.317 in class...</p> <p>-<b>Ex.27</b> p.318 in class Let's read and complete the blank parts of the passage with the given words at the top and then, answer the questions in pair...</p> <p>-<b>Ex.29</b> p.319 Let's read the expressions regarding 'visa application' and answer the questions at the blew of the list...</p> <p><i>Short break...</i></p> <p>-<b>Ex. 31</b> p.320 Let's render the English sentences into Persian asking the questions... and improvising the answers...</p> <p>-<b>Ex.322</b> p.322 Let's listen to the <b>song</b> on YouTube reading the poem...</p>	
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	<p><b>-Thematic Review of New Vocabulary</b> pp.235-327 <i>Dictation on the board in pair...</i> There will be a <b>Dictation Quiz</b> tomorrow from this list...</p> <p><b>Homework study:</b> Read at home: <b>Tips on Traveling to Iran</b> pp.323-324; any question? Let's discuss in class...</p> <p><b>-Homework Ex.26</b> p.317 Follow the instruction and then, translate into English.</p> <p><i>The following tense is not going to be in your Final Exam.</i></p> <p><b>-Future tense</b> ('Focused Future tense') p.335 and handout by teacher...</p> <p><b>Ex. 7</b> p.336 let's do this drill together... as time may permit we may do more drills...</p> <p><b>Thursday July 13th</b></p> <p>First half of the class: Conversation: discussing your future...</p> <p><b>-Dictations Quiz</b> from the <b>Thematic Review of New Vocabulary</b> pp.235-327</p> <p><b>-Final written exam.</b> (You can get your corrected and graded final exams from me tomorrow morning)</p> <p><b>Friday July 14th</b></p> <p><b>Oral (spoken) test</b>, one by one and/or two by two by students... (please be quite while your classmates having their spoken test)</p>	
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Poetry from Sa'di's *Golestān* ('Rose Garden'):

Persian classical Poet: Sá'dī Shīrāzī سعدی شیرازی (13<sup>th</sup> century CE)

که در آفرینش ز یک گوهرند دگر عضوها را نمائد قرار نشاید که نامت نهند آدمی	بنی آدم اعضای یک پیکرند چو عضوی به درد آورد روزگار تو کز محنت دیگران بی غمی
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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.