Critical Languages Institute: Summer 2018

Classroom: Meeting times: M-F 8:35-12:35pm
Instructor: Phone:
Office: TBA Office hours: TBA
E-mail:

Required Course Materials:
Provided – PDF handouts

Recommended Materials:


About the course:
This second-year course in Persian language and culture is a continuation of the first-year course and is intended to enhance overall communicative competence in Persian.

The main goal of this course is to expand and solidify student’s command of Persian vocabulary, grammar and spelling, and to develop intermediate-level listening, reading, conversational, and compositional skills. In particular, students will improve their ability to comprehend and exchange ideas with native speakers. Students will also express original ideas, report on various types of events, and conduct interviews in the language. The course incorporates a variety of activities and drills including dialogues, reading texts, role plays, language games, grammar and phonetic exercises, dictations, translations, interviews and discussion of topics.

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

They should be able to
- Initiate and maintain predictable face-to-face conversations and satisfy limited social demands.
- Create sentences and short paragraphs related to most survival needs, personal
In addition, the course is designed to help students recognize common knowledge, 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 29—June 20 (final exams on June 20)
**Session II:** June 21—July 13 (final exams on July 12)
*July 13th will be a half-day.*

**Grading system per session:**

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<tr>
<th>Grade</th>
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<tr>
<td>A+</td>
<td>98–100</td>
<td>B-</td>
<td>80–82</td>
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<td>A</td>
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<tr>
<td>B</td>
<td>83–86</td>
<td>F</td>
<td>0–59</td>
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**Auditing and Incompletes:**
Since CLI courses are tuition free, they **cannot be taken 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.

**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.

**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.

**Academic Dishonesty:**
Academic honesty is expected of all students in all examinations, papers, 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. For more information, see http://provost.asu.edu/academicintegrity.
Students with Disabilities:

**Establishing Eligibility for Disability Accommodation.** Students who need disability accommodation must register with the Disability Resource Center (DRC) before requesting accommodation. DRC is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: 480-965-1234 (V), 480-965-9000 (TTY). For additional information, visit: www.asu.edu/studentaffairs/ed/drc. Their hours are 8:00 AM to 5:00 PM, Monday through Friday.

**Accommodation.** Students with disabilities requiring accommodation who have registered with DRC will receive a form to present to their instructor. Disability information is confidential. Accommodation must be requested in advance. Retroactive requests for accommodation may not be granted.

*Note: Instructors are prohibited from making accommodation for disability without approval from the disabilities resource center. Be sure to register with DRC before requested accommodation.*

Weekly Plan (subject to change)

**SESSION I** (May 30 – Jun 20)

<table>
<thead>
<tr>
<th>Week 1</th>
<th><strong>Tuesday</strong> May 30th</th>
<th><strong>First weekly test</strong></th>
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<td></td>
<td>Greetings (خوش آمدید). Explanation of course content and procedure, syllabus. Answering questions.</td>
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<td><strong>Conversation:</strong> Practice of greetings and introducing yourselves to other classmates, asking questions and saying what is your major, what do you do, what are your hobbies, where do you live? And more. (all in Persian!) Answering your general and particular questions by teacher.</td>
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<td><strong>Review study</strong> of fundamental syntactical issues in Persian language covered basically in Persian I class (first year college) and further: State of noun in Persian (Thackston p.3-4), definite (specific)/indefinite (non-specific) (شناشی/نامعرفه) (AZFA text p.48); plurals (p.50/Thac.p.5 &amp;55); adjectives (صفت) (p.53/Thac.p.5); <em>ezafeh</em> construction (ساختِ اضافه), adjectival &amp; possessive (p.71 text/Thac.p.14 &amp; p.26); verb to be, the ‘long copula’ and suffixed (short) form, ‘the present copula’ (p.67 text/Thac.p.21 &amp; p.28); The question/interrogative words (کجاست؟/چطور؟/چه؟...) asking questions &amp; answering … We are going to practice orally on each syntactical issue or ‘nuances’ of language together in class. ‘Handout’ on topics by teacher, study tonight. If we have time, we will cover ‘Demonstrative adjective and pronoun’ (Thac.pp.8-9; Exercise 2 (a), p.11).</td>
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<td><strong>Wednesday</strong> May 31st</td>
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<td>Conversation individual/personal life with classmates…</td>
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The ‘reflexive pronoun’ ‘self’ (خود) and ezafe construction of ‘self’ with independent pronouns (p.81/Thac.p.71). Drill in class.
Comparative adjectives (صفت برتر) (p 92) ; superlative adjective (صفت برترین) (p.94). Drill in class.
Short break

Infinitive (مَصدَر) forms in Persian, past and present stems (سِتاکِ گذشته و حال) (p.97 text/Thac.p.33 & pp. 60-61). Handout of a list of most common Persian infinitives/verbs, with their stems; reading together in class and study them well tonight!


Class & home work: Write a memoir type ‘composition’ of a trip or an ‘incident’ or from your own imagination, all in short sentences and in the ‘simple past tense’.
I am always here to work with you individually & in group in class.

Family handout by teacher; reading in class and study tonight.

Thursday Jun 1st
Review and oral test of covered syntax.

Review study: Present indicative in Persian (زمان حال استمراری) and its varying meanings and expressions (p.102 text), drill p.103; two forms of verb ‘to be’ in Persian: ‘existential’ or ‘strong’ form ‘to be’ (هستن) thus, short ending form (suffixed) for the present (already covered) and, verb to be (بودن) for conjugating in the past tense.
(p.106) drill # 49 pp.108-109, drill # 50 pp.109-110. in class and at home.

*Reading your ‘compositions one by one with teacher and editing them in class.

Class & home work: Prepare an oral presentation about yourself, talking about yourself, family (siblings…), where were you born and grow up and almost whatever you want to talk about in your life…

Review of test content for tomorrow (Friday).

Friday Jun 2nd
Conversation…
Some ‘chit-chat”; cultural issues...
Review of syntax covered so far for the Friday exam.
*Reading your ‘compositions’ in class and talking about the contents. ‘students’ be ready to ask questions from the content of the presentations and/or friendly inquiries from your classmates.
*Cartoon drills in class (provided by teacher)
Short or a clip of Persian movie/documentary or, a slide show. We are going to talk about the content of the film (asking questions and answering in class thus, write them at home as homework)

Weekly exam (from all syntax covered by now and question-answers).
**Homework** for the weekend: (1) First read aloud for yourself or with a classmate the drill sentences on the page 103 text, and then, copy all the sentences and then, translate them into English (leave space, (blank line) in between each set for comment & corrections).
(2) Think in Persian and write about ten or more sentences describing your daily activities -personal or social- using ‘present indicative’ tense, the -Mi- construction in Persian.
Handout by teacher; study/review on your own or with classmates for the weekend.
**Afternoon time:** We will go to a Middle-Eastern restaurant for lunch and learn/talk about ‘food-stuff’ and more…

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**Week 2:**
**Monday Jun 5**th
Conversation…
Returning your ‘corrected’ tests and talk about the results and discussing possible common ‘mistakes’ and explaining ‘errors’ of students.
**Review study:** Grammar/syntax: ‘The specific marker of direct object’ in Persian (...ورا...) (p.118 text/Thac.p.35), drill 53, pp. 120-121: reading in class together, & drill 54 pp.122-123, let's fill the blank parts of the drill/text in class; question words of quantity پنج چند؟چند تا؟چقدر؟...
(Ta), drill 56, pp.124-125 in class; reading exercise: drill 57, p.146, lets read and make similar sentences and have little conversations.
Teacher’s notes -as handout- on Ra study this evening.
Grammar/syntax: ‘Imperative’ in Persian (فعلِ اَمر/ اَمری) (p. 129/Thac. pp. 97-98) plus teacher’s handout on topic, reading in class, also study the handout this evening over again.
Acting practice of ‘imperative’ mood in class, let’s have fun!
Drill in class: # 61(pp. 132-133), lets fill the blanks and translate.
Grammar/syntax: Negation and negating verbs. Drill 62, pp. 134-135, let’s read the sentences and make similar sentences and small conversation with altered sentences.
Reading/doing drill 63 in class; following that, for Homework (1) do drill 64, pp.138-139; fill in the blank parts with words provided in the parenthesis. **Homework** (2) read/study the drill 66, pp.141-143: conversation (look up for the vocabularies at the bottom of pages and the questions in the p.153 related to the ‘conversation’). WE will read this ‘conversation’ in class tomorrow and answer the ‘questions’.

**Tuesday Jun 6**th
Conversation…
Review of the syntax covered yesterday in class and asking questions by teacher. Conversation/practice...
Grammar/syntax: ‘past imperfect’ (گذشته استمراری) p.3 (book two text)
Reading sentences and translating.
Drill # 4 & 5 تمرین چهارم و پنجم (pp.7-8) in class.

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**Second weekly test**

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**Wednesday** Jun 7<sup>th</sup>

Conversations...

Review of the syntax covered yesterday in class and asking questions by teacher. Conversation/practice.

**Nuances of language**: interrogative formal and colloquial words/expressions p.13 text and **handout** by teacher. **Drill #10 & 11** (تمرین‌های سیزدهم و چهاردَهُم), pp. 13-15text; reading and practicing in class.

**Reading** your ‘conversation’ in front of class two by two.

**Drill #12**: Reading (*Dinner in Restaurant* شام در رستوران) (تمرین پانزدهم) (pp.16-18) Reading by teacher and then by students; discussing the content in Persian. Talking about Persian, Central Asian & Middle Eastern food stuff. **Handout**.

**Students group work**: writing restaurant/conversation scenario, practicing and performing in class.

If we have time, we will watch similar outing clip of a movie.

**Homework**: go on line and find out about Persian/Tajik food in English and Persian, copy/write down interesting points in Persian and bring it to class tomorrow to talk about/present to your fellow students.

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**Thursday** Jun 8<sup>th</sup>

Conversation…

**Grammar/syntax**: Past Participle (‘Perfect participle’) کُنش پَذیر (اسم مفعول "کُنش پار"), p.22 text/Thac.p.43, plus teacher’s **handout** on topic - review in class and study at home. **Drills #13 & 14** (تمرین‌های سیزدهم و چهاردَهُم) (pp.22-23 text) and, making short expressions or sentences with the ‘participles’.

**Grammar/syntax**: The present perfect tense in Persian called ‘relational past’ (ماضی نقلی "ماضی نقلی") (p.23) text/Thac.pp.43-44, plus teacher’s **handout** on topic (review in class and study at home). **Drill #15** (تمرین پانزدهم) (pp.24-25) reading sentences and making similar sentences thus dialogue. (short break)

**Second part of class**:

**Reading vocabularies** on pp.19-21 and making short sentences with selected words/expressions orally right away!

**Talking/presenting** your ‘find outs’ about Persian food etc. Short break.

Cultural issues and matters…

**Homework**: **Drill #16** (تمرین شانزدهم), Fill in the blank parts at the end of sentences with correct forms of the verbs provided and then, translate into English.
For oral section: prepare to have a short talk about your country, home town, home and give home address... tomorrow.
Review for the test.

**Friday** Jun 9<sup>th</sup>
Conversation practice with ‘participles’ in ‘present prefect’ mood. (we may do Ex.7 (b) Thac. p.46 in class).
*Grammar/syntax:* adverbial words/expressions of time and location (pp.27-28 text). **Drill #17** (تمرین هفتم) in class, lets fill the blanks parts and then translate.
Cardinal & ordinal numbers (Thac.pp.65-78); Asking time, telling time & more.... **Drill #18** (p.28 text), let’s read and practice.
*Vocabulary* list related to the topic from Thackston on pp.79-80 (if you do not have the book I will make copies from pages).
*Address* in Persian, writing and telling practice in class. Where do you live? and what is your address...
**Homework:** **Drill #19** (تمرین نوزدهم), (جمله بسازید) (pp.30-31) make sentences from scrambled words in the parenthesis and then translate into English.
**Homework:** from Thackston: p.80, Ex. (b). Read, copy and then translate into English. (Due to cursive print, I will read the sentences for you as practice in class and you practice after me.).
Weekly exam

*Afternoon class:*
Watching a Persian movie together with Persian 1 class and friends.
Or: Oral Presentation (talking about hometown, home, giving address...)
Or: Talking about the countries in the Middle-East and Northern Africa... maps & pictures.

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<th>Week 3:</th>
<th>Monday Jun 12&lt;sup&gt;th&lt;/sup&gt;</th>
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<td>Conversation on the weekend activities... (in a narrative form of describing your activities and ‘doings’?!!... Return your exams and discussing results.</td>
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*Grammar/syntax:* The past perfect tense (["بعد"] (گذشته دور) (pp.35-36 text/Thac.pp.86-87); **Handout** by teacher on topic, study!
**Drill #22** (تمرین بیست و دوم) (pp.36-37 text) in class: let’s fill in the blank parts first, thus, copy the completed sentences and then translate into English.
Let’s first review the vocabularies Chapter 3 (pp.39-41); and adverbial words of place/location/situation... on p.42. & p.44 of drill#26.
*Reading* (مالشین) **Drill #24** ((p.43) Car (تمرين بیست و چهارم). **Drill#25** (پنجم) (تمرين بیست و پنجم), reading the questions about the content of ‘Reading’ and answering them in class.
Let’s practice reading **Drill#27** (پنجم) (تمرين بیست و هفتم) and practice giving different dates such as exact birthdays & etc.
Answering the questions **Drill#28** (تمرين بیست و هفتم) (short break)

*Second part of class:*

<table>
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<tr>
<th>Third Weekly Test</th>
<th>Online home assignment</th>
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Conversation practice with the verbs خواستن، دانستن (pp.49-50).

Drill#32 (تمرین سی و دوم) (p.52) in class: filling the blank part with words provided.

Drill#33 (تمرین سی و سوم) (p.53) reading and making sentences (using ‘pronominal suffixes’) in class.

Drill#35 (تمرین سی و پنجم) (p.55) let’s fill the blank parts and translate, in class together.

Homework: Drill#26 (تمرین بیست و ششم) (pp.44-45), first copy the sentences, and fill the blank parts with any of the words that make sense, underline the fillings and then translate into English.

**Tuesday** Jun 13th

Conversation on from online home assignment...

Grammar/syntax: ‘pronominal [possessive] suffixes’ or ‘pronominal enclitics’ (ضمیرهای مفعولی) used with some common verbs (تولد، بوردن، خوردن) (p.57 text). Reading practice and conversation with asking question of ‘what kind of…?’ (چطور؟، چه جور؟...?) (Pp.59-60 text).

Dialogue text: Reading: ‘A luncheon’ (پک مهمانی ناهار) (pp. 61-65 text). A typical colloquial conversation, let’s read together and practice. Imitating similar conversation in class by the students (& teacher?)

Supplementary Vocabularies from Thackston book: Foodstuffs (خوراک‌ها / خوراکی‌ها) (pp 102-104). Persian foods & your favorite foods and what do you like to eat? (short break)

Second part of class:

Conversation on from online home assignment...

*Countries*, particularly ‘Middle Eastern’ and ‘Central Asia’, looking at maps. (Thac. pp.39-40); answering questions about countries, particularly Iran, Afghanistan & Tajikistan...

Words related to geographical situation/location.

News on line: looking at Persian internet(s); some Persian web sites (educational, entertaining, etc. …)

Homework: Drill#37 (تمرین سی و هفتم) (p.71 text/ *Thac.pp.107-110 & teacher’s handout on topic, study well!)

In class Drill#44 (تمرین چهل و چهارم) (p.72 text), let’s fill the blank parts with correct form of the verbs in parenthesis (جاهایِ خالی را پُر کنید).

Practice-reading forms of the verbs in subjunctive mood (پ.73 text also Thac.p198.); reading Drill#45 (pp.73-74) in class. (I may substitute this drill with another!)

**Wednesday** Jun 14th

Conversation, asking question about Iran, Afghanistan & Tajikistan. Answering your question and...

Review of the vocabularies (Chapter Four) pp. 66-68.

Grammar/syntax: The Present Subjunctive in Persian (حال التزامی) (p.69 text/ *Thac.pp.107-110 & teacher’s handout on topic, study well!)

In class Drill#44 (تمرین چهل و چهارم) (p.72 text), let’s fill the blank parts with correct form of the verbs in parenthesis (جاهایِ خالی را پُر کنید).

Practice-reading forms of the verbs in subjunctive mood (پ.73 text also Thac.p198.); reading Drill#45 (pp.73-74) in class. (I may substitute this drill with another!)
Drill#46), translating into English, in class (group work).  
(short break)

Second part of class:
Supplementary Vocabularies from Thackston book: Clothing
(پوشاک/لباس و...) (pp.113-114). Let’s practice in class and have some fun!

Persian movie?

Homework from Thackston book: Exercise 16 (a), pp.112-113; due to cursive print, we will read the text/exercise in class & if you do not have the book, I will provide a copy). First, copy the Persian sentences neatly then, according to the subject-person in the sentence, change the infinitive/verbs in the parenthesis to the present subjunctive, and thus, translate them into English (please leave space between lines for comments and corrections by teacher.) thanks!

Thursday Jun 15th
Conversation based on subjunctive mood!  
Grammar/syntax: ‘The past progressive’ (گذشته نامã) (p.76 text).

Drill#47 (تمرین چهل و هفتم) (p.770, reading example sentences in class.
Drill#48 (تمرین چهل و هشتم) (p.78), filling blank spaces in class.
Drill#49 (تمرین چهل و نهم) (p.79), reading questions and constructing answers from scrambled words in parenthesis, pair work in class.

(short break)
Second part of class:
Reading text in class & at home: “In the grocery store of Hamid’s father-in-law” (در مغازه پدر زنِ حمید) (pp.80-81 text).  
Answer the questions (p.81 text) about the content of ‘Reading’ orally and writing them down.

Drill#50 (تمرین پنجاه و پنجم) in class, filing the bank parts and asking similar question from each other.

Homework: make sentences from the phrases form drill 54 on your own describing different situations.

Reading news on line or newspaper and conversing on topics in class.  We may watch slide show from Iran.

Review for the content of tomorrow’s test.

Friday Jun 16th
Conversation…  

Reading text: Drill#51 “Interview with Mr. Taheri” (تمرين پنجه و پنجم) (پنجاه و پنجم) (pp.85-87 text), reading together in class.
Drill#52: Reading and answering the question regarding the content of the ‘Reading’ orally.  (short break)
Second part of class:
Class and home work (as a test): Let’s think, raise and jot down questions as an ‘interview’ with each other (two by two). I will go around in class and help you with questions and issues. You will ‘perform’ your ‘interview’ in class next Monday. Practice with your ‘partner’ the ‘interview’ on the weekend for sure!

Homework: write down the questions from drill 56 and answer them in complete sentences.
Start searching/looking online to choose a prominent poet/writer, historian, scientist, or … personality from Persian speaking countries and/or societies to have an oral presentation in Persian next Friday as part of your mid-term test. As you choose your figure, consult with me first; next Monday, at the end of class, talk to me. If we have time we may watch a ‘documentary’ movie about Iran.

**Week 4:**

**Monday** Jun 19th
Reading the vocabularies (pp. 88-91) by students in class.

**Handout** by teacher: a list of ‘sensation words and verbs’.

**Lesson thirteen** (Book two, text): adjective/noun + ‘objective pronouns’ [pronominal enclitics] + verb. (pp. 92-93)

(صِفت اسم + ضمير مفعولي + فعل)

Writing ‘compound verbs’ of the given adjectives/nouns from text (pp. 93 & handout) on the white board; write them down. Making simple sentences with the words by students. Asking questions from each other based on the ‘expressions’. (short break)

**Second part of class:**

**Drill #57** (تمرین پنجاه و هفتم) (pp. 93-94, in class, reading sentences.

**Drill #58** (تمرین پنجاه و هشتم) (p. 95), filling the bank parts and conjugating the final verbs according to the subject pronoun by the students in class.

**Drill #61** (تمرین شصت و یکم) (p. 98) translating sentences form English to Persian in class and making similar sentences by the students (group work).

**Performing/presenting** your ‘interviews’ in class (if not finished, we will follow next day).

Review for the first major Exam tomorrow (Tuesday 26th)

**Homework:** **Drill #60**
Fill in the blank parts (جاهای خالی را پر کنید) in the sentences with the words given in the parenthesis, write down completed sentences and then translate into English.

**Review practice Syntax thus far** … testing each other, asking questions… and, discussing the overall content of the Exam…

**Tuesday** Jun 20th
First half of the class:

**Lesson fourteen** (Book two, text) (p. 99): asking and answering questions with ‘possessive pronouns’ [pronominal enclitics].

**Drill #62** (تمرین شصت و دوم) (p. 99) reading the sentences and translating in class and asking similar questions from each other.

**Drill #63** (تمرین شصت و سوم) (p. 100), let’s fill the blank parts with the ‘question words’ in class.

**Drill #65** (تمرین شصت و پنجم) (p. 102) let’s fill the blank parts, conjugating the verbs given in the parenthesis and translating in class.

**Drill #67**, conversation, reading by students, answering the questions (Drill 68, p. 105) and then, writing similar
conversation students in class two by two or more? (as usual, I go
group to group and answer your questions). (short break)
Second part of class:
Review practice Syntax thus far (2) … testing each other, asking
questions…
Performing/presenting your ‘interviews’ in class (-as time
permits).
Second half of the class:
SESSION I FINAL EXAM

**Homework:** from Thackston book.
*How is your search and choice for oral presentation going on? Talk
to me about it. I may have some suggestions. Get together with
another or more classmates and practice your presentation for each
other.

SESSION II (Jun 21st – July 14th)

**Wednesday** Jun 21st
Conversation on ‘feelings’ and ‘body parts’ and re-cap on Family.
**Grammar/syntax:** ‘On the nature of compounds’ (فعلهای مُرَّکب
[دارای ازدهای دو یا گذار] Thackston, p.106); reading Vocabulary 16 (some
compound verbs and their usage) (pp.110-111).
**Lesson fifteen** (p.106, text): read/study the English part at the
footnote. Drill#69 (تمرین شَصت و نَهِم) (p.107), reading sentences and
making similar sentences. Drill#70 (تمرین هفتادم) (p.108), let’s fill the
blank parts with the compound verbs in the parenthesis in class.
(short break)
**Second part of class:**
**Class & home work:** Exercise 16 (a), (Thac. pp.112-113); due to
cursive print, let’s read Ex. (a) first at class and do a few of them.
**Homework:** Drill#71 (تمرینِ هَشتاد و یِکم) (p.109) translate English
sentences into Persian.

**Thursday** Jun 22nd
Review conversation on ‘feelings’…
**Reading text:** Drill#72 (تمرین هفتاد و دُوُم (ابوعلی سینا، دانشمند بُزرگ
[اجرای نیزه] ایران) (p.110), let’s read the text together; thus, let’s read the
questions (Drill#73); and then answer in collaboration.
Drill#74 (تمرین هفتاد و چَهارُم) (pp.11-112) make sentences form
scrambled words in the parenthesis in class; I am going to observe
your work and comment on grammar and structure and nuances of
language.
Discussing cultural issues. Ask about or suggest different topics.
Watching an Iranian movie?
Review for the test

**Friday** Jun 23rd
**Oral Presentation** of your choice of Iranian or… ‘personality’,
(one by one or two by two collaboration). Questions form classmate
and my comments (?).
Week 5:

**Monday Jun 26**

Returning your exams and talking on the results, overall and issues.

Let’s read/review the vocabularies of chapter six (pp.113-116) by students.

**Lesson Sixteen: Grammar/syntax: ‘Relative clauses’**

(عبارت موصولی [نبیان پیوستاری]), (Thac. pp.82-85, ‘restrictive’ & ‘non-restrictive’ relative clause)

Drill#75 (تمرین هفتاد و پنجم) (p.118) in class; let’s fill the blank parts in the sentences (تمرین هفتاد و ششم) (مکانی خالی را پر کنید); **Drill#76** (جامه خالی را پر کنید) in class: turn the second of the two sentences into restrictive clause and embed it into first sentence.

Drill#77 (پرسیده و هفتم) (pp.121-122) let’s read the sentences and make short conversations according to the contents.

**Drill#78** (تمرین هشتاد و هفتم) (pp.122-113) group work: make sentences from scrambled words in the parenthesis in class and analyze the ‘word order’ in the sentences. (short break)

**Second part of class:**

**Reading text (خواندنی): Telephone conversation, calling a physician’s office** (pp.123-125 text) We read the text together in class and perform it two by two; read the questions related to the content of the conversation (**Drill#80**) (تمرین هشتادم) (p.126) and answering them orally.

**Homework** from Thackston book lesson thirteen: Ex. 13 (a) (pp.88-89) & (b) (p.89), read the instructions of the drills carefully, first copy the Persian sentences, in another line, change them according to instruction and then translate each sentence into English in another line. (again, if you do not have Thackston’s book, I’ll provide copy of Exercises).

**Tuesday Jun 27**

Conversation…

Let’s review & practice the Exercises of (a) & (b) from Thac. Making expressive sentences together similar to the Exercises. **Exercise (c)** from Thac. (p. 89) in class: let’s translate English ‘relative clauses’ into Persian simultaneously in class (little challenging?)!!

**Lesson seventeen: Grammar/syntax: ‘participle forms’**: 1- The agent participle (اسم فاعل [کاروراه گذاره]) 2- The verbal adjectival participle; 3- The participle of manner. (Thackston, Lesson twenty – two, pp.154-158), (text p.127).

Making ‘participles’ from the verbs in **Drill#81** (تمرین هشتاد و پنجم) (p.127) thus, making very short expressions from them orally and writing on the white board (copy them). **Drill#82** (تمرین هشتاد و دوم) (p.128) fill the blank parts with ‘participle’.

(Short break)
Second part of class:
**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 a 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…

**Wednesday** Jun 28th
Conversation practice with ‘participle’ forms…
**Grammar/syntax:** abstract nouns (اسم مَعان) (p.129) or ‘abstraction of substantives’ (Thac.pp.162-163).
**Drill#83** (تمرین هشتاد و سوم) (تمرين هشتاد و سوم) (p.129), let’s make abstract nouns from the adjectives and short expressive sentences from them.
Relative adjectives (صفت نسبی) (p.130), make adjectives from the nouns in the list.

**People (& nationalities)** of the world, particularly Middle East/Central Asia… (*Thac. pp.39-40) reading in class and practicing orally… asking questions (Where from…?)

Second part of class:
**Reading text:** Lesson eighteen, **Drill#89** (تمرین هشتاد و نهم) (درست دیدن و درست شدن (139-135) pp.)
Let’s read this interesting ‘story’ together and discuss the content in Persian. Let’s read the questions **Drill#93** (تمرین نود و سوم) (درست نود و دووم) and try to answer them in class (oral practice).
**Drill#90** (تمرین نود و مین) let’s fill the blank parts in the sentences.
**Homework:** **Drill#92** (تمرین نود و دووم) make sentences from scrambled words in the parenthesis and then translate them into English.
*Homework:* **Drill#93** (تمرین نود و سوم) we did it orally in class, now: copy the question sentences, answer them in full meaningful sentences, and after that, translate the answers into English.

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

**Thursday** Jun 29th
Conversation based on previous lesson of adjectival nouns and further…
Let’s review/study the vocabulary list of Chapter seven (pp.143-145).
**Grammar/syntax:** ‘The passive voice’ (فغل مجهول إكراراً ناشناصاً) (یا ناشناصنا) (p.146 text4/Thac.pp.180-181). **Drill#95** (تمرین نود و پنجم) (تمرین نود و پنجم) let’s read and translate part by part of sentences in class.
**Drill#96** (تمرین نود و ششم) (تمرین نود و ششم) (pp.147-148) turn the following sentences to ‘passive voice’ in Persian. (a little challenging?!), we will see!
**Drill#102** (تمرین صدم و نهم) (تمرین صدم و نهم) fill the blank parts in class two by two.
If we have time, let’s review tenses (pp.149-151)
**Homework: Drill**#100 (تمرین صندم) construct sentences form scrambled words in the parenthesis and then translate into English.
**Homework:** from Thackston book: Ex. 25 (a) (p.183). First copy the sentences, change them to passive (follow the instruction) thus, translate into English.

**Reading** or presenting orally your ‘compositions’ furthermore, we will discuss the content and ….  
**Oral presentation of one’s country or region or city**...
**Written test.**

**Friday Jun 30th**
Reporting form online assignment; asking questions… 
Readings in class from different texts. (Newspapers, very short stories and poetry?)  
Cultural issues, conversation…  
Persian movie, maybe? Or, going online and watching Persian news casts?

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<th><strong>Week 6:</strong></th>
<th><strong>Monday July 3rd</strong></th>
<th><strong>Wednesday July 5th</strong></th>
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| **Conversation…** | **Grammar/syntax:** **Conditional** sentences (جمله‌های شرطی) (pp.158-159 text / Thac. pp.145-147) | Conversation…  
**Grammar/syntax:** *Reported speech* and verbs of sense perception (نقل قول مستقیم و غیر مستقیم) (p.169 text/Thac.pp.123-124) & **handout** by teacher.  
**Drill**#103 (تمرین صند و سوم) (pp.159-160) let’s construct sentences from scrambled words in the parenthesis.  
**Drill**#104 (تمرین صند و چهارم) (pp.160-161) fill the blank parts by conjugating the verbs at the end of sentences according to the subject of the sentences.  
**Second part of class:**  
**Grammar/syntax:** The interrogative particle **مگر** (مگر… (example sentences text: pp.161-163/Thac.pp165-166)  
**Drill**#107 (تمرین صند و هفتم) (pp.164-165) let’s fill the blank parts with مگر، چرا، بله.  
**Drill**#109 (تمرین صند و نهم) (pp.167-168) make sentences with the scrambled words in the parenthesis.  
**Drill**#110 (تمرین صند و ده‌م) (p.168) let’s fill the blank parts.  
**Homework:** from Thac. Ex.21 (a), p.151. underline the conjugated verbs (we are going to read the text in the class).  
**Homework:** from Thac. Ex.23 (c) pp.167-168.  
**Tuesday July 4th** | **Holiday** | **Holiday** |
| **Conversation…** | **Grammar/syntax:** *‘Reported speech’ and verbs of sense perception* (نقل قول مستقیم و غیر مستقیم) (p.169 text/Thac.pp.123-124) & **handout** by teacher.  
**Drill**#111 (تمرین صند و یازده‌م) (pp.170-171).  
**Exercise** 18 (c) Thac. p.126. let’s read & translate. | **Sixth Weekly Test** |
Second part of class:

**Reading text:** Drill#112 (pp.172-173) 
let’s read the text and do the Drill#113 (p.173) related to ‘reported speech’ of the lesson.

‘Negative adjective’ (صفت منفی) p.174, with small conversations.

‘Negative infinitive’ (مصدر منفی) p.175.

Drill#114 let’s read the sentences & analyze them.

‘Me too’ (من هم همینطور) (p.178); Drill#117, let’s do it together.

‘Tag question’ (سؤال پایان جمله) (pp.180-181). Let’s read & make similar sentences. Drill#118 let’s fill the blank parts in class.

**Homework:** Drill#119 fill in the blank parts according to the previous page’s example words and sentences thus, translate the completed sentences into English.

**Thursday** July 6th

Word order in basic and complex sentences in Persian (آرایش جمله) (p.183 text). Drill#120 let’s make sentences from scrambled words in the parenthesis in class (two by two).

**Book three** text: ‘Season of Autumn’ (فصل پاییز) (p.1) let’s read and practice drill one & two in class (تمرین یکم و دوم) (pp.4&5); let’s answer to the questions drill 3 (p.5) orally and then written as:

**Homework:** (1): copy the sentences (p.5), answer them thus, translate into English.

Recapping plurals (p.6 text/Thac.pp.55-56); Drill#4 (تمرین جهار م) (p.9 text). Drill#5 (تمرین نشست) (pp.9-10 text)

Reading text: ‘All together’ (همه با هم) (pp.11-12), let’s review the synonyms (مترادفها) and antonyms (مترادفها) (pp.13-15). Drill#8 (p.16) let’s substitute bold faced words with synonyms in the sentences. Drill#9 (pp.16-17) let’s substitute bold faced words with antonyms in the sentences.

Drill#10 (تمرین دوم) (p.17) make sentences with scrambled words in the parenthesis.

Second part of class:

**Class & Homework:** (2): first let’s answer the question (p.18) regarding the content of the ‘Reading’ orally in class; at home, copy the sentences, answer them (written) and then, translate into English.

**Prepare** a short oral presentation talking about the climate of your country, birth region, city… describing seasons & etc.

Review for the test

**Friday** July 7th

Conversation…

Grammar/syntax: [Focused or Absolute] Future tense (p.19 /Thac. (Lesson 14) p.90); let’s read short sentences and do the drills 12 & 13 (p.20). Let’s make a conversation using Future tense.

‘Abstraction of substantives’. All ‘substantives’ (adjectives and nouns) are abstracted by suffixing -e. For ‘substantives’ ending in –e
the abstraction is –gf. (Thac. pp.162-163). Short drills (p.9 text) making short sentences.* Handout by teacher. ‘Compound words’ (p.21); ‘Double-substantives compounds’ Thackston book (pp.163-164), Review of examples & making sentences and conversation.

**Homework:** Drill #15 (تمرین پانزدهم) (p.23), make sentences from scrambled words in the parenthesis and then translate into English. Oral Presentations

### Week 7:

**Monday July 10th**

**Conversation:** asking each other what your classmate done in the weekend?

Recapping **numbers,** Ordinal numbers (text p.8/ Thac.pp.77-78).

**Reading** text (Lesson three, pp.27-28) (صِدا و حَرف) together in class.  
**Drill**#18, let’s read the questions and answer them orally; as  
**Homework:** copy the questions sentences first, answer them written and then translate in English.  

let’s review the synonyms (مُترادف‌ها) and antonyms (مُتضاد‌ها) (pp.30-31).  
**Drill**#20(p.31) let’s substitute bold faced words with synonyms in the sentences.  
**Drill**#21 (pp.31-32) let’s substitute bold faced words with antonyms in the sentences.  

**Reading** text (خواندنی): ‘The Adventure of the Pigeons’ (کبوتران) (pp.33-35 text). Colloquial language.  

(short break)

**Second part of class:**

**Reading** text (خواندنی): ‘Sacrificing Farmer’ (شهقان فداکار).  
let’s review the synonyms (مُترادف‌ها) and antonyms (مُتضاد‌ها) (pp.38-40).  
**Drill**#8 (p.41) let’s substitute bold faced words with synonyms in the sentences.  
**Drill**#9 (pp.41-42) let’s substitute bold faced words with antonyms in the sentences.  

**Class & Homework** (2): first let’s answer the question (p.44) regarding the content of the ‘Reading’ orally in class; at home, copy the sentences, answer them written and then, translate into English.  

**Composition:** start thinking about a story from your childhood or one you have read in your tongue; write it down in Persian. First draft, due on Friday (you can give it to me earlier!). I will read them on the weekend (or earlier) and edit them, return on Monday to discuss individually.

**Tuesday July 11th**

**Conversation…**

**Reading** text (خواندنی): ‘the Fox and Roster’ (روباه و خروس) (pp.48-50)  
let’s review the synonyms (مُترادف‌ها) and antonyms (مُتضاد‌ها) (pp.51-52).  
**Drill**#31(p.53) let’s substitute bold faced words with synonyms in the sentences.  
**Drill**#32 (pp.53-54) let’s substitute bold faced words with antonyms in the sentences.
**Class & Homework (2):** first let’s answer the question (p.54) regarding the content of the ‘Reading’ orally in class; at home, copy the sentences, answer them written and then, translate into English.

**Homework:** Drill#35 (تمرین سی و پنجم) (جمله‌های زیر از بر صورت موصولی تنویسید) Follow the example.

Let’s go on **web sites** and read news in Persian.

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**Wednesday** July 12th

*Grammar/syntax:* Past Subjunctive (گذشتگی التزامی) (text p.60 /Thac.127-128).

**Drill**#32 (تمرین سی و هفتم) (p.61) let’s do this in class together.

Class & homework: Thac. Ex. 19 (a), p.132. We will read and do some of the Ex.(a) in class.

‘**have to**/ must…’ (باید) (p.62); **Drill**#78 (تمرین سی و هشت) (p.63), use باید in the following sentences.

Let’s make some conversation with باید…

Let’s go on **web sites** and read news in Persian.

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**Thursday** July 13th

First half of the class:

Conversation: discussing your future…

Recap of ‘transitive’ (فاعل گذرا) and ‘intransitive’ (فاعل نگذرا) verbs (text, p.142 and **drill** 77) & handout.

Recap of causative verbs (فعل سببی) (text, p.167, **drill** 89, pp.168-69).

**Review of tenses** (زمان‌های فعل‌های فارسی) (text, p.173); let’s review and study the chart and practice orally the following pages **drills** (pp. 174, 175,176, 177… as much as we can!

Review for the test (basically on tenses…)

Second half of the class:

**Final written exam.**

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**Friday** July 14th

**Individual Oral Presentations.**

**Oral (spoken) test,** one by one and/or two by two by students.

(please be quite while your classmates having their spoken test)

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Poetry from Sa’di’s *Golestān* (‘Rose Garden’):

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

بنی ادم اعضای یک گه‌زند
چو عضوی پدید آورد روزگار
توکر مختل دیگران با غمی

که در افروش زیک گه‌زند
دگر عضو‌ها را نماند فرار
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.