ELEMENRTARY PERSIAN GRAMMAR
BY THE SAME AUTHOR

Colloquial Persian
Modern Iran
The Wonderful Sea-Horse and Other Persian Tales *
A Guide to Iranian Area Study
Persian Proverbs
Persian Oil: A Study in Power Politics
ELEMENTARY PERSIAN GRAMMAR

BY

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University of Edinburgh

CAMBRIDGE
AT THE UNIVERSITY PRESS
1963
TO MY WIFE

for whom this book was
originally written
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INTRODUCTION

The present work is a parallel volume to the author's *Colloquial Persian*, first published in 1941. Whereas the earlier grammar set out to introduce the student to the spoken language only, in this book the aim is to provide a simple but comprehensive framework for the current written language. It is not, however, purely literary in concept, since much modern writing in Persian—in newspapers, novels, short stories, etc.—if not actually colloquial, is decidedly freer in style than the traditional literary forms sanctioned by the classics and still favoured by more conservative writers.

Persian grammar is relatively simple, and the lessons that follow give the essence of all grammatical principles that will be encountered in the course of reading modern Persian books and newspapers. The lessons are also designed, without unduly complicating the student's task, to give him some impression of the characteristic idiom and phraseology of the current language.

The Persian script is introduced in the first lessons, and thereafter no transcription is used (except from time to time to illustrate phonetic points), so that the student is obliged from the start to read in the original script. While this may seem to make the early stages somewhat more laborious, it will be found that, once this initial hurdle has been passed, progress in reading is much more rapid than if, after first learning the language in transcription, the student then had to re-learn it in a different alphabet. It also eliminates the spelling difficulties that arise from the fact that certain sounds—s, z, t, etc.—are represented by more than one Persian letter. Vowelling is fairly complete in the early lessons, and is progressively discarded. All vowels are given in the vocabularies. The script used is the ordinary printed form, but for the benefit of those who wish to proceed further in the reading of letters and other modern manuscripts, appendices are provided on the two written scripts in common use at the present day.

While every effort has been made in the examples and exercises to choose words in common use and of value to the beginner, the selection has not been determined by any statistical examination of newspapers, books, etc. Such counts are often more misleading than helpful, as well as imposing an artificial strait-jacket on the form of the language to be taught. The purpose of the grammar is to familiarize the student with the structure of the language; vocabulary can only be acquired by use,
especially in reading, and by conversation where possible. In fact it will
be seen that a total vocabulary of about 1,500 words has been used in the
book, so that inevitably many useful words have been omitted; but few
have been included that are not in common use.

From Lesson VII onwards the exercises take the form of continuous
prose passages rather than disconnected sentences. The Persian–English
exercises (from Lesson VIII onwards) are taken, with occasional minor
modifications necessary to avoid the use of grammatical points not yet
treated, from Persian originals; these have been selected for a fairly wide
range of literary styles, as well as to illustrate various aspects of Persian
life and literature. The English–Persian exercises from Lesson VIII
onwards are designed as a ‘potted’ history of Persia, though emphasis is
on linguistic rather than historical requirements.

Although the teaching of spoken Persian is not the primary aim of the
present book, a reasonably good intonation and accent in reading is
obviously desirable (and also helpful when listening to spoken literary
Persian, for example, in radio broadcasts). To this end paragraphs on
this point have been included at the end of most lessons, in the form of
selections of example sentences already used in the lesson in question,
printed in transcription with diacritical points showing approximately
the pitch and stress of each syllable. While this is certainly inadequate to
teach correct intonation, it will be found helpful in giving some idea of
the rhythm of the language, which has a certain bearing on the gram-
matical and syntactical structure.

My grateful thanks are due to the Carnegie Trust for the Universities
of Scotland for the financial assistance which made possible the publica-
tion of this book, and to the Syndics of the Cambridge University Press
for their most helpful attitude. I would also like to acknowledge assistance
given me by Mr P. W. Avery of the University of Cambridge and
Mrs Katrina M. Ghafghaichi of Tehran.
LESSON I

The Alphabet

1. The Alphabet

The Persian alphabet, a slightly modified form of the Arabic, consists of thirty-two letters, all primarily used as consonants. Four of these have secondary uses as vowels (see paras. 5, 6, 9 and 21), and there are also three vowel signs (see paras. 5, 6, 9) placed over or under the letter that precedes them (but normally omitted in writing or print).

2. The Script

The Persian script is written from right to left, and is cursive, that is to say, the letters of a word are normally joined to one another, even in the printed form.

A few (seven out of the thirty-two) do not join the following letter, thus leaving a gap in the word.

There are fifteen basic letter forms, the full number of thirty-two being made up by the use of one or more distinguishing dots over or under the letter and forming an integral part of it.

The shape of each basic form may be further modified by (a) a preceding joining stroke, and (except in the case of the seven ‘non-joining’ letters) (b) a following joining stroke, or (when no other letter follows) (c) a final tail or flourish.

3. The Nasx Script

There are three styles of writing with which the student will need to become familiar:

the printed style (nasx).²
the copy-book style (nastaʿliq). (See Appendix A.)
the handwritten style (ṣekasteh). (See Appendix B.)

¹ For the alphabetical or ‘dictionary’ order, see para. 30.
² For the pronunciation of the sound represented in transcription by the letter ‘x’, see para. 8; for ‘ṣ’ see para. 13.
The style to be studied initially is the \textit{nasx}. The other two are derived from this.

All \textit{nasx} letters are tilted slightly forward (in the direction of writing). Four imaginary lines of writing should be visualized, the lowest being the main line of writing, on which the whole of any letter should stand.

4. Group I (One Letter)

\begin{itemize}
  \item Joined to preceding letter only
  \item Separate form
  \item Basic shape
\end{itemize}

This letter is not joined to a following letter.

<table>
<thead>
<tr>
<th>Pronunciation</th>
<th>Joined form</th>
<th>Transcription</th>
<th>Name</th>
<th>Separate form</th>
</tr>
</thead>
<tbody>
<tr>
<td>none</td>
<td>\ldots</td>
<td>?</td>
<td>alef</td>
<td></td>
</tr>
</tbody>
</table>

\textit{Alef} stands for the glottal stop (very weak in Persian). It is assumed for the purposes of the Persian script that every word beginning with a vowel has an initial glottal stop, which is represented by \textit{alef}. Thus the appearance of \textit{alef} at the beginning of a word means in fact that it begins with one of the vowels. For dictionary purposes, all words beginning with \textit{alef} are in the first group, regardless of the vowel.

5. Group II (Six Letters)

\begin{itemize}
  \item Joined to preceding letter only
  \item Joined to preceding and following letters
  \item Joined to following letter only
  \item Separate form
  \item Basic shape
\end{itemize}

All letters in this group carry distinguishing dots.
<table>
<thead>
<tr>
<th>Pronunciation</th>
<th>Transcription</th>
<th>Joined forms</th>
<th>Name</th>
<th>Separate form</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>b</strong></td>
<td>ببٍبٍبٍ</td>
<td>be</td>
<td>ب</td>
<td>(1)</td>
</tr>
<tr>
<td><strong>p</strong></td>
<td>پپٍپٍ</td>
<td>pe</td>
<td>بپ</td>
<td>(2)</td>
</tr>
<tr>
<td><strong>t</strong></td>
<td>تتتتٍ</td>
<td>te</td>
<td>ت</td>
<td>(3)</td>
</tr>
<tr>
<td><strong>s</strong></td>
<td>ششششٍ</td>
<td>se</td>
<td>ش</td>
<td>(4)</td>
</tr>
<tr>
<td><strong>n</strong></td>
<td>ننننٍيٍٍ</td>
<td>nun</td>
<td>ن</td>
<td>(5)</td>
</tr>
<tr>
<td><strong>y</strong></td>
<td>يييٍبٍٍ</td>
<td>ye</td>
<td>ي</td>
<td>(6)</td>
</tr>
</tbody>
</table>

The final and separate forms of nun differ from the standard.

The separate and final forms of ye differ from the standard, and are generally written without the two dots.

Letters preceding the final forms of nun and ye must be raised above the line in order to join at the correct point.

\[ \text{بي} = b-\text{y}; \quad \text{بن} = b-n. \]

6. The Vowels

(i) a: slightly broader than the English vowel 'a' in 'cat'. This is represented by a short stroke \( \ldots \) (fat-he or zabar) written over the
preceding letter. Thus a word beginning with the sound $a \ldots$ would in writing begin $\ldots \bar{a}$; $b-a = \mathtt{b}$, etc.

(ii) $a$: about halfway between ‘a’ in ‘father’ and ‘a’ in ‘wash’. This is represented by the secondary use of $alef$. Thus $\ldots \underline{a}$ would indicate the sound of $\ldots a$. A word beginning with the sound $a \ldots$ would require to be written $\ldots \underline{a}$; this is not considered very elegant, and so the second $alef$ is replaced by a long stroke written over the first, $\ldots \overline{a}$ ($madde$, not to be confused with the $fat-he$ above). $b-a = \ldots \overline{b}$, etc.

7. The Vowels (cont.)

(iii) $e$: approximately ‘e’ as in ‘net’. This is represented by a short stroke written below the preceding letter $\ldots _{\underline{e}}$ ($kasre$ or $qir$). Thus a word beginning with the sound $e \ldots$ would in writing begin $\ldots \underline{e}$, be $\ldots$ would be written $\ldots \overline{e}$, etc.

(iv) $i$: approximately as ‘ee’ in ‘sweet’. This is represented by the secondary use of $ye$, thus $i \ldots$ is written $\ldots \underline{i}$, $bi \ldots$ as $\ldots \overline{i}$, etc.

(v) $ei$: a diphthong similar to ‘ai’ in ‘maid’. This is represented by $ye$ preceded by the $fat-he$, thus $ei \ldots$ as $\ldots \underline{ei}$, $bei \ldots$ as $\ldots \overline{ei}$, etc.

Note. This combination only gives the diphthong when it is followed by a consonant or comes at the end of a word; followed by a vowel it
remains a \( y \) ... e.g. بیت—beit, بیان

8. Group III (Four Letters)

Letters preceding the last two forms above must be raised above the line, so as to join at the correct point.

In the printed form the preceding join is usually made as follows:

<table>
<thead>
<tr>
<th>Pronunciation</th>
<th>Transcription</th>
<th>Joined forms</th>
<th>Name</th>
<th>Separate form</th>
</tr>
</thead>
<tbody>
<tr>
<td>as in English</td>
<td>( j )</td>
<td>...( j )</td>
<td>jim</td>
<td>( j )</td>
</tr>
<tr>
<td>as in English 'church'</td>
<td>( c )</td>
<td>...( c )</td>
<td>cin, ce</td>
<td>( c )</td>
</tr>
<tr>
<td>as in English</td>
<td>( h )</td>
<td>...( h )</td>
<td>he kotti(^1)</td>
<td>( h )</td>
</tr>
</tbody>
</table>

\(^1\) See para. 89.
approximately as 'ch' \( x \) in Scottish 'loch' or Welsh 'bach'\(^1\)

The position of the dots in the various forms should be carefully observed.

9. **Stress**

The stress in Persian falls generally on the last syllable of the word. Suffixes, however, are not stressed unless they are regarded as forming an integral part of the word (see, for example, para. 28 b). Exceptions to the general rule are noted in paras. 49, 63.

**Vocabulary**

- with بَا
- foot پَا
- until تَا
- or بَا
- water آب
- gate باب
- papa بابا
- without بِی
- blue آبی
- pocket جیب
- twist, corner, screw بِیچ
- this این
- that آن
- place چا

---

\(^1\) The use of the letter 'x' does not of course imply any resemblance to the sound of that letter in English.
here اینجا
there آنجا
nose بینی
Haji, pilgrim حاجی
verse بیت
track پی
see! بیبن
fever تب
between بین
desert بیابان
soul, life جان
bread نان
body تن
explanation بیان

EXERCISES

A. Write as one word (reading from right to left) and translate:

1. ج+ی+ب+پ
2. پ+ی+ب+ج
3. ب+ا+ب+ی+ا
4. ا+ی+ن+ج+ا
5. ب+ی+ن+ی+ح+ا+ج+ی
6. ح+ا+ج+ی+ب+ی+ن+ی
7. ب+ا+ب+ی+ت
8. ا+ا+ب+ی+ی+ب
9. ب+ی+ب+ی+ن
B. Write as separate letters and translate:

آناجا 1.
آبي 4.
بیبین 7.
بابان 8.
بتین 5.
این 2.
بابا 3.

C. Read and translate:

آن بیبایان با آب 1.
آب یا بیبایان بی جان 4.
بی نان 6.
ین یا بیایی 8.
یا جان 7.

LESSON II

The Alphabet (continued). Case and Gender. Simple Sentences

10. Group IV (Two Letters)

\[
\begin{array}{c}
\text{Joined to preceding} \\
\text{letter only} \\
\text{Separate form} \\
\text{Basic shape}
\end{array}
\]

These letters are not joined to a following letter.

<table>
<thead>
<tr>
<th>Pronunciation</th>
<th>Transcription</th>
<th>Joined form</th>
<th>Name</th>
<th>Separate form</th>
</tr>
</thead>
<tbody>
<tr>
<td>as in English</td>
<td>( d )</td>
<td>( \ldots )</td>
<td>dal</td>
<td>( (1) )</td>
</tr>
<tr>
<td>as in English</td>
<td>( z )</td>
<td>( \ldots )</td>
<td>zal</td>
<td>( (2) )</td>
</tr>
</tbody>
</table>
11. Group V (Three Letters)

\[ \text{joined to preceding letter only} \quad \text{separate form} \quad \text{basic shape} \]

These letters are not joined to a following letter.

<table>
<thead>
<tr>
<th>Pronunciation</th>
<th>Transcription</th>
<th>Joined Form</th>
<th>Name</th>
<th>Separate form</th>
</tr>
</thead>
<tbody>
<tr>
<td>trilled with the tip of the tongue</td>
<td>( r )</td>
<td>( r \ldots )</td>
<td>( re )</td>
<td>( r ) (1)</td>
</tr>
<tr>
<td>as in English</td>
<td>( \ddot{z} )</td>
<td>( \ddot{z} \ldots )</td>
<td>( zein )</td>
<td>( \ddot{z} ) (2)</td>
</tr>
<tr>
<td>as 's' in 'pleasure'</td>
<td>( \ddot{\ddot{z}} )</td>
<td>( \ddot{\ddot{z}} \ldots )</td>
<td>( \ddot{z}e )</td>
<td>( \ddot{z} ) (3)</td>
</tr>
</tbody>
</table>

The letter 'r' must always be sounded, e.g. \( barf \) (snow, not \( bad \)).

Compare also:

11a. Group VI (One Letter)

\[ \text{joined to preceding letter only} \quad \text{separate form} \quad \text{basic shape} \]

This letter is not joined to a following letter.

<table>
<thead>
<tr>
<th>Pronunciation</th>
<th>Transcription</th>
<th>Joined Form</th>
<th>Name</th>
<th>Separate form</th>
</tr>
</thead>
<tbody>
<tr>
<td>as English 'v' with tendency towards 'w'</td>
<td>( v )</td>
<td>( w \ldots )</td>
<td>( waw )</td>
<td>( w ) (1)</td>
</tr>
</tbody>
</table>

Note that Group IV letters join on the level of the main line of writing, whereas Groups V and VI join on the secondary line, requiring that preceding letters be raised.

\[ \text{but} \quad \text{but} \quad \text{but} \]

\[ \text{but} \quad \text{but} \quad \text{but} \]
12. The Vowels (cont.)

(vi) o: A somewhat rounded version of ‘u’ as in ‘put’. This is represented by the sign ...’ (zamme or pis) written above the preceding letter.

Thus o ... is written ...أ, do ... as ...ُد, گو ... as

...ُز, etc.

(vii) u: ‘oo’ as in ‘root’. This is represented by the secondary use of vav. Thus u ... is written as ...أو, جو ... as

خو, etc.

(viii) ou: approximately as ‘ow’ in ‘bowl’. This is represented by vav preceded by the vowel sign fat-he, thus dou ...

رَو

Note. This combination only gives the diphthong when it is followed by a consonant or comes at the end of a word; followed by a vowel it remains av ..., e.g. نتو (new) = nou; ننوروز (new year, lit. new day = noururئ), but جواب (answer) = javab.

13. Group VII (Two Letters)

Joined to      Joined to     Joined to     Separate form  Basic shape
preceding      preceding     following     letter only     letters only
letter only    and following  letters only
11, 13-15

<table>
<thead>
<tr>
<th>Pronunciation</th>
<th>Transcription</th>
<th>Joined forms</th>
<th>Name</th>
<th>Separate form</th>
</tr>
</thead>
<tbody>
<tr>
<td>as in English</td>
<td>$s$</td>
<td>س...س...س</td>
<td>sin</td>
<td>س (1)</td>
</tr>
<tr>
<td>as in English</td>
<td>$s'$</td>
<td>ش...ش...ش</td>
<td>sin</td>
<td>ش (2)</td>
</tr>
</tbody>
</table>

14. Group VIII (Two Letters)

<table>
<thead>
<tr>
<th>Pronunciation</th>
<th>Transcription</th>
<th>Joined forms</th>
<th>Name</th>
<th>Separate form</th>
<th>Basic shape</th>
</tr>
</thead>
<tbody>
<tr>
<td>as in English</td>
<td>$s$</td>
<td>ص...ص...ص</td>
<td>sad</td>
<td>ص (1)</td>
<td></td>
</tr>
<tr>
<td>as in English</td>
<td>$z'$</td>
<td>ض...ض...ض</td>
<td>zad</td>
<td>ض (2)</td>
<td></td>
</tr>
</tbody>
</table>

15. Group IX (Two Letters)

<table>
<thead>
<tr>
<th>Pronunciation</th>
<th>Transcription</th>
<th>Joined forms</th>
<th>Name</th>
<th>Separate form</th>
<th>Basic shape</th>
</tr>
</thead>
<tbody>
<tr>
<td>as in English</td>
<td>$t$</td>
<td>ط...ط...ط</td>
<td>ta</td>
<td>ط (1)</td>
<td></td>
</tr>
<tr>
<td>as in English</td>
<td>$z$</td>
<td>ظ...ظ...ظ</td>
<td>za</td>
<td>ظ (2)</td>
<td></td>
</tr>
</tbody>
</table>
16. Case

There are no case inflections in Persian.

17. Gender

There is no distinction of gender, words which are naturally feminine being treated for grammatical purposes exactly as other nouns, e.g.

دَخْتَر daughter, girl.

18. Sentence Structure

The normal sentence order is: Subject, Predicate, Verb.

جَسْن حاضِر آست Hasan is ready.

There is no definite article. The a of است, ‘is’ is usually elided after a word ending in a vowel. This is sometimes also indicated in writing by the omission of the alef.

دُخْتَر زیباست the girl is beautiful.

Alef may also be omitted after a consonant, and the ست written joined to the word, e.g.

سِب شیر یَنَسَت the apple is sweet.

Although separate pronouns exist (see para. 40), they need not be used as the subject of a verb.

حاضرِ آست he is ready.

راضیست، راضی آست she is pleased.
The intonation pattern of a simple sentence of this kind is a rise followed by a fall (in the following examples, and throughout the book, the horizontal strokes indicate pitch, and the vertical strokes stress). The verb *ast* is not stressed unless it is contracted with a previous word ending in a vowel (see above).

<table>
<thead>
<tr>
<th>hasan</th>
<th>hažer ast</th>
<th>in xabar</th>
<th>sahiast</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>doxtar</th>
<th>čibast</th>
<th>baradar</th>
<th>javan ast</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

**EXERCISES**

A. Read aloud and translate into English:

1. بانو زیبا ست
   باد تُندآست
2. این خبر صَحیح است
   نَخیر، صَحیح نیست
3. بیدار خوب آست
   آن سیب شیرین است
4. نَخیر، این سیب تُرش است
   دَر سَبز است
5. شَب سَرد است
6.
B. Translate into Persian:

1. The girl is young. 2. The answer is not correct. 3. This apple is red. 4. That boy is Hasan. 5. Gold is yellow. 6. The door is open. 7. That apple is sour. 8. Hosein is not ready. 9. This lesson is difficult. 10. Reza is not pleased. 11. The boy is ready. 12. It is well (good).

VOCABULARY

answer جواب
lady بانو
ready, present حاضر آست
wind باد
(he, she, it) is است
swift تستند
daughter, girl دختر
news خبر
beautiful زیبا
true, correct صحیح
apple سیب
no نخیر
sweet شیرین
is not نیست
pleased, content راضی
father پدر
good خوب
sour, bitter ترش
door د
green سبز
night شب
cold سرد
woman زن
brother براذر
young جوان
master, teacher أستاد
red سرخ
son, boy پسر
gold زر
yellow زرد
open باز
Hosein حسین
lesson درس
difficult سخت
Reza رضا
22. Group XIII (One Letter)

Joined to preceding letter only

Note the level of the join preceding the final form.

Pronunciation: as in English

<table>
<thead>
<tr>
<th>Pronunciation</th>
<th>Transcription</th>
<th>Joined forms</th>
<th>Name</th>
<th>Separate form</th>
</tr>
</thead>
<tbody>
<tr>
<td>as in English</td>
<td>$l$</td>
<td>$l$</td>
<td>lam</td>
<td>$\text{لام}$ (1)</td>
</tr>
</tbody>
</table>

This sound must always be pronounced clearly, as in ‘leaf’, even when it falls at the end of a word. The English tendency to swallow it (‘hall, bowl, real’) must be avoided.

23. Group XIV (One Letter)

Joined to preceding letter only

Pronunciation: as in English

<table>
<thead>
<tr>
<th>Pronunciation</th>
<th>Transcription</th>
<th>Joined forms</th>
<th>Name</th>
<th>Separate form</th>
</tr>
</thead>
<tbody>
<tr>
<td>as in English</td>
<td>$m$</td>
<td>$m$</td>
<td>mim</td>
<td>$\text{ميم}$ (1)</td>
</tr>
</tbody>
</table>

24. Group XV (One Letter)

Joined to preceding letter only

Pronunciation: as in English

<table>
<thead>
<tr>
<th>Pronunciation</th>
<th>Transcription</th>
<th>Joined forms</th>
<th>Name</th>
<th>Separate form</th>
</tr>
</thead>
<tbody>
<tr>
<td>as in English</td>
<td>$\text{م}$</td>
<td>$\text{م}$</td>
<td>mim</td>
<td>$\text{ميم}$ (1)</td>
</tr>
<tr>
<td>Pronunciation</td>
<td>Transcription</td>
<td>Joined forms</td>
<td>Name</td>
<td>Separate form</td>
</tr>
<tr>
<td>---------------</td>
<td>--------------</td>
<td>--------------</td>
<td>------</td>
<td>---------------</td>
</tr>
<tr>
<td>as in English</td>
<td>$h$</td>
<td>ḥ...ḥ...ḥ</td>
<td>he havver</td>
<td>᠊(1)</td>
</tr>
</tbody>
</table>

This letter must always be sounded, e.g. شهر, town, șahr.

Secondary use of $h$. The final vowel of words that end in vowels must always be represented by a letter, even when elsewhere it would be represented by one of the vowel signs.

In the case of $a, i, u, ei, ou$ no problem arises, since these are already represented by letters (ا و ی). Of the three remaining vowels, $a, e, o$, the sounds $a$ and $o$ are only found at the end of words in one or two isolated cases. The sound $e$ in this position is represented by $he$.

خانه house, xane.

The final sound $a$ is also represented by $he$ in one word:

نا (not, no!), na.

The final sound $o$ is represented by $vav$ in two words:

تو (thou), to.

دو (two), do.

It is important to note that, since $he$ in this particular use is not a consonant but a symbol representing a final vowel, it may only be so used at the end of a word, and may not be joined to a following letter, e.g. to the first letter of a suffix. When a suffix has to be added to a word ending in

---

1 See para. 89.
either the he is dropped and the vowel written in the usual way, or the suffix is written separately, e.g.

houses خان‌‌ها or خان‌‌ها (see para. 28 b).

The second alternative is preferred, as being less ambiguous. These rules do not of course apply to he in its normal use as a consonant.

25. Writing Signs

A doubled letter is only written once, the doubling being indicated by the sign ﻓَ (taṣdīd or saṭṭa) written over the letter. This sign is usually omitted in print and writing.

ْبِچّ child, bacce.

Doubled consonants must always be pronounced doubled; cf. English ‘book-case’.

When necessary to avoid ambiguity, a consonant that does not carry a following vowel may be marked with the sign ﻓَ (sokun or jaḥm).

ْدَصّ hand, dast.

26. The Glottal Stop

Reference has already been made (para. 4) to the use of alef to represent a theoretical glottal stop at the beginning of a word. In fact the sound is really represented by the sign ﻓَ (ḥamzah) written over the alef, but generally omitted. This sound may also be found in the middle of a word and (rarely) at the end; in such cases the hamzah is generally written over a ye without dots (occasionally also over alef or yāʾ).

In certain cases (see para. 39) it may also be written over final he, when this represents the vowel sound ... َ.

ْپَین below, down, paʔin,
The glottal stop, whether represented by *hamze* or by *ein* (see para. 19) is very weak in Persian. Between two vowels it is little more than a glide from one to the other. Between a consonant and a vowel it indicates a slight hesitation, between a vowel and a consonant a slight slurring of the vowel. When it follows a consonant at the end of a word, it has the effect of lengthening the preceding syllable without changing the quality of the vowel (this effect occurs in any word ending in two consonants).

quarter, *ro?b?.

cf. difficult, *saitxt.*

It may be noted that no Persian word can begin with two consonants. When foreign words of this type are incorporated into the language, a vowel is usually inserted, e.g.

studio, *estudyu.*

France, *feranse.*

27. The Silent *vav*

The letter *xa* at the beginning of a word is frequently followed by a silent *vav*. This *vav* has no phonetic or other value, and the word must be read as though it were not there.

sister, *xahar*; but contrast: blood, *xun,*
28. Number

(a) There is no article, either definite or indefinite.

Indefiniteness, in the sense of a single unspecified unit of a general class, is indicated by the suffix

\[
\text{كتاب, the book.}
\]

\[
\text{كتاب a book.}
\]

This suffix is not an integral part of the word, and is therefore not stressed. It may qualify more than one word, e.g.

\[
\text{كتاب و قلمي a book and a pen.}
\]

(usually pronounced ye=k) ‘one’ (see para. 88) is often used in the sense of ‘a, an’ either in place of or together with the indefinite suffix.

\[
\text{يتك كتاب, يتك كتاب a book.}
\]

(b) The normal plural ending is

\[
\text{ه... كتابها books, the books.}
\]
Rational beings, and certain other nouns, may alternatively take the plural ending 

\[ \text{ان...} \]

\[ \text{زّنّان} \quad \text{or} \quad \text{زّنّها} \quad \text{women.} \]

This usage is commoner in the written than in the spoken language.

Both these suffixes are regarded as an integral part of the word, and therefore take the final syllable stress (see para. 9).

A few words have special plural endings, e.g.

\[ \text{مّرّد} \quad \text{man.} \]

\[ \text{مّرّدها} \quad \text{مّرّدان} \quad \text{men (as opposed to ‘women’).} \]

\[ \text{مّرّدُم} \quad \text{people.} \]

With the exception of rational beings, plural nouns take a singular verb. Adjectives (see also Lesson V), including demonstrative adjectives (see para. 43), qualifying plural nouns of any class remain in the singular, but when used as nouns or pronouns they take the plural endings, e.g.

\[ \text{بّنّرّگّان} \quad \text{great men.} \]

\[ \text{آنّها، آنّان} \quad \text{those (men, things, etc.).} \]

But

\[ \text{اين مّرّدُم} \quad \text{these people.} \]

*Note.* (i) Words of Arabic origin may frequently be found with one of the Arabic plural endings

\[ \text{ين...} \quad \text{or} \quad \text{ئات...} \]
The pattern is slightly different for the contradictory type of question.

\[
\begin{align*}
\text{magar doxtar} & \quad \text{zikast} \\
\text{magar hasan} & \quad \text{hazer nist}
\end{align*}
\]

EXERCISES

A. Translate into English:

1. این پیسر و آن دختر خوب آند
   In Esfahan, it is a big city.

2. اصفهان شهری است
   Esfahan is a city.

3. این خانه بزرگ است
   This house is big.

4. قاشق و چنگال و کارد
   Spoons and ladles and knives

5. حاضر آست
   Present

6. دختر
   Daughter

7. آیا این شرایط ساخت نیست؟
   Is this condition printable?

8. بله، این شرایط ساخت است
   Yes, this condition is printable

9. راه د راز است
   Way of the secret is
9. ما که انگجا آب نیست؟
10. نخیر انگجا آب نیست
11. این پیسر بَلَند است و آن دختَر کوتاه

B. Translate into Persian:

1. These books are green. 2. Sleep is comfortable. 3. Persia is a country. 4. That child is small. 5. This knife is sharp. 6. That town is large. 7. The painter is ready. 8. The apple is red but the tree is green. 9. That book is wonderful and strange. 10. The mother is dear. 11. Is that house comfortable? 12. These instructions are easy.

**VOCABULARY**

and و  
(they are) آند  
knife کارد  
Parvin پَرِوین  
(female name)  
house خانه  
road (consonantal ِه) راه  
spoon قاشق  
long (distance) دَراز
fatherland
big, large
Isfahan
dear
long, tall
short
comfortable
Iran, Persia
country
child
sleep
book
condition
yes
small
sharp
painter
but
tree
wonderful
strange
mother
instruction
easy
LESSON IV

The Alphabet (continued) Writing Notes. Adjectives

30. The Complete Alphabet

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>一眼</td>
<td>一</td>
<td>一</td>
</tr>
<tr>
<td>二</td>
<td>二</td>
<td>二</td>
</tr>
<tr>
<td>三</td>
<td>三</td>
<td>三</td>
</tr>
<tr>
<td>四</td>
<td>四</td>
<td>四</td>
</tr>
<tr>
<td>五</td>
<td>五</td>
<td>五</td>
</tr>
<tr>
<td>六</td>
<td>六</td>
<td>六</td>
</tr>
<tr>
<td>七</td>
<td>七</td>
<td>七</td>
</tr>
<tr>
<td>八</td>
<td>八</td>
<td>八</td>
</tr>
<tr>
<td>九</td>
<td>九</td>
<td>九</td>
</tr>
<tr>
<td>十</td>
<td>十</td>
<td>十</td>
</tr>
</tbody>
</table>

1 These letters do not join a following letter.
<table>
<thead>
<tr>
<th>Letter</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>sin</td>
<td>s</td>
</tr>
<tr>
<td>sad</td>
<td>s</td>
</tr>
<tr>
<td>zad</td>
<td>z</td>
</tr>
<tr>
<td>ta</td>
<td>t</td>
</tr>
<tr>
<td>qa</td>
<td>z</td>
</tr>
<tr>
<td>ein</td>
<td>ð</td>
</tr>
<tr>
<td>qein</td>
<td>q</td>
</tr>
<tr>
<td>fe</td>
<td>f</td>
</tr>
<tr>
<td>qaf</td>
<td>q</td>
</tr>
<tr>
<td>kaf</td>
<td>k</td>
</tr>
<tr>
<td>gaf</td>
<td>g</td>
</tr>
<tr>
<td>lam</td>
<td>l</td>
</tr>
<tr>
<td>mim</td>
<td>m</td>
</tr>
<tr>
<td>nun</td>
<td>n</td>
</tr>
<tr>
<td>yav</td>
<td>v</td>
</tr>
<tr>
<td>he</td>
<td>h</td>
</tr>
<tr>
<td>havver</td>
<td></td>
</tr>
<tr>
<td>ye</td>
<td>y</td>
</tr>
</tbody>
</table>

¹These letters do not join a following letter.
The above is the alphabetical or dictionary order. For the numerical order and values of the letters see para. 89.

31. Summary of Consonants and Vowels

Consonants

(a) Phonetic

\[
\begin{array}{ccccccc}
  k & \kappa & c & J & p & \beta \\
  g & \gamma & j & J & b & \beta \\
  x & \chi & s & \theta & f & v \\
  q & \lambda & z & \zeta & \upsilon & \omega \\
  t & \tau & m & \mu & h & \eta \\
  d & \delta & n & \nu & \varpi & \upsilon \\
  s & \sigma & r & \omicron & \upsilon & \kappa \\
  z & \omicron & \rho & \omicron & \zeta & \lambda \\
\end{array}
\]

The duplication of sounds in the above list is due to the fact that certain letters (ق ع ظ ط ض ص ح ث) are found for the most part only in words of Arabic origin, in which language they have distinctive sounds. While in Persian the original spelling has been retained, the difficult Arabic sounds have been converted into sounds more acceptable to, and already existing in, Persian speech. The same applies to the letter ذ, though this is also found in a number of Persian words, and formerly stood for the sound ‘th’ as in ‘this’, no longer used in Persian.
(6) Writing

No dots
One dot under
One dot over
Two dots under
Two dots over
Three dots under
Three dots over
Stroke over

Vowels

<table>
<thead>
<tr>
<th>End does not occur (except in نئة written)</th>
<th>Middle</th>
<th>Initial</th>
</tr>
</thead>
<tbody>
<tr>
<td>ă</td>
<td>...</td>
<td>...ă a</td>
</tr>
<tr>
<td>ă</td>
<td>...ă</td>
<td>...ă a</td>
</tr>
<tr>
<td>ă</td>
<td>...ă</td>
<td>...ă a</td>
</tr>
<tr>
<td>ă</td>
<td>...ă</td>
<td>...ă a</td>
</tr>
<tr>
<td>ă</td>
<td>...ă</td>
<td>...ă a</td>
</tr>
<tr>
<td>ă</td>
<td>...ă</td>
<td>...ă a</td>
</tr>
<tr>
<td>ă</td>
<td>...ă</td>
<td>...ă a</td>
</tr>
<tr>
<td>ă</td>
<td>...ă</td>
<td>...ă a</td>
</tr>
</tbody>
</table>
32. Summary of Writing Signs

used with following ye for ei, with vav for ou (may also be found with alef for a, and with final he for final e).

used over alef for initial a.

used over alef, vav, ye (without dots), or without supporter, to represent glottal stop.

indicates that there is no vowel immediately following.

sign of doubling.

Certain other writing signs will be mentioned in due course (see paras. 57, 108).
33. Punctuation

Older Persian books and manuscripts use little or no punctuation. Modern printed books use any or all of the following, but their employment is not yet standardized.

full stop .

colon :

semi-colon ;

comma ,

dash —

exclamation mark !

question mark ?

quotation marks (( )) or ( )

Quotation marks are often omitted.

34. Handwriting Notes

(i) The following combinations of letters are used to avoid inelegant forms

(a) lam followed by alef.

This is used to avoid the form ٧. The following variants are found.
In some old grammar books this combined form is listed as a separate letter. It must always be used, the first variant being the commonest.

(b) *kaf* or *gaf* followed by *alef* or *lam*.

\[
\begin{align*}
\text{k} & = \text{a} + \ldots \\
\text{k} & = \text{a} + \ldots \\
\text{ك} & = \text{ل} + \ldots \\
\text{ك} & = \text{ل} + \ldots \\
\text{l} & = \text{ك} + \ldots \\
\text{l} & = \text{ك} + \ldots
\end{align*}
\]

(c) Where several letters of Group II occur in succession it is usual to vary the height of alternate letters so as to avoid confusion.

\[\text{تـنبـل} \quad \text{or} \quad \text{تنبـل} \]

laz\(y\).

(ii) It has already been pointed out that the *preceding* point of joining for a number of letter forms

\[
\text{مع} \ldots \text{ل} \ldots \text{ق} \ldots \text{ص} \ldots \text{س} \ldots \text{ي} \ldots \text{ن} \ldots \text{ر}
\]

falls on one of the secondary lines above the main line of writing whereas the *following* point of joining or the base of a final letter is invariably on the main line. To overcome this difficulty, the letter preceding one of these forms may be modified, or alternatively the whole of the initial part of the word may be raised above the line. These rules are not always observed in printed type and typewriter lettering, where modifications are introduced into the joined forms of certain letters.
(a) letters followed by Group V:

\[
\begin{align*}
\ldots & \ldots + r = \ldots \text{تر} \\
\ldots & \ldots \ldots \text{س} + r = \ldots \text{سر} \quad \text{or} \quad \ldots \ldots \text{ص} + r = \ldots \text{صر} \quad \text{or} \quad \ldots \ldots \text{s} + r = \ldots \text{سر} \quad \text{or} \quad \ldots \ldots \text{ص} + r = \ldots \text{صر} \\
\end{align*}
\]

All other letters prefixed to Group V must be raised above the line.

(b) letters followed by final nun:

\[
\begin{align*}
\ldots & \ldots + n = \ldots \text{nن} \\
\ldots & \ldots \ldots \text{س} + n = \ldots \text{sن} \quad \ldots \text{سн} \\
\ldots & \ldots \ldots \text{ص} + n = \ldots \text{صن} \quad \ldots \text{صн} \\
\end{align*}
\]

All other letters prefixed to final nun must be raised above the line.

(c) Letters preceding final ye:

\[
\begin{align*}
\ldots & \ldots + \text{ني} = \ldots \text{iي،} \ldots \text{iي} \\
\ldots & \ldots + \text{كي} = \ldots \text{kي،} \ldots \text{kي} \\
\ldots & \ldots + \text{لي} = \ldots \text{lي،} \ldots \text{lي} \\
\ldots & \ldots + \text{في} = \ldots \text{في،} \ldots \text{في} \\
\ldots & \ldots + \text{مي} = \ldots \text{مي} \\
\ldots & \ldots + \text{لي} = \ldots \text{لي} \\
\ldots & \ldots + \text{ي} = \ldots \text{ي} \\
\ldots & \ldots + \text{سي} = \ldots \text{سي،} \ldots \text{سي} \\
\end{align*}
\]

\[
\begin{align*}
\ldots & \ldots \ldots \text{س} + \text{ي} = \ldots \text{s} + \text{ي} \quad \text{or} \quad \ldots \ldots \text{s} + \text{ي} = \ldots \text{s} + \text{ي} \\
\end{align*}
\]
It will have been noticed that the *preceding* letter forms that undergo the most marked modification are:

...\(\text{ص}...\text{ص}...\text{ص}\)... \(\text{ص}...\text{ص}...\text{ص}\)... \(\text{ص}...\text{ص}...\text{ص}\)... \(\text{ص}...\text{ص}...\text{ص}\)...  

In other cases it is rather the relative position of the letters that is important.

Great care must be taken to avoid duplication of the elements in these combined forms, for instance, \(\ldots\text{ص}\ldots\) followed by \(\text{i}\ldots\) must be written \(\text{i} \text{ص}\), and not \(\text{ص} \text{i}\), which would be read as though a letter of Group II with the dots missing were inserted in the middle.

\((d)\) The following letter forms have the effect of raising the whole of the preceding part of the word above the line, without other modification:

final \(\text{ع}...\text{و}, \ldots\text{ل}, \ldots\text{ق}, \ldots\text{ص}, \ldots\text{s}\)...  

\((e)\) Similar effects arise from the use of the handwritten forms of the letters in Groups III, XIV and XV, but these are not usually found in the printed form. Examples are:

Printed: \(\text{ح...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...ن...н

35. Adjectives

Adjectives may be intensified by a preceding adverb, as خَيْلِی بُروْگَکِ or پیسیار جَیِلٗ, ‘very’, e.g. very big بَسْرَاگَک وَ بَسْرَا خَوَب

very good بَسْرَا خَوَب

These words may also be used as adjectives in the sense of ‘much’, ‘many’.

آَست, ‘is’, is used when a complement or attribute is expressed.

دَر سَبْرَا آَست the door is green.

این عِیارَت پُسْتَخانه آَست this building is the post-office.

هَسْت, ‘there is, exists’, is used when there is no complement.

اینِجا مَغازه هَسْت there are shops here.

EXERCISES

A. Translate into English:

این مَنزِل بِسیار کوْچِک آَست وَلی

زیِبَ آَست

این عَطاق خَیِلی کوْچِک نیست

این زَمِین اَست وَ آَن سَقف آَست

زَمِین پَائِن اَست وَ سَقف بالا

این دیوار بَلَند اَست

اینِجا پَنْجرَه هَسْت وَ آَنجا دَر

6.
7. آیا آنجا باغی هست؟
8. بَلی خْیَلی تَرْدیک است
9. این بَاغ سَبز است
10. این گْنِل سَرْخ است وَلی آن گْنِلها زُرد است
11. آب لازم است وَلی اینجا خَرَاب است
12. این خَیابان خَیَلی پَهن است وَلی آن کَوْچه تنگ است
13. بَلی آقا خَیابان بِسیار زیباست
14. این مَغازه بِسیار مَفید است

B. Translate into Persian:

1. Is the bazaar far? 2. No sir, it is not far, it is near. 3. This bazaar is very beautiful. 4. There is fruit here. 5. Is this fruit fresh? 6. Yes sir, it is very fresh. 7. Is not this meat very expensive? 8. No madam, it is very cheap. 9. Is there [a] bank here? 10. Yes sir, there is; it is there. 11. Is the manager here (present)? 12. Here is [a] table and chair and paper and pen and ink. 13. Is this building the post office? 14. No sir, it is there, but it is not open.

VOCABULARY

house مَنزَل  much, many, very خَیَلی
much, many, very بِسیار زَمِین
room أَطَاقَع below پَائِین
ceiling  سقف
above  بالا
wall  دیوار
window  پنجره
there is  هست

garden  باغ
flower, rose  گل
necessary  لازم
bad (things)  خراب
street  خیابان
wide  پهن
side-street  کوچه
narrow  تنگ
shop  مغازه
useful  مفید
bazaar  بازار
far  دور

sir, Mr  آقا
near  نزدیک
fruit  میوه
fresh, new  تازه
meat  گوشت
expensive  گران
madam, Mrs, lady  خانم
cheap  ارزان
bank  بانک
manager  رئیس
table  میز
chair  صندلی
paper, letter  کاغذ
pen  قلم
ink  جواهر
building  عیارت
post-office  پستخانه
LESSON V

The Ezafe. Comparison of Adjectives. Hiatus

36. The Ezafe

(a) A second qualifying word (noun or adjective) may be linked to any noun by the ezafé construction, which consists in the insertion of the particle ... (e) between the two words. The qualifying word always comes second. The ezafé is an enclitic, that is to say, it is in the nature of an unstressed suffix to the preceding word. The following are among the commoner uses of this construction. (For another use see para. 58.)

(i) Possessive

Noun: رضا ہے Reza's son.
پیس رضا Hosein [son] of Reza.
کتاب بچہ the child's book.
ديوار خانه the wall of the house.

(ii) Descriptive

Adjective: در سبز the green door.
پیس ر جوان the young boy.
صف رگ ک house.

Noun: حسین نقاش Hosein the painter.
راه اصفهان the road to Isfahan.
(iii) Partitive

Noun:  

أکثریت  زنان

the majority of the women.

تمام  مردم

all of the people.

Similar to this is the Superlative construction (see para. 386).

(6) The *ezaf* is used purely as a linking particle, and cannot appear except between a noun or nominal expression and an immediately following qualifying word or expression. However, several nouns and/or adjectives may be linked together:

دُخترُ بزرگِ احمد

Ahmad’s eldest (lit. big) daughter.

پیسر  جوآن  پیرِ زن

the young son of the old woman.

رئیس  کل  بانک  ملی  ایران

the general manager of the National Bank of Iran.

Furthermore, any item in the chain may consist of more than one word (in which case the *ezaf* comes only between the two groups):

پیسر  آن  مرد

the son of that man.

پیدار  و  مادر  آن  پیسر

the father and mother of that boy.

دُختر  جوان  زیبا

the young and beautiful girl.

The last phrase could also be written

زیبا

the young, beautiful girl

without significant change of meaning.
Where several words or expressions are to be linked in this way, *descriptives* take precedence over *possessives* and *partitives*:

آکثریتی بُزرگی زنان جوان تهران

the great majority of the young women of Tehran.

(c) The plural suffix is added to the noun in the usual way, but not to the qualifying adjective, which does not undergo any change (see para. 28)

زنان زیبا

the beautiful women.

کتاب مفید

useful books.

Other suffixes, which do not form an integral part of the word, are added at the end of the complete group. Thus the ‘indefinite’ *ye* is used as follows in this construction:

متنزّلی بُزرگی

a big house.

دری سبزی

a green door.

پیسری جوانی

a young boy.

In an alternative construction the *ye* may be suffixed to the principal noun, in which case the qualifying word follows *without exception*.

متنزّلی بُزرگ

a big house.

دری سبز

a green door.

پیسری جوان

a young boy.

This construction may also be applied to partitives:

جواب سنتگینی سیب دُرست

a heavy sack of large apples.
With this type of construction the verb in a sentence may often be inserted between the noun and the adjective:

حَسَنٌ يَسَرِيَسْت جَوَان Hasan is a young boy.

(d) A principal noun already referred to may, instead of being repeated, be replaced by the word مال (‘property’), or آز آن (lit. ‘from (preposition, see para. 59) that’) linked to the qualifying noun by etafe in the usual way.

آن کتاب مال حسن آست

that book is Hasan’s

این منزل آز آن رضاست

this house is Reza’s

آن (lit. ‘the property of Hasan’).

37. Other Qualifying Words

In a certain number of cases the qualifying word precedes the principal noun, in which case no etafe particle is used. Among these are:

(a) the demonstrative adjectives این and آن, and compounds derived from these (see para. 43).

(b) Adjectives of number and quantity (including numerals) followed by the noun in the singular (see paras. 45, 88).

(c) Superlative adjectives, and adjectives of similar formation (see para. 38).

(d) Certain common adjectives, e.g.

خواب مرد good man.

خواب مردی a good man.

خواب پیسمر good boy.

The ordinary etafe construction is also commonly used.
(c) Certain types of compound noun (see also para. 98). These are usually written as one word.

خوابگاه ‘sleep-place’, i.e. ‘bedroom’.
روزنامه ‘day-letter’, i.e. ‘newspaper’.
کارخانه ‘work-house’, i.e. ‘factory’.

These forms are particularly common with words like
کاخ (place), نامه (letter), خانه (house), etc.

cf. also

ایران زمین the land of Iran.
مغرب زمین the land of the west (i.e. Europe).

38. Comparison of Adjectives

(a) The Comparative is formed by the addition of the suffix تر...

کوچیک‌تر ‘bigger’.
بزرگ‌تر ‘smaller’.
آسان‌تر ‘easier’.

The equivalent of the English ‘than’ is the preposition آز (see para. 59):

پیسر آز دختر بزرگ‌تر است the boy is bigger than the girl.
این دسر آز آن آسان‌تر است this lesson is easier than that one.

The order of words in this type of sentence should be noted. This is the normal construction when two nouns are compared. When the comparison is between two actions, a different construction must be used (see para. 84a(c) (v), also para. 81).
The Superlative is formed by adding the suffix تَرَين... to the positive form, e.g.

بُزُرْگَتَرَین biggest.
کوچیکَتَرَین smallest.
آسانَتَرَین easiest.

Certain words form their comparative and superlative degrees from different roots, notably

خوب good. بِهِتار better. بِهِتَرَین best.

The Superlative may be used in two ways, differing very little from each other in meaning. In the first the superlative form is used as an adjective preceding the principal noun without *etfe* (see para. 37(e)); in the second it is used as a noun linked to the following noun (put in the plural) in a more or less partitive sense (see para. 36(iii)).

بُزُرْگَتَرَین مَنَزِل the biggest house.
بُزُرْگَتَرَین منازِل the biggest of the houses
این شهر ١ منازِل of this town.

The Superlative idea may also be expressed by using the comparative construction with *هَمَه* ‘all’.

این مَنِزل آَذ هَمَه بُزُرْگَتَرَ است this house is the biggest.

Note the following construction:

یَکِ اطاق بِشَتر نیست there is not more than one room
(lit. ‘one room, there is not more’)

"broken" plural of منازِل
Similarly, 

there is nothing but a chair (lit. 'a chair, there is not another thing').

39. Hiatus

Persian orthography does not permit of two vowels coming together without a separating or buffer consonant. Thus when a suffix beginning with a vowel has to be added to a word ending in a vowel, or a prefix ending in a vowel has to be placed before a word beginning with a vowel, it is necessary to insert either *hamze* (the glottal stop) or *ye* (in certain cases other letters are also used). This spelling is in general reflected in pronunciation, although, as has been pointed out, the glottal stop in Persian is a very weak one, and often represents no more than a glide from one vowel to another.

A. Suffixes

(i) Suffixes beginning with *a* or *a* (e.g. the plural suffix *ان* ..., and also the *pronominal suffixes* (para. 41) and certain *verbal* (para. 53) and *adjectival suffixes* (para. 99).

(a) After words ending in *

... or *

the buffer letter is *ye* for all suffixes, with the exception noted below.

آقا آقایان gentlemen (from آقا sir, gentleman).

سخنگو سخنگویان spokesmen (from سخنگو spokesman).

In certain cases the final *

... is resolved into *

* (ov), e.g.

باروُن بازَوان arms (from بارو arm).

بانوُن بنَوان ladies (from بنو lady).
(b) After words ending in ی... the buffer letter is ی for all suffixes as in (a), but although sounded it is not written, the original ی of the word doing duty for both.

شیرازیان شیرازی Shirazis (from شیرازی Shirazi).

(c) After words ending in ا... the buffer letter for the plural suffix یان... is گ... (gaf), which replaces the ی (this letter is a survival of an older Persian form, originally found in the singular as well).

بچیگان children (from بچه child).

The pronominal suffixes will be dealt with in para. 41. The case of the verbal suffixes does not arise with words ending in ا... The adjectival suffixes are dealt with in para. 99.

(ii) Suffixes beginning with i, e.g. the indefinite suffix, and also certain verbal (para. 53) and nominal and adjectival suffixes (para. 99).

(a) After words ending in ی... or و... the buffer letter is ی (hamze), written over an undotted ی, for all types of suffix.

آقای a gentleman.

بنوی a lady.

(b) After words ending in ی... the indefinite suffix is generally neither written nor pronounced.

صندلی the chair, a chair.
Occasionally a hamze ... may be found written over the final ye of the word.

صنلیء

In verse, if the two syllables are required to be pronounced separately for the purposes of the metre, both ye's may be written.

صنندليی

The other cases (verbal, nominal and adjectival suffixes) very rarely occur.

(c) After Persian words ending in ۹... the indefinite suffix may be represented either by a hamze written over the he, the ye of the suffix being omitted, or by writing the suffix as though it were a separate word, that is, with an initial alef.

خانهای خانه a house.

The nominal and adjectival suffixes are dealt with in para. 99. The case of the verbal suffixes does not arise.

(iii) The Ezafe.

(a) After words ending in ۲ٰ or ۲٠ the buffer letter is ی... the foot of the man.

پای مارد

بوی گل the smell of the rose.

(b) After words ending in ۹... no buffer letter is required, though a γ is sounded.

صنندلى حسن Hasan's chair.

sandaliye ...
(c) After words ending in ٤... a hamze is written over the ٤..., though a ی is sounded.

خانه ی پیرزن the old woman's house.

Care must be taken not to confuse this group with Group (ii) above.

(iv) The two diphthongs ۰... and ی...، when followed by a suffix beginning with a vowel, are generally resolved into their component parts of short vowel a and consonant v or ی. Thus ou becomes av, and ei becomes ay.

پیروان followers (from پیرا follower).

پی آن مرد (on) the track of that man (from پی track).

In the first case the a is often sounded o by assimilation, even though it is always written ...: peirovan.

B. Prefixes

The only prefixes involved are: (a) the ezafe, (b) the preposition ب... (see para. 59), (c) three verbal prefixes (see para. 53).

The buffer letter following the ezafe is the hamze, and no change in writing is therefore required, as this is already represented by the initial alef of the following word. This glottal stop should, however, be sounded fairly clearly.

خیابان‌های این شهر the streets of this city.

39a. Intonation Patterns

Para. 36:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>٤</td>
<td>٤</td>
</tr>
<tr>
<td>an ketab</td>
<td>male hasan ast</td>
</tr>
<tr>
<td>٤</td>
<td>٤</td>
</tr>
<tr>
<td>in manzel</td>
<td>az ane rezast</td>
</tr>
<tr>
<td>٤</td>
<td>٤</td>
</tr>
<tr>
<td>hasan</td>
<td>pesarist javan</td>
</tr>
</tbody>
</table>
آیا دفتر آقای موسیمی‌اندی اینجاست؟

بله آقا خیلی ترددیک است

این روزنامه مال پروریز نیست

روزنامه‌هایی شهر تهران خیلی است

بزرگترین شهر ایران تهران است ویل آز

آن زیباتر اصفهان است

آیا گوشت تازه هست؟

بله خانم ولی این گوشته آز آن په‌تر است

همه مردم راضی آند

خوش‌وقت‌ترین روز سال ایرانی عید

نوروز است

۴۳۴۰۶
B. Translate into Persian:

1. All the children are present. 2. The hair of the head of that girl is yellow, but this boy's is black. 3. This child's hands are dirty. 4. Ali's hands are cleaner than Faridun's. 5. Hasan and Hosein are Parvin's brothers. 6. Parvin is the daughter of the manager of the factory. 7. Is Reza smaller than Hosein? 8. No, he is bigger. 9. This deed (work) is the fault of that boy. 10. Hushang's sister is a pretty girl. 11. Is this building Hosein’s house? 12. No, it is Hushang's.

VOCABULARY

office دفتر  festival عید
newspaper روزنامه  shoemaker کتفاش
Parviz پرویز  Karagir کارگیر
Tehran تهران  Karoxaneh کارخانه
all, every همه  majority آکثریت
happy خوشوقت  Dheqan دهقان
year سال  peasant تهام
Iranian, Persian ایرانی  hair مو
LESSON VI

Pronouns and Pronominal Adjectives

40. The Personal Pronouns

The Personal Pronouns occur in two forms, as separate words and as suffixes.

(i) Separate

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. مَن</td>
<td>ما</td>
</tr>
<tr>
<td>2. تَو</td>
<td>شَئ</td>
</tr>
<tr>
<td>3. او</td>
<td>ايشان</td>
</tr>
</tbody>
</table>

‘It’ and ‘they’, when referring to inanimate objects, are more often rendered by آن ‘that’ and آنها ‘those’ (see para. 43).

تَو (the second person singular) is used only in addressing intimate friends, children, servants, and so on; in other cases شَئ (the second person plural) is used in a singular as well as a plural sense (cf. ‘vous’ in French). Similarly, though less consistently, the third person plural may be used for the third person singular.
It will be recalled that تَوْ is pronounced to (para. 24).

The separate pronouns may be used:

(a) as the subject of a sentence (see also para. 87).

او تَنْبَلَتَ اَسْتَ he is lazy.

This use is not essential, and in fact arises only when emphasis is needed.

(b) as the possessor (with الْيَرَافِثِ).

ینِمْتَزِلِ تَوْ اَسْتَ this is your house.
آنِ پِيْسَرِ مَنْ اَسْتَ that is my son.
کِتَابِ ِتَازَةً مَنْ my new book.
ینِکَتَابِ مَالِ مَنْ اَسْتَ this book is mine.

(c) as the object of a verb (see para. 54).

(d) after prepositions (see para. 60).

The pronouns may be used in conjunction with the demonstrative adjectives.

ینِکَتَابِ مَنْ this book of mine (lit. this book of me).
آنِ پِيْسَرِ تَوْ that son of yours (lit. that son of you).

تَنْسَتَ=اَسْتَ (the purely orthographic ۡوَ being dropped).

(ii) Suffixes

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>i.</td>
<td>مَ... my, me</td>
<td>پَان... our, us</td>
</tr>
</tbody>
</table>
It is worth noting that the plural forms are the same as the singular with the addition of an... The same rules apply to the use of the second persons singular and plural as for the separate forms.

The pronominal suffixes may be used:

(a) as the possessor

كتابِيَُّم
پیسرَش
my book.

These suffixes, not being an integral part of the word, are not stressed; if, therefore, it is desired to emphasize the possessive pronoun, the separate form must be used.

كتابِی مَن
my book.

(b) with prepositions (see para. 60).

(c) as the object of a verb (see para. 54).

These last two uses are confined mainly to colloquial speech (or writing in colloquial style) and to poetry.

When a pronoun (separate or suffix) qualifies a series of words linked by conjunctions or etafe, it is attached only to the end of the group, e.g.

پدر و مادر و خواهر مَن
مَنزل و باگشان
my father and mother and sister.

their house and garden.

A pronominal suffix can never be inserted between two words linked by etafe:

پسر برگَکُم
my elder (lit. big) son.
The pronominal suffixes may be used in the following construction, which is designed to give prominence to the logical subject of a sentence when it is not actually the grammatical subject.

این کتاب رنگش سرخ است

this book's colour is red, this book is coloured red (lit. ‘this book, its colour is red’).

تو متزلت این آست؟

is this your house? (lit. ‘you, is this your house?’).

In this type of construction, which has many variations in Persian, the complete sentence is formed from (i) the subject and (ii) the predicate, itself a complete sentence whose only link with the main subject is a pronoun, not necessarily the grammatical subject of the verb.

41. Hiatus

After words ending in a vowel, the suffixes conform to the rules already given in para. 39 A (i). The only case that requires special note is that of words ending in ۵۴۹۵۹. After this ending the suffixes are generally written as though they were separate words, i.e. beginning with an alef.

جته ام

my child.

خانه اش

his house.

42. The Reflexive Pronouns

For further emphasis the word خود ‘self’ may be used with either the separate or suffix forms of the pronouns.

خود م، خود من

myself.

خود ش، خود او

himself.
In the same way خود may be used with a qualifying noun, either following or preceding:

خود رئیس the manager himself

خود هوشنگ هاوک، هوشنگ خود Hushang himself.

خود پدرم، پدرم خود my father himself.

There is no plural form of خود:

خود براذران the brothers

خود شان themselves

For the use of خود (and also خویش) without suffixes see para. 54.

43. The Demonstratives

این this.

آن that.

When used as adjectives, the demonstratives remain unchanged in the plural. Used as pronouns, they take the normal plural endings:

آنها، آنان

They are frequently found compounded with other words,
e.g. هنا همین، هنا جا اینجا here, آنجا the same (جا place); اینجا هنا هم (even); چنین، چنین such (چون like).
and are commonly used in the sense of 'the former' and 'the latter'.

کتاب و قلمی اینجاست؛ این سرخ است و آن سبز

a book and pen are here; the latter is red and the former green.

44. Interrogatives

The interrogative words may be used as either pronouns, conjunctions or adjectives. As pronouns or conjunctions, they are generally placed as near as possible to the verb, as adjectives they immediately precede the word qualified.

کی، که؟ who?
چه کتابی، چه کتاب؟

چه؟ what?
e.g. چه کتابی، چه کتاب؟

what book?

چه چیز؟

چه کدام؟

which?

چه چیز؟

what (thing)?

چه is often found in compounds such as the following:

چیگونه، چه گونه؛ چه طور

what kind of? how?

With چه and contract to چه چیست، کیست چه کی، آست

The following are common interrogative conjunctions:

چرا why?
جون how?

چند when?
جون how much?

کجا where?
45. Pronouns and Adjectives of Quantity, etc.

Adjectives of quantity (and also numerals, see para. 88) generally precede (without ِةُّ) the noun they qualify, which is put in the singular. This is also true of compound expressions such as ِهِمْهُ جُوُرُ, ِجُوُرُ ِهِم, etc. (see below).

(i) ِهِرُ ‘each, every, any’ is generally used as an adjective.

ِهِرُ كَسُسُ everyone.

ِهِرُ سَالُ each year.

Compounded with certain words, ِهِرُ is equivalent to the English suffix ‘-ever’.
whatsoever.
wherever.
wherever it is, it is necessary.

Prefixed to 'چه' and an adjective in the comparative, it is equivalent to 'as . . . as possible'.

as soon as possible (lit. whatever sooner).

(ii) همه may be used either as a pronoun, 'the whole, all' or as adjective, 'each, every':

همه سال all (of) the year.
همه سال every year.
همه کس every one (person).
همه جا everywhere.
همه جای ایران everywhere in (lit. of) Iran.

(iii)

چند some.
چند کتاب some books.
چند، how many?
چند کتاب؟ how many books?
چه قدر how much?
چقدار چا؟ how much tea?
چندان so many
چندین several.
many, much.
many, much.
many, much.

many houses.
many children.
much meat.

so much.
so much bread.
a little.
a little water.
a quantity, some.
some water.
more, most.
more books.
most of the people.
little.
little time.
al little.
a little bread.
a bit, a little.
one, someone.

all kinds.
all kinds of shop.

(iv) هیچ 'any' may be used either as a pronoun or as an adjective.
In both cases the verb must be put in the negative, though the negative
particle may be omitted in the interrogative form. As in the case of adjectives of quantity (para. iii above), a noun qualified by 

is always in the singular, and may also take the indefinite suffix ... (cf. above).

هیچ نیست there is no bread.  
آیا هیچ آب هست؟ is there any water?  
آیا هیچ آب نیست؟ هیچ نیست isn't there any water? There is none.  
هیچکس اینجا نیست no-one (lit. no person) is here.

دیگر (v) 'other' has the following uses as adjective and noun:  
پسر دیگر، دیگر پسر the other boy.  
پسر دیگری، پسر دیگر another boy.  
دیگری another (person, etc.).  
کسی دیگر another person, someone else.  
یکی دیگر another (person, etc.).

*Note. The last use is not to be confused with یک دیگر 'one another'.*

45a. Intonation Patterns

All these sentences follow the general pattern of a rising intonation for the introductory part, followed by a falling intonation (at any rate where
a statement is concerned). In the case of questions, where there is no interrogative pronoun, the sentence ends on a rising intonation; but in questions that have an interrogative pronoun, the stress, which is accompanied by a high pitch, falls on the pronoun, and the rest of the sentence has a falling intonation.

Para. 40:

Para. 43:

Para. 44:

EXERCISES

A. Translate into English:

1. مَنْزلْتَان كُنْجَاسَت؟
2. مِنْزلْتَه كُنْجَاسَت
3. وَلَايَتْ تو كُنْجَاسَت؟
۴. ولایت‌م إصفهان است
۵. آن شهر جیتوار است؟
۶. شهر خیلی خوبی است
۷. آیا مسجدی‌های آنجا با خیلی کوچک نیست؟
۸. نت‌خیر آقا چندین مسجد، بزرگ‌تره هست
۹. این کاغذ مال شیاست
۱۰. چه خبر است؟
۱۱. خبر خوبی است
۱۲. هیچ خبری آز این بهتر نیست

B. Translate into Persian:

1. Who is that strange person? 2. His name is not known. 3. Whose are these books? 4. These are Hasan's, but those are someone else's. 5. Is my father present himself? 6. Which boy is younger? 7. Hushang is much younger than Ali. 8. What book is this? 9. It is a history book (book of history). 10. Every winter there is much snow. 11. How many houses are there here? 12. It is not known, but there are many.

VOCABULARY

where؟ کجا
just here همینجا
home (city, province, country) ولیت
what؟ چه
manner طور
how چگونه
mosque مسجد
several چندین
Lesson VII

The Verb: Simple Tenses. Verbal Sentences

46. The Verbal Stems

The conjugation of all Persian verbs is founded upon two stems, generally known as the Present Stem and the Past Stem. Once these are known for any given verb, that verb may be conjugated according to the one standard conjugation existing in Persian.

(i) The 'dictionary' form of the verb is the Infinitive (for its uses see paras. 70, 86). The Infinitive of all verbs ends in either -dan or -tan.

- خریدن (to buy).
- آوردن (to bring).
- کشت (to kill).
- دانستن (to know).
- ساختن (to make).
- دیدن (to see).

(ii) The Past Stem is formed by cutting off the suffix -an. Thus all Past Stems end in either -d or -t.

- خرید... buy...
- آورد... bring...
- کشت... kill...
There are no exceptions to this rule.

(iii) The Present Stem is formed from the Past Stem in a variety of ways.

(1) Regular

(a) Past Stems ending in -id lose this syllable.

...خری... buy...

(b) Past Stems ending in -d, in which the penultimate letter is n, r, a, or u, lose the letter -d.

...آور... bring...

(c) Past Stems ending in -t, in which the penultimate letter is f or s, lose the letter -t.

...کش... kill...

(d) Past Stems ending in -est, -eft, -oft, and -ad lose this syllable.

...دان... know...

(2) Irregular

(e) A large number of common verbs, including many in the above categories, form their Present Stems irregularly (after dropping the d/t), either by a change in the final consonant, or by some greater change—even a different stem altogether.

...ساز... make...

...بين... see...

Apart from isolated instances, this is the only type of irregularity found in the Persian verb. The Present Stems of irregular verbs are given in most dictionaries (including the vocabularies at the end of this book), and should be learnt in conjunction with the Infinitive.

It will be appreciated that the Present Stem is in fact the basic element in the verb, and that the other forms have been derived etymologically from it, the ‘irregularities’ arising out of the assimilation of the final consonant of the Present Stem to the dental of the Infinitive ending.
48. Endings and Prefixes

(a) Personal Endings

The simple tenses of the verb are formed by combining the above two stems with the following personal endings:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>...مَ....</td>
</tr>
<tr>
<td>2.</td>
<td>...نَ....</td>
</tr>
<tr>
<td>3. (Pres. Stem only)</td>
<td>...نَ....</td>
</tr>
</tbody>
</table>

No ending is used for the 3rd Person Singular of tenses formed from the Past Stem.

These endings must not be confused with the Pronominal Suffixes (see para. 40(ii)).

(b) Verbal Prefixes

Three prefixes are used in the conjugation of the verb.

(a) ...م، denoting continuity or repetition of action.
(b) ...نِ، denoting an element of doubt or futurity.
(c) ...نَه، denoting the negative.

All these prefixes may be written separately or joined to the verb. In the second case the he of ۲۸ and ۲۹ must be dropped. Contrary to the general rule laid down in para. 9, these prefixes attract the main stress in the word, though there may be a secondary stress on the last syllable. When two occur together (in practice only ...مَ نَ = مَنَّا), the first takes the stress.

49. Tenses formed from the Past Stem

(a) The Simple Past Tense is formed by the addition of the Personal Endings to the Past Stem.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>خرَّيدَم</td>
<td>خرَّيدِم</td>
<td>خرَّيدَن</td>
</tr>
<tr>
<td>خرَّيدِ</td>
<td>خرَّيدَد</td>
<td>خرَّيدَن</td>
</tr>
<tr>
<td>خرَرَدٗ</td>
<td>خرَرَدَد</td>
<td>خرَرَدَن</td>
</tr>
</tbody>
</table>
(b) The Imperfect Tense is formed by adding the prefix ...ِ (denoting continuous or repeated action) to the Past Tense.

ميخرُيدم I was buying.  ميخرُيدم we were buying.
ميخرُيدی you were buying.  ميخرُيدید you were buying.
ميخرُيد he (she, it) was buying.  ميخرُيدند they were buying.

50. Tenses formed from the Present Stem

(a) The Present Continuous Tense is formed by adding the Personal Endings to the Present Stem, and also the prefix ...ِ.

ميخرُم I am buying.  ميخرُم we are buying.
ميخرُع you are buying.  ميخرُع you are buying.
ميخرُد he (she, it) is buying.  ميخرُدند they are buying.

(b) The Present Subjunctive Tense is formed by adding the Personal Endings to the Present Stem, and also optionally the prefix ...ِه.

ميخرُم (that) I may buy.  ميخرُم (that) we may buy.
ميخرُع ... you may buy.  ميخرُع ... you may buy.
ميخرُد ... he (she, it) may buy.  ميخرُد ... they may buy.

(c) The Imperative or Jussive is the same as the Present Subjunctive, except for the 2nd Person Singular, which has no personal ending.

بيخرُم let me buy.
بيخرُد let him buy, etc.  بيخرِ buy! (sing.).

Note. When the Present Stem ends in ...ع، this becomes ...ع in the Imperative 2nd Person Singular.

ъَرَحَنَن go: Present Stem ...رَو (rav-), Imperative Singular. ٣٠ (berou—see para. 12).

In speech the Subjunctive and Jussive/Imperative are usually distinguished by the stress, which in the former tends to fall on the personal ending, and in the latter on the prefix.
51. The Negative

The negative conjugation of the verb is obtained by prefixing the particle na... to the appropriate tenses. The prefix mi... is retained, but the prefix be... must be dropped.

\[
\begin{align*}
\text{تَمْيَخْرِيدَمَ} & \quad \text{I was not buying.} \\
\text{تَمْخَرْيِدَمَ} & \quad \text{I did not buy.} \\
\text{تَمْيَخْرَمْ} & \quad \text{I am not buying.} \\
\text{تَمْخَرَمْ} & \quad \ldots \text{I may not buy.} \\
\text{تَمْخَرْ} & \quad \text{do not buy!}
\end{align*}
\]

In more formal style the negative prefix ...may be used with the 2nd Person Imperative (though not with any other tense).

آتِرا مَخْوُرَ do not eat that!

52. Summary of Simple Tenses

<table>
<thead>
<tr>
<th>Inflection</th>
<th>Stem</th>
<th>Prefix</th>
<th>Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past</td>
<td>-</td>
<td>-</td>
<td>Past.</td>
</tr>
<tr>
<td></td>
<td>ٍمَيِّ</td>
<td>-</td>
<td>Imperfect.</td>
</tr>
<tr>
<td>Personal endings</td>
<td>ٍمَيِّ</td>
<td>-</td>
<td>Present.</td>
</tr>
<tr>
<td>Present</td>
<td>ِ(بِهِ)</td>
<td>-</td>
<td>Present Subjunctive.</td>
</tr>
<tr>
<td></td>
<td>ِ(بِهِ)</td>
<td>-</td>
<td>Imperative and Jussive.</td>
</tr>
</tbody>
</table>

53. Hiatus

(i) Personal Endings

After Present Stems ending in a vowel, e.g. نَمْوَدْنِ show, Present Stem كُفْتُنَّ say, tell, Present Stem كُوْ, a buffer letter must be inserted before the Personal Endings. Before the endings beginning with a... (Singular 1 and 3, Plural 3) this is always يَهَ; before those beginning with i... (Singular 2, Plural 1 and 2) it is always هَامْيِه written over a يِه without dots (see para. 39 A).

\[
\begin{align*}
\ldots a-am &= \ldots ayam ٍبِنُمَيْمَ \quad \text{I am showing.} \\
\ldots u-ad &= \ldots uyad مَيَكَوُنَّد ٍبِنِٰدُ \quad \text{he is saying.}
\end{align*}
\]
... a-im = ... a?im  
... u-id = ... u?id  
we are showing.
you are saying.

Stems ending in other vowels are virtually non-existent.

(ii) Verbal Prefixes

When the verb begins with a vowel, a buffer letter must be inserted, unless the prefix is written separately. When the verbal vowel is i..., the normal practice is to leave the original initial alef to represent a glottal stop inserted between prefix and stem. In all other cases, the buffer letter inserted is ye (in the case of ...ي the buffer ye is not written, the ye of the prefix doing duty for both).

be-avar ... - beyavar ...
na-avar ... - nayavar ...
mi-avar ... - miyavar ...
منيآور ... or ميآور ...
(from آوردن, bring; Present Stem آور, آور)

be-ist ... - be?ist ...
na-ist ... - na?ist ...
mi-ist ... - mi?ist ...
منياست ... or مياست ...
(from ایستادن, stand; Present Stem ...یست ایستا)

be-oft ... - beyoft ...
na-oft ... - nayoft ...
mi-oft ... - miyoft ...
منیفت ... or میفت ...
(from آفتاندن, fall; Present Stem ...آفت افت)

54. Verbal Sentences

The normal order of a verbal sentence is: Subject, Indirect Object, Direct Object, Verb.

The Direct Object of a verb is indicated by the use of the postposition ل (formerly a noun), which is suffixed to the word or group of words constituting the Object. This is not, however, used unless the Object is definite.
I bought the book.

I am reading his sister's book.

Give [me] this book.

When the Object is not definite, two uses are possible—the word with the indefinite suffix ْي...., and the word without either suffix or post-position. The second gives the word a general or generic sense.

he is reading a book (some particular book or other).

he is reading (a book or books, the emphasis being on the action).

he is reading the book (already referred to).

... is suffixed to the Separate forms of the Personal Pronouns, which undergo no change except in the case of the 1st and 2nd Persons Singular [see para. 40(1) (c)].

I. مَرَا me.

you. تُرَا you (acc.).

These changes apply whether the pronoun itself is the object, or whether it is simply the last of the group of words composing the object.

he saw me.

he knows your name.

In colloquial and poetical styles the pronouns as direct objects are often represented by the pronominal suffixes attached directly to the verb:

I saw him.

Sometimes the pronoun may be attached to some other word, in which position it must not be confused with its possessive sense.

they buried him (lit. they entrusted him to (see para. 59) the earth).

When a pronoun used in a possessive or other sense refers to the subject of the verb of the sentence or clause in which it occurs, the word
(self, see para. 42) should be used without pronominal suffix instead of the ordinary pronoun.

کتاب خودرا خوانند he read his (own) book,
but کتاب اورا (کتاب‌ش را) خوانند he read his (someone else's) book.

The rule governing the use of this reflexive pronoun should be carefully noted, as its misuse may lead to confusion. This rule, however, need not apply when the pronoun خود is qualified by one of the pronominal suffixes.

54a. Intonation Patterns

The most important feature of these patterns is the stress on the verbal prefixes, which also attract a high pitch.

\[
\begin{align*}
\text{کتاب} & \quad \text{xaridam} \\
\text{کتاب} & \quad \text{mixanad} \\
\text{کتاب} & \quad \text{xahare ura} \quad \text{mixanam}
\end{align*}
\]

EXERCISES

A. Translate into English:

خیابان‌های تهران بسیار مغازه‌دارند. این مغازه‌ها هم‌هه جور جنس می‌فرشند. زن‌من لباس‌نامی می‌خورد. پرایاهن سفید ودامن سبزی می‌خورد. من کل‌های تازه می‌خواهم. یکی اینجا می‌بینم. مغازه‌ها مجاور کتاب‌خانه ایست. کتاب‌خوانم مرگ می‌خوانند. میگوید بیانید، خیلی کتاب‌ی تازه‌زارند. آنها را می‌خرم.

B. Translate into Persian:

I was reading my book. Reza knocked [at] the door. He brought his friend Hasan. We drank tea and [ate] sweets. Hasan told the news of the town. He saw an accident. A careless driver was driving a car. He struck another car. The police came. They said, It is the fault of the first driver. They seized him and took [him] away. The streets of Tehran are very dangerous. Many vehicles come and go (are coming and going).
Present Stems of irregular verbs are given in brackets.

to have\(^1\) داشتن (دار)
to knock, strike زدن (زن)
to bring آردن

to eat, drink خوردن

tsweets شیرین
accident حادثه

driver راننده، شوفر

careless غافل

to drive رانن

careless غافل

to wish, want, ask for خواستن (خواه)

to see دیدن (بين)

sort, kind چور

goods جنس

to sell فروختن (فروش)
clothes لباس

to buy خریدن

shirt, blouse پیراهن
white سفید

skirt دامن
hat کلاه

motor-car أتومبیل

to take, seize گیری (گیر)
to carry, take away بردن (بر)
dangerous خطرناک

(to motor-)vehicle ماشین

to go رفتن (رو)

does not take prefixes می and په (see para. 71).

Silent \(\text{تـ} \) (see para. 27).
LESSON VIII

Adverbs. Prepositions. Conjunctions

55. Nouns used as Adverbs

Most nouns of time and many of place may be used as adverbs without change, either alone or qualified.

روز by day.
روزی one day.
شب at night.
روز تعطیل on the holiday.
صبح زود in the early morning.
سال گذشته last year.
هفته آینده next week.
هیگام غروب آفتاب at sunset (at the time of the setting of the sun).
ساعت نهار at lunch-time (at the hour of lunch).
وقت مسافرت ما at the time of our journey.
موقع حرکت at the moment of departure.

The following may be used as nouns, though more frequently adverbially:

امروز today.
امشب tonight.
پیروز yesterday.
دیشب last night.
فردا tomorrow.
فردا شب tomorrow night.
پسفردا the day after tomorrow.
فرداي آن روز the day following that day.
پرپی شرب the day before yesterday.
پرپی شب the night before last.
The following nouns are mainly used as adverbs (or prepositions, see para. 58):

> برون، خارج  
> داخلي، تو  
> پايين  
> بالا  
> جلو، پيش  
> پشت، عقب  

outside.  
inside.  
below.  
above.  
in front.  
behind.

56. Adjectives used as Adverbs

Any suitable adjective may be used as an adverb without change.

> زود  
> خيلي، بسيار  
> كم  
> دور  
> خوب  
> تنها  

quick, quickly, soon.  
much.  
little.  
far.  
good, well.  
only, alone.

سخت  
کوشيد  
he tried hard.

Many adjectives of quantity are used in this way, sometimes with the addition of the indefinite suffix ی ...

> بيشتر، آغلب  
> چندان  
> هنچ  
> هنچ وقت  
> ديگر  
> چندي  

more, mostly.  
somewhat.  
not at all, never.  
never.  
more, again; (with neg.) (no) more, (no) longer.  
for some time.
57. Other Adverbs

A certain number of other words are currently used only in an adverbial sense.

- **هَم** even; also; together (usually follows the noun).
- **بَس** then, next.
- **نِز** also.
- **بَس** enough.
- **هَمِيِّه** always.
- **هَرْكِز** never.
- **آَكَنَّن** now, at present.

**هَنَوَز** (still, yet) is normally used with a negative verb.

- **هَنَوَز نَياَمَّد** he has not yet come.

**بَس**<sup>1</sup>, when used of time, has the sense of ‘ago’.

- **يِنَكَ هَفَتَهُ بَس** one week ago.

A number of common adverbs are borrowed from Arabic:

- **فَقَط** only.
- **حَتَى** (pron. *hatta*)<sup>1</sup> even (usually precedes the noun).
- **يَغْنِي** that is to say.
- **عَلَيْحَدَة** (pron. *alahadde*)<sup>1</sup> separately.
- **حَالا** now.
- **أَلَان** (al?an) just now, directly, presently.
- **أَلْبَتَه** certainly.

<sup>1</sup>In a certain number of words of Arabic origin a final *a* is represented by a *ye* preceded by *fathe* (instead of the usual *alef*). Occasionally *ye* is so used in the middle of a word (in fact between two words run together): **عَلَى حُدَّة عَلَيْحَدَة** (Arabic = ‘on its limit’).
Some of these still retain the Arabic Accusative ending ... _an_ (used in Arabic to form adverbs). This is written as a doubled _fathe_ followed by _alef_.

- أصلًا originally, at all.
- فعلاً actually.
- تقريباً nearly.
- أمّا at least.
- آخرًا lately.
- سابقًا formerly.
- طبيعيًا naturally.
- كاملاً completely.

A variant on this spelling is found in words retaining the Arabic feminine ending in the same case, ... _atan_. This is written as a _he_ with two dots over it and the doubled _fathe_, but no _alef_:

- حقًّا really, truly.
- نسبة relatively.
- عجلة for the time being.

A common error, found even in Persian books, is to spell these as though they belonged to the first group, with _نا_.... A more serious error, but one also found occasionally in Persian books, is to use the spelling _ة_... for certain adverbs ending in ... _atan_, where this is not, in fact, the Arabic feminine, e.g.

(correct spelling) مُوقَتًا temporarily (from root _وقت_, see paras. 103, 106).

Sometimes this Arabic suffix is attached to a Persian or European word:

- تلفونًا by telephone.

58. Prepositional Expressions

The great majority of the words used to render prepositions in Persian are nouns or adverbs, some of them obsolete in any other use but this, but most of them still current. As such, they are naturally linked to the word they govern by the _ezafe_.

- رو on (lit. face).
- روي on the table.
- سر on (lit. head).
- سرکوه on the mountain.
instead of (lit. place).

at, near (lit. mouth, breath).

towards (lit. side, direction).

on that (the far) side of.
on this (the near) side of.

inside.

outside.

behind (lit. back).

behind the door.

above.

below, at the foot of.

beneath.

near, in the presence (company) of, in front of.

in front of.

behind.

near.

between, in the midst of.

The form ُ، the usual word for 'for', is an archaic combination of ُ (modern ُ) and ُ (see para. 54).

this letter is for Ali.

59. Prepositions

The following (apart from a few rarities) are the only true prepositions in Persian. They are not followed by the ُ.

from.
to, with (instrumental).
with, in company with.
on.
The first four are used idiomatically after a large number of verbs.

he went from his house.
he took the book from the child.
he came with his son.
hе gave (to) me an apple.
he went to Isfahan.
he sat on the chair.
he went as far as Isfahan.
there was no one in the room.
he is completely without money.
there was no one except him.

(a) Az is frequently found as the second element in compound prepositions, in which the other element is an adverb.

before (time).

e.g. پیش از ناهار before lunch.

but پیش از منزل in front of that house.

after (time).

بعد از، پس از other than, besides.

Apart from its use with comparative adjectives (see para. 38), Az also has a partitive use, generally after a noun of quantity with the indefinite ی... آ...، though the prepositional phrase may also stand by itself as the subject or object of a verb. In this use it may replace the erafe construction where the first noun is required to be indefinite and the second definite.
many of the cities.
some of the people.
some of the children.
one of them.
none of the people.
a list of the books.
give [me some] of those apples.
[some] of the townspeople (people of the town) were present.

(8) بَيْدَينَ بَيْدَن، بَيْدَوُ to my house.

When preceding a word beginning with an alef (i.e. with a vowel) it may be written either separately or joined, but in the second case the alef continues to be written, even though it is no longer the initial letter (see para. 39 B above).

پاِیران to Iran.

or باوِ، پَانَ or بَهْ آنَ، بَایِن... or به این... to this..., to that..., to him.

Before ابن and او a d is often inserted in place of the alef.

they beat him with [a] stick.
in my opinion.
I [will] give [i.e. sell] this for one tuman.
this house is not as big as that [one].
is comparatively rarely used by itself in current Persian, but is commonly prefixed to prepositional expressions with similar meaning (see para. 60). It is also found in such compound prepositions as بنا بر این ‘according to’ (lit. ‘based upon, building upon’).

accordingly, therefore.

according to the instructions of the manager.

60. Compound Prepositions

These prepositions are frequently used with the prepositional expressions listed in para. 58, with such modifications of meaning as arise naturally.

بِرَوْرَهِ، بِرَسِرَ on.

بِجا instead of.

بِطَرَفَ towards.

بَآرِبَریُن from outside.

دَرْ میاَن in between.

تَا بَائِینُ as far as the foot of.

بِجِلّو to the front of.

All prepositions and prepositional expressions may be used with the separate forms of the pronouns; in poetry and colloquial usage it is also common to use them with the pronominal suffixes.

آَرَش او or اَز او from him.

پُشَتَتْان or پُشَتَ شُو behind you.

پَش is often used to replace the verb ‘to have’, e.g.

کِتَاب پَش مَن اَست I have the book.

Where a preposition governs a series of nouns linked by ‘and’, it is not necessary to repeat it.

مرَدُم در گوچه‌ها و خیابان‌ها و میدان‌ها آن‌د The people are in the side-streets, streets and squares.
61. Prepositional Adjectives and Adverbs

Prepositional groups, e.g. nouns governed by prepositions, may often be used to qualify nouns, using the ordinary \textit{et\'af} construction. Some of these instances are so common as to have attained the status of adjectives, and may take the comparative and superlative endings (see para. 100c).

\begin{itemize}
\item مَسَرِيلَ ِبَعْشْتَ ِعَبَارَتَ \hspace{1cm} \text{the house behind that building.}
\item نَوَكَرَ بِآوَا \hspace{1cm} \text{the loyal servant (lit. with loyalty).}
\item دُشَمَ ِبَيِآوَا \hspace{1cm} \text{the treacherous enemy (lit. without loyalty).}
\item بِيآوَا وَقَاثَرَيْن ِدُشَمَ \hspace{1cm} \text{the most treacherous enemy.}
\end{itemize}

Prepositions may be used sometimes with adverbs:

\begin{itemize}
\item تَأْكُنْنَ \hspace{1cm} \text{till now.}
\item بَأْهَمَ \hspace{1cm} \text{together.}
\end{itemize}

62. Co-ordinating Conjunctions

The following conjunctions are among the commoner ones used to link independent sentences (for those used with subordinate clauses see Lessons x, xi, xii).

\begin{itemize}
\item وَ (\textit{va}) \hspace{1cm} \text{and.}
\item وَلِ، وَلْكَيْنَ، لِكَيْنَ، آمَنَ \hspace{1cm} \text{but.}
\item يَا، وَيَا \hspace{1cm} \text{or.}
\item هَمَ ... هَمَ، جَهَ ... جَهَ \hspace{1cm} \text{both ... and.}
\item يَا ... وَيَا، خَواهَ ... خَواهَ \hspace{1cm} \text{either ... or.}
\item نُهَ ... وَنُهَ \hspace{1cm} \text{neither ... nor.}
\item بَلْكَهِ \hspace{1cm} \text{or rather, perhaps.}
\item مَكَرَ \hspace{1cm} \text{surely ...? (used with negative verb when expecting the answer 'yes', and vice versa—see para. 29).}
\item مَكَرَ يَنْحَا َمْ تُنِسْتَ؟ \hspace{1cm} \text{isn't he here? (i.e. surely he is).}
\end{itemize}
In a series of closely linked words, \( \text{و} \) generally takes the enclitic (i.e. unstressed suffix) form \( \text{o} \):

\[
\text{پیدا رو مادر رو خواهارو بیاد ر مان حاضر انд}
\]

(i.e. \( \text{pedaro madaro...} \))

In less close links, and especially in linking sentences, the usual form is \( \text{و} \) (which sometimes carries a slight stress).

\[
\text{مادر من اینجاست وید ر مان آنجا}
\]

(i.e. \( \ldots \text{injust va pedar-e man...} \))

But it should be noted that there is no orthographical change to indicate which is to be used, and in fact the choice lies with the individual taste of the speaker or reader. Thus, in both the above examples, the opposite forms could be used without altering the sense.

Various adverbs and adverbial expressions often take the place of conjunctions.

- هم also.
- پس then.
- آنوقت then (lit. at that time).
- بناپرایین therefore, etc.

63. Word Order and Stress

Reference was made in paras. 18 and 54 to the word order of a simple sentence. Where adverbial and other expressions are involved, the order is as follows, though this may be altered where required for special emphasis.

Subject/Adverbial Expressions: (a) Time. (b) Place/Attribute or Complement/Direct Object/Compound Element in Verb (see para. 72)/Finite Verb.

It is, however, quite usual for the Adverbial Expression of Time to be placed at the beginning of the sentence, especially when it links in some way with the preceding statement. Similarly in colloquial style
(especially in narrative) an Adverbial Expression of Place may follow such verbs as 'go', 'come', 'look', etc.

early in the morning the son of the carpenter went home.

As stated in para. 9, the guiding rule is that the main stress falls on the last integral syllable of the word. The main exceptions to this are: (a) verbal forms carrying one of the stressed verbal prefixes (para. 49), (b) particles and conjunctions with the general meanings of 'yes' and 'no' (آری, بلی, نه), 'but' (اما), 'perhaps' (بلکه), in all of which the main stress tends to fall on the first syllable.

63a. Intonation Patterns

The 'step-by-step' rising intonation in the third and fourth examples should be noted.

Para 58:

\[ \text{in kaqez} \parallel \text{baraye alyist} \]

Para. 60:

\[ \text{ketab} \parallel \text{piše manast} \]
\[ \text{mardom} \parallel \text{dar kuçeха va xiyabonha va meidanha ?and} \]

Para. 62:

\[ \text{pedaro madoro xaharo baradare man} \parallel \text{hazerand} \]
\[ \text{madoro man injast va} \parallel \text{pedare man anja} \]
\[ \text{magar inja nist害怕} \]

EXERCISES

A. Translate into English:

روزی مِلا نَصرُ الدَّین پیش شَیرین فُروش رفت، شَیرین خَیلی میخواست آَمَّا دَنارَی در جَیش نبود، پَس دَاخِل دُکَان رفت شَیرین
B. Translate into Persian:

Persia is a very old country. Civilized men lived there more than seven thousand years ago. The most important centre of civilization was Susa. Nearly three thousand years ago the Aryan tribes came to Persia from Central Asia. They were the ancestors of the Persians of today. They built the cities of Hamadan and Persepolis. During (In) this period the prophet Zoroaster taught a new religion. The most famous king of the Persians was Darius the Achaemenian. At the end (In the last parts) of the sixth century B.C. he took the whole of Persia, Mesopotamia, Syria, and Egypt, and sent his armies into India. After two hundred years Alexander the Greek defeated the Persian armies, and the last king of the Achaemenian dynasty died.

VOCABULARY

molla, priest ملا
Molla Nasroddin ملا نصر الدين
near, in the presence of, 'chez'
confectioner شيريني فروش
but آما
dinar (small coin) دينار
in در
to be بودن (باش)
then پس
inside داخل
shop دكان

owner صاحب
money پول
to hear شنيدن (شنو)
angry عصباني
to become شدن (شو)
time بار
wood, stick جوب
to strike زدن (زن)
always هميشه
to say كفتن (گو)
kind (adj.) مهربان

1 For spelling see para. 108.
with به
blow ضرب
again باز
old, ancient قديم
civilized متمتع

to live زیستن (زی)
seven [see paras. 45 (iii), 88] هفت
thousand هزار
important مهم

centre مركز

civilization تمدن

Susa شوش
three [see paras. 45 (iii), 88] سه
tribe (pl. ایل) ایل (ایلات)
Aryan آریائی
Asia آسیا
central مركزی
ancestor (pl. اجداد) جد(آجداد)
to build ساختن (ساز)
Hamadan همدان
Persepolis تخت جمشید
period دوره
Zoroaster زردشت
prophet پیغمبر

religion دین

to teach آموزش
famous مشهور
king پادشاه
Darius داریوش
Achaemenian هخامنشی
last parts آواخر
century قرن
sixth (see para. 90) ششم (90) قبل از میلاد
Mesopotamia عراق
Syria سوریه
Egypt مصر
army تشکر
India هند، هندوستان

to send فرستادن (فرست)
two hundred [see paras. 45 (iii), 88] دویست
Alexander إسکندر
Greek, Roman رومی

to defeat شکستن (شکن)
break

last آخرین

dynasty خاندان

to die مردن (میر)
LESSON IX

The Verb: Compound Tenses. Uses of Tenses. Compound Verbs

64. The Past Participle

The only participle used in the conjugation of the verb is the Past Participle. This is formed by adding 4... to the Past Stem.

\[
\begin{align*}
\text{نَصَرُتُهُ} & \quad \text{bought.} \\
\text{آورُدَهُ} & \quad \text{brought.} \\
\text{كُشُتهُ} & \quad \text{killed.} \\
\text{دَانُستُهُ} & \quad \text{known.} \\
\text{سَاختُهُ} & \quad \text{made.} \\
\text{دَيْدهُ} & \quad \text{seen.}
\end{align*}
\]

This participle is also used as an adjective (see para. 70).

65. Auxiliaries

The following verbs, besides having their normal meanings, are also used as auxiliary verbs in the formation of compound tenses.

\[
\begin{align*}
\text{بَدِينُ} & \quad \text{to be, present stem} \\
\text{خَواَستُنِ} & \quad \text{to wish, present stem} \\
\text{شَدِينُ} & \quad \text{to become, present stem}
\end{align*}
\]

All these are conjugated in the normal way. There are however two additional verbs used for the present tense of 'to be'.

\[
\begin{align*}
\text{(a) } & \quad \text{I am.} \\
\text{اَمِّي} & \quad \text{we are.} \\
\text{اَيُّهِ} & \quad \text{you are.} \\
\text{اَنْتُ} & \quad \text{you are.} \\
\text{اَمَّة} & \quad \text{he (she, it) is.} \\
\text{اَنْتُ} & \quad \text{they are.}
\end{align*}
\]

This is the only form used as an auxiliary in the conjugation of other verbs, and is generally enclitic, i.e. unstressed. Otherwise, it has the simple meaning of 'to be' and requires a complement. It may be written separately or joined to the preceding word, and must not be confused with the personal endings of the verb (see para. 48).
I am. we are.

you are. you are.

he (she, it) is. they are.

This has rather the meaning of 'to exist', 'there is', etc., and requires no complement, while the regular Present Tense (می‌باشیم, etc.) contains an element of doubt or futurity. Some interchange is also permissible for the sake of euphony or style.

The negative of both آم, etc., and هستیم, etc., are formed as follows:

نیستم I am not. نیستیم we are not.

نیستی you are not. نیستید you are not.

نیسته he (she, it) is not. نیستند they are not.

66. Compound Tenses

The Compound Tenses fall into three groups, the Perfect, the Future, and the Passive.

(i) The Perfect Tenses are formed by combining the Past Participle with the appropriate tenses of بود. بودن.

**Perfect (Present tense of بودن):**

خریده هستم I have bought. خریده ایم we have bought.

خریده آم you have bought. خریده اید you have bought.

خریده آست he (she, it) has خریده آند they have bought. bought.

The prefix می- is sometimes used with this tense, giving the sense of 'used to': می‌خریده آند they used to buy.

**Pluperfect (Past tense of بودن):**

خریده بودم I had bought. خریده بودیم we had bought.

خریده بودید you had خریده بودید you had bought.

خریده بودید bought.

خریده بودند he (she, it) had خریده بودند they had bought.

had bought.
Perfect Subjunctive (Subjunctive of بِدُنَ):  

(that) I may have خَرَىَدَه بَاشْمَم (that) we may have bought.  
... you may have خَرَىَدَه بَاشْد  ... you may have bought.  
... he (she, it) may خَرَىَدَه بَاشْدَد ... they may have bought.  

Note that the Subjunctive of بِدُنَ never takes به.

(ii) The Future is formed by using the Present Tense of خوامسَن ‘wish’, without مَي, followed by the Past Stem (actually a shortened form of the Infinitive) of the verb  

خوامس خرید I will buy.  
خوأم خرید you shall buy.  
خوامن خرید he (she, it) will buy.  

we will buy.  
you shall buy.  
they will buy.  

Note that the Future sense may also be expressed by the Present Tense [see para. 68(c)].

(iii) The Passive Voice is formed by using the Past Participle together with the complete conjugation of شُدَنَ.  

خَرَىَدَه شُدَ it was bought.  
خَرَىَدَه ميشُد it was being bought.  
خَرَىَدَه ميشَوَد it is (being) bought.  
خَرَىَدَه شَوَد ... it may be bought.  
خَرَىَدَه شَو it may be bought!  
خَرَىَدَه شُدَه آست it has been bought.  
خَرَىَدَه شُدَه بُد it had been bought.  
... it may have been bought.  
خَرَىَدَه خَوَامَن شُد it will be bought.
67. Negative Compound Tenses

The negative is formed, as in the simple tenses, by prefixing the particle 


I have not bought.


I had not bought.


... I may not have bought.


I will not buy.

N.B. The negative forms 


etc. (para. 65) are not used in the conjugation of the verb.

In the case of the Passive conjugation, however, the Past Participle itself is not regarded for this purpose as part of the verbal group, the negative particle being prefixed only to the various parts of 


it was not bought.


it was not being bought.


it is not being bought.


... it may not be bought.


do not be bought!


it has not been bought.


it had not been bought.


... it may not have been bought.


it will not be bought.

68. Uses of the Tenses

(a) Past: a single completed action in the past.


he went.


he has just gone (Amer. he just went).

(b) Imperfect: continuous, indefinite or repeated action in the past.


he was going, he used to go.
In certain cases (see paras. 76, 85) it is used to express a past action that did not in fact take place.

(c) Present: generally used of action going on at the time of speaking,

ما سود he is going,

but also of habitual action

هُرَوْد مَيْرَوْد he goes every day,

and of action in the future

فَرَدا بِشَهْر مِيرَاوْم I am going to town tomorrow.

(d) Present Subjunctive: used for dependent verbs in the construction of various types of complex sentence (see Lessons x–xii).

N.B. The Present Subjunctive must not be used to render expressions like 'I might go', 'I should go', 'I would like to go', etc. These will be dealt with in para. 75.

(e) Imperative and Jussive: a simple command, permission or prohibition.

! پرُو! نِرُو! َ! پرُو! َ! نِرُو! don't go!

! پرُو! َ! نِرُو! َ! don't let him go! (lit. 'let him not go!').

(f) Perfect: a single action in the past the effects of which are still continuing or are still felt.

فَتَنْهآ أَست he has gone (and is not back yet).

(g) Pluperfect: a past action related to another past but later action (mainly used in or in conjunction with Subordinate Clauses, see Lessons x–xii).

فَتَنْهآ بَود he had gone.

(h) Perfect Subjunctive: mainly confined to subordinate clauses (see (d) above and Lessons x–xii).

(i) Future: used to express the future where the Present (see (c) above) would not be sufficiently explicit.

خواهَدَ رَفت he will go.
69. The Passive

The use of the Passive is generally avoided when any other alternative is possible.

(i) If the doer of the action is expressed, the Active must be used, though the grammatical object may be given the prominence that the Passive gives it in English by bringing it to the beginning of the sentence.

\( \text{سَکَ را حَسَسَ زَد} \) the dog was beaten by Hasan (lit. Hasan beat the dog).

(ii) If the doer of the action is indefinite or unknown, the impersonal 3rd person plural may be used.

\( \text{سَکَ را زَدَند} \) the dog was beaten.

(iii) Only where no human or active agent is involved may the Passive be legitimately used.

\( \text{بَسْبَبَ بَرَف راه بَسْتَه شَد} \) because of the snow the road was closed.

70. Non-finite Forms

(a) Past Participle. In addition to its conjugational use it is frequently found as an adjective, usually active in sense.

\( \text{سال کُنْدَشَتَه} \) last year (کُنْدَشَتَه to pass).

\( \text{پنجرَة شِکَّستَه} \) the broken window (شِکَّستَه to break).

It may also be used independently as a noun:

\( \text{گُفَتَه‌های عَلی} \) the sayings of Ali (گُفَتَه to say).

A syntactical use in the construction of complex sentences will be discussed in para. 74.

(b) Infinitive. This is used purely as a verbal noun, and cannot be subordinated to a main verb as in English (constructions of this type must be expressed in Persian as subordinate clauses, see para. 75).

The subject or object of an Infinitive verbal noun is linked to it by the \( \text{تاریخ} \) construction. In this and all other respects it is treated as an ordinary noun, and may take the suffixes, such as the plural, associated with nouns.

\( \text{آمَدَن حَسَس} \) Hasan’s coming.

\( \text{خُورَدن آب} \) the drinking of water.
آب خوردنان  
water for drinking, drinking-water.

بعد از رفتن رضا ماهم منزل رفتم.  
after Reza's departure (lit. going), we too went home.

دیدن تش متشکل، آست    
to see him is difficult.

رست نگفتتن گناه است    
not to tell the truth (lit. true) is a sin.

See also para. 86 for another use of the Infinitive.

(c) *Past Stem* (shortened infinitive): used to form the Future with the Present Tense of خواستن (see para. 66 above), and also after certain impersonal verbs (see para. 76).

(d) Other verbal formations will be discussed in para. 99.

71. Irregular Usages

(i) Reference has already been made (para. 65) to the two irregular *Present Tenses* of the verb هستی، هستم، است، راى، ام، بودن، هست، etc. The following peculiarities of this verb should also be noted.

(a) The prefix ...مي is rarely, if ever, used with the Past Stem. In other words, there is no distinction between the *Past* and *Imperfect*, both being rendered by بودم، etc.

(b) The prefix ...به is never used with the *Subjunctive* or *Jussive*.

باشم (that) I may be.

(ii) The following peculiarities are found in the verb داشتن.

The prefixes ...مي and ...به are not used with any of the tenses as a general rule. Thus the *Past* and *Imperfect* are the same, and also the *Present* and *Present Subjunctive*. To avoid confusion in the latter case, the *Perfect Subjunctive* is commonly used in place of the *Present Subjunctive*.

داشتته باشم instead دارم، etc.
However, the prefix می may often be used when داشتن is the verbal element in a compound verb (see para. 72). This exception does not apply to ب.

72. Compound Verbs

One of the most characteristic features of the Persian verbal system is the use of compound verbs. The number of simple verbs is comparatively limited, and the bulk of expressions which in English would be rendered by a simple verb are in Persian rendered by one of a number of common verbs, with the general sense of ‘to make’, ‘to do’, ‘to have’, etc., preceded by a qualifying or distinguishing word, normally a preposition, noun, adjective or adverb. Frequently the ‘auxiliary’ verb loses much of its normal sense, cf. the use of خوردن in the examples under (a) and (d) below. The following are a few examples:

(a) With Preposition

<table>
<thead>
<tr>
<th>پر</th>
<th>بِر</th>
<th>دَر</th>
<th>بِر</th>
<th>بِر</th>
<th>دَر</th>
<th>دَر</th>
<th>دَر</th>
<th>دَر</th>
</tr>
</thead>
<tbody>
<tr>
<td>up, on.</td>
<td>خوردن</td>
<td>داشتن</td>
<td>گشتان</td>
<td>آیختن</td>
<td>آمدند</td>
<td>آمدند</td>
<td></td>
<td></td>
</tr>
<tr>
<td>meet (by chance).</td>
<td>pick up.</td>
<td>return.</td>
<td>mix in, associate.</td>
<td>come in (rare; contrast آمدند, with opposite meaning, in (d) below).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(b) With Adverb

<table>
<thead>
<tr>
<th>پاژ</th>
<th>پاژ</th>
<th>پیش</th>
<th>پس</th>
</tr>
</thead>
<tbody>
<tr>
<td>again, back.</td>
<td>کردن</td>
<td>رفتان</td>
<td>هادان</td>
</tr>
<tr>
<td>open.</td>
<td>return.</td>
<td>repeat.</td>
<td>progress.</td>
</tr>
</tbody>
</table>

1 Not to be confused with دار = door (see (d) below).
(c) With Adjective

- تَنَّگُ دِرَدْنَ tighten.
- بِيدَارَ كَرَدَنَ waken.
- بِيدَارِ شُدَدَn awake (intrans.).
- بُلَتَدَ كَرَدَنَ raise, erect.
- سُوارَ كَرَدَنَ mount (trans.).
- سُوْارِ شُدَدَn mount (intrans.).
- بِيرَن كَرَدَن expel.
- پَاثَنِ آَرَدَن lower.
- وَارِدٌ شُدَدَn enter, arrive in.

(d) With Noun

- دَرَ آَمَدَن come out.
- دَرَ آَرَدَن bring out.
- صَبَرَ كَرَدَن wait.
- دوست دَاشَتَn like, love.
- إِجازَه دَاشَتَn allow.
- نَگَه دَاشَتَ look at.
- نَگَه كَرَدَن keep, stop.
- نَشَان دَاشَتَn show.
- سَرَمَا خُورَدَن catch cold.
- زَمَین خُورَدَن fall.
- حِرف زُدَدَn speak.
- ياد كَرَدَن remember.
- ياد دَاشَتَn teach.

The following points are to be noted:

(i) While the non-verbal element is regarded as an integral part of the whole expression, it is separate from the verbal conjugation, and the
verbal prefixes, etc., are inserted before the verb itself. However, the prefix به is generally omitted.

ِبرَّ نَكْشَت he did not return.
ِبِيْشَ نَمِيرَوَم I am not progressing.
ِبُلْنَانُد مِيْكرَنَانِد they were raising.
ِصَبِر خواهُم كَرَد I will wait.
ِصَبِر كُنَّانِد let him wait.
ِنِشْان دادِه آنِد they have shown.

(ii) Apart from this, the verbal expression is treated as though it were a single unit, taking a direct object with را... where appropriate, and so on.

ِكُمْرَبَٰنُد خُوَّد را نَنَگ كَرَد he tightened his belt.
ِمُحْمَد را بِيدارَكَرَد he wakened Mohammed.

Often, when the non-verbal element is an adjective or a noun, a pronominal suffix may be attached to it as the direct object, or even the indirect object.

ِبِرُونَش كَرَد (اورا بِرونَن كَرَد =) he expelled him.
ِتَنَگ كَرَد (آنرا تنگ كَرَد =) he tightened it.
ِپِادَت داد he taught (to) you (پِادو پِاد داد =).

This is a somewhat colloquial usage. More literary is the practice of linking the indirect object to the non-verbal element by the ئِقَفِ construction. This is commonly done when the compound verb is an intransitive verb formed from a simple verb and an adjective:

ِسِوارِ آسب شُد he mounted (on) the horse.
ِوارِد تِهران شُد he arrived in Tehran.

It is sometimes also found when the compound verb is a transitive verb formed from a simple verb and a verbal noun.

ِإِجَازة رَفَتَن داد he gave permission to go.
A prepositional phrase may also follow the compound element:

\[ \text{یاد از وطن عریز خود میکرد} \]

he was recalling his dear homeland.

(iii) The stress tends to pass from the verbal prefix to the non-verbal element of the verbal expression.

Among the commoner 'auxiliary' verbs used in the formation of compound verbs are: كردن, to do (often used colloquially in preference to any other); داشتن, to have; گشتنت, to turn, become; شدن, to become; دادن, to give; نمودن, to show; خوردن, to eat; زدن, to strike; کشیدن, to pull; دیدن, to see.

گشتنت and شدن are commonly used as the passive or intransitive forms of نمودن, كردن, etc., when these occur as part of compound transitive verbs.

It will be seen that often, where in English the verb is the basic form and the noun is formed from it, in Persian the reverse is the case.

\begin{align*}
\text{خروج} & \quad \text{expulsion.} \\
\text{تشویق} & \quad \text{encouragement.} \\
\text{شکایت} & \quad \text{complaint.}
\end{align*}

\begin{align*}
\text{خروج} & \quad \text{expel.} \\
\text{تشویق} & \quad \text{encourage.} \\
\text{شکایت} & \quad \text{complain.}
\end{align*}

In other cases the use of the auxiliary verb with an adjective corresponds to the English causative suffix -en.

\begin{align*}
\text{تنگ} & \quad \text{tight.} \\
\text{تنگ} & \quad \text{tighten.}
\end{align*}

73. Intonation Patterns

The stress and high pitch falls on the non-verbal part of a compound verb, even when this comes at or near the beginning of the sentence. Where it is widely separated from its verb, there may be a secondary stress on the word immediately preceding the verb.

Para. 69:

\begin{align*}
\text{sagra} & \quad \text{hasan zad} \\
\text{besababe barf} & \quad \text{rah baste sod}
\end{align*}
Para. 70:

باد از رفتار رضا ماه منژل رفتیم

دیدانش مشکل است

رست ناغفتان گوناگ است

Para. 72:

صدرا خوام کرد

کامربندی خوراگ تانگ کرد

بروناکی کرد

وارد تهران شد

یاد از وانه آزیز ایست می‌کرد

EXERCISES

A. Translate into English:

ملت ایران بی‌شهادت تاريخ از سرعه حرکت هرکز محروم نبوده است. راه‌های شاهی هم‌خانواده‌اند که این راه‌های طولانی جهان متمردند بود. این راه‌ها آرشا را با آسیا متصفح ساخت. آماده تحویل کلی در سایر مسافرت بین نقاط دوردست ایران برای عامه مردم آریک تا در ماه طول کشید. امروز راه‌های متساعد ساخته شد و شویه‌ها درجه اول کوه‌ها را شکافته است. مهم‌ترین وسایل جدید مسافرت در ایران کنونی خط سراسری راه آهن ایرانست. مسافرت هسته ای مرگ در نتیجه نقاط کشور می‌سازه است.

B. Translate into Persian:

After the death of Alexander the Greek, his empire fell to pieces. In course of time a new Persian dynasty seized the reins of the affairs of the country. This dynasty was known as (by the name of) the Parthians or
Ashkanians. Their capital was in the north of Persia. They fought[for] long years with the Romans, but neither (no) one of (from) the two sides gained a decisive victory. Also commercial and cultural relations between the two empires were many during the reign of the Parthians. Persian life came (became) very much under the influence of Greek culture. The Christian religion gained importance in Persia, and the Persian religion of Mithra became prevalent in the Roman Empire. Nearly six hundred years after the death of Alexander, the Parthian empire was overthrown by Ardashir Papakan (use Active construction), (a) one of the chieftains of the south of Persia. He founded the Sasanid dynasty, and made Persia a great empire once again.

**Vocabulary**

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>nation</td>
<td>ملَّت</td>
</tr>
<tr>
<td>evidence</td>
<td>شهادَت</td>
</tr>
<tr>
<td>speed</td>
<td>سرعة</td>
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<td>محرَم</td>
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<td>شاهي</td>
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<td>first</td>
<td>آولَين</td>
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<tr>
<td>long</td>
<td>طولَانی</td>
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<tr>
<td>world</td>
<td>جهان</td>
</tr>
<tr>
<td>Europe</td>
<td>أوروبا</td>
</tr>
<tr>
<td>join</td>
<td>مُتَصَلَّ ساختن (ساز)</td>
</tr>
<tr>
<td>in general</td>
<td>پیتَوریکلی</td>
</tr>
<tr>
<td>past, former</td>
<td>سابق</td>
</tr>
<tr>
<td>point (pl.)</td>
<td>نقطه (نقاط</td>
</tr>
<tr>
<td>distant</td>
<td>دُوْرَدَست</td>
</tr>
<tr>
<td>generality</td>
<td>عامَّة</td>
</tr>
<tr>
<td>month</td>
<td>ماه</td>
</tr>
<tr>
<td>last (v.)</td>
<td>طول کشیدن</td>
</tr>
<tr>
<td>numerous</td>
<td>مَتْتَعدد</td>
</tr>
<tr>
<td>highway</td>
<td>شَوسه</td>
</tr>
<tr>
<td>grade</td>
<td>دَرَجه</td>
</tr>
<tr>
<td>penetrate</td>
<td>شکافَت</td>
</tr>
<tr>
<td>means (pl.)</td>
<td>وسیلة (ویسیل)</td>
</tr>
<tr>
<td>present-day</td>
<td>کُنونی</td>
</tr>
<tr>
<td>line</td>
<td>خط</td>
</tr>
<tr>
<td>end-to-end</td>
<td>سرِتاسَری</td>
</tr>
<tr>
<td>railway</td>
<td>راه آهن</td>
</tr>
<tr>
<td>Transiranian</td>
<td>سرِتاسَری ایران</td>
</tr>
<tr>
<td>aerial</td>
<td>هوایی</td>
</tr>
<tr>
<td>country</td>
<td>کشور</td>
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<td>possible</td>
<td>میسر</td>
</tr>
<tr>
<td>death</td>
<td>وفات</td>
</tr>
<tr>
<td>empire</td>
<td>پیهِم خوردن</td>
</tr>
<tr>
<td>fall to pieces</td>
<td>مرور</td>
</tr>
<tr>
<td>course</td>
<td>زمان</td>
</tr>
<tr>
<td>time</td>
<td>زمَام</td>
</tr>
<tr>
<td>reins</td>
<td>زمام</td>
</tr>
</tbody>
</table>
affair (pl. أمور) آمر
Parthian (pl. پارت) پارت
Ashkanian آشکانی
capital پایتخت
north شمال
fight جنگ
long years سالان دیاز
two sides طرفین
victory پیروزی
decisive قاطع
gain (victory) یافتن (یاب)
relation (pl. رابطه) رابطه
commercial تجاری
Cultural فرهنگی
reign سلطنت
life زندگی

influence نفوذ
culture فرهنگ
Greek يونانی
Christian مسیحی
importance آهستگی
Mithra میره
prevalent شایع
six hundred [see paras. 45 (iii), 88]
overthrow سرنگون کردن
Ardashir آردشیر
Papakan پاپکان
chieftain سالار
south جنوب
Sasanid ساسانی
found (v.) تأسیس کردن
once again پارچیگر

LESSON X

Complex Sentences (Co-ordinate, Subordinate).
Impersonal Verbs. Temporal Clauses

74. Co-ordinate Sentences

The simplest form of complex sentence is that in which a number of propositions are linked together by a conjunction such as 'and', 'but', 'or', etc. (see para. 62 above).

The servant came and opened the door.

My house is in the city, but yours is in the country.
Either do your work well, or go home.

When the actions follow one another in time, the conjunction may often be omitted.

I went [and] bought some meat.

The following idiomatic construction, which is used to emphasize the continuous action aspect of the Present and Imperfect, is an offshoot of the above usage.

I am drinking water (lit. I have, I am drinking water).
I was buying meat (lit. I had, I was buying meat).

In a sequence of actions by the same subject (occasionally also by different subjects) all the finite verbs but the last may be replaced by the Past Participle. The conjunction ‘and’ is optional in this case.

Hasan came to town and went to the cinema.

This construction may be used even when the time of the actions is in the future.

Tomorrow I shall go to the town and buy some meat.

When compound verbs are used, the verbal element of all but the last may be omitted, the element in the last verb being taken to apply to all. This practice is permissible even when different verbal elements would be required for each compound verb in the sentence, or even when the last verb is not compound.

Hasan entered the room and became very angry.

Hasan entered the room and called out.
Hasan entered the room and ate supper.
Similarly the verb ‘to be’ may be omitted except in the last of a series of parallel sentences.

In Tehran the streets are wide, the houses tall, and the shops numerous.

75. Subordinate Sentences

When the second action is in some way dependent on the first, or arising out of it, as a result of a wish, purpose, command, obligation, remembering, forgetting, fear, decision, request, etc., the two clauses may be placed in juxtaposition as in para. 74, without a conjunction, and the subordinate verb is put in the Subjunctive. It is important to note that the Infinitive can never be used for this type of construction.

I am going to the town to buy meat (lit. ...[that] I may buy meat).

I wish to go home.

I would like to become acquainted with him.

I hope to see you soon.

The tense of the subordinate verb is (in all types of subordinate sentence) related to the time of the main action; that is to say, if the subordinate action is subsequent to the main action, the subordinate verb is put in the Present, whatever the tense of the main verb may be.

I went to the town to buy meat (lit. I went to the town [that] I may buy meat).

I was unable to find a good hotel.

He ordered him to bring the account book.

They asked him to leave the room.
76. Impersonal Verbs

A number of impersonal verbs and expressions with the sense of obligation, possibility, and so on, are followed by the Subjunctive. The commonest include the defective verb بایست، ‘to be necessary’, which is only found in current Persian in the 3rd Person Singular of the Present and Past Tenses (both without prefix): بایست، ‘it is necessary’; بایست، ‘it was necessary’; and phrases like میشود، ممکن است، ‘it is possible’; کافی است، ‘it is sufficient’; قرارشود (میشود)، ‘it was (is) agreed’. All these expressions may also be used in the past tense.

You must go at once (lit. it is necessary [that] you may go as quickly as possible).

Is it possible for you to come tomorrow?

It was agreed that we stay here.

It was good for you to live here.

He ought not to have come.

Sometimes, by putting the subordinate verb in the Imperfect (see also para. 85 for the use of the Imperfect to express a past action that did not in fact take place), the idea is conveyed of an action that might or should have been carried out, but was not.

You should have seen that man.

It would have been good for you to live here.

Certain adverbial expressions may take the place of the main verb.

Would that you had seen this!

When بایست is used to introduce a clause of this kind, it generally carries the otherwise obsolete Imperfect verbal suffix ی... بایست: (not to be confused with the 2nd Person Singular).

I ought to have gone (but I didn’t).
If it is desired to express a general obligation, possibility, etc., in which the subordinate verb has no subject, the Past Stem (shortened infinitive) is used instead of the Present Subjunctive.

بابیت رفت One ought to go.
بابیست گفت One had to say, it had to be said.
بابیستی گفت One ought to have said (but didn’t).
مِمکن است (میشود) رفت It is possible to go.

The verb توانست ‘to be able’ may also be used in this impersonal construction, in which case it loses its personal ending in the Present Tense.

میتوان رفت It is possible to go.
میتوانست گفت It was possible to say.

Contrast

میتواند برود He can go.
میتوانست بگوید He could have said.

The defective verb شاید (lit. ‘it is suitable’) has virtually lost its verbal identity, and is generally used as a simple adverb with the meaning ‘perhaps’.

شاید فردامیرم Perhaps I will go tomorrow.
شاید آنجانبود Perhaps he was not there.

If, however, it is desired to emphasize the uncertainty of the action, the Subjunctive (Present or Perfect) may be used. This usage is also applicable to adverbs or adverbial expressions of similar meaning with no verbal element.

شاید آنها نباست Perhaps he will (lit. may) not be there.
ببخشید آنها نباست I imagine (lit. in my imagination) he will not be there.
بیکه بیمیرد Perhaps he will (lit. may) die.
77. The Conjunction ک

With the exception of those governed by an Impersonal Verb and using the Shortened Infinitive (para. 76), most of the above subordinate clauses may be linked to the main sentence by the conjunction ک‘that’ without any other change.

I am going to the town to buy meat.

It was good for you to live here.

He ordered him to bring the account book.

They asked him to leave the room.

The conjunction ک has a very wide range of uses. In general it serves to indicate a dependent relationship between a sentence, phrase, or single word, and a subordinate clause. It can never by itself begin a sentence.

78. Indirect Statements

Clauses dependent on verbs such as ‘say, think, believe, feel, agree, know, ask’, etc., are introduced by the conjunction ک, and frequently remain in the same form as in the direct speech, that is to say, neither person nor tense of the verb are changed.

He said that he was going to the town (lit. . . . that I am going to the town).

Alternatively, the person may be changed (to the 3rd), but not the tense (see para. 75).

He said that he was going to the town (lit. . . . that he is going to the town).

Further examples:

Do you know whether this is true or not?

I think that you have made a mistake.

آیا میدانید که این صحتی است یا نه؟

خیال می‌کنیم که اشتباه کرده اید.
He asked how he could reach the bazaar.

He asked where he found this book (lit. ...that—this book where did you find?).

I wondered where and how this man lived.

Frequently the verb 'to say' may be omitted and implied in the conjunction:

The servant came to say that his master was not there (lit. the servant came that my master is not here).

79. Temporal and other Dependent Clauses

The conjunction كَ is also used to introduce what are really main sentences set in a point of time or place, a cause, etc., this being determined by the grammatical main sentence.

Time:

It was evening when (lit. that) we reached the city.

It is a [long] time since I have seen you (lit. that I have not seen you).

I was in the town one day when I ran into Hasan.

Place:

It was in Isfahan that I first saw that person.

Cause:

He complained so much (lit. [in] a manner) that they were obliged to discharge him (lit. necessarily they dismissed him).
He was so lazy that he did not wake up till noon.

The storm was the cause of this house being destroyed (lit. that the house became destroyed).

Comparison:

It was as if he had never come.

In the above examples the verb of the 'subordinate' clause expresses an accomplished fact. Where it refers to a future or unlikely action, the Subjunctive is used.

This rope is not strong enough to pull that load (lit. . . is not so strong that it may pull that load).

In all these examples the conjunction could be omitted.

It will be seen that in each case the grammatical main sentence precedes the subordinate clause, and in fact is prior to it in time. Where the reverse is the case, a different construction must be used (see paras. 81, 82).

79a. Intonation Patterns

In complex sentences the standard pattern is a rising intonation for the first clause (whether this is the main or subordinate clause) and a falling intonation for the second. However, there may often be a 'peak' in the second part represented by a verbal prefix or some other usually stressed word.

Para. 74:

\[
\begin{align*}
noukar \amad \, o & \quad | \quad dar\ra \, baz \, k\ard \\
manzelam \, dar \, sahr \ast & \quad | \quad vali \, male \, \$om\a \, dar \, yilaq \, \ast \\
y\, k\, a\, re \, xod\ra \, xub \, konid & \quad | \quad y\, a \, manzel \, beravid \\
d\, or\, am \, ab \, mix\, or\, am \\
hasan \, be\sha\r \, am\, ade \, (o) & \quad | \quad besinema \, raft \\
f\, ar\da \, be\sha\r \, rafte \, (o) & \quad | \quad gu\, st \, xoham \, xarid
\end{align*}
\]
Para. 75:

بُسْحَرَ مِرَازِم هَغُسْتَ بِخُرَم
مِهْلَ درَام بَن ۡع أَنَّا شَوَام
نَمِئُتُوْنِي‌ت‌نَم بِمِهْمَانْخَوْيَنَهْيِهٌ مُخْبٌعِتْ كَوْنَم
بِعُدُم أَمْرٍ دَاد دَفْتُرَ بَيْعَارَاد
أَزُّ عُوْحَسْ كَرَانَد ۡوَ تَأْقُرَّ تَرَكَ كُونَد

Para. 76:

بَيْعَد هَارِصْ زُدَتْرُ بِرَعِوْد
آَقَ مُمْكِنٍ أَسْت فَرْدُ فَيْرُتُتِدْ؟
خُبُ بُعَدٍ أَنْ جُنْدُي‌ت كُوْنِد
بَيْعَد حَن مُرْدُا مِئِدَيْدَد
كُوْشْ(عَيْ)ٌ أَنْ عَيْيِمْدَد
ۡشَوْىَدَ فَرَدُوْ مِرَازِم

Para. 78:

gُفَتْ كَه ۡبُسْحَرَ مِرَازِم
آَقَ مِئِدَيْدَد كَه أَنْ سُاَيْحُ أَسْت يَا نَا
xَيْوَلْ مِكُوْنَم كَه أَنْ سُاَيْحُ كَوْدِد
پُوْسِدْ كَه ۡتُوْرَ مِئُوْنِم ۡبِبَازَرْ بِرَاَسَم
سُوْلْ كَرَدْ كَه أَنْ كَتُوْبَرَاَ كُوْدِد ۡبِوْدِد ۡكُوْدِد
ۡتَأْجُوْبُ مِكُوْرَمْ كَه أَنْ مِرَدْ ۡكُوْدِد ۡبِوْدِد ۡكُوْدِد
زَانِدَيِمْ مِكُوْنَم
Para. 79:

asr bud ke || varede shahr shodim

\[ \text{touri sekoyat kard ke || nacar || ura exraj kardand} \]

\[ \text{mesle in bud ke || hargez naymad} \]

\[ \text{in tanob || anqadr mohkam nist ke || an bora beka} \]

**EXERCISES**

A. Translate into English:

آب و هوای ایران

ایران در منطقه‌ی معتدل شیالی قرار دارد و بی‌بین سبب آب و هوای آن بطور کلی معتدل است، اما بعلت کوه‌های بلند و گسترشده و صحراء‌های پهناور و مجاورت دریاها، انتخاب گوناگونی آب و هوای معتدل در آن می‌سینم. در کناره‌های دریای مازندران آب و هوای معتدل، در صحراهای داخیل گرم و خشک، در کوهستان‌ها سرد، و در کناره‌های جنوب بسیار گرم است. باران‌ترین جای ایران کناره‌های دریای مازندران، و خشک‌ترین ناحیه‌ی آن کویر لوت است.

B. Translate into Persian:

In the history of Persia its climate has had much influence. In the prehistoric period it is said that the central plateau was a great internal sea, and men first lived in caves in the mountains. Gradually the sea became dry, and its shores turned into rich farm-lands. But in the course of time the land became even dryer, and already by (until) the Middle Ages a great part of the country was desert. In these districts farming could only be carried out by means of irrigation, and that is still the greatest problem in Persia at the present time. Important new irrigation schemes are being carried out north of Tehran, near Isfahan, on the Safidrud (White River) in Gilan, and in other parts of the country.
VOCABULARY

zone مَنْطَقَة
temperate مُعتَدَل
northern شَمْلِي
be situated قَرَارُ دَاشَّن
climate آبَ وُهْوَا
widespread گَسْتَرَدَه
desert صُحَرَا
extensive پَهْنَاوَر
nearness مُجاوَرَت
sea دَرْيا
kind, sort (pl.) نَوَعٌ (آنَواع)
various گونا گون
shore کَنَاره
Mazandaran مازِنَدَان
rainy بارَائی
internal دَاخِلی
mountainous area کوهستان
district ناحیه (نَواحی)
salt desert کویر
Lut لوت
prehistoric قَبَلُ آز تاریخ
plateau فَلَات
cave غَار
gradually رَفَتَه رَفَتَه
turn into گَشَتَن (گَرَدَ-یه) بَه... 
rich (fertile) حاصلخیز
farm-land (pl.) مزارعه (مزارع)
even هَم هَم
already هَم آنکون
Middle Ages قُرون وُسطیهٔ ۱
Babaran زراعت
farming کُردن
carry out آبَاری
irrigation مَشکِل
problem طَرْح
scheme سفیدرود
Safidrud گیلان

LESSON XI

Complex Sentences (cont.) (Relative Clauses)

80. Relative Clauses

The term 'Relative Clause' is used here to describe a range of complex sentences, only one group of which may be rendered in English by clauses introduced by the pronouns 'who, which', etc.

1 See para. 57 (note).
(a) Temporal

In these sentences the time of the whole complex is determined by the verb of the main sentence. The verb of the subordinate clause, which is introduced by a noun (not necessarily the subject), adverb, adjective, etc., followed by كه, is therefore normally in the past, and indicates an action or circumstance arising before the action of the main verb.

When our work was finished, we went home (lit. our work that it was finished ...).
When our work is finished, we will go home.
When winter comes, it will be cold (lit. winter that it came ...).
When Ali came near, I recognized him (lit. near that Ali came ...).
When we had boarded the bus, we saw Reza (lit. mounted on the bus that we became ...).

The last two sentences could also be rendered, with a slight change of emphasis, as follows:

When Ali came near, I recognized him (lit. Ali that he came near ...).
When we had boarded the bus, we saw Reza (lit. we that we became mounted on the bus ...).

In these last examples the emphasis is on the doers of the action rather than the place or circumstances.

Now that you are going (lit. You, that you are going) so soon, when will you return?
Because he was deceived by the words of these people he accepted their demands.

(b) Appositional

These are similar to the last three examples, but there is no time element involved. Often the main verb may precede the subordinate clause.
This man, who is my friend (lit. that he is my friend), will guide you.

The doctor is not here, for he did not come today.

An old man with a wife and child came in, all of whose clothes were torn (lit. that all his clothes were torn).

Hasan had an uncle whose wife had passed away two years previously (lit. ... that it was two years his wife has passed away).

(c) Selective or Determinative

The following examples come nearest to the Relative Clause as understood in English, in that the clause selects or in some way determines one unit or a group from a general class. There is, however, no relative pronoun in Persian, and the construction is similar to that in (b) above, with two important distinctions:

(i) The antecedent is identified by the addition of the suffix ی ... (not to be confused with the Indefinite suffix). This suffix is unstressed. (For rules governing its orthography after nouns ending in a vowel see para. 39 A(ii).)

(ii) The conjunction ک must follow the antecedent immediately, only the particle ر ... being interpolated when this is required. This is the main feature, other than the context, that enables the selective relative clause to be distinguished from the appositional, when the antecedent to the latter is an indefinite noun with the indefinite suffix ی (see the last two examples in (b) above).

In all cases the subordinate clause must contain a pronoun, expressed or implied, referring back to the antecedent. This of course is frequently the subject of the subordinate verb, and therefore not expressed separately; it may also be omitted where there is no possible ambiguity, for instance, when it is the direct object of the subordinate verb.
The following table sets out the different types of Selective Relative Clause that may occur:

<table>
<thead>
<tr>
<th>Main sentence</th>
<th>Relative Clause</th>
<th>Pronoun</th>
<th>Conj.</th>
<th>... ra</th>
<th>Suffix</th>
<th>Antecedent</th>
</tr>
</thead>
<tbody>
<tr>
<td>دروز آمده</td>
<td>[او]</td>
<td>دیروز دریاند</td>
<td>اینجاست</td>
<td>ی</td>
<td>مَرْد</td>
<td>2</td>
</tr>
<tr>
<td>هِدیه هادید</td>
<td>(اورا)</td>
<td>(اورا)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>دروز آمده</td>
<td>[او]</td>
<td>دیروز دریاند</td>
<td>امروز دیدم</td>
<td>ی</td>
<td>مَرْد</td>
<td>2</td>
</tr>
<tr>
<td>هِدیه هادید</td>
<td>(اورا)</td>
<td>(اورا)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>دروز آمده</td>
<td>[او]</td>
<td>دیروز دریاند</td>
<td>حرف زددم</td>
<td>ی</td>
<td>بامَرْد</td>
<td>2</td>
</tr>
<tr>
<td>هِدیه هادید</td>
<td>(اورا)</td>
<td>(اورا)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In the first group the Antecedent is the subject of the main verb, in the second the direct object, and in the third the indirect object. Similarly in each group the three examples show the antecedent as subject, direct object, and indirect object of the subordinate verb. In all cases it will be seen that the subordinate clause is in such a form that it could stand by itself without alteration.

Translation:

A₁. The man who came yesterday is here
(lit. that [he] came yesterday)

2. The man whom you saw yesterday is here
(lit. that you saw (him) yesterday)

3. The man to whom you gave a present is here
(lit. that you gave to him a present)

B₁. The man who came yesterday I saw today

2. The man whom you saw yesterday I saw today

3. The man to whom you gave a present I saw today

C₁. With the man who came yesterday I spoke

2. With the man whom you saw yesterday I spoke

3. With the man to whom you gave a present I spoke

In addition to the omission of the pronoun in the subordinate clause, already referred to, idiomatic usages also often occur when the antecedent
has one status in the main sentence and another in the subordinate clause. In such cases the influence of the subordinate clause, coming first, may out-balance that of the main sentence.

(i) In example B1, where the antecedent is the object of the main sentence but the subject of the subordinate clause, the particle را ... may be omitted.

مردهی که دیروز آمد امروز دیدم

(ii) In example A2, where the antecedent is the subject of the main sentence but the object of the subordinate clause, the pronoun in the subordinate clause is omitted, but the particle را ... is transferred to the antecedent itself, even though this is not permitted by the structure of the main sentence.

مردهی را که دیروز دیده اینجاست

A similar usage occurs more rarely in example A3.

پیمردهی که هدیه دادید اینجاست

In normal practice this last only happens when there is a considerable separation between the antecedent and the main verb.

با زبانیکه ما امروز سخن میگوینم وآنا فارسی نیستم میهمان یهان زبانی است که هزار سال پیش رواج داشت

The language (with) which we speak today and which we call Persian is the same language that was current a thousand years ago.

The antecedent may be qualified by an adverb or adjective, especially a superlative or adjective of quantity.

تنه‌ اکسی که اینجاسببند مان بودم

پیرترین جزیکی در منزل من است

این قالی است

تمامی کارگرانیکه اعتصاب کردنده

امروز برجستند

The only person (who was) here was I.

The best thing (that is) in my house is this carpet.

All the workers who were on strike returned today.
In the following construction the verb 'to be' is inserted between the antecedent and the conjunction.


tanha kesi ast ke ban mankhet rafte

ast

he is the only person who has been to that country.

pehrin katabi ast ke taba jal

xwanad

it is the best book that I have read up to now.

81. Adverbial Conjunctions

A modification of the Relative construction is used in the formation of a large number of adverbial and prepositional expressions that serve as conjunctions of time, place, purpose, cause, etc. The following are a few examples. In each case the expression consists of a noun (often governed by a preposition) bearing the suffix که... and followed by the conjunction که.

Time:

- khi ke when (lit. at the time that).
- ta khi ke as long as (lit. until the time that).
- az khi ke since (lit. from the time that).
- dar halike ke while (lit. in the condition that).

Locative:

- dar (jar) khi ke where.

Causal:

- az ajaghave ke because (lit. from that place that).

Concessive:

- dar halike ke whereas (lit. in the condition that).
- ba wojoki ke in spite of the fact that (lit. with the existence that).

Comparative:

- takhde jike, bitorike, bistantorike to the extent that, just as.

Consecutive:

- taakhde jike, bitorike so that, to such an extent that.

Examples:

- khi ke resi sm dareste shud. When I arrived, the door was closed.
- az khi ke amd xhi li srd bod. Since he came, it has been very cold.
Where the city was, there is only desert.

He acted just as they had said.

Because he was tired, he went to bed (lit. he went, slept).

Although he was hungry, he finished his work.

He polished his shoes so that they shone.

Sometimes the که may be separated from the noun or prepositional phrase.

He [only] put down (lit. on the ground) the glass when there was not a drop of water in it.

Another way of expressing the comparative idea involves the use of the compound conjunction از بسکه ‘inasmuch as’ (lit. from enough that).

He shouted so much that (lit. inasmuch as he shouted) people became tired.

82. Prepositional Conjunctions

Subordinate clauses may be introduced by prepositions through the interpolation of the pronouns این or آن and the conjunction که.

Time:

پیش (قبل) از آنکه

پس (بعد) از آنکه

در ضمن اینکه

تا اینکه

before.

after.

while (lit. in the contents of this that).

until, as long as.

Purpose:

برای اینکه

in order that.

Comparison:

مثل اینکه

as if.

چنانکه (چون آنکه)

just as.
Cause: بَعْدَ از آنکه حسن رفته بود مُحَمَّد وارد شد.
Concessive: بَراي آنکه اشتغاف نَشُود در دَفَر نَوَشَت.
Consecutive: از أطاف خارج شد مثل آنکه او را نشيد.

Examples:
یَعَلَّت آنکه هَوایها دیر آمد.
نَمَی‌شواست در جَلْسَه‌شَ نَرَکَت
با آنکه سَخت باران بود فَوَرَ راه او فتاد.
سَخت کار میکرد از آنکه از امتِجاَم خوب گَذِرد.

چُنان‌که می‌بینید این أطاق
بَوزَرگ‌تر است.

Comparative sentences may also be formed by using the comparative adjective and از آن که followed by آن که.
این دَرَس آسانتر از آن است که
تصوِّر کرده.
او به‌جسترش آن است که این
حکایت را با ورکنِد.

because.
although.
unless.
so that (with Subjunctive).

After Hasan had gone, Mohammad entered.

In order that there might be no mistake, he wrote (it) in the register.

He went out of the room as if he had not heard him.

Because the plane was late, he was unable to take part in the meeting.

Although it was raining hard, he started out at once.

He worked hard so as to pass the examination well (verb in the Subjunctive because the action was not completed at the time of the main action).

As you see, this room is larger.

This lesson is easier than (that that) you imagined.

He is too clever to believe (cleverer than that that he would believe) this story.
Other expressions using ان or آن and که include:

\[\text{بعد از آنکه حسن رفته، من هم خواهم رفت.}
\]
\[\text{بعد از آنکه حسن رفت، من هم خواهم رفت.}
\]
\[\text{Before he arrived, the work was finished.}
\]
\[\text{After Hasan goes, I too will go.}
\]

When the action in the subordinate clause is earlier in time than that of the main clause, the subordinate verb is put in the Past or Pluperfect, even though the time of both actions relative to the speaker may be future. Similarly, when the subordinate action is later in time than the main action, the subordinate verb will normally be in the Subjunctive, even though both actions may be past relative to the speaker.

Subordinate clauses introduced by a compound conjunction are generally placed before the main clause. Thus the choice lies between a subordinate clause introduced by a compound conjunction and (generally) preceding the main clause (paras. 81, 82), and one introduced by a simple که and following the main clause (para. 79). This choice may perhaps best be clarified by saying that که implies some undefined relationship between the two clauses. Where the context of the clauses makes the relationship clear, که is sufficient (though a more complex conjunctival expression may of course be used if desired); where there is a possibility of ambiguity, a conjunction specifying the relationship should be employed.

Thus:

\[\text{زمستان که آمد سرد میشود}
\]
\[\text{When winter comes, it will be cold.}
\]

means much the same as:

\[\text{وقتی که زمستان آمد سرد میشود}
\]

\[\text{But}
\]

\[\text{گرسنگی که بود کار خود را تمام کرد}
\]

\[\text{could mean: When he was hungry, he finished his work.}
\]
\[\text{or: Because he was hungry, . . .}
\]
\[\text{or even: Although he was hungry, . . .}
\]
On the other hand there is no ambiguity about
با وجودیکه گرنهه بود کار خود را تمام کرد
which can only mean: Although he was hungry, he finished his work.

83. Pronominal Conjunctions

The pronouns این and آن may be used relatively with the conjunction که, and without the addition of the relative suffix ی... آنکه بستر پیش بیاید Let him who is tallest come forward.

آنکه is generally used only for animate beings; for inanimate objects the correct expression is آنچه که, though the که is frequently omitted. آنچه (که) د ر کتاب است راست است What is in the book is true.

آنچه may take the suffix را... when it is the object of the main verb (and also idiomatically when it is the object of the subordinate verb, cf. para. 80(c) (ii)). In this case the conjunction که must be retained. آنچه (را که) گفت راست است What he said is true.

آنچه may also be used with prepositions and prepositional expressions. باوجود آنچه گفت خواهم رفت In spite of what he said, I shall go.

The form چنانچه [which must not be confused with چنانکه (see para. 82)] is used to introduce a future or doubtful proposition, and has therefore acquired almost the meaning of 'if' (other conditional clauses are dealt with in para. 85). چنانچه صلاح بدیدن فردی حرکت میکنم If you think fit, we shall leave tomorrow.

83a. Intonation Patterns

Sentences of the para. 80(a) and (b) types tend to have a secondary peak immediately before the که and a primary peak on the subordinate verb. In the Selective Relative Clauses (paras. 80 (c) and 81) there is a
secondary stress on the antecedent. A similar pattern is observable in para. 82.

Para. 80(a):

کرمان که تمام شود | منژل رفتم

سره روست به دو | رضا دیدم

ما که سرها روست به دو | رضا دیدم

از سوخاریه در ایشان که اداره شد | تاراکورهایشانها | قبول

کرد

(ب):

در مرد | که دسته من می‌گذارد | صمیم روح‌نامه‌یی به‌واه

کرد

پر مرد | با یانی بی‌سیر شد | که تمامی لب‌ها

پر سود

هسین آمیزی داشت | که در سیل بود | زانه دار گوزه‌ست

(c):

مردیکه درز اماد | ینجاست

Para. 81:

 وقتیکه راستام | در بسته شود

در جوانی شهر بود | فاضل بی‌خیال است

کافش‌های یک‌پا گردی کرد | بی‌تریکه برگمی می‌زد

وقتی لیوانها بی‌پایی گوز مشت که | یاک قاتری اب | در ای نابود

در دار اماندی این این است که | تاسوور کردید

در بحلیل‌تر این است که | در هکاوترا | بی‌ماری کناد
Para. 82:

ba'd az چن ke hasan raffe bud || mohammad vared šod
baroye inke eštebah našavad || dar daftar navešt
be'ellate inke havopeima dir omad || namitavanest dar jalase
šerkat konad

sxxt kör kard ta inke || az emtēhān xub gozarad
cononke mibinid || in otoq bozortar ast

Para. 83:

once bolandtar ast || piš beyāyad
once ke dar ketabast || rust ast
ba vojude once goft || xcham raft
conance salah bedanid || fardča harakat mikonam

EXERCISES

A. Translate into English:

نِجَات ماه
شَبِ مَهْتَابی مَلا دَر چاه نِگاه میکرد عَنکس ماه را در چاه دید.
فکرکرد که نَوَاب دارد ماهرا از چاه نجات دهد. پُس قَلابی در چاه
انداخته چند دور گرَدانتید. آز قَضا قَلاب بِسِتک بِدَر گَی دَر تَه
چاه گیَرکرد. مَلا خَلیع سَعی کرد آنرا بالا بکشند آنما از چای خیوید تکان
نَخورد. زیاد قَوت کرد رَیسان پاره شد مَلا پَنش آفتد. نِگاه کرد
ماه را در آبیان دید گفت: عَیب تَدارد خیل رَنِج کَشیدم بِمقصد
رَسیده ماه را نِجات دادم.
B. Translate into Persian:

With the victory of Ardashir Papakan a new period began for Persia. The Zoroastrian faith was established once again as the national faith of Persia, and the government and the religious leaders worked sincerely together. As a result a strong centralized government was established, which encouraged feelings of patriotism and nationalism among the people. Among (from) the famous personalities of this period were Shapur I, who humbled the Roman Emperor Valerian; Shapur the Great, who reigned for seventy years and strengthened and expanded the empire; Nushirvan the Just, who revived the administration and codified laws; and the prophet Mani, who founded a religion that was rejected in Persia itself, but spread widely in Europe and central Asia.

VOCABULARY

moonlit مهتابی
well جاه
look نگاه کردن
reflection عکس
think فکر کردن
that (conj.) که
spiritual reward ثواب
rescue نجات دادن
hook قلاب
throw (n.) دور
spin (v.) گردانیدن
by chance از قضا
stone سکه
bottom تنه
get caught گیر کردن

try سعی کردن
move (intr.) تونکان خوردن
force (v.) قوت کردن
cord ریسان
break (intr.) پاره شدن
sky آسیان
never mind! عیب ندادند
take trouble مشکیدن
intention مقصود
arrive رسیدن
begin شروع کردن
Zoroastrian زردشتی
be established برقرار شدن
as پرس
government دولت
religious leader روحانی (روحانیان)

(pl.
together باهام
work (v.) کار کردن
sincere صمیمانه
as a result در نتیجه
centralized متمرکز
encourage تشویق کردن
feeling (pl. حس (اختلافات
patriotism وطن دوستی
nationalism ملت پرستی
personality شخصیت (شخصیت
Shapur شاهور
emperor امپراتور
Valerian والریان
humble (v.) تحقیر کردن
seventy [see paras. 45 (iii), 88]
reign (v.) سلطنت کردن
strengthen محكم کردن
expand توسیع دادن
Nushirvan نوشیروان
just (adj.) عادل
administration حکومت
revive قوت دادن
law (pl. قانون
codify تدوین کردن
Mani مانی
reject رد کردن
spread رواج یافتن
widely زیاد

LESSON XII
Complex Sentences (cont.)
(Indefinite Relative. Other Conjunctions.
Conditional Sentences)

84. Indefinite Relative Conjunctions

The word هر ‘each’ is used to form a variety of conjunctions from
pronouns and other words, giving them the sense of the English ‘-ever’.

هر کسیکه، هر آنکه، هر که
هر آنچه (که)، هر چه (که)

whoever.

whoever.
The following do not take که

که

whoever.
whichever
whenever.
wherever.
however.

often has the sense of ‘although’.

Since such expressions are by their nature doubtful or indefinite, they are normally followed by the verb in the Subjunctive, unless it refers to an action that has already happened in relation to the main verb.

Whoever he is, I should like to see him.
Bring anyone you see there to my house.
Bring anyone who is there to my house.

Whatever they had in excess, they sold.
Take whichever of these you need.
Whenever you come here the weather is bad.
Wherever he goes, he is welcomed with pleasure (lit. they (impers.) welcome [him] with pleasure).
However you insist, I shall not agree.

somehow or other.

The use of ٌٍٍٍٍٍٍ with the comparative adjective has already been mentioned (para. 45(i)). The following construction should be noted.

ٌٍٍٍٍٍٍ (باشد) بِيَبُ (خوادم)

the sooner the better.
84a. Other Conjunctions

A small number of words, mostly prepositional in origin, are commonly used as conjunctions without the interpolation of any other particle, though كه may often be added.

(a) 'when'. In this sense it never takes the conjunction كه.

When he entered the room, he saw a strange sight.

(b) 'since, because'. All these may be used with or without كه. كه generally only introduces a subordinate clause following the main clause.

Since he had no acquaintances in that town, he went to an hotel.

I did not finish my work, because I wished to go to the theatre.

(c) The conjunction تا has a variety of allied meanings.

(i) 'as long as', 'as far as', 'as much as'.

As long as you are here, you must help.

As far as the eye could see (lit. worked), there was nothing but mountain and forest.

Tell the truth as far as you can.

(ii) 'as soon as', 'by the time that' (depending on the tense of the following verb).

As soon as you return here, I will show you.

By the time you leave, we shall be ready.

(iii) 'until' (normally followed by the verb in the negative).

I shall say nothing until you agree.
(iv) ‘in order that’ (with verb in Subjunctive).

\[
\text{سُبْحَانَ زَوُدَ حَرَكَتُ كَرَدَ تَأَعَّصَرُ}
\]

\[
\text{بِرَسَدَ} \quad \text{He left early in the morning in order to arrive by evening.}
\]

\(\text{تُا}\) is sometimes used in this sense after verbs of command, etc.

\[
\text{اَمْرَادَتَا زُوُدَ حَرَكَتُ كَنُد} \quad \text{He ordered him to set out early.}
\]

Often the subordinate verb is put in the Past Tense, in which case the two meanings under (iii) and (iv) are combined.

\[
\text{اَمْرَادَتَا زُوُدَ حَرَكَتُ كَرَد} \quad \text{He ordered him to set out early (and he did).}
\]

(v) ‘than’ (in comparisons between two actions or verbal ideas).

\[
\text{بَا هُوَشَتَرَدَتْ تَابِكَجَنِينَ كَارَى بَكَنَّيَد} \quad \text{You are too sensible to do such a thing.}
\]

\[
\text{يِهَّتُرَ اِسْتَ اِنْتَجاَ بَمَانِيَمَ تَا دَرَيَن} \quad \text{It is better for us to stay here than to go out in this weather.}
\]

Often the second verb may be omitted.

\[
\text{رَضَا زَرَنْنَتَ اِسْتَ تَا مُحَمَّمَدَ} \quad \text{Reza is cleverer than Mohammad (is).}
\]

\[
\text{بَا هُوَابْيَا زُوُدَتْرَمِيْسِيَ تَابَا أَنْبُوَسَ} \quad \text{You will get there sooner by plane than by bus.}
\]

85. Conditional Sentences

The protasis (‘if’ clause) in Conditional Sentences is introduced normally by the conjunction اَكَّرَ (with or without كَهَ). The tenses of the verb in protasis and apodosis are determined by the nature of the condition, which may be possible or impossible. (For the use of جُنُّانِجَهٌ in a similar construction see para. 82.)

(a) Possible. The protasis verb is in the Subjunctive (Present or Perfect), the apodosis verb in the Present or Future.

\[
\text{اَكَّرَ إِجَازَهُ بِدِيهِدَ حَالَا مِيِرْوَمَ} \quad \text{If you permit, I will go now.}
\]

\[
\text{اَكَّرَ بَيْتَبِيْدَ يِشَبَّ خَبَرَ مِيِدهِمَ} \quad \text{If he comes, I will tell you.}
\]

\[
\text{اَكَّرَ هَنْوَزَ نَرَفَتْهُ بَاَشِدَ بَاوَ حَرَفَ مَيِزِتَمَ} \quad \text{If he has not yet gone, I will speak to him.}
\]
When the protasis refers to an action completed before the action of the apodosis, the Past Tense may be used.

ما گذشت بهش نخبرم یشیام میدم

If he comes, I will tell you.

(b) Impossible. Both verbs are in the Imperfect or Pluperfect (cf. para. 76 for this use of the Imperfect).

اگر هرگز زودترمرفتید اورام میدیدید

If you had gone sooner, you would have seen him.

اگر دانسته بودم هرگز قبول نمیکردم

If I had known, I would never have agreed.

Conditional sentences may also be formed by using the Subjunctive or Imperative without an introductory conjunction, the main verb being in the Indicative.

(If) you want the truth of it, I did not go to town yesterday.

آنان کتاب را بی از دیگر چیزی آرت نخواهم خواست

Give me that book (i.e. if you give me that book), I shall not ask anything else from you.

In addition to the concessive conjunctions referred to in paras. 81, 82, 84, 'although' is commonly used. The tense of the subordinate verb is Indicative or Subjunctive according to the degree of reality of the condition. The main clause is generally introduced by some such conjunction as اگرچه, آما, etc., or by همیشه, ویلای, آما, etc., with a negative verb.

اگرچه عجله داشت آما در اورا با دقت فنال کرد

Although he was in a hurry, (but) he locked the door carefully.

اگرچه اینجا یکسال کارکردند

Although I have worked here for a year, (yet) I have not met the manager.

86. Use of the Infinitive

In its capacity as a verbal noun, the Infinitive may be used after verbs of beginning, etc., where the reference is to a general action without an expressed object. The Infinitive is governed by the preposition به.

شروع کرد بکار کردن

He began to work.

but

شروع کرد دار رنگ کننده

He began to paint the door.
87. Logical and Grammatical Subjects

Frequently a complex sentence may open with a logical subject which in fact turns out not to be the same as the grammatical subject of the main verb. A simple example has already been given in Lesson vi (para. 40(ii)). Others are given here.

There was no means of escape for the soldiers who were in the fort (lit. the soldiers who were in the fort, there was no means of escape for them).

Since Hasan was alone, there was no friend and companion to help him (lit. Hasan, since he was alone, there was ...).

The house that you see there belongs to my nephew (lit. the house that you see there, its owner is my nephew).

When the police came, these men became angry (lit. these men, when the police came, their times became bitter).

87a. Intonation Patterns

Conjunctions tend to attract a secondary stress (with high pitch).

Para 84:

\[ \text{harke bašad} || \text{meil daram ura bebinam} \]
\[ \text{harkera anja didi} || \text{bemanzele man beyavar} \]
\[ \text{har kodam az inhara lazem dari} || \text{begir} \]
\[ \text{har ja miravad} || \text{ba xošali esteqbal mikonand} \]

Para. 84a:

\[ \text{cun daxele otaq šod} || \text{manzareye qaribi did} \]
\[ \text{kūram ra tamam nakardam} || \text{ce mixostam te?ātr beravam} \]
تا کاشم کار می‌کرد | چوز کوه ی نیاگال هیچ نابود
تا عنجا به مه‌سیار | نهشان وxaham دید
تا قاپل ناکردی | هیچ ناهاام گفت
باهوشترادی تا | یاکاونین کار به‌کنید
بهتر است انja بهم‌نیم | تا دار در havae بریون راون
rezâ زارانطار است تا | موحامد

آگر jeaze به‌دهد | حالی میرام
آگر هانوز نارفته بوشاد | به‌طور هارف میزانم
آگر ژدتار می‌رتفدی | ژر میدید
روست‌مر بخواهی | دور شار نراستم
قین کتوب‌را بهم‌بده | دیگر cizi azat ناهاام خست
آگرce اجاه دوست | ام‌مّ داررا بچ دیق‌ول‌قئف کرد

Para. 86:
شروع کرد به‌کر kardan

Para. 87:
sarbazانیکه دار qاله بوداند | واسیع‌ه این جر باریه آنها نابود
حسن چون تاک o تانها بود | دوست o رفیقی نابود که ژر | کوماک
کناد
manzelike انja می‌بینی | سخباش بردارزارژدی ایه مان است
EXERCISES

A. Translate into English:

عيد نوروز
جمشید یکی از پادشاهان قدیم‌ داستان‌های ایران بوده است. گویند پارچه بافتن، ولباس دوختن، وجوکاشفت، و خانه ساختن، از سنگ، و چوب وگل را جمشید بر دم یاد داده است. روزی که جمشید برخت شاهی نشست مسجد م هم خوشحالم کردن، و آن روز نوروز یعنی روز نور نام گذاشتند، و ایرانیان تاکنون این روز را عید میگیرند. نوروز برای همه ایرانیان ویخصوصا برای کودکان به‌تین روز سال است. در این روز همه به‌باس نوه می‌نشینند، به‌دنه‌هم میروند، شادی می‌کنند، و برگزاری کودکان عیدی می‌دهند. یا برای آنان اسباب بازی می‌خرند.

B. Translate into Persian:

The Sasanid empire was still apparently at (in) the zenith of its power when it suddenly succumbed beneath the attack of the Arabs, who, under the influence of their new religion of Islam, poured out of the limits of Arabia during the first half of the seventh century A.D. Within a short time Persia's cultural life became submerged under a surface of Arabic religion, language and administration, even though in fact Persian ideas continually exercised (showed) much influence in the progress of Arabic and Islamic culture. For (In the space of) two centuries the whole of Persia was under the rule of Arabian caliphs, whose capital was first in Arabia, next in Syria, and finally in Iraq; during this time Islam, with its simple, popular ideas, came near to obliterating the old Zoroastrian faith.

VOCABULARY

<table>
<thead>
<tr>
<th>Persian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>جمشید</td>
<td>Jamshid</td>
</tr>
<tr>
<td>داستان</td>
<td>story</td>
</tr>
<tr>
<td>پارچه</td>
<td>cloth</td>
</tr>
<tr>
<td>بافتن</td>
<td>weave</td>
</tr>
<tr>
<td>دوختن</td>
<td>sew</td>
</tr>
<tr>
<td>گندم</td>
<td>wheat</td>
</tr>
<tr>
<td>جوو</td>
<td>barley</td>
</tr>
<tr>
<td>کاشتان</td>
<td>plant</td>
</tr>
<tr>
<td>گلی</td>
<td>plaster</td>
</tr>
<tr>
<td>گل</td>
<td>mud</td>
</tr>
</tbody>
</table>
seventh (see para. 88)
A.D.
mi'ladī
pour rheqāna (riż)
pour out bi'rūn rheqāna
dār zārāfā
within, in the space of sāṭṭaḥ
language zābān
Arabic ar'ābī
be submerged gharq shudān
dar waq'āt in fact qā'māma
continually tā'rīqī
growth ṭurqī
growth Islamic
Caliph (pl. kalifā') khālis (khulīfā)
next (adv.) sīsā'
another āhīr
simple sādeh
popular 'awām pīsān
idea (pl. 'aqaidā) 'aqīdāh
come near to nīzādekh shudān
obliterate māhū kardān

sit nishāstān (nīshān)
New Year's Day torūz
name (v.) ism gūdāshān
especially bā'hisāwās
child kūdāk
wear (clothes) pīshdān
happiness šadī
New Year gift 'Īdī
toy asbāb bāzār
cause, article sābāb (asbāb)
play bāzār
apparently hāzhrām
zenith awāj
power qūdrāt
suddenly nākāh
attack ḥomāh
succumb mālūb gūdāshān
Arabs 'arbāb
Islam Islām
limit (pl. ḥadād hadād)
Arabia 'arbīstān
half (n.) nīmeh
LESSON XIII
Numerals. Time. Age. Dates

88. Cardinal Numbers

(a) The Cardinal Numbers are as follows:

(see para. 28) يَكَب (yak) one.
(see para. 24) دّو (du) two.
 сфере (sehr) three.
چهار (cehar) four.
پنج (pنج) five.
شش (sheh) six.
هفت (heft) seven.
هشت (hesht) eight.
نیم (nim) nine.
ده (deh) ten.
یازده (yazdeh) eleven.
دوازده (dawazdeh) twelve.
سیزده (seisdeh) thirteen.
چهارده (cehardeh) fourteen.
پانزده (panzadeh) fifteen.
شانزده (shandezeh) sixteen.
هفده (hafdeh) seventeen.
هجده (hejdeh) eighteen.
نوزده (nuzadeh) nineteen.
بیست (bist) twenty.
سی (si) thirty.

(see para. 28) چهل (chehel) forty.
پنجاه (pajah) fifty.
شصت (schost) sixty.
سبعمودی (shabtumadi) seventy.
هشتاد (heshtad) eighty.
نUED (nued) ninety.
صد (schad) hundred.
یکصد (yekschad) one hundred.
دویست (dowist) two hundred.
سیصد (sischad) three hundred.
چهارصد (cehardschad) four hundred.
پانصد (panischad) five hundred.
ششصد (schischad) six hundred.
هفتصد (havtischad) seven hundred.
هشتصد (heshtischad) eight hundred.
نهصد (nehischad) nine hundred.
هزار (hezar) thousand.
یک هزار (yek hezar) one thousand, etc.
کور (kor) five hundred thousand.
میلیون (milion) million.
(b) Compound numerals are formed by linking the parts with the conjunction و (usually pronounced 'o'), the largest numeral coming first.

\[
\text{یک‌سی و هزار و ونچصد و پنجاه ونیه} \quad 1959.
\]

\[
\text{سی و هفت هزار و دویست و هشتاد و پنج} \quad 37,288.
\]

(c) The Cardinal Numbers normally serve as adjectives, and in conformity with the rule regarding adjectives of quantity and number (see para. 45) precede the noun they qualify, which follows in the singular.

\[
\text{سه} \quad \text{مرد} \quad \text{three men.}
\]

\[
\text{ده} \quad \text{کتاب} \quad \text{ten books.}
\]

The round numbers may also be used in the plural, the following noun however still being in the singular.

\[
\text{ده‌ها} \quad \text{سیب} \quad \text{tens ( = English dozens) of apples.}
\]

\[
\text{صد‌ها} \quad \text{کتاب} \quad \text{hundreds of books.}
\]

\[
\text{هزار‌ها} \quad \text{درخت} \quad \text{thousands of trees.}
\]

\[
\text{هزاران} \quad \text{بچه} \quad \text{thousands of children.}
\]

They may also be used in this way as nouns.

\[
\text{هزاران آم‌دند} \quad \text{thousands came.}
\]

\[
\text{یک‌کین} \quad \text{may be used as a noun with the addition of the indefinite suffix}
\]

\[
\text{ی} \quad \ldots
\]

\[
\text{یکی گفت} \quad \text{someone said.}
\]

Frequently a 'numerator' word is inserted between the numeral and its noun, with some such meaning as 'unit', 'person', etc. This does not add anything to the meaning, and is disappearing in the written language, though in colloquial Persian a few of the very long list of numerators are still commonly heard. The numerator stands as though it were an integral part of the numeral itself, and does not require گرفت, nor affect the singular
form of the noun. The most usual are, for persons, ْتَقُرَّ، ‘person’, and ْتَنَّ ‘body’; and for things, ٍتَا ‘fold’ (except in the case of ٌيَكَك، which takes َدَا ‘grain’).

سَهَ نَقُرَّ بُيْسِبَانَ
صَدَّد تَا شِتْرُ
three policemen.
a hundred camels.

The same construction is used with words that give some definition (size, weight, etc.) to the numeral, as well as with words expressing quantity or type in a more general way.

چَهَار َكِيْلَوْ َخُوْشَتْ
دو ليوُان ْآب
یَكَك دَئْسَ لْيَبَاس
سَه جُفْت كَتْقَش
شِشِنْوَع ْمَيْوَه
four kilos of meat.
two glasses of water.
one suit (lit. hand) of clothes.
three pairs of shoes.
six kinds of fruit.

In some of these cases the normal اَصَفِّ construction is also possible, in which case the container or measure becomes the main noun, qualified by the thing contained or measured, e.g.

يَكَك لْيْوَان ْآب
a glassful (quantity) of water.

but

يَكَك لْيْوَان ْآب
a glass for water, a drinking-glass.

89. The Figures

The figures are those from which the European figures are derived, and still bear some resemblance to them.

٢ ٤ ٦ ٨ ٩ ٠
١ ٢ ٣ ٤ ٥ ٦ ٧ ٨ ٩ ٠

These are written from left to right as in English.

٧٥ ٧٥.
٢٤٣ ٢٤٣.
١٠٦ ١٠٦.
The letters of the alphabet are also used as numeral figures, mainly nowadays in the pagination of the introductory parts of books, the numbering of paragraphs, etc. (much as in English we use the small Roman numerals i, ii, etc.). Their values are as follows:

\[
\begin{array}{cccccccccccc}
1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 & 20 & 30 & 40 & 50 & 60 & 70 & 80 \\
\end{array}
\]

For mnemonic purposes the letters as arranged above are grouped into threes and fours as under, forming imaginary words:

- (hotti) حَطْيَى
- (havveq) هَوْؤَز
- (abjad) أَبِجَد
- (garešat) قَرِشَت
- (saqfas) سَقْفَص
- (kaleman) كَلِمَان
- (zazzeg) ضَطَّعَغ
- (saxxaq) سَخْخَع

From these are taken the word for alphabet أَبِجَد, and the distinguishing names of the two letters he (see paras. 8, 24).

**90. Ordinal Numbers**

The ordinal numbers are for the most part formed by adding the suffix مـ to the cardinal numeral.

- بَنْتُجُمُهُ fifth.
- بِبِسْتُمَّ twentieth.
- جَهَل وَبِكَمْ forty-first.
- دَوْسَت وَهَغْتَاد وَهَشْتُم two hundred and seventy-eighth.

'First' is generally used in the Arabic form أَوَل (though not in
compound numbers—see ‘forty-first’ above). ‘Two’ and ‘three’ are slightly modified in the ordinal form:

(pron. doyom) دووم، دويم second.

سوم، سيم third.

The ordinals are employed as normal adjectives, following the noun qualified in the etafe construction.

مرد سوم the third man.

صف چهارد هم the fourteenth row.

A ‘superlative’ form of the ordinal numerals, with the additional suffix ين . . . , is used to indicate position in a series. As with the superlative adjectives (see para. 38), the numeral precedes the noun without etafe.

بیست و سومین روزهای چهارصد و بیست و هفتمین شیاره روزنامه

the twenty-third day of the month.

the 427th issue of the newspaper.

آول may also take this suffix, and its opposite، آخرین ‘last’, should also be noticed.

آولین روز سال

آخرین منززل خیابان

the first day of the year.

the last house in the street.

91. Fractions

Ordinal numbers are increasingly being used to represent the fractions.

dو سوم two-thirds.

چهار نهم four-ninths.

Alternatively, the Arabic forms of the fractions are commonly used:

نصف half.

ربع quarter.

ثلت third.

خمس fifth.
Another construction often found places the denominator first, followed by the numerator, both in the cardinal form. This is nowadays only used when the numerator is one-third (lit. (of) three, one).

A modification of this construction is used to express percentages.

The Persian word for 'half', نیم, is used in combination with other numerals. It normally follows the noun governed, as do the other fractions, when combined with whole numbers.

but

3½ metres.

2¼ hours.

three-quarters of an hour.

92. Other Expressions of Number

یکی یکی
one by one.

dوادو
two by two, etc.

dو سه
two or three, etc.

هر دو
both.

هر سه
all three, etc.

dو بار (د فعه، مرتبته)
twice, etc. (lit. two times).

is also used in the sense of ‘again’. Cf. also

dو باره
again.
93. Arithmetical Expressions

Addition (جمع):
ْهَفَت و چِحار میشْوَد یازْدَه (تا)
seven and four make eleven.

Subtraction (ترمیق):
سَه آُر نِه میشْوَد (میان‌نِه) شَش (تا)
three from nine make six.

Multiplication (ضرب):
پنْج هَفَت تا میشْوَد سِی و پنْج (تا)
five times seven is thirty-five.

Division (تقسیم):
دَه تقسیم بردو میشْوَد پنْج (تا)
two into ten is five.

94. Time

سَعتٌ چِحار است؟
What is the time? (lit. the hour how much is it?).

ساعتَ چهار است
It is four o’clock (lit. the hour of four).

ساعتِ چهار ونِم است
It is half past four (lit. the hour of four and a half).

ساعتِ چهار و پنْج دَقیقه است
It is five minutes past four (lit. the hour of four and five minutes).

ساعتِ چهار رُبع کم‌سِی است
It is a quarter to four (lit. the hour of four, a quarter less).

ساعتِ چهار دَه دَقیقه کم‌سِی است
It is ten to four (lit. the hour of four, ten minutes less).

95. Age

چِند سال داریذ؟
How old are you? (lit. how many years have you?).

بیست سال دارَم
I am twenty years old (lit. I have twenty years).

Alternative expressions are to be found for all the examples in paras. 93–95, but those given are the commonest and simplest.
96. Dates

(a) The days of the week are as follows:

- Shabbeh: Saturday.
- Yekshabbeh: Sunday.
- Dooshabbeh: Monday.
- Sef Shabbeh: Tuesday.
- Jeesharshabbeh: Wednesday.
- Penjeshabbeh: Thursday.
- Jomeh: Friday (the day of rest, lit. of gathering).

The name of the day may precede the time of day without etafe, or follow it with etafe.

- Yekshabbeh sibh, sibh Yekshabbeh: Sunday morning.
- Jeesharshabbeh sibh, shab, sibh Jeesharshabbeh: Wednesday noon.
- Penjeshabbeh sibh, shab, sibh Penjeshabbeh: Thursday afternoon.

The early part of the afternoon may be expressed by the phrase bâd az sibh.

Great care must however be taken over the use of the word shab 'evening', since according to the traditional reckoning (no longer used officially, but common in everyday speech) the day begins at sunset, and the evening is therefore the first part of what we would regard as the following day (cf. English 'eve').

shab e jomeh therefore means: Thursday evening.

But the modern usage is differentiated by using the qualifying word in the preceding position.

- Penjeshabbeh shab: Thursday evening.
- Jomeh shab, shab shab: Friday evening.

(b) Although both the Moslem (lunar—قمرى) and the Christian calendars are known in Persia, the generally accepted one is the old Persian reckoning modified to accord with the Moslem (هجري)
era, and officially introduced in 1924. The year is a solar (شمسی) one, reckoned from A.D. 622 (سال 1 هجری شمسی), and begins on approximately 21 March of each Christian year. The year 1339 began on 21 March 1960.

The Persian months are as follows (with approximate equivalents):

31 days (21 Mar.–20 Apr.)

أردیبهشت
31 days (21 Apr.–21 May).

خرداد
31 days (22 May–21 June).

تیر
31 days (22 June–22 July).

مرداد
31 days (23 July–22 Aug.).

شهرایر
31 days (23 Aug.–22 Sept.).

مهر
30 days (23 Sept.–22 Oct.).

آبان
30 days (23 Oct.–21 Nov.).

آذر
30 days (22 Nov.–21 Dec.).

دی
30 days (22 Dec.–20 Jan.).

بهمن
30 days (21 Jan.–19 Feb.).

یشتر
29 days (20 Feb.–20 Mar.).

(30 days in a leap-year).

Leap years (سال کبیسه) occur every four years (except that every eighth leap year comes after an interval of five years—that is to say, a cycle of eight leap years takes 33 years instead of 32). Since the Persian leap years do not coincide with those of the Christian reckoning, there is periodically a shift of one day in the equivalent dates given above. Thus the Persian year *immediately following* the Persian leap year starts on 22 March (all subsequent dates in the same year being correspondingly affected), and at present this is corrected in the following year (back to 21 March) by the incidence of the Christian leap year.

Thus 1337 (leap year) began on 21 March 1958; 1338 began on 22 March 1959; 1339 began on 21 March 1960 (leap year).
The day of the month is expressed by the ordinal number, followed by the name of the month with اُتِافِė. The name of the month may stand alone, or take the word ماه ‘month’ either preceding with اُتِافِė or following without. The year is expressed by the word سال ‘year’ followed by the number with اُتِافِė.

Thursday, 28th Azar, 1336 A.H.S.

۱۳۳۶ahun یوسمِی توْکَسُ شِمسی
۱۳۳۶ه.ش.

96a. Intonation Patterns

Para. 93:

\[\text{حوت یا چهار} \ || \ \text{میسابد یوژده} \ یا\]

Para. 94:

\[\text{ساعت یا چند یا} \ \text{ساعت چهار یا نیم یا} \]

Para. 95:

\[\text{چند سال دارید} \ || \ \text{بست سال دارم}\]

EXERCISES

A. Translate into English:

روزه سختی ۱۴ مرداد ۱۳۳۷ عبارت جدید و مُجَلَّل فُرود گاه
مُهراباد به یاد مبارک آبی آنها عیان عاشقانه گشایش بافت.
بنای این عمارت، که در نوع خود در سراسر جهان کم نظیر است،
از حفظ حیرت نیشته کشور در اندازه خارجیان، که مرتبی آن این
B. Translate into Persian:

Independent dynasties began to appear in Iran during the second and third centuries A.H. Among the most famous of those were the Samanids in Khorasan and Transoxania and the Buyids in central and south Persia. Famous Persian poets like Rudaki and Ferdousi made their name during this period. Towards the end (in the last parts) of the fourth century A.H. the powerful Turkish monarch, Mahmud of Ghazne, ruled in the east, and in the middle (parts) of the fifth century the whole country was occupied by the Seljuqs from central Asia. For (in) the next five-hundred-year period the same sequence of events is repeated; the appearance of small independent dynasties is interrupted by (means of) catastrophic invasions, among which must be mentioned that of the Mongols in the seventh century and of Tamerlane in the eighth century. In spite of this, it was during this time that Persia’s loftiest achievements in literature and fine arts were manifested. But it was only in the beginning of the tenth century A.H. that a true Persian dynasty ruled once again over (on) the whole country.

VOCABULARY

Tuesday مهرباد Mehrabad
Mordad (name of month) مورداد مبارک Majesty
new جدید
splendid مُجلَّل
airport فرودگاه هپاپین

1 Pronounced a2lahazrat (see para. 57, note 1).
be open  فتّن
construction  بنّا
kind  نَوع
exceptional  كمّ تَظْهِر
aspect  لِحَافِظ
preservation  حفظ
qualities  حَيْثَيات
sight  (pl. نَظْرَ) نَظَر
foreign(er) خارجيّ
regularly  مُرَتِّبًا
travel  مُسافَرَات كَرْدَن
removal  رقّع
needs  إِحتِياجات
step, advance  إِقدام
useful  مُفِيد
important  مُهمّ
be reckoned  بِشُيُور رَفْقٌ
existence  وَجْد
equipped  مُجهّر
apparatus  دَستَقَاه
complete  كَامِل
technical  فَتّی
appropriate  مُناسب
aeronautical  هَوْيَابائيّ
cause  مُوجب
company  شِرْكَة
course, route  مَسِير
flying (adj.)  قَرْران داَدَن
establish  طَبيعي
natural  أَوَّلًا
firstly  مَتَفَعَّل (مَنَافِع
profit  عابد
accruing  ثَانِيًا
civilization  تَمَدًّن
making known (trans.
noun)  شَناسائي
worthy  شَابِهّته
be effective  مُؤْتَر  أفْتادَن
independent  مُستَقِيل
begin  شُروع كَرْدَن
A.H.  هُجري
appear  ظُهْور يافٍّن
among  مابين
second  دَومٌ
third  سَوم
Samanids  آل سامان
Khorasan  خُراسان
Transoxania [see
para. 108(a)]
Buyids  آل بويه
poet  (pl. شاعر
like  مّلَم
Rudaki  رود كي
Ferdousi  فِرْدوسِي
make one’s name  شُهرَتْ يافِتَن  تَكرَارُ شَدَدْن
fourth  جَهَارُم  ظُهُور
Turkish  تُركي  تصطُبَتْ آوَر
powerful  نِيرمَند  تَوَسُّط
monarch  سُلطان  ذُكرُ كُرْدَن
Mahmud  مَحمود  مُغول
Ghazne  غَزْنَه  تَيمورُ لُنْجَك
east  شَرْق  الْوَسَط
middle parts  أوَاسْطَ  هَشْتُمُ
fifth  پُنْحَم  بَا وُجُودٍ
occupy  إِشْغَالُ كُرْدَن  عَالِ
Seljuq  سَلْجُوق  شاهكار
five-hundred-year  پَانْصَدِسَالِه  آدِبِات
(adj.)  بَعْد  صناعِ  ظریفه
next  بِرْسَتِه  بَروزُ شَدَدْن
sequence  حادِ ثُ  جَوادِ ثُ
event  حادِ ثُ (جَوادِ ثُ)

be repeated  شُدَدْن  دَهَمُ
appearance  ظُهُور  نَبات
be interrupted  قَطعُ شُدَدْن  مُبْنِيَتَن
by means of  تَوَسُّط  صَنِبَتْ آوَر
catastrophic  مُضْعَبُتْ آوَر  ذُكرُ كُرْدَن
mention  مُغْول  تَيمورُ لُنْجَك
Mongols, Moguls  تَيمورُ لُنْجَك  رَكِيَتْ
Tamerlane  هَشْتُمُ  با وُجُودٍ
eighth  الْوَسَط  عَالِ
in spite of  هَشْتُمُ  عَالِ
lofty  عَالِ  شاهكار
achievement  آدِبِات  صناعِ  ظریفه
literature  بُروزُ شَدَدْن  دَهَمُ
fine arts  دَهَمُ  مُبْنِيَتَن
be manifested  دَهَمُ  مُبْنِيَتَن

LESSON XIV

Persian Word Formation

97. Derivation of Words

The two lessons that follow are intended as a guide to the accumulation and expansion of vocabulary. Most of the words described may be found in a good dictionary, but ready recognition of some of the commoner compound types will assist the student to free himself from dependence on dictionaries and vocabularies.

In this chapter the Persian methods of forming words will be described, the Arabic methods being discussed in Lesson XV. Persian offers three main methods: prefixes (comparatively rare), suffixes, and juxtaposition. In all cases a basic word is qualified or defined by whatever is added.
98. Prefixes

The two most significant prefixes are نا 'un-' and هم 'co-'.

- پاک clean.
- ناپاک unclean, dirty.
- دان knowing
- نادان unknowing, ignorant.
  (Pres. stem of دانسته.
- خوش good, well.
- ناخوش unwell, ill.
- وطن country.
- هموطن compatriot.
- راه road.
- همراه together, companion.
- کار work.
- همکار colleague.

99. Suffixes

Certain suffixes are used very freely, others are limited to certain dictionary words. In general each is confined to the formation of either nouns or adjectives, but it must be remembered that the line between these two parts of speech is not very sharply drawn. All these suffixes, being an integral part of the word, take the final stress.

(a) ی ... (i) affixed to adjectives and certain types of noun and adverb, to form abstract nouns.

- خوب good.
- خوبینی goodness.
- بزرگ large.
- بزرگی largeness.
- مرد man.
- مردی manliness.
- تنها alone.
- تنهاً loneliness.
- نجار carpenter.
- نجاری carpentry.

When this ی ... is suffixed to a word of Persian origin ending in ی, the he is replaced by a gaf.

- بچه child.
- بچگی childhood.

(ii) affixed to nouns to form relative adjectives.

- ایران Iran.
- ایرانی Iranian.
تهران Tehran. تهرانی Tehranian.
آب water. آبی (water-coloured), blue.
دهات villages, countryside. دهانی villager, peasant.
اینجا here. اینجا(s) from these parts.

When suffixed to a word ending in ای...، this suffix is usually written as a separate particle, using the initial ای (contrast with (a) (i) above).
کناره coast. کنارهای coastal.

Both these suffixes may be employed very freely, and can often be added to prepositional phrases, etc., e.g.
بد وقایی disloyalty (lit. without-loyalty-ness) (see para. 100 (c)).

(b) ای... (i) added to nouns to modify their meaning, often in the sense of a group.
دست hand. دسته handle, handful.
گوش ear. گوشه corner.
چشم eye. چشمه spring (water).
پنج five. پنجه hand (i.e. five fingers).
هفت seven. هفتہ week (i.e. seven days).

(ii) added to a group consisting of a numeral, a pronominal adjective or similar word, and a noun to form an adjective or noun.
ده سال ten years. ده ساله ten years old.
دو چرخ two wheels. دو چرخه bicycle.
چهار four engines. چهار متوره four-engined (plane, etc.).
چی کار what work? چیکاره of what occupation?
همه کار all work. همه کار و هیچکاره Jack of all trades.
هیچ کار no work.
(c) added to nouns and adjectives applicable to persons to form adjectives applicable to actions or objects.

- عاقل: intelligent.
- استاد: master.
- شاعر: poet.
- بچه: child.
- كار عاقبتانه: an intelligent action.
- استادانه: masterly.
- شاعرانه: poetical.
- بچگانه: childish.

This ending is often exclusively adverbial in use:

- خوشبختانه: luckily.
- مُستَسقانه: unfortunately, regrettably.

(d) The next six suffixes may only be used with Persian verbal stems.

- شِن... added to the Present Stem to form a Verbal Noun.

- كشیده... added to the Present Stem to form the Agent; also used as a descriptive adjective.
  - نمودن: show, Pres. Stem.
  - نوشتن: write, Pres. Stem.
  - آمدن: come, Pres. Stem.

- ان... added to the Present Stem to form an adjective describing a temporary condition.
  - سوخت: burn, Pres. Stem.
  - لرزیدن: tremble, Pres. Stem.

- یان... added to the Present Stem to form an adjective describing a permanent quality.
  - دانست: know, Pres. Stem.
  - توانست: be able, Pres. Stem.

- دان: knowing, wise.
- توان: powerful.
(h) ... added to the Past Stem to form an adjective (or noun) expressing necessary, desirable or future action.

رىّن go. رىّنی about to go.
خيریدن buy. خیریدنی worth buying.
دیدن see. دیدنی worth seeing.
گفتن say. گفتنی that has to be said.

(i) ... added to the Past Stem to form an abstract noun (sometimes also an adjective or an agent ¹).

رىّن go. رىّن فتار way of going, conduct.
گیرفتن take. گیر فتار occupied, victim.
خریدن buy. خریدار customer.

The remaining suffixes are added to nouns to form adjectives or nouns.

(ژ ... ... گار ... ... چی ... ... کار ... ... گر ... (ژ) ... ... added to nouns (occasionally verbal stems) to describe occupations.

کار work. کارگر worker.
آموز چن teach, Pres. Stem. آموز گار teacher.
خدمت service. خدمت کار servant, employee.
طیاره aeroplane. طیاره چی pilot (somewhat colloquial).
باغ garden. باگبان gardener.

(ک) ... ... added to nouns to describe containers, etc.

قلم pen. قلم گان pen-case.
نمک salt. نمک گان salt-cellar.

(ژ) ... ... added to nouns to form nouns of place.

گل rose. گلستان rose-garden.
افغان Afghan. افغانستان Afghanistan.
بیمار sick. بیمارستان hospital.

¹ This was actually the original use.
... added to nouns to form diminutives, sometimes with modification of meaning.

- دَخْتَرٍ (girl).
- كَتَابٌ (book).
- صُورَتٍ (face).
- جُنًم (eye).
- دُخْتَرَكَ (little girl).
- كَتَابِكِ (note-book).
- صُورَتِكَ (mask).
- جُنْمَكَ (wink).

... added to nouns to indicate the possession of a quality.

- ثُروَت (wealth).
- كَار (work).
- سُحْنَ (word).
- أُمْ (hope).
- ثُروَتَ (rich).
- كَارَمَنْد (employee, member).
- سُحْنِ (poet).
- أُمِدْوَار (hopeful).

... added to nouns (generally abstract) to express possession of an unpleasant quality.

- خَطْر (danger).
- غَمُم (sorrow).
- خَطْرُنا كَ (dangerous).
- غَمْمِكَنَ (sorrowful).

... added to nouns (generally materials) to form adjectives.

- آهن (iron (noun)).
- سِم (silver).
- رَنْگ (colour).
- سنگ (stone).
- آهنَن (iron (adj.).)
- سِمَن (silver).
- رَنْگِن (coloured).
- سنگِن (heavy).

100. Juxtaposition

The bulk of the words formed in this category consist of a basic word (often of a general character), together with a qualifying word that normally precedes it.
(a) Noun, adjective, verbal stem qualifying or defining a noun of place, etc.

خانه house. مَرْضيَ_plحْانَه (sick-house)—hospital.
كَارْخَانَه (work-house)—factory.
گاْه place. خوابْگاه (sleep-place)—bedroom.
مَسْتَگاه (stopping-place)—station.
نامْه letter. روزنامه (day-letter)—newspaper.
شَنْاسَانِه (knowing-letter)—identity card.

(b) Noun or adjective qualifying a noun to form an adjective.

خوشَ‌بُرو sweet-smelling.
گُلْرَنْگَنْ rose-coloured.
سَنْگَد لَمْ stony-hearted.
فارسْی_زَبان Persian-speaking (lit. -tongued).
چهَرْيَا four-footed, quadruped.
حَسْنَ نَام Hasan by name.
گُمْ نَام unknown (lit. lost-name).

Sometimes two or more nouns may be used.

خوش قَد و بالا of good figure and stature, shapely.

(c) Preposition governing a noun (see para. 61).

باٰوقَا faithful.
بِيٰ إنِصاف unjust.

(d) Noun, adjective, etc., defining a verbal Present Stem.

قَال فُروش carpet-seller.
سَاعَتْ سَاز watch-maker.
دُروخْگَو (lie-teller), untruthful.
This is an extremely common and flexible method of forming words, and may be used extensively outside the strict limits of 'dictionary' words, as the following examples, taken from modern Persian writers, illustrate:

profit (lit. money-of-people-eater).
tragic treaties that destroy Persia (lit. tragic and Persia-to-the-wind-giving treaties).

Sometimes the verbal element is of a general character, serving almost as a suffix to the 'qualifying' word. Characteristic verbal stems of this type include:

آمیز (to mix).
آور (to bring).
سحر آمیز (magic-mixing), magical, enchanting.
شور آنگیز (excitement-arousing), exciting.
پذیر (possibility-receiving), possible.
وحش آور (alarm-bringing), alarming.

(e) Noun, adjective, etc., defining a verbal Past Stem or Participle.

جَهَان دیده (world-seen), experienced.
شاهزاده (king-born), prince.
خواب آلوده (sleep-stained), sleepy.

1 I am indebted for these examples to Gilbert Lazard's Grammaire du Persan Contemporain.
(f) In a few cases, mainly verbal stems, the two parts are complementary rather than one qualifying the other.

جُستُجو search.
کِفْتَگَوَّکَو conversation.
آمَد و رَفَت coming and going, traffic.
خَرِيد و فُروش buying and selling, trade.

(g) Many pairs of words linked by the ordinary ِةِرُفِع construction have acquired the status of compound nouns, and may even take the plural ending after the qualifying word.

سِبْب رَمَيْنِي potato (ground-apple) سِبْب رَمَيْنِیه potatoes.
گُل سْرَخ玫瑰 (red flower) گُل سْرَخْهَا roses.
شَرْح حَال biography.
سوء تفاهم misunderstanding.
سوء ظَن distrust.

In a few cases the ِةِرُفِع is omitted.

دُحْتَر عَمَو (daughter [of] uncle), cousin.
صاحب خانه (owner [of] house), landlord, host.
صاحب ل (owner [of] heart), romantic, sentimental.

101. Doubly Compound Words

Two or more of these methods may be combined.

قالی فروشی (قالی + فروش + ی) carpet-selling.
آهْنَگْرَی (آهْن + گر + ی) iron-working.
بَارِنکَرِنِی (بار + نه + کرد + نی) unbelievable.
شِکْیِکَت نابَذِر (شِکْیِکَت + نا + پَذیر) invincible.
مردانگَی (مرد + انه + ی) manliness.
دَبَانه وار (دیو + انه + وار) like a madman.
The above lists of suffixes and types of compound word are not intended to be exhaustive, but include only those most commonly encountered. The student will be able to accumulate additional examples for himself.

102. Derived Verbs

A considerable number of simple verbs may be formed from nouns by the addition of 

\[\text{نَام} \quad \text{name.} \quad \text{نَامِمَان} \quad \text{name (verb).}\]

This form is also used with nouns of Arabic and other foreign origin.

\[\text{طلب} \quad \text{request (noun).} \quad \text{طلبِيَن} \quad \text{request (verb).} \quad (\text{also طَلَبُ كَردن})\]

\[\text{فهم} \quad \text{understanding.} \quad \text{فهمِيَن} \quad \text{understand.}\]

Causative verbs may be formed by adding 

\[\text{نَادَن} \quad \text{.. to the Present Stem of the Simple verb to form the new Present Stem. The corresponding Infinitive is formed regularly by adding نَیدَن \quad \text{or دَن .. . . .}}\]

\[\text{رساداتن} \quad \text{رساداتن} \quad \text{cause to arrive, deliver.} \quad \text{رساداتن} \quad \text{رساداتن} \quad \text{make to understand.}\]

In some cases contractions take place.

\[\text{ردن} \quad \text{go.} \quad \text{ردن} \quad \text{cause to go, drive} \quad (\text{for [رَوائدن]}.\]

\[\text{شاتن} \quad \text{sit.} \quad \text{شاتن} \quad \text{cause to sit, seat} \quad (\text{for [شِتُساندن]}.\]

The Present Stem 

\[\text{گُنُر} \quad \text{pass} \quad \text{forms the Causative by inserting َ in the second syllable. The normal form is also used, so that three versions of the verb exist.}\]

\[\text{گُنُرَاندن} \quad \text{make to pass, spend (time), etc.} \quad \text{گنُرَاندن (گنُرَان}}\]

\[\text{کُنارشتن} \quad \text{make to pass, leave, put, allow.} \quad \text{گنارشتن} \quad \text{کناردند} \quad \text{کناردند} \quad \text{کناردند}\]
A. Translate into English:

The Safavid dynasty was founded by Shah Esma’il, who ascended (sat on) the royal throne in 907 A.H. He and his successors united Persia into one empire, and established the Shi’a sect of Islam [as] the national religion of Persia; by this means they restored the unity of religion and state that had existed in the days of the Sasanids a thousand years earlier. The reign of the Safavids achieved its greatest glory in the age of Shah Abbas I, who was the contemporary of Queen Elizabeth of England, the Mogul emperor Akbar, and the Ottoman Sultan Soleiman. Isfahan, the capital, and other cities were adorned with beautiful mosques and palaces, literature and the fine arts were encouraged, and friendly relations were created with the great nations of Asia and Europe. The Safavid dynasty collapsed in the middle of the twelfth century A.H., and after an interval of anarchy and Afghan invasions, the throne was occupied by Nader Shah, who, in a short period of glory, expanded the Persian empire from the Caucasus to the river Indus. After his death the empire once
again broke up, though for thirty years Karim Khan Zand ruled a large part of the country from Shiraz. At (In) the beginning of the thirteenth century A.H., corresponding to the nineteenth century A.D., the Qajar chieftain Aqa Mohammad defeated his rivals, and placed his capital at (in) Tehran.

**VOCABULARY**

<table>
<thead>
<tr>
<th>English</th>
<th>Persian</th>
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<tbody>
<tr>
<td>star</td>
<td>ستاره</td>
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<tr>
<td>Sirius</td>
<td>تِشْتَرَ</td>
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<tr>
<td>angel</td>
<td>فَرِیْشَتَهَ</td>
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<tr>
<td>rain (n.)</td>
<td>بَارَانَ</td>
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<tr>
<td>Hormozd</td>
<td>هُرْمُزَد</td>
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<tr>
<td>creation</td>
<td>آقِرَیْشَش</td>
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<tr>
<td>finish</td>
<td>فِرَاغْتَتَ يَافَتَنَ آز</td>
</tr>
<tr>
<td>irrigation</td>
<td>آبَارَی</td>
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<tr>
<td>appoint</td>
<td>گُاِشَتَنَ (کَیَار)</td>
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<tr>
<td>cloud</td>
<td>آَبَرَ</td>
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<td>rain (v. intr.)</td>
<td>بَارِدَنَ (کَیَار)</td>
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<td>soaked</td>
<td>سِیرَاب</td>
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<tr>
<td>cultivated</td>
<td>آبَاد</td>
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<td>Ahriman</td>
<td>آهِرِمَن</td>
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<td>bad-natured</td>
<td>بِدَنَهَاد</td>
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<td>enemy</td>
<td>دُشَمَن</td>
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<td>good</td>
<td>نَیکَ</td>
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<td>خَشمَگَین</td>
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<td>دَیوَ</td>
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<td>dry</td>
<td>خَشَکَ</td>
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<td>wind</td>
<td>بَادَ</td>
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<td>hot, warm</td>
<td>گَرمَ</td>
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<td>blow (v. trans.)</td>
<td>وَزَاَنِیدَنَ (کَرَدَنَ)</td>
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<tr>
<td>then</td>
<td>آنَگَاه</td>
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<tr>
<td>rise (star)</td>
<td>طُلِعَ كَرَدَنَ</td>
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<tr>
<td>help (n.)</td>
<td>بَارَی</td>
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<tr>
<td>rise up</td>
<td>بَرَ خَامَسَتَنَ</td>
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<td>first</td>
<td>نَخْسَتَ</td>
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<td>form</td>
<td>صَورَتَ</td>
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<tr>
<td>produce</td>
<td>دُرَ آوَرَدَنَ</td>
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<tr>
<td>period, interval</td>
<td>مُدَتَ</td>
</tr>
<tr>
<td>day and night</td>
<td>شبَان رُوز</td>
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<tr>
<td>fly (v.)</td>
<td>پَرَوَازَ كَرَدَنَ</td>
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<td>bull, cow</td>
<td>گَاو</td>
</tr>
<tr>
<td>golden</td>
<td>زَرَّین</td>
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<td>horn</td>
<td>شَاخ</td>
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<td>horse</td>
<td>آَسَب</td>
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<td>white</td>
<td>سَفید</td>
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<td>drop (pl. قطره)</td>
<td>قطرَات</td>
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<td>large</td>
<td>درُشَتَ</td>
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<td>cup</td>
<td>پَیالَه</td>
</tr>
<tr>
<td>height</td>
<td>قَامَتَ</td>
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<tr>
<td>envelop (v.)</td>
<td>فَرَا گَرَفَتَنَ</td>
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<tr>
<td>animal</td>
<td>جَانَوَرَ</td>
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</tbody>
</table>
harmful
be destroyed
hole
Safavid
Shah
Esma'il
throne
successor
unite
sect
Shi'a (adj.)
restore
unity
state
day (pl.)
earlier
exist
glory
age
achieve
Abbas
contemporary
queen
Elizabeth
England
Akbar

sultan
Ottoman
Soleiman
Isfahan
palace
adorn
encourage
friendly
create
collapse
anarchy
Afgan
occupy
Nader
Caucasus
Indus river
Karim Khan Zand
part
Shiraz
beginning
coming
corresponding to
nineteenth
Qajar
Aqa Mohammad
rival (pl.
place (v.)
LESSON XV

The Arabic Element in Persian

103. The Trilateral Root

Arabic grammar and syntax has not affected the structure of Persian to any great extent. But Arabic influence on Persian vocabulary has been enormous, and though spasmodic efforts have been made in recent years, both officially and by individual writers, to reduce the use of Arabic words, it is unlikely that any marked impression will be made on everyday usage, any more than it has been possible to eliminate Latin from English.

It will be necessary first of all to consider the peculiar method of word construction in Arabic—a method characteristic of all the Semitic languages. In the Indo-European languages (such as English and Persian), words are built up, by means of prefixes, suffixes, phonetic changes, etc., from roots which may at one time have existed in some form as words, but which have only rarely survived as such, and are of little practical value so far as the study of the modern language is concerned.

The Arabic root is exactly the opposite; it is purely theoretical (as will be seen, it consists entirely of consonants), but it is of the greatest grammatical importance. Once the root is isolated, a whole series of words, with fairly well-defined shades of meaning, may be formed from it according to precise 'mathematical' formulae.

The majority of Arabic words are formed from trilateral (three-consonant) roots; a few roots have four consonants, while in some cases only two have survived. To these three (or four) consonants are added vowels and often additional consonants; one of the original consonants may also be doubled. Thus from the basic root *k-t-b*, containing the idea of 'writing', may be derived:

\[
\begin{align*}
\text{kātaba} & \quad \text{he wrote.} \\
\text{yaktubu} & \quad \text{he is writing.} \\
\text{kitāb} & \quad \text{book.} \\
\text{maktāb} & \quad \text{office, school.} \\
\text{maktūb} & \quad \text{letter.} \\
\text{kitābat} & \quad \text{writing.} \\
\text{kātib, pl. kuttāb} & \quad \text{writer, clerk.}
\end{align*}
\]

as well as many other forms. Where one of the consonants is *w* (= *v* in Persian), *y*, or *hamзе*, contraction may take place, and the root is not then always readily distinguishable; such contraction however conforms
to regular rules, and can generally be recognized without much difficulty, e.g.

*bannā* mason, for *[bannāy]*, root *b-n-y* (build).

*idārat* department, administration, for *[idwārat]*, root *d-w-r* (revolve).

Many of the formulae, for instance those making up the conjugation of the verb, are rarely found in Persian, while others are not governed by distinctive rules. The examples discussed in the following paragraphs, however, have sufficient regularity in use to make them helpful in the building of vocabulary. The Arabic origin of a word may often be determined by the fact that it contains one of the eight letters (see para. 31) that occur mainly or exclusively in Arabic words.

104. The Formulae

The Arab and Persian grammarians at an early date adopted the three consonants *ل, ع, ف* (containing the basic idea of ‘doing’) as token consonants to describe the various formulae. Thus the word *كتاب* is said to be of the form *مَفْعُولَ مَكْتُوب*; *فاعلَ فِعْالَ*; and so on. It must be understood that the formulae themselves do not necessarily or even normally have any meaning of their own.

105. Noun Formulae

(a) The Broken Plural

By far the most important group of noun formulae is the Broken Plural. The majority of Arabic plurals are formed, not by the addition of a suffix, but by an internal change in the word (see para. 28), that is, by the use of another formula. There is generally no relationship between the formula used for the singular noun and that used for its plural, nor even consistency in the pairing of singular and plural formulae; while the same formula may be used in one instance for the singular, and in another for the plural.

\[
\begin{align*}
\text{كتاب} & \quad \text{book, pl.} \quad \text{كتَّاب} \\
\text{رجل} & \quad \text{man, pl.} \quad \text{رَجَال}
\end{align*}
\]

The correct use of the Arabic Broken Plural must, therefore, be
largely a matter of learning vocabulary; however, a few of the more distinctive forms are given below as a guide.

(i) فعل

<table>
<thead>
<tr>
<th>limit</th>
<th>حدود</th>
</tr>
</thead>
<tbody>
<tr>
<td>affair</td>
<td>أمور</td>
</tr>
<tr>
<td>king</td>
<td>ملوك</td>
</tr>
</tbody>
</table>

(ii) أفعال

<table>
<thead>
<tr>
<th>person</th>
<th>أشخاص</th>
</tr>
</thead>
<tbody>
<tr>
<td>owner</td>
<td>أصحاب</td>
</tr>
<tr>
<td>time</td>
<td>أوقات</td>
</tr>
</tbody>
</table>

(iii) فعل

<table>
<thead>
<tr>
<th>book</th>
<th>كتاب</th>
</tr>
</thead>
<tbody>
<tr>
<td>road</td>
<td>طريق</td>
</tr>
<tr>
<td>city</td>
<td>مدينة</td>
</tr>
</tbody>
</table>

(iv) فعَّالا (particularly linked with the singular forms فعَّال and فَاعِل)

| chief, director | رؤسا |
| poet | شعرا |
| minister | وزرا |

(v) فَعَالِل، فَعَالِل

Formulae of this type are particularly common when the singular form consists of four or more letters (excluding the Arabic feminine suffix, see para. 108 (b)). The fourth letter may be: (a) an additional root letter, (a) a grammatical prefix such as م (see (b) and (c) below) or ٌ, (3) a long vowel.
Four-letter singulars use the plural form 

(1) 

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>كوكب</td>
<td>star</td>
<td>كوكب</td>
<td>(root: كوكب)</td>
</tr>
<tr>
<td>جوهر</td>
<td>jewel, ink</td>
<td>جوهر</td>
<td>(root: جوهر)</td>
</tr>
</tbody>
</table>

(2) 

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>مسجد</td>
<td>mosque</td>
</tr>
<tr>
<td>أكبر</td>
<td>elder</td>
</tr>
</tbody>
</table>

(3) When the fourth letter is a ‘long’ vowel, a و or ا is added in the plural form.

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ساحل</td>
<td>shore</td>
<td>ساحل</td>
<td>(root: ساحل)</td>
</tr>
<tr>
<td>رابطة</td>
<td>connection</td>
<td>روابط</td>
<td>(root: روابط)</td>
</tr>
<tr>
<td>وسيلة</td>
<td>method</td>
<td>وسيلة</td>
<td>(root: وسيلة)</td>
</tr>
</tbody>
</table>

Five-letter singulars use the plural form 

These forms are as above, with the addition of a ‘long’ vowel, usually in the last syllable.

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>قانون</td>
<td>law</td>
<td>قانون</td>
<td>(root: قانون)</td>
</tr>
<tr>
<td>مكتوب</td>
<td>letter</td>
<td>مكتوب</td>
<td>(root: مكتوب)</td>
</tr>
<tr>
<td>أحداث</td>
<td>news</td>
<td>أحداث 1</td>
<td>(root: أحداث)</td>
</tr>
<tr>
<td>تصور</td>
<td>illustration</td>
<td>تصور</td>
<td>(root: تصور)</td>
</tr>
<tr>
<td>دكان</td>
<td>shop</td>
<td>دكان</td>
<td>(root: دكان)</td>
</tr>
</tbody>
</table>

The Arabic Broken Plural is to some extent to be regarded as a collective noun rather than as a simple plural. For this reason it is quite common to find the regular Persian plural side by side with it, e.g. كتب and كتبها. 

1 Generally used as plural of حدیث, religious tradition.
Many of these plurals are more common in Persian than the corresponding singular. In certain cases they are used with a singular meaning.

آرَبَابُ master (sing. رَبّ—Lord (God)).

In such cases the broken plural ‘collective’ may itself take a Persian plural ending, e.g.

آرَبَابَهَا masters.

(6) Nouns of Place and Time

These normally have the prefix ma-.

مَنْزِلُ house (root ن ز لُ alight).
مَدرِسَهُ school (root د رس study).
مَوْقَعُ occasion (root و ق ع fall).

(c) Nouns of Instrument

These often have the prefix me-.

مَفَتَاحُ key (root ف ت ح open).
مَسْواَكُ toothbrush (root س و كُ rub).

(4) Trades and occupations have the form فَعَالُ.

نَقَاشُ painter (root ن ق ش draw, engrave).
بَقَالُ grocer (root ب ق لُ grow (of plants)).
فَرَاسُ messenger (root ف ر ش spread (carpet)).
نَجَارُ carpenter (root ن ج ر hew (wood)).

106. Verb Formulae

The only parts of the Arabic verbal conjugation that affect Persian are the two Participles (Active and Passive) and the Verbal Noun. The situation is however complicated by the fact that from any given root up to sixteen different verbs may be formed according to set formulae, each giving a different shade of meaning. In practice only nine of these forms are common, and few if any roots are known to have all of them.

Before giving the distinctive forms of the participles and verbal nouns of each of these 'derived' verbs, a note is necessary on the general significance of each.
I. The simple form of the verb.
II. Intensive, sometimes causative.
III. Attempt; reciprocity.
IV. Causative.
V. Reflexive of II; often passive in sense.
VI. Reflexive of III.
VII. Passive.
VIII. Reflexive of I.
X. Reflexive of IV; asking, desiring, claiming.

It should be understood that these modifications of meaning cannot be taken to operate automatically. The above notes are intended only as a guide.

(a) Particiles (A. = active; P. = passive.)

<table>
<thead>
<tr>
<th>Form</th>
<th>Example</th>
<th>Meaning</th>
<th>Root</th>
<th>Root meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>I A.</td>
<td>شاعر</td>
<td>poet</td>
<td>شر</td>
<td>versify</td>
</tr>
<tr>
<td></td>
<td>مکتب</td>
<td>letter</td>
<td>كتب</td>
<td>write</td>
</tr>
<tr>
<td>II A.</td>
<td>مفسط</td>
<td>inspector</td>
<td>فش</td>
<td>inspect</td>
</tr>
<tr>
<td></td>
<td>میسته</td>
<td>triangular</td>
<td>للث</td>
<td>three</td>
</tr>
<tr>
<td>III A.</td>
<td>معاون</td>
<td>assistant</td>
<td>عون</td>
<td>help</td>
</tr>
<tr>
<td></td>
<td>مبارک</td>
<td>blessed</td>
<td>برك</td>
<td>lie down</td>
</tr>
<tr>
<td>IV A.</td>
<td>مخبتر</td>
<td>correspondent</td>
<td>خبر</td>
<td>inform</td>
</tr>
<tr>
<td></td>
<td>مطغیم</td>
<td>strong</td>
<td>حکم</td>
<td>be wise, firm</td>
</tr>
<tr>
<td>V A.</td>
<td>متخصص</td>
<td>expert</td>
<td>خ ص</td>
<td>be special</td>
</tr>
<tr>
<td></td>
<td>متوقف</td>
<td>expected</td>
<td>رق ب</td>
<td>watch</td>
</tr>
<tr>
<td>VI A.</td>
<td>متوقف</td>
<td>belligerent</td>
<td>ح رب</td>
<td>fight</td>
</tr>
<tr>
<td></td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>VII A.</td>
<td>متعکس</td>
<td>reflected</td>
<td>ع کس</td>
<td>reverse</td>
</tr>
<tr>
<td></td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>VIII A.</td>
<td>متبصره</td>
<td>awaiting</td>
<td>نظر</td>
<td>look</td>
</tr>
</tbody>
</table>

1 Form IX is rare in Persian.
2 The passive form is rare in these cases.
It will be seen that in all but Form I, the only difference between the two Participles is the vowel-change in the last syllable.

(b) Verbal Noun

<table>
<thead>
<tr>
<th>Form</th>
<th>Example</th>
<th>Meaning</th>
<th>Root</th>
<th>Root meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>قتل</td>
<td>murder</td>
<td>قت ل</td>
<td>kill</td>
</tr>
<tr>
<td></td>
<td>شكاية</td>
<td>complaint</td>
<td>ش ك و</td>
<td>complain</td>
</tr>
<tr>
<td></td>
<td>قبول</td>
<td>acceptance</td>
<td>ق ب ل</td>
<td>accept</td>
</tr>
<tr>
<td>II</td>
<td>تفعيل</td>
<td>holiday</td>
<td>ع ط ل</td>
<td>be idle</td>
</tr>
<tr>
<td>III</td>
<td>ملاحظة</td>
<td>consideration</td>
<td>ل ح ل</td>
<td>look at</td>
</tr>
<tr>
<td>(a)</td>
<td>وصال</td>
<td>union,</td>
<td>و ص ل</td>
<td>join</td>
</tr>
<tr>
<td></td>
<td>فعال</td>
<td>connection</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV</td>
<td>إخراج</td>
<td>expulsion</td>
<td>خ ر ج</td>
<td>go out</td>
</tr>
<tr>
<td>V</td>
<td>تصور</td>
<td>imagination</td>
<td>ص و ر</td>
<td>shape</td>
</tr>
<tr>
<td>VI</td>
<td>تصادف</td>
<td>collision</td>
<td>ص د ف</td>
<td>meet</td>
</tr>
<tr>
<td>VII</td>
<td>إنسحاب</td>
<td>monopoly</td>
<td>ح ص ر</td>
<td>surround</td>
</tr>
<tr>
<td>VIII</td>
<td>إشتياق</td>
<td>mistake</td>
<td>ش ب ه</td>
<td>resemble</td>
</tr>
<tr>
<td>X</td>
<td>استعمال</td>
<td>use</td>
<td>ع م ل</td>
<td>work</td>
</tr>
</tbody>
</table>

107. Irregular Forms

When one or more of the root letters is hamzeh, و or ی, contractions and changes may take place in these forms. A few examples will serve to illustrate the general effect of these.

Para. 105:

(a) آيام days, from يوم (root ی و م), for [آيام].

أبناء sons, from ابن (root ب ن ی), for [أبناء].

مبادئ principles, from مباني (root ب ن ی), for [مباين].
Para. 106:

(a) قاضى judge, for [قاضى] (root ق ض و decide).

(b) تربية education, for [تربيه (ت)] (root ر د و grow up).

(c) مراة mirror, from root ر أ ي see, for [مرأة].

(d) بناء mason, from root ب ن ي build, for [بناء].

بناي 1 is sometimes used to represent a final a sound (see para. 57, note).
resignation, for [إِسْتَعْفَا] (root ع ف و pardon).
conquest, for [إِسْتِوْلِى] (root و ل ی stand).
resistance, for [إِسْتِقْوَام] (root ق و م stand).

Other changes take place when the second and third letters of the root are the same.

pointing to, for [دَالَّ] (root د ل ی indicate) I.
dissolved, for [مُنْحَل] (root ح ل ی loosen) VII.
independent, for [مُقْلَد] (root ق ل ی few) X.

The ت inserted into the VIIIth form assimilates to a greater or less degree to other dental consonants, and to the Arabic 'emphatic' consonants ص, ض, ط, and also absorbs و.

suspected, for [مُدْعَوَمَ] (root م ن ه م fancy).
claimant, for [مُدْعَوَوَ] (root م ن ح ع call).
crowded, for [مُحْرَمَ] (root ح م م ن crowd).
disturbed, for [مُصْتَرَب] (root ض ر ب strike).
informed, for [مُتْمَطِع] (root ط ل ع rise).
idiom, for [إِصْطِلاَح] (root ص ل ح correct).

108. Other Arabic Usages

Certain other Arabic usages are found from time to time in Persian.

(a) The Definite Article

The word for 'the' in Arabic is آل. It appears in Persian only in a considerable number of names, and in certain expressions borrowed complete. It also forms the first half of the word آلله God (pronounced Ellie, the short stroke above the taṣdīd standing for alef'). The chief points to be noted are:

(i) The fathe is absorbed by any preceding vowel.
(ii) The lam is assimilated to a following س، ر، ذ، ر، ث، ر، ن، ل، ر، ظ، ر، ض، ر، ص، ش، and, i.e. the following letter receives a tasdid. However, the redundant alef and lam are preserved in the writing.

Abdo-n-Nabi.
Abdo-r-Rahim.
Nasro-d-Din.
(ma-varaya-n-nahr) Transoxania (lit. 'what [is] beyond the river').
Abdo-l-Majid.

The alef of the article is always written, even when the sound is absorbed by a preceding vowel, except after the Arabic preposition لِ to.

باًحقيقه (belhaqiqe); بالآخِرِ (bel axere); but لِللهِ (the) praise [be] to God! (al-hamdo lellah).

(b) The Feminine Ending

The Arabic Feminine ending, occurring as a basic part of some words, and also used in the inflection of adjectives and nouns, is ﺔٍ (atun).

In Persian this may be modified either to ﺔٍ or to ﺔٍ; sometimes the same word may occur with both forms, with or without modification of meaning.

(Advertiser) (Ar. ﺔٍ ﻓِرْصَةٍ).
(Advertiser) (Ar. ﺔٍ ﻓِرْصَةٍ).

Plural words in Arabic, whether of the 'Broken' (see para. 105 above) or 'Sound' (see para. 108 (c) below) type, are regarded in Arabic as feminine singular (except when they refer to persons). So in Persian too an Arabic adjective qualifying an Arabic plural may often take the Arabic feminine ending:

The United Nations.
the necessary arrangements.
(c) Arabic case-endings

These are confined to (i) the Dual ûنـين... used in certain expressions such as والدـين (two) parents; طـرفـين the two parties.

(ii) the Sound Plural endings ûن... (masc.) and ات... (fem.) (see para. 28(6)):

- مـامورين officials.
- سـوالات questions.

(iii) The Accusative ending ا... or " (... an), used adverbially (see para. 57):

- تقريباً nearly.
- حقيقةً truly.

EXERCISES

A. Translate into English:

تای آن واقعی در ایران تماشاخانه و جوید نشانهات و نمايش بمعنی امروزی این كلمه بر ایرانیان جهول بود. از واژگانی که ایرانیان کم گم شروع به تجة تماشایهای نوین‌سازگان غرب تمایلند، ولی این آثار بیشتر برای مطالعه بدرد میخورد و رفعه آنها نمايشی بترپی داده نمی‌شود. کم کم دسته‌های کوچک‌تر بازیگران تشکیل شده‌پاره ای از هنر نمايشنامه‌ها بازی کردنده و رفت‌رخل دوق در مردم برای تماشا نمايش ایجاد شد. امروز گنسته‌ای از عده‌زیادی سینماها بزرگ‌که در تهران و دیگر شهرها با وسایل جدید دایر است دسته‌های بازیگر در تهران و سابیر جاها تشکیل شده و در پایتخت هنرستان خصوصی برای نهایت بازیگران تأسیس شده است. از طرف دیگر چند سال است که هنرستان علیه موسيقی تأسیس شده و تحت نظر استادان اروپایی با ایرانی نوازندگان و خوانندگان و موسيقی دانه‌ای لازم را نهی می‌کند.
B. Translate into Persian:

Though during the nineteenth century A.D. Persia lost a large part of her land to Russia, Afghanistan and the Ottoman Empire, from another point of view it was a period of stability and consolidation. Above all it witnessed the influence of western ideas and industrial techniques. Many students began to travel in Europe for education, and at the same time numerous concessions were granted to European companies for the discovery and exploitation of Persia’s natural resources. The impact of these events on Persian society led to a demand on the part of the people for a greater share in the government of the country, which demand culminated in the granting of a constitution in 1324 A.H. (lunar). In the years after the First World War the Qajar dynasty was deposed by Reza Khan, who crowned himself (placed the crown on his own head) as the first Shah of the Pahlavi dynasty, and inaugurated a vigorous programme of reform and modernization. The Anglo-Russian invasion of 1320 A.H. (solar) during the Second World War forced his abdication, but, on the foundation he had laid, the peaceful establishment of a constitutional democracy under the guidance of his son Mohammad Reza Shah became possible.

VOCABULARY

theatre تیاتر
play (n.) نواصیح
meaning مْعْنَٰی
word کلَّمَة
unknown مجهول
first parts آواز
translation ترجمه
write نوشته (نویس)
west غرب
effect (pl. آثار works)
reading مطالعه
more بیشتر

be suitable بیدار خوردن
in connection with راجع به
arrange ترتیب دادن
order دسته
player بازیگر
be formed تشکیل شدن
portion باره
play, act (v.) بازی کردن
gradually رفتنه ذروه

taste ذروه
watching تماشا
apart from گذشته آز
number
in operation, running
rest, remainder
academy
training
music
under
supervision
play (instrument)
sing
although
lose
Russia
Afghanistan
point of view
stability
consolidation
above all
witness (v.)
influence
 technique
industrial
student
education
at the same time
concession
numerous
grant
discovery
exploitation
resource
impact
society
lead to
demand
on the part of
share
government
culminate
granting
constitution(al)
lunar
war
depose
Pahlavi
crown
place, lay
head
vigorous
reform
programme
modernization
inaugurate
solar شمسی establishment تشكيل
abdication إستعفا peaceful صلح آميز
force (v.) تحميل نمودان democracy دموكراسي
foundation أساس guidance هدايت
APPENDIX A

The Nasta\textquoteleft liq Script

1. The nasta\textquoteleft liq variant of the Arabo-Persian script came into use in Persia during the fifteenth century, and since that time has been used almost exclusively for the writing of manuscripts in the Persian language. It continued to be used for the production of books by the lithographic process when this was introduced into Persia in the middle of the nineteenth century. Towards the end of the century letterpress printing began to gain ground; owing to the different levels at which nasta\textquoteleft liq letters have to be joined, it was found impracticable to devise a satisfactory nasta\textquoteleft liq typeface, and consequently the nasx type has been used almost entirely since that date for the printing of books and newspapers.

The nasta\textquoteleft liq script, however, is still used (by photographic reproduction) for artistically printed books, as well as for book titles, display advertisements, shop signs, street names, posters, etc., so that a knowledge of it is essential. Moreover, it forms the basis of the sekaste script (Appendix B), which is the universal handwriting form now used for letters and so on.

2. The main characteristic of the nasta\textquoteleft liq script that distinguishes it from the nasx is the fact that the letters slope backwards instead of forwards—that is, in a downward direction from right to left. Similarly combinations of letters tend to slope downwards in the same way (though to compensate for this, each successive combination tends to start above the preceding one). Coupled with this is a tendency to use a thicker pen in proportion to the size of letter, which has the further effect of exaggerating the broad strokes and elements in the letters, and minimizing the smaller details.

3. Table I gives the separate and joined forms of the letters in their nasx and nasta\textquoteleft liq variants.
<table>
<thead>
<tr>
<th>nastaplig</th>
<th>nasx</th>
</tr>
</thead>
<tbody>
<tr>
<td>ا</td>
<td>ا</td>
</tr>
<tr>
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</table>
Points to be especially noted are:

(i) the forms assumed by د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، ر، و، د، R

(ii) the two forms of س (in both separate and joined forms). In general the long stroke is used when there are no other long strokes (e.g. letters of the ـ form) in the particular combination.

(iii) the various forms of ـ، and especially the initial form.

4. Letters in combination undergo similar modifications to those observed in the nasx script, with a tendency still further to smooth away sharp angles. The more significant combinations are illustrated in Table II.

**TABLE II**

Combined forms in nasx and nesta؟لq compared

![Diagrams showing combined forms in nasx and nesta؟لq](image)

5. The only writing signs that differ at all in appearance are hamze and madde.
6. The following short examples serve to illustrate some of the points mentioned. It will be seen that the dots, being written with the full thickness of the pen, are larger in proportion to the letters than in *nasx*, as well as being placed further away and less exactly in relation to the letter to which they belong.

The following verse, from a Persian copy-book, shows how the proportions of the letters are measured, the small white dots being each the thickness of the pen.
بود چون دم صبح در بوستان
نصیحتگری بر دل دوستان

Notes: بُوَد is an archaic form of the Subjunctive of بودن، here used with a general or timeless sense.

In verse the order of words frequently differs from the natural prose order.

verbatim translation

'Is like the breath of morning in the garden
Wise-counsel upon the heart of friends.'

The two passages that follow are the Persian exercises from Lessons x and xi (with one or two minor modifications). No transcription is therefore given here.

Lesson X

آب بهوای ایران

ایران با دمیده‌اند مدال شیای چردار، و بی‌ری از آب بهوای آن اطلسی
معادل است، آخذه کوبھایی لب‌دست و حرکاتی پشت و حضورت
دریا ده‌واره‌گرگان آب و بهوای متعلق دیان می‌سپری‌می‌کرد که درون اردی
دریا یاد می‌رود، آب بهوای متعلقی دیانی، دیوارهای داخی گرم و صلیغ
درکه یا آفرود درکه یا نعمت چسب بیا گرم است.. پاران تنین
جای ایران کاهه با دریا یاد می‌رود، ویژه تویین ناحیه‌ان کون گرم

است.
APPENDIX B

The Šekaste Script

1. The šekaste or ‘broken’ script is a derived form of the nestaqlig, its main characteristic, apart from those shared with its parent script, being the linking up of letters that are not normally joined. The tendency towards minimization and exaggeration already noted in the nestaqlig script is carried still further, as is the smoothing out of sharp curves and angles.

Since nowadays it is normally written with a steel or fountain pen, instead of the traditional reed still used for the other two calligraphic scripts, it does not show the variations of thickness that are characteristic of nasx and nestaqlig, and also of earlier šekaste. It must also be remembered that, unlike the other two scripts, it is an unstandardized handwriting, and therefore subject to the personal variations and idiosyncracies of individual writers. As will be seen even from the few examples given
in this appendix, these variations can be very wide-ranging. No hard and fast rules can therefore be given, and the forms of the letters and combinations given below should be taken rather as a guide to the decipherment of hand-written letters. A further difficulty arises from the fact that many common terms and expressions used in correspondence are taken for granted, and so often scribbled without much attention to clarity. Fluency in recognizing these can only be acquired by constant practice.

2. In the first of the tables below the shapes of the individual letters are given in their joined and separate forms. Table II shows samples of letters in combination, while Table III shows combined groups of letters that are not joined in the standard scripts.

**TABLE I**

The *sekaste* alphabet
It should be noted that two dots are normally written as a short stroke, and three dots as a circle. Sometimes the final stroke of the letter or word is carried on so as to link the dot group to it.

Dots are correctly placed above or below the word, but rarely in closer relation to the letter itself; they are frequently omitted altogether. A group of three or more dots belonging to different neighbouring letters may often be combined in one circle.
<table>
<thead>
<tr>
<th>Table III</th>
<th>‘Separate’ letters in combination</th>
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</thead>
<tbody>
<tr>
<td><strong>Alef</strong> joined to following letter.</td>
<td><strong>Re, Zein, Ze</strong> joined to following letter.</td>
</tr>
<tr>
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<td>بئرا</td>
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<td>این</td>
<td>مکرا</td>
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<td>اده</td>
<td>زاد</td>
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<td>باد</td>
<td>اراده</td>
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<td>پیا</td>
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<td>یا</td>
</tr>
<tr>
<td>اعلام</td>
<td>زید</td>
</tr>
</tbody>
</table>

See also *re, vav*.

<table>
<thead>
<tr>
<th><strong>Dal, Zal</strong> joined to following letter.</th>
</tr>
</thead>
<tbody>
<tr>
<td>دم</td>
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<tr>
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<tr>
<td>دئ</td>
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<tr>
<td>یو</td>
</tr>
<tr>
<td>ره</td>
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<tr>
<td>یه</td>
</tr>
<tr>
<td>نه</td>
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<tr>
<td>زیده</td>
</tr>
</tbody>
</table>
3. The three letters that follow are given primarily as samples of different styles of hand-writing. An exact transcription in nasx follows each, and careful note should be made of the modifications the letters have undergone. Apart from the script, the letters are also to be noted for their use of 'honorific' phraseology, which is characteristic even of comparatively informal letters.

آقای ساتن

متنمنی است مقرر فرمائید در مقابل رسید آبونمان جلد سوم مجله آینده
که به پیوست تقديم میشود مبلغ یکصد و پنجاه ریال به حامل لطف کنند.

TRANScriPtiOn
TRANSLATION

Mr Sutton

It is requested that you arrange (lit. 'order arranged') that, in exchange for the subscription receipt of the third volume of the magazine ayande (The Future) which is presented herewith, the bearer be given (lit. 'they do favour to the bearer') the sum of one hundred and fifty rials.

NOTES

فرعمدن, 'to order, command,' is commonly used in formal and semi-formal writing and conversation instead of the auxiliary verbs گفتند, نمودن, etc., and also to replace عرض کردن, گفتن. In all these cases it may only be used when the subject of the verb is the person addressed. The speaker or writer himself would either use the ordinary verbs or, as an alternative to عرض کردن, گفتن, 'to make a petition.'

لطف کردن (تقديم داشتن) and both mean little more than 'to give', the first being used with the writer as subject, and the second for the addressee.
TRANSCRIPTION

بتیبی 22 دسامبر 1947
آقای عزیز و متحترم,
امیدوارم وجود شریف علی در کال
صحبت است خیلی مناسبم که در لندن زیاد ماندم که بیشتر بفیض
زیارت شما نائل گردم.

اکنون چون عید سال نو تزیکک است تبریکات خود را تقدیم داشته
سلامت و سعادت شما را خواهیم.
یکاهی در بتیبی هستم و بعد بایران میروم.

فرماتشی باشد موقوم فرمائید.

ارادتمند صمیمی

TRANSLATION

Bombay, 22 December 1947

Dear and respected Sir,

I hope (lit. ‘am hopeful’) you are (lit. ‘the noble lofty existence is’) in
good (lit. ‘the perfection of’) health. I am very sorry that I did not stay
long (lit. ‘much’) in London, so that I might more enjoy (lit. ‘become
grasping at the bounty of’) a visit to you.

Now, since the festival of the New Year is near, I present my greetings,
and wish (lit. ‘am wishing’) your well-being and happiness.

I am one month in Bombay, and after I go to Persia.
[If] there is a request (lit. ‘command’), write [it].

Very sincerely,

NOTES

وجود شریف علی: a rather elaborate honorific form, as also,
lower, بفیض زیارت شما نائل گردم,
نائل, also below:  is used for  .  .  .
the extra stroke of the gaf is omitted.

**خواهان**: Present Participle of خواستُن, ‘to wish’, see para. 99f.

**فرمانیِْش**: an alternative somewhat archaic spelling of فرمانیش, verbal noun from فرماندن, ‘to command’, here—‘to request’ (see para. 99d).

In the last two or three lines most of the dots are missing.

# APPENDIX C

**Books for Further Study and Reading**

**Language**


**Background**


*Suggested Reading in Persian*

آقا ل. ب. الول ساتن عزیز

در جواب نامه مورخ ۲۸ تیرماه ۱۳۲۶ جنابعالی بطوری که مرقوم فرموده بودید با این نامه خلاصه‌ای از شرح حال و آثار خود را بضمیمه یک قطعه عکس تقدیم می‌دادم و ازینکه نام ارادت‌مندان را هم در کتاب خود راجع به رقی و بیشتر مطبوعات ایران که قطعاً اثر بسیار نفیسی خواده بود ذکر خواهد کرد قبلاً صمیمانه تشکر می‌گذارم.

ارادت‌مند

TRANSLATION

Dear Mr L. P. Elwell-Sutton

In answer to your letter (lit. 'the letter of the lofty side') dated 28 Tirmah 1326, as you had written, with this letter I present a summary of my biography and works, together with one (piece) photograph, and I sincerely thank you in advance for the fact that you will mention my name (lit. 'the name of the sincere [friend]') also in your book about the progress and advancement of the press of Iran, which will certainly be a very valuable work.

Sincerely,

NOTES

جنابعالی, lit. 'the lofty side', is the usual formal expression for 'you'. The corresponding phrases for 'I' are اینجانب ('this side'), بنده ('slave'), لاراد اکنون ('sincere'), etc.

قطعه is a numerator, see para. 88.

مرقوم فرموده بودیم: see notes on preceding letter.
مهر ۲۳ کریم ۱۳۹۷

۵ غزه رحمت

راستی به شکیل کن یک دردالن

دیورنام می‌باشد.

دیورنام می‌باشد.

افزودن علیکم‌السلام

برای این که داشته باشیم

"آیا به نهایت می‌رسی؟"

(در پایین)

(نام ناپیدا)
**PERSIAN-ENGLISH VOCABULARY**

N.B.—The following list contains all the words used in the Grammar, but in general the meanings given are only those appropriate to the particular usages in the examples and exercises.

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fresh, new
foundation
found
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modernization
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throne, couch
Persepolis
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codify
upbringing
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arrange
translation
bitter, sour
progress
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leave (v. trans.)
Turkish
equality
ninth (fraction)
Sirius
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thank (v.)
establishment
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encouragement
encourage
collision
occupation
occupy
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picture, image
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present (v.)
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move (v. intrans.)
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all, whole
civilization
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swift
stenographer
narrow, tight
tighten
only, alone
loneliness
thou, you (s.)
in (side) search (n.)
powerful geography
be able pair
by means of volume (book)
expansion meeting, session
expand (v. trans.) in front of
tuman (coin) Janshid (male name)
bottom addition
Tehran (capital of Persia) Friday
provision side
arrow; shaft, beam your honour, you
sharp (lit. 'lofty side')
Timur (male name) goods
Tamerlane war

secondly fight
stability forest
wealth south (n.)
rich south (adj.)
barley (see جستن)
third (fraction) answer
eight (fraction) sack
spiritual reward young
rewards sort, kind

place; instead of jewel, essence, ink
where world (adj.)
because world
soul, life pocket
side well
successor tea
animal why?
ancestor wheel
new eye
ancestor (pl. جضاء)
except wink
seek (چستن) spring
religious tradition (pl. حدیث (أحادیث)
letter, word حرف
speak حرف زدن
move, set out حركت كردن
feeling (pl. حس (حساسات)
Hasan (male name) حسن
Hosein (male name) حسين
preservation حفظ
truth, due حق
grateful حقّ شناس
story حكايت
government, administration حكومه
attack, invasion حمله (حملات)
qualities هييات
end
culminate خاتمه
out (side) خارج
go out خارج شدن
foreign(er) خارجي
rise خاص (خیز)
rise up پرخاشن
earth خاک
Khan خان
dynasty خاندان
madam, Mrs, lady خانم
house خانه
news خبر (أخبار)
inform خبر دادن
bad (things) خراب
Khorasan (province in N. E. Persia) خراسان
Khordad (3rd month) خرداد

Haji, pilgrim حاجی
event, accident (pl. حوادث) حادث
rich (fertile) حاصلي
ready, present حاضر
condition حال (احتمال)
whereas در حالیه
until now تا حال
biography شریح حال
now حال
bearer حامل
even حیاتی
limit حماه (ححدود)
so far as . . . , to such an extent تا حدیکه

that
small quantity
purchaser
buy
tired
dry
blotting paper
angry
particularity
epecially
line
danger
dangerous
summary
Caliph
fifth (fraction)
sleep (n.)
bedroom
sleep (v.)
wish, want, ask for
call, read, sing
(see خواستن (خواه-)
either . . . or
sister
request (n.)
request (v.)
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self
eat, drink
good
welcome
lucky
sweet-smelling
happiness
pretty
happy
blood
self
street
imagination
no
(seen خاسمان)
much, many, very
in (side)
internal
give
dar ن (دار-)
darیش
Darius (Achaemenian king)
story
have
pointing to
skirt
wise
know
grain, unit
in operation, running
continually
primary school
daughter, girl
in
door
long
grade
tree
pain
be suitable
lesson
large, thick
lie (n.)
sea
thief
steal
hand; suit (of clothes) دست
lose آز دست دادن
apparatus دستگاه
instruction (pl. دستورات) دسته
handle, group دسته
enemy دشمن
register, exercise book, office دفتر
time (‘fois’) دفعه
minute دقيقه
shop (pl. دکان دکان) کن
mention (n.) ذكر
mention (v.) ذكر کردن
taste ذوق

democracy دموکراتی

two دو
twelve دوازده
bicycle دوچرخه
sew دوختن (دوخته)
far دور
turn دورین

etelescope, camera دوربین

distant دور دست
period دور دوز

de (see دوخته)
friend دوست
love (v.) دوست داشتن
friendly دوست‌شنه
Monday دوشنبه

government, state, nation (pl. دولت) دولت

two hundred دویست

ten ده

village ده (دهات)
villager دهبان
peasant دهبان
Dei (roth month) دیدن (دیدن)
see رد کردن
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town, city
fame
make one's name
Shahrivar (6th month)
Shiraz
Shirazi
sweet
sweets
confectioner
Shi'a (sect of Islam)

owner, possessor
morning
patience
wait
health
desert
hundred
shout, voice
call
Safavid (Persian dynasty)
goodness
approve
peace
peaceful
sincere
sincere
(see)
fine arts
chair
craft
industrial
form, face
whereas; in case
mask

naturally
natural
scheme
side, direction
on the part of
two sides
road
demand (n.)
demand (v.)
rising
rise
rope
manner
just as; so that
in general
storm
length
last (v.)
long
aeroplane

blow; multiplication
contents
meanwhile
annex (n.)
together with

ضن
ضرب
فیمن
درگیمن
ضمیمه
نیفضیمه

طب
طبیعی
طراح
طرف
طرفین
طرفین (طرف)
طلب
طلب کردن
طبیعی
طول
طول کردن
طولین
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send
opportunity
angel
order
don
go down
sell
airport
Farvardin (1st month)
(see)
culture
cultural
shout (n.)
shout (v.)
(see)
Faridun (male name)
deceive
actually
only (adv.)
thought
think
plateau
technical
immediately
list
understanding
understand
bounty

Qajar (Persian dynasty)
spoon
magistrate, judge
decisive
carpet
strength
revive
use force
strong
general (adj.)
hat
word
whole (adj.)
in general
little
exceptional
perfection
belt
help
help (v.)
shore
now
up to now
present-day
short
small
side-street
child
try
star
mountain
mountainous area
salt desert
that (conj.)
who?
who?
when?
kilogram
bull, cow
place
plaster
place, lay
place, leave, allow (گذاشت) (گذار)
pass
pass away
apart from
expensive
(see غستر
spin (v. trans.) cause to turn
hungry
victim, occupied
take, seize
hot, warm
widespread
opening
be opened
turn, become
say, tell
convention
mud
flower, rose
rose-garden
lost
appoint
unknown
sin
wheat
(see غستر
(car
meat
corner
various
sort, kind
pearl
perhaps
(see غستر
hold (n.)
get caught
Gilan (Persian province)
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<td>(pl. مرد = people, مردان = men)</td>
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catastrophic

disturbed

corresponding to

reading, study

press (printed)

informed

contemporary

assistant

temperate

deposed

depose

known

meaning

shop

west

conquered

succumb

Mongol(s), Mogul(s)

key

inspector

useful

opposite

in exchange for

position

arranged

objective

intention

letter

surely; except

molla (priest)

consideration

meeting

meet

nation

nationalism

king

queen

national

possible

country

I

resource

awaiting

awaited

pulling

lead to

dissolved

house

clerk

zone

scene

reflected

profit

hair

treaty

effective

be effective

cause

dated

music

successful

succeed

temporarily

occasion

believer

moonlit

Mehr (7th month)

Mehrabad (suburb of Tehran)

kind (adj.)

important

hotel

between

Mithra (old Persian deity)

square (in town)
attribute
sign
show
seat (v.)
sit
wise counsel
half
sight
under the supervision of
equal, like
exceptional
person
influence
valuable
painter
point
point of view
look (n.)
keep; stop
look (v.)
(see مودن)
play (theat.)
play, script (theat.)
representative
salt
salt-cellar
show (v.)
new
play (instrument)
ninety
nineteen
New Year's Day (March 21)
writer
Nushirvan (Sasanid king)
kind, sort
servant
no

(see مودن)
nine
nature
bad-natured
powerful
also
good
half
half (n.)

province, country, city; home
but
but
ruined

Hejri, A.H. (Moslem calendar)
Achaemenian (first Persian dynasty)
guidance
present, gift
each, every
never
Hormozd (supreme, ‘good’ deity in Zoroastrian religion)
thousand
eight
eighty
seven
seventy
week
seventeen
destruction
be destroyed
also; even; together
already
together
fall to pieces, collapse
same
August
Hamadan
together; companion
colleague
compatriot
all
always
same
just here
India
academy
time, moment
yet, still
air
climate
aeroplane
aeronautical; aviation
aerial
skill
clever
Hushang (male name)
eighteen
any (with negative)
no one

or
memory
teach
help (n.)
eleven
find; gain (victory)
that is to say
one
one another
Sunday
day
Greek
countryside, summer resort
ENGLISH-PERSIAN VOCABULARY

N.B.—This vocabulary contains only those words used in the English–Persian exercises, and the Persian meanings given are only those appropriate to the uses required in those exercises.

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B
become  شَدَّةُ (شَوْمٍ)
civilization
begin  شَرْوَنُ كَرْدَنَ
civilized
beginning  إِبِنَداً
clean
ten  زَرَتِنٍ
climate
timed  تَسِونيَ كَردَنَ
codify
between  مَيْهُ
collapse
til  خُووَردَنُ
come
black  نَمَدَنُ (آَ)
comfortable
book  كِتَاب
commercial
tooth  يِشْرَكَتِن
boy  لَحم خُووَردَنَ
company
break up  أَوْدَنُ
concession
bring  رَبِّنُ
consolidation
brother  سَمَتِنُ (سَمَتِن)
constitution(al)
build  عَمْارَت
contemporary
building  أَمَا، وَلِ، لِكِن
continually
but  أَلِ بُؤْهُ
correct
carry out  يَنِهَ، رَبِّن
country
catastrophic  مَحْيِتُنَ، آورُ
corresponding to
caliph  خَلِيفَةٌ (خَلِيفَةٌ)
course
caution  مَا بَيْنَ
create
capital  تَبَايِتَنُ (تَبَايِتَنُ)
crown
car  أَوْبِنُ
culminate
careless  فَاغِل
cultural
carry out  إِجْرَا كَرْدَنُ
culture
cave  قَفُنَاز
cultural
central  غَار
centralized  مُتَحَزَّرُ
centre
century  دَارِیوش
century  مَتَحَزَّرُ
Darius
century  دَاوُد
centralized
day
dear
decisive
defeat (v.)
define (n.)
defeat
decision
decide
democracy
depose
dangerous
daring
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<td>هم (هم)</td>
<td>from</td>
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**F**

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ENGLISH—PERSEAN VOCABULARY

G

G

importance
important
in
internal
into
inaugurate
independent
India
Indus river
industrial
influence
ink
instruction
interrupted, be
interval
invasion
Iraq
irrigation
Isfahan
Islam
Islamic

H

hair
half (n.)
Hamadan
hand
Hasan
head
here
history
Hosein
house
how many?
humble (v.)
hundred
Hushang

I

idea
if
impact

I

من (مشهور -)
idea

(pl. عقاید)

land
language
large

L
last (adj.)
last parts
law
lay
lead to
lesson
life
like
limit
literature
live
lofty
long years
lose
lunar

Madam
Mahmud
make
man
manager
Mani
manifested, be
many
means
means of, by
meat
mention
Mesopotamia
Middle Ages
middle parts
modernization
Mogul
Mohammad
monarch
Mongols

more
mosque
mother
motor-car
motor-vehicle
much
must

N

Nader
name (n.)
nation
national
nationalism
natural
near (adj. and prep.)
necessary, be
neither one
new
news
next (adv., conj.)
nine
nineteen
no (interj.)
no (adj.)
north
not (with verb)
numerous
Nushirvan

obliterrate
occupy
of: use erase
old (things)

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Note: The Persian words are translations of the English words.
succeed
successor
succeed
suddenly
sultan
surface
Susa
sweet
sweets
Syria

throne
time (‘temps’)
time (period)
to
today

Transoxania
town
town
travel (v.)
tree
tree

tribe
tribal
Turkish
turn into
twelve
twenty
two
two hundred
two sides

under
union
unity

Valerian
vehicle
very
very much
victory
vigorous

war
we
western
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