

Persian Beginner Class in FL Context (Greetings!)

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Lesson objectives: learners will be able to

- Greet informally and introduce self using short phrases
- Identify a few Persian alphabets
- Write their own names using the Persian script

Materials: YouTube video, alphabet sheet, greeting dialogues, a ball, and a paper bag

Level: Novice Low

Modes: Interpersonal

Procedure:

Observation

For introduction Teacher shows a short video about Iran. Example at:

<https://www.youtube.com/watch?v=NP8O7M80wSQ>.

In the middle of the video there is a short talk about greetings in Persian. Ask learners to pay attention to that. You want to see if they can pick it up. After watching the video ask learners what hello is in Persian. Then teacher explains what the word Hello is in Persian and asks all Ss to repeat after her. She explains about pronunciation and writes it on the board.

T turns to a student close to her and says hello in Persian and encourages the student to say it back. Teacher says hello to all students and they say hello back. Next, S/he explains how to say "How are You?" informally in Persian which is "chetoree? چطوری" and "Khoubi?". Teacher says the word and students repeat after her. Normally the answer to "how are you?" in most languages would be I'm good. It is "Khoubam- خوبم" in Persian. Teacher then explains how to pronounce the sound kh خ which is a velar sound meaning, it is produced by the back of your tongue going up (such as the sound J in Juan or Jesus in Spanish). Teacher models the sound and students try to produce the sound.

Salam, Chetoree? سلام چطوری؟
Khoubam! خوبم

T asks all students how they are in Persian and they reply with I'm good in Persian. Teacher then explains that one easy way of saying thank you in Persian is using the French word Merci! However, in Persian the /r/ is rolled or trilled like in Spanish or Italian. It is pronounced in the front of your mouth. Teacher repeats Merci in Persian and students repeat. Teacher repeats the four expressions again and then asks students to work in pairs and practice with their partners.

Salam, Chetoree? سلام چطوری؟
Khoubam, Merci! خوبم، مرسی



T draws students' attention. She points at herself and says /man/ which means 'I' in Persian. She writes down the word on the board like this:

/man/ من (I)

T then points at a student and says:

/to/ تو (you)

Teacher then points at herself again and says:

"esm-e man Leila" = "اسم من لیلا"

She then points at a student and asks:

"esm-e to?" (with rising intonation meaning "Your name?"). Teacher repeats if needed.

T goes around the class and asks every student what their names are. "esme man Leila! Esme to?" Teacher writes the above phrases on the board so that students can look at the board for help.

Esm-e man Leila Ast.

Esm-e to Keli Ast.

Analysis (More Practice)

T asks students to create a circle in English. She also stays in the circle. She holds the ball in her hand and says. "Esme man Leila ast" points at the student after her and says "esme to Keli ast" and gives the ball to Keli. Keli does the same "esme man Keli ast" points at the student after her "esme to ... Ast" and it goes on until everyone practices introducing themselves and their classmates. This activity can be done by throwing the ball as well and it would be easier if the students have name tags.

Esm-e man Leila Ast. (My name is Leila)

Esm-e to Keli Ast. (Your name is Keli)

For the rest of this activity, teacher writes students' names on small pieces of paper and folds them. S/he puts them in a paper bag. Teacher has a ball. S/he throws it at students one by one randomly and they are supposed to take out a name from the paper bag and greet that person fully using the following phrases. Student who greeted throws the ball to another student and this game goes on until all students practice greetings using the following phrases.

Salam, Chetoree? سلام چتوری؟

Khoobam, Merci! خوبم، مرسی

Teacher models the practice herself before expecting students to do it. Teacher can have the phrases written on the board, on a piece of paper, or even show them on the screen to help students. T and students can also practice saying their own names and saying the other person's name using the following phrases.

Esm-e man Leila Ast. (My name is Leila)

Esm-e to Keli Ast. (Your name is Keli)



Note: Teacher also explains to students that these dialogues are basic and informal and if they know any adults or elderly Persian speakers, they shouldn't use the pronoun "to" to refer to them; because it is informal and could be rude! The pronoun "to" is used to refer to people your age, your friends, and siblings. In order to refer to adults, elderly people, or people that we don't know well; we use the formal pronoun "Shoma"!

Expansion (Write Your Name!)

Teacher provides each student a sheet containing the Persian alphabet. Students are supposed to use the alphabet sheet and figure out how to write their own names on a piece of paper. Teacher walks around the class, answers questions and helps them figure it out. In the end, all the students go to the board and write down their names.

Homework

Students will practice the dialogue with a friend or a family member, who is a speaker of Persian, and record their voices. If they don't have access to any Persian speakers, they can simply practice the dialogue alone and send their recordings to their teacher. The students should also practice producing the sound Kh and the rolled r and record themselves.

