

A Basic Course in

Tajik

(Grammar & Workbook)

written & edited by

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Library of Congress Catalog Card Number Pending

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Tajik

AN INTRODUCTION TO THE TAJIK LANGUAGE AND PEOPLE

The Tajiks trace their history to the earliest known inhabitants of Central Asia. These were the Indo-Iranian people who lived along the Oxus River during the Greco-Bactrian dynasties of the fourth to the first centuries B.C. The Tajiks diffused themselves over most of Central Asia, between the Jaxartes River (Syr Darya) and the Oxus River (Amu Darya), northern and western centuries, during the rule of the Samanids, that the basic ethnolinguistic features of the Tajiks were formed and established. The Tajiks lost their state with the fall of the Samanids, though they fought tenaciously for their freedom in the ensuing centuries. Later the Tajiks lost significant amounts of territorial influence and suffered a decrease in population as a direct result of the conquest of the Mongol and Turkic tribes.

The term Tajik (from taj meaning “crown”) was probably first introduced in the seventh century by the Arabs to differentiate the Persian speakers from the Turkic speakers they encountered as they fought their way northward and eastward. Physically, the Tajiks are classified as being of the Mediterranean substock of the Caucasian race (Iranian). Centuries of misgenation with Turkic-Mongoloid groups have produced Mongoloid characteristics in the Tajiks, especially as one moves toward areas dominated by the Uzbeks.

In contrast to the Uzbeks, the Tajiks are about half as numerous, having an estimated population of about four and a half million in Tajikistan, at least 1 million in Uzbekistan, up to a half a million in the republics of Kazakhstan, Kirgizstan and Turkmenistan. Many of the Tajiks living in Uzbekistan live in or near the cities of Samarkand and Bukhara, the cities which historically have been populated and governed by the sedentary Tajiks. In addition to the Tajiks who live north of the Oxus River, there are also approximately four to five million Tajiks in Afghanistan, though the numbers of mother-tongue speakers of Persian in Afghanistan, in all its various dialects, may be two to three million more.

Linguistically, the Tajik language is a dialect of modern Persian, which is included in the West Iranian group, a group which also includes such languages as Balochi and Kurdish. Within the West Iranian branch Persian is categorized as a Southwest Iranian language. There are numerous dialects of Persian, but the three major regional dialects include the Iranian dialect of “Tehrani” Persian, sometimes referred to as Farsi, the Afghan dialect of Persian which is called Dari and the Tajik dialect spoken north of the Oxus River primarily in the republics of Tajikistan and Uzbekistan. There are more similarities than there are differences between these three dialects, yet certain major linguistic differences do distinguish each of the three dialects.

The ethnolinguistic genesis of modern Persian began to take shape between the seventh and ninth centuries after the Muslim conquest of Iran and Central Asia. The first written documents in modern Persia, written by the Tajik poets Rudaki and Ferdousi, came from what is now eastern Afghanistan and a region in Central Asia called the Khorasan. It was also in Central Asia, in ninth and tenth centuries, that written Classical Persian, which used an adaptation of the Arabic script, as a powerful literary medium.

The birth of Classical Persian, as a written language, also sparked a reassertion of Persian nationalism, which peaked in Central Asia in the tenth century under the “Tajik” Samanid dynasty. Even after the Mongol conquest of the region in the thirteenth century,

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Central Asia continued to be the major source of written Classical Persian, especially in the cultural centers of Samarkand, Bukhara, Balkh, Merv and Herat. Classical Persian, in fact, became the official language of communication from Iran to India, despite the subsequent Turkic conquests of those regions, and it continued such up through the nineteenth century.

In the twentieth century, shortly after Tajikistan became a republic in 1929, the Russian communists began to implement a linguistic policy which sought to undermine what they perceived to be a threat in their southern flank, i.e., a pan-Islamic resistance movement. As they had done in the republic of Uzbekistan and the other Turkic republics, the Russians cut off the Tajiks from their Persian speaking neighbors, i.e., the Afghans and the Iranians by forcing a Latin based alphabet on the Tajiks in 1930 and then a modified Cyrillic alphabet in 1940. This was done to “modernize” Tajik, which it did to a certain extent and to expurgate the language from all the Arabic and Classical Persian “archaisms”. Reformers based their “modern” Tajik on the northern dialect of Tajik, which is spoken in Samarkand, Bukhara and Khojand. In reality, however, their modernization policy was designed to help the Soviets in the Russification of the Tajik language and culture. Such a step also greatly enhanced the pace of which the Russian language could be introduced to the Tajik school children.

Though the Russians succeeded in partly fulfilling their goals, their ultimate goal of cultural and linguistic assimilation backfired. If anything, the Russians helped to reinforce the Tajik sense of historical self-identity and to revive a spirit of nationalism that had been subdued for centuries. The awakened ethnicity of the Tajiks found its opportunity to openly manifest itself during Gorbachev’s program of glasnost. The power of this reawakened force was felt throughout the republic when in 1989 the Tajik language was declared the state language of Tajikistan, derailing the plans of those who had sought to make the Russian language the lingua franca of the Soviet Union. During this time it was also decided that an educational policy should be put into effect that would re-establish the Perso-Arabic script as the main written medium of Tajik by the end of this century. This new policy was again reversed when remnants of the “old guard” came back into power at the end of 1992. But the future of which script to use is yet unclear and now that Uzbekistan is in the process of adapting the Latin script, Tajikistan may follow suit as well.

Despite the entholinguistic differences the Tajiks have with the Uzbeks they do share a number of cultural similarities. From a socio-religious perspective the majority of the Tajiks, like the Uzbeks are of the Hannafi Sunni sect of Islam and are still very much influenced by Islamic traditions. As many as 80 percent of the Tajiks in Tajikistan, according to a recent Soviet survey, admitted to still adhering to at least some of their traditional religious beliefs and indicated a desire to see their children raised as Muslims. In spite of the fact that the Soviet Communist system limited official religion, folk Islam, as it has for centuries, continues to function at the grass-roots level. Through this system a large number of holy men and women, Sufi guides, religious instructors, faith healers, and those who combine magic and Islam together are sought after for spiritual guidance. The existence of holy places also provides the more religious opportunities for pilgrimage and worship.

Families also instruct their children in the basic tenants of the faith or they may even hire local non-official religious teachers to do so. Children are often taught the spiritual side of life from their grandparents and the social side of life from their father and mother. The natural process of the Tajik’s life cycle is also still largely governed by Islamic cultural principles. Even in Tajikistan the major events of life (birth, circumcision, marriage and death) are usually marked by some type of religious ceremony. Gorbachev’s program of

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glasnost and democratization allowed a new freedom of religion that had not been known in the region since the days before the communist revolution. This coupled with the influence of the Islamic revolution in Iran and the “moral” victory of the mujahideen (Islamic freedom fighter) in Afghanistan fueled a resurgence of Islamic fundamentalism which set on fire a militant Islamic movement in Tajikistan, resulting in almost two years of civil war in the country.

Among the Tajiks there is also a sizable minority of Ismaili Shia, who whole-heartedly follow their charismatic and opulent leader, the Aga Khan. In general, the Ismailis tend to spiritualize the rigorous disciplines of the more orthodox Muslim sects, not performing, for example, such things as the daily ritual prayers. Like Sufis they believe there is a *tariq* 'path' that leads them to different levels of spiritual perfection. Though the Aga Khan lives in France, the Aga Khan has, in fact, been instrumental in promoting educational and medical reforms among his followers and is highly respected at the international level. Most of the Ismaili Tajiks are found in central and northeastern Afghanistan and in the Pamir mountain of Tajikistan. These Tajiks are often considered, both by others and themselves, to be a non-Tajik ethnic group based on religious grounds.

While one may be tempted to think of the Tajiks as being urban dwellers, a more correct picture is a sedentary, but mostly rural population, which is often situated in and around small villages or collective farms. Most Tajiks, in fact, have traditionally been mountaineer farmers and herdsmen. With centuries of experience behind them, rural Tajiks are self-reliant and recognized as excellent farmers. Even though Tajikistan and Afghanistan are countries covered with mountains, the Tajiks have occupied many of the isolated mountainous valleys and are highly skilled in terraced mountain farming and irrigation techniques.

Under Russian rule, however, most of the mountain people have been resettled into cotton-growing valleys on collective state farms. Still, many Tajiks return home to their villages from their factory jobs when the agricultural season begins and continue to retain a rural oriented world-view. More traditional Tajiks, for example, prefer arranged marriages that often involve the groom marrying his paternal uncle's daughter or a close cousin. In the urban areas, of course, there are many “love” marriages, but accompanied also with a higher divorce rate.

One important difference between the Tajik and Uzbek culture is the role of women in society. The Tajik women, in general, in both Afghanistan and Tajikistan, seem to enjoy a greater degree of freedom, both in the work place and in social situations where men and women are likely to interact. Even in the village setting, their seclusion is more assumed than it is actually lived out in practice. In contrast to the Uzbeks, few decisions are made by the village council without first consulting the women. The kinship structure, though less in tact than the Uzbek one, nevertheless still dominates the social and political spheres of life.

In Tajikistan, important families from the Khojand (Leninabad) region have until recently controlled the Tajik government at its highest levels. In the past two years, however, the people from the Kulyab region have occupied the highest positions of the government. Much of the recent instability in Tajikistan can be traced to regional power struggles, with the people of Hisor, Kurghan Tappa and the Badakhshan region losing badly during the civil war. The present political situation in Tajikistan is perhaps best represented as a complex mosaic consisting of competing regional forces, political ideologies and a grass root cultural and

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religious revival, all vying for control of the hearts and minds of the Tajik people. The result has been a tragic loss of life, severe damage to the basic infrastructure of the country, and a shattered economy.

THE SOUND SYSTEM OF TAJIK

This course recognizes thirty separate sounds in the Tajik language, though the present day Tajik alphabet contains thirty-nine letters. Four of the additional letters are only found in Russian loan words and are either lost or are pronounced as similar sounds in Tajik. Four other letters reflect the influence of the Russian alphabet on the Tajik alphabet where one letter, representing one sound in Russian, represents two independent sounds in Tajik. The one remaining additional letter differentiates between a stressed and an unstressed vowel. These special sounds will be pointed when the Tajik alphabet is introduced later in the lesson.

In the following linguistic analysis of the sounds of Tajik, the Cyrillic letters are listed first followed by an English transcription of each sound or letter. It is important to master the Cyrillic letters as soon as possible, since the English transcription will no longer be used after the sounds have been introduced.

Chart of Tajik Vowels

	FRONT		CENTRAL		BACK	
	unrounded	rounded	unrounded	rounded	unrounded	rounded
HIGH	и, ӣ	и				ы
MID	ә, е	е		ӯ		о
LOW			а	а		у

Notes:

1. The above chart classifies Tajik vowels based on three features: **tongue position**; the horizontal movement of the tongue towards the front, central, or back position; **tongue height**; the vertical movement of the tongue toward a high, mid, or low position; and the **involvement of the lips**; whether they are rounded or unrounded.
2. There are six vowels in Tajik, though they are represented by eight Tajik letters: The vowel /i/ is represented by the Tajik letter /и/ as well as the letter /ӣ/, the latter only occurring in the final position of a word indicating that the vowel is stressed. Likewise, the vowel /e/ is represented by the Tajik letter /е/ as well as the letter /Ә/, the latter usually occurs in the initial position while the former is used in the medial and final positions.
3. The vowels /и/, /ы/, and /а/ are subject to wide allophonic variation. These vowels are considered ‘unstable’ since they may be either long or short depending on their surrounding phonological environment, though they are not to be considered as separate vowels. The vowels /и/ and /ы/, in open syllables CV and monosyllabic words CVC, are relatively long, while in words of two or more syllables they are short vowel sounds. The vowel /а/ covers a wide range of sounds depending on the phonological environment. It is

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a short vowel sound in words where it is a word initial syllable or when it is between two consonants in a polysyllabic word.

4. The mid-central vowel /ŷ/ is not only unique in that there is no English equivalent to this sound, pronounced somewhat like the /i/ found in word *sir* except with rounded lips, but it is also not found in the other main dialects of Persian.
5. In written Tajik one can also find the vowel /y/ in Russian loan words. In Russian this is a high-back unrounded vowel /i/, but in the Tajik language it is pronounced as the /i/ vowel sound.
6. For a quick reference look at the following list of English words, (based on my dialect of Mid-western American English), and note which of the Tajik vowel sounds are comparable to similar English vowel sounds. Keep in mind that the vowels in the English words are only rough approximations to the corresponding Tajik sounds. Tajik vowels are more ‘pure’ than English ones, that is, shorter and without the glide sound that follows English vowels.

и	/i/	bit	ӯ	/ü/	(none)
ə,e	/e/	bet	о	/o/	between <u>bought</u> and boat
a	/a/	<u>bought</u>	ӯ	/u/	<u>boot</u>

Chart of Tajik Consonants

MANNER	PLACE	VOICELESS		VOICED	
STOPS	bilabial	п	p	б	b
	dental	т	t	д	d
	velar	к	k	г	g
	uvular	қ	q		
	glottal			ъ ¹	,
FRICATIVES	labiodental	ф	f	в	v
	alveolar	с	s	з	z
	alveopalatal	ш	sh	ж	zh
	alveopalatal	ш ²	sh		
	uvular	х	kh	ғ	gh
	glottal	ҳ	h		
AFFRICATES	alveolar	ц ²	ts		
	alveopalatal	ҹ	ch	ҹ	j
NASALS	bilabial			м	m
	dental			н	n
LATERALS	alveolar			л	l
TRILLS	alveolar			р	r
GLIDES	palatal			й	y

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Notes:

1. There are twenty-four consonants in Tajik and for organizational purposes the consonant sounds in the above chart have been arranged according to their linguistic categories rather than an alphabetical framework. The main linguistic categories include the **manner of articulation**, the **place of articulation** and whether the sound is **voiced** or **voiceless** (see note 2). The manner of articulation refers to whether the air is stopped or constricted in some way some point along the vocal tract, while the place of articulation describes the exact location where this action occurs. The manner and place of each consonant sound will be described below when the Tajik sounds are introduced in the context of the Tajik alphabet.
2. As mentioned above the above chart has also organized the consonant sounds on the basis of whether they are **voiced** or **voiceless**. This particular feature is helpful to understand, as it will allow you to distinguish between two similar, but different sounds, such as the consonant sound /b/ in the word like bit and the consonant sound /p/ in word like pit. Such words are called minimal pairs. To better understand what is meant by a voiceless or voiced sound, place your hand on your throat and pronounce the sound /p/ and then the sound /b/ without a vowel accompanying them. You will notice that your throat vibrates and makes a buzzing sound when you pronounce the /b/ sound. This is an example of a **voiced** sound. When the buzzing is absent, like in the /p/ sound, it is an example of a **voiceless** sound.
3. It is debatable if the letter /ъ/, written in words of Arabic origin where was an ‘ain’ or ‘hamza’ sound, is a true consonant sound in Tajik. In Arabic it is a voiced pharyngeal stop, but it is pronounced as a glottal stop in Tajik. Educated Tajiks pronounce the sound in careful speech, though many Tajiks do not pronounce it at all during rapid speech.
4. The consonants /ш/ and /ш/ are used only in Russian loan words and most Tajik speakers do not pronounce these sounds with the Russian pronunciation, instead the consonant /ш/ is pronounced as the /s/ sound and the consonant /ш/ is pronounced as the /sh/ sound. Note the following examples:

цирк /tsirk/ - цирк /sirk/ борш боршч /borshch/ - борш /borsh/

THE TAJIK ALPHABET

Since 1940 the Russian Cyrillic writing system has been used to represent the Tajik language in the former Soviet Union with the addition of six letters: **ғ**, **ӣ**, **қ**, **Ӯ**, **ӱ** and **Ҷ**. The Tajik alphabet is introduced in the following pages. Along with each Cyrillic Tajik letter a simple English transcription of each sound is listed and a description of how and where the sound is produced, as well as its approximate English equivalent, if it has one.

It is recommended that you go through the whole alphabet once, reading the definitions of each sound, before beginning the sound drills. Though the definitions may seem either too technical or too basic for some, it should help to establish an overview of the letters and their corresponding sounds, especially for those who are unfamiliar with the Russian alphabet. For those who know the Russian it should be pointed out that in addition to the six additional

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sounds not found in the Russian sound system, several other letters used in Russian, notably: **е, ё, ц, щ, ъ, ы, ю, я;** are pronounced according to the Tajik sound system.

Appropriate examples of each sound are given in the context of words in their initial, medial, and their word final forms. The words given are all used in Tajik, though the definitions have not been given, since, at this point, it is more important to master the new sounds rather than the meanings. The words are meant to be repeated after a Tajik language informant. An English transcription of each word is listed below the Tajik examples as an aid to learning the new script and as a guide in pronouncing the new sounds. The English transcriptions should not be used as a crutch to prevent one from learning the Cyrillic script. Unlike the Arabic script used in Persian, most people are able to master the Cyrillic forms quite quickly, and this is important to do since the English transcription will not be used in future lessons. The written, versus the printed script, will also have to be learned and practiced.

Before beginning the sound drills it is important to understand that stress is predictable in Tajik, generally falling on the last syllable of the word. There are a few exceptions to this rule, of course, but this basic principle should be followed in pronouncing new Tajik words below. Note, for example how the stress shifts when additional suffixes are added to the following word:

/javón/ ‘youth’ /javon-márd/ ‘brave’ /javon-mard-í/ ‘bravely’

INITIAL MEDIAL FINAL

A а /а/ This vowel sound is similar to the vowel sound in such words as *father* and *cot*. As mentioned earlier, the vowel /а/ covers a wide range of sounds depending on the phonological environment, moving relatively freely between the front and central positions of the mouth. It is a short vowel sound in words where it is a word initial syllable or when it is between two consonants in a polysyllabic word, particularly between voiceless consonants. Contrast the /а/ in the monosyllabic word /sad/ ‘one hundred’ with the same vowel in the word /safed/ ‘white’.

Drill: абр, агар, азоб паланг, сад, дашт даста, барра, сада
abr, agar, azob palang, sad, dasht dasta, barra, sada

B б /б/ This consonant is similar to the English /b/ sound.

Drill: борон, барг, буз бобо, зебо, соябон об, шаб, хуб
boron, barg, buz bobo, zebo, soyabon ob, shab, khub

B в /в/ This consonant is similar to the English /v/ sound, though it looks like the English B symbol.

Drill: ватан, вафо, ворис аввал, гавҳар даво гов, рав, обдав
yatan, yafo, yoris avval, gayhar dayo goy, ray, obday

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Г г /g/ This consonant similar to the English /g/ sound.

Drill: гарм, гов, gado наргис, агар, ангур марг, ранг, саг
garm, gov, gado nargis, agar, angur marg, rang, sag

Д д /d/ This consonant is voiced dental stop. (See chart of Tajik consonants and notes for an explanation of these terms). It is close, but not quite like the American English /d/ sound. The American /d/ is made by touching the tip of the tongue against the upper gums directly behind the teeth, while the Tajik /д/ is more forward, the tip of the tongue touching the upper front teeth.

Drill: даст, дарс, дил падар, модар, садо дард, дод, шод
dast, dars, dil padar, modar, sado dard, dod, shod

Е е This letter has two functions in Tajik, it symbolizes the vowel /e/ and the consonant-vowel /ye/.

/e/ This vowel is similar to the vowel in the English word *bed*. This sound occurs only after a consonant in the medial and final positions.

Drill: - мehрубон, шeър, бел се, васе, касе
- mehrubon, she'r, bel se, vase, kase

/ye/ After the beginning of a word or after a vowel, or the letters **я**, **ю**, **ё**, **й** (Introduced later on in this section.), it has the consonant sound /y/ preceding the vowel /e/ forming /ye/.

Drill: ем, елим, Европа оед, кардаem, мегүем садое, калимаe, дунъёe
yem, yelim, yevropa oyed, kardayem, meguyem sadoye, kalimaye, dun'yo

Ё ё /yo/ This sound is produced by adding the /y/ consonant glide to the vowel /o/. (See the description of the /o/ vowel below).

Drill: ёп, ёкут, ёздаҳ гиёён, гиёҳ, диёр даръё, биё, дунъё
yor, yoqut, yozdah gir'yon, giyoh, diyor dar'yo, biyo, dun'yo

Ж ж /zh/ This consonant is the same sound that found in such English words as *pleasure*, *beige* and *vision*.

Drill: жанр, журнал, жюри хаждаҳ, виждон бож, диж
zhanr, zhurnal, zhyuri hazhdah, vizhdon bozh, dizh

З з /z/ This consonant is similar to the English /z/ sound.

Drill: зард, замин, зан мазор, вазир, назар дароз, навоз, парвоз
zard, zamin, zan mazor, vazir, nazar daroz, navoz, parvoz

И и /i/ This vowel is similar to the vowel sound found in the English words *it* and *bit*. This sound occurs in the initial and medial positions, but is only used in the word's final position to designate a grammatical case that indicates possession. Like the vowel /a/ this vowel is noticeably shortened in unstressed open syllables. Contrast the

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vowel length in the monosyllabic word /dɪd/ ‘he saw’ with the word /dɪgár/ ‘other’, where the stress falls on the second syllable.

Drill: <u>инсон</u> , <u>илхом</u> , <u>ин</u>	<u>китоб</u> , <u>бино</u> , <u>дина</u>	<u>китоби</u> нав
inson, ilhom, <u>in</u>	kitob, bino, dina	kitobi nav

Й й /y/ This consonant functions like the English /y/. It is considered to be a consonant at the beginning of a word, like in the English word *yes*, but in the medial and final positions it becomes a semi-vowel following a vowel to form a diphthong, like in the word *boy*.

Drill: <u>йог</u> , <u>йод</u> , <u>йигит</u>	<u>майдон</u> , <u>байрак</u> , <u>шайтон</u>	<u>чой</u> , <u>най</u> , <u>бүй</u>
yog, yod, <u>yigit</u>	maydon, bayraq, shayton	choy, nay, buy

К к /k/ This consonant is similar to the English /k/ sound.

Drill: <u>карам</u> , <u>коса</u> , <u>кирм</u>	<u>мактаб</u> , <u>покиза</u> , <u>такрор</u>	<u>нок</u> , <u>пок</u> , <u>тарк</u>
karam, kosa, <u>kim</u>	maktab, pokiza, takror	nok, pok, tark

Л л /l/ This consonant is similar to the English /l/ in such word is *little*, *fly* and *meal*.

Drill: <u>лаб</u> , <u>лола</u> , <u>либос</u>	<u>нола</u> , <u>калон</u> , <u>муаллим</u>	<u>сол</u> , <u>бел</u> , <u>бол</u>
lab, lola, <u>libos</u>	nola, kalon, muallim	sol, bel, bol

М м /m/ This consonant sound is similar to the English /m/ sound.

Drill: <u>модар</u> , <u>мард</u> , <u>мо</u>	<u>амма</u> , <u>амак</u> , <u>умед</u>	<u>ором</u> , <u>бом</u> , <u>дам</u>
modar, mard, <u>mo</u>	amma, amak, umed	oram, bom, dam

Н н /n/ This nasal sound is not quite the same as the English /n/ sound, but close. It is made by pressing the tip of the tongue against the upper front teeth, like the Tajik /d/ sound, while the velum is open, allowing the air to be released through the nose rather than the mouth. Its typed symbol looks like a capital **H** in English.

Drill: <u>ниҳол</u> , <u>нон</u> , <u>нор</u>	<u>тарона</u> , <u>хандон</u> , <u>анор</u>	<u>вазн</u> , <u>дандон</u> , <u>борон</u>
nihol, non, <u>nor</u>	tarona, khandon, anor	vazn, dandon, boron

О о /o/ This vowel sound is somewhere between the /aw/ sound found in the English words *law* and *caw* (In phonetics it is symbolized as /o/) and the /o/ vowel sound found in such English words as *old* and *boat*. Unlike the English /o/, however, it is lower, shorter and purer, i.e., no glide sound should follow it. To produce this sound round your lips as if to make the /o/ vowel, while making the /aw/ sound.

Drill: <u>одам</u> , <u>ош</u> , <u>одоб</u>	<u>бом</u> , <u>бодом</u> , <u>кор</u>	<u>шумо</u> , <u>бо</u> , <u>даво</u>
odam, osh, <u>odob</u>	bom, bodom, kor	shumo, bo, davo

П п /p/ This consonant sound is somewhat like the English /p/ sound, but only lightly aspirated. It is somewhere between the English /p/ and the Spanish /p/, which is unaspirated.

Drill: <u>по</u> , <u>писар</u> , <u>паланг</u>	<u>кўрпа</u> , <u>теппа</u> , <u>ошпаз</u>	<u>чап</u> , <u>асп</u> , <u>гап</u>
po, pisar, <u>palang</u>	kurpa, tempa, oshpaz	chap, asp, gap

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P p /r/ This consonant is made by holding the tip of the tongue near the gums, but in a relaxed state. To produce a trill the tip of the tongue should flap repeatedly while air passes over it. It is different than the English /r/ sound, and it can be confusing as well, since it looks like the symbol used for the English **P**. If you have trouble producing this sound, trying saying the phrase *batter up* as quickly as possible.

Drill: расм, рез, раис арпа, парда, зард чор, кор, пур
rasm, rez, rais arra, pard_a, zard chor, kor, pur

C c /s/ This consonant is similar to the English sound /s/, though note that the **C** symbol in English is more often a /k/ sound.

Drill: сар, садо, сурх даст, бисьёр, расо кас, дарс, шахс
sar, sado, surkh dast, bis'yor, raso kas, dars, shakhs

T т /t/ This consonant is a voiceless dental stop. (See chart of Tajik consonants and notes for an explanation of these terms.) It is close, but not quite like the American English /t/ sound. The American /t/ is made by touching the tip of the tongue against the upper gums directly behind the teeth, while the Tajik /т/ is more forward, the tip of the tongue touching the upper front teeth.

Drill: ток, тунд, тез аттор, китоб, мактаб паст, рост, шарт
tok, tund, tez attor, kitob, maktab past, rost, shart

Y y /u/ This vowel is similar to the vowel sound found in English words *boot* and *true*, though somewhat shorter in length, without any glide. Like the vowels /a/ and /i/, the length of this vowel depends on its phonetic environment. In stressed positions and unstressed closed positions it is long, but in unstressed open positions it is noticeably shortened. Contrast, for example, the /u/ vowel sound in the monosyllabic word /dud/ ‘smoke’ with the word /junún/ ‘madness’, where the stress falls on the second syllable.

Drill: устод, умр, умед дуд, буз, мурод ору, орзу, ду
ustod, umr, umed dud, buz, murod oru, orzu, du

Φ φ /f/ This consonant is similar to the English /f/ sound.

Drill: фил, фарш, форс шифо, ҳафт, дафтар соф, каф, алиф
fil, farsh, fors shifo, haft, daft_ar sof, kaf, alif

X x /kh/ This is a voiceless consonant made by exhaling while putting the back part of the tongue against the back part of the mouth towards the velum. For those who speak or who have studied German, it is somewhat like the German /ch/ sound. If you are trying to make this sound for the first time it may be helpful to begin by trying to clear the throat.

Drill: хирс, хоб, хас бахт, духтар, шахс нах, талх, малах
khirs, khob, kh_as bakht, dukhtar, shakhs nakh, talkh, malakh

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II Ҷ /s/ In Tajik this consonant is the same as the English /s/ sound. It is only found in Russian loan words. (In Russian this a /ts/ sound found in such words as *hats* and *cats*, but only Tajiks who have been educated in Russian pronounce it as such.)

Drill: цирк, цех, цемент концерт, лекция, конституция -
sirk, sex, sement konsert, leksiya, konstitusiya -

Ч Ч /ch/ This consonant is similar to the /ch/ sound found in words like *church* and *chair*.

Drill: чор, чашм, чил бача, дучор, дилчасп мурч, луч, соч
chor, chashm, chil bacha, duchor, dilchasp murch, luch, soch

III Ш /sh/ This consonant is the same sound that is found in such English words as *ship*, *assure* and *ash*.

Drill: шаб, шароб, шод дашт, чошт, душвор шаш, мош, муш
shab, sharob, shod dasht, chosht, dushvor shash, mosh, mush

III Ш /sh/ In Tajik this consonant is pronounced as the /sh/ sound, though in Russian it is pronounced as /shch/. It is only found in a few Russian loan words in the initial and final positions.

Drill: ши, щука, шётка - борш, леш
shi, shuka, shyotka - borsh, lesh

ъ /’/ This is a glottal stop in Tajik, i.e., the interruption of the breath stream during speech by closure of the glottic. Educated Tajiks pronounce the sound in careful speech, though many Tajiks do not pronounce it at all during rapid speech, especially at the end of a word. It is only found in the medial or final positions on a word. Word medially, after a consonant and before a vowel, it is not pronounced, but serves to indicate a syllable division, e.g., **қалъя** ‘castle’, pronounced /qala/; and after a vowel and before a consonant it lengthens the preceding vowel, e.g., **маъно** ‘meaning’, pronounced /mano/. (In Russian orthography this sign has no sound value, except to indicate that the vowel which follows it is preceded by a /y/ glide.)

Drill: - баъд, шеър, маъно манъ, васеъ, тамаъ
- - ba'_d, she'_r, ma'_no man'_, vase'_, tama'_

ы /и/ In Tajik this vowel is pronounced as the /i/ vowel. It is only found in Russian loan words in the medial position. (In Russian this is a high-back unrounded vowel /i/.)

Drill: выставка, вожатый, лыжа
vystafka, vozhatiy, lizha

ъ /ъ/ The soft sign, **аломати чудой**, has no sound value or function in Tajik, though according to the rules of Tajik orthography it is used after a consonant and or before the letters **ё**, **ю**, **я**, **е**, **и**. In modern Tajik this symbol is generally not used

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anymore. (In Russian its function is to indicate that the preceding consonant is ‘soft’ and the vowel that follows it has a y-glide.)

Drill: - бисъёр, гирья, таъсир июнь, рояль, туннель
- bis_yor, gir_ya, ta_sir iyun_, royal_, tunnel

Ә ә /e/ This is the vowel sound like the vowel found in the English word *bed*. This letter normally only occurs in the initial position, but it also occurs intermediately with derivatives and compound words. It is the same sound as the Tajik letter /е/. (See the above explanation.)

Drill: әлак, әзор, әълон боәҳтиром, боәътибор, симәлак
elak, ezor, e'lon bo-ehtirom, bo-e'tibor, simelak

Ю ю /yu/ This sound is produced by adding the /y/ consonant to the vowel /у/. This sound does not occur at the end of the word, except as the shortened form of the conjunction ‘and’.

Drill: юрт, юз, юрмон хумоюн, сеюм дую ним, бобою бибӣ
yurt, yuz, yurmon humoyun, seyum duyu nim, boboyu bibi

Я я /ya/ This sound is produced by adding the /y/ consonant glide to the vowel /а/.

Drill: яздон, як, яҳдон оят, сиях, бояд соя, гирья, ҳадя
yazdon, yak, yakhdon oyat, siyah, boyad soya, gir'ya, hadya

F ғ /gh/ This is a voiced consonant made by exhaling while putting the back part of the tongue against the back part of the mouth, towards the velum. Though this sound is not found in English, it is like the sound that is made when gargling with water. For those who have studied or who speak French it is like the French /R/.

Drill: ғоз, ғам, ғулом нағз, оғоз, қоғоз мурғ, бօғ, ҷеғ
ghoz, gham, ghulom naghz, oghoz, qoghoz murgh, bogh, jegh

Ӣ ӣ /i/ The vowel ӣ, called **и-и заданок** in Tajik, is the stressed version of the vowel /i/ and is only used at the end of a word.

Drill: - барғӣ, дастӣ, моҳӣ
- barfi, dasti, mohi

Қ қ /q/ This consonant does not occur in English. The sound is produced by pressing the back part of the tongue against the uvula, the soft flesh that hangs down in the very back of the throat. It may be helpful to begin by trying to produce the /k/ sound as far back in the throat as possible.

Drill: қалам, қозӣ, қу ақраб, мақол, рақс байрақ, барқ, ғарқ
qalam, qozi, qu aqrab, maqol, raqs bayraq, barq, gharq

Ӯ ӯ /ü/ There is no English equivalent to the vowel /ӯ/, which is pronounced somewhat like the schwa sound found in word *sir* except with rounded lips. For those

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who have studied or speak German it is somewhat similar, but lower, to the German /ü/.

Drill: ӯ, ӯҳда, ӯзбек рӯз, дӯст, кӯҳ гулӯ, ҷустуҷӯ, накӯ
ӯ, ӯhda, ӯzbek rӯz, dӯst, kӯh gulӯ, justujӯ, nakӯ

X x /h/ This is similar to the English sound found in the words *his*, *ahead* and *thorough*. Some speakers of Tajik do not pronounce this sound in the final position.

Drill: ҳафт, ҳоло, ҳушёр баҳор, моҳӣ, шӯҳрат даҳ, моҳ, нӯҳ
haft, holo, hushyor bahor, mohi, shohrat dah, moh, nuh

Ҷ ч /j/ This consonant is similar to the /j/ sound found in such English word as *jungle* and *jin*.

Drill: ҷома, ҷорӯб, ҷалол тоҷик, куҷо, маҷнун каҷ, коҷ, панҷ
joma, jorub, jalol tojik, kujo, majnun kaj, koj, panj

Notes:

- There are four letters (**е**, **ё**, **ю**, **я**), called ‘йотбарсарҳо’ in Tajik, that have been derived from the Russian alphabet. They are described as the ‘softening’ vowels of Russian, but in Tajik, these letters consists of the consonant sound /y/ followed by one of four vowels. Please note the four letters and their corresponding sounds below:

/е/	ye as in yes .
/ё/	yo as in york .
/ю/	yu as in yule .
/я/	ya as in yard .

- Only six Tajik symbols and sounds correspond with the English symbols and sounds, i.e., A, E, K, M, O, T, please note, however, that the Tajik symbols **B**, **H**, **P**, **C**, **Y**, **X** are identical to English symbols, but their corresponding sounds are different.

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Tajik Alphabet		Names of the Tajik Letters		English Equivalents	Persian Equivalents
Printed	Written	Tajik	English		
А а		а	a	a	
Б б		бә	be	b	
В в		вә	ve	v	
Г г		гә	ge	g	
Д д		дә	de	d	
Е е		е	e	ye, e	
Ё ё		ё	yo	yo	
Ж ж		жә	zhe	zh	
З з		зә	ze	z	
И и		И	I	I	
Ӯ ӹ		и-и күтоҳ	у	у	
К к		ка	ka	k	
Л л		эл	el	l	
М м		эм	em	m	
Н н		эн	en	n	
О о		о	o	o	
П п		пә	pe	p	
Р р		эр	er	r	
С с		эс	es	s	
Т т		тә	te	t	
Ү ү		ү	u	u	
Ф ф		эф	ef	g	
Х х		ха	kha	kh	
Ҷ ҹ		цә	tse	s	
Ч ч		чә	che	ch	
Ш ш		ша	sha	sh	
ҶҶ ҸҸ		ща	shcha	sh	
Ҷ		аломати сакта	,	,	
Ы		ы	i	I	
Ҷ		аломати чудой			
Э э		э	e	e	
Ю ю		ю	yu	yu	
Я я		я	ya	ya	
F f		ғә	ghe	gh	
Ӣ		и-и заданок	i	i	
Қ қ		қә	qe	q	
Ӯ ӹ		Ӯ	ü	ü	
Ҳ ҳ		ҳә	he	h	
Ҷ ҷ		ҷә	je	j	

LESSON ONE

LESSON ONE – Дарси аввал

1. A Dialog One: Introductions (Шиносой)

1.a.	Tim: Ассалом!	Hello! (lit.. Peace be upon you!)
1.b.	Parviz: Салом алайкум!	Hello!
2.a.	Мебахшед, номи шумо чист?	What is your name?
2.b.	Номи ман Парвиз. Номи шумо чист?	My name is Parviz. And what is your name?
3.a.	Номи ман Тим аст.	My name is Tim.
3.b.	Шумо аз кучо омадед?	Where are you from?
4.a.	Ман аз Амрико омадам. Ман - амрикӣ.	I came from America. I am American.
4.b.	Шумо инчо чӣ кор меқунед?	What are you doing here?
5.a.	Ман забони тоҷикӣ меомӯзам.	I am learning the Tajik language.
5.b.	Бисъёр хуб. Хуш омадед!	Very good. Welcome!
6.a.	Шумо бо ман машқ меқунед?	Will you practise with me?
6.b.	Чаро не? Бо ҷону дил.	Why not? With pleasure.
7.a.	Ташаккур. ҳайр!	Thanks, good-bye.
7.b.	Ҳайр, саломат бошед!	Good-bye. Be healthy.

Notes:

1. Listen to your language helper as he/she repeats the dialog, then try to repeat the pattern sentence or phrase after him at normal speed. It will also be helpful to tape the dialog.
2. In the dialogs, the letter **A** will refer to the questions or statements that you the **language learner** initiates, in this case Tim. and the letter **B** will indicate the responses or statements of the **native speaker**, who is called Parviz in this dialog. Focus on learning the sentences for **A**. Practice the sentences in the dialog with your teacher first and than with at least five other people today.

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3. The vocabulary for the text immediately follows the dialog, but aim to understand the meaning of the sentence rather than individual words.
4. The greeting in (1.b.), (ас)салом алейкум literally “Peace be upon you.” is from Arabic. Tajik contains a large number of Arabic words and phrases, like most languages in the Muslim world, though often the literal meanings are lost. In addition to a reduction in meaning, certain sound changes occur between the more formal speech to the informal everyday speech, so the intermediate vowel in the word **алайкум** is shortened to **алекум**.
5. The phrase in (4.b.) **Бо ҷону дил.** “With pleasure.” or literally, “With soul and heart.”, is an example of the flowery language that is used in Tajik. Such type of speech may strike westerners as being intellectually servile or insincere flattery, but it is considered to be polite speech in Tajik.

1.B Vocabulary for Dialog One (Лӯғати нав)

аввал	first
аз	from
алайкум (алейкум)	upon you
амрико	America
амрикой	American
ассалом	hello, peace
аст	he/she/it is
ба	to, in, with
бисъёр	very, much, many
бо	with
бо ҷони дил	with pleasure
бошед	you be
дарс	lesson, class
дил	heart, soul
забон	tongue, language
ин ҷо	here
кор	work, do
куҷо	where
лӯғат	vocabulary, dictionary
ман	I, my
машқ	practise
мебахшед	you'll excuse me
мекунед	you do, will do
меомӯзам	I learn, will learn

нав	new
ном	name
номатон	your name
омадам	I came
салом	peace, greeting
саломат	healthy, safety
саломат бошед!	Be healthy!
ташаккур	thanks
тоҷикӣ	Tajik, the language
-у	and (used as a suffix)
хайр	good-bye, blessings
хуб	good, well
хуш	happy, nice
хуш омадед	‘welcome!’
чаро не	why not?
ҷӣ	what
чист	what is
шиносой	introduction, to become acquainted with someone
шумо	you, your
ҷон	body, soul, ‘dear’

1. C Personal Pronouns in Tajik

	SINGULAR		SINGULAR-PLURAL		POLITE PLURAL		
1st person	ман	(I)	мо	(we)	моён	моҳон	(we)
2nd person	ту	(you)	шумо	(you)	шумоён	шумоҳон	(you)
3rd person	ӯ	вай	(he/she/it)	онҳо	онон	(they)	

Notes:

1. The Tajik literary pronouns **ӯ** ‘he/she/it’ and **онон** ‘they’ are rarely used in spoken Tajik. The pronoun **ӯ** also differs from the pronoun **вай** ‘he/she/it’ since it refers to human beings. The more commonly used pronoun **вай** may refer to animate as well as inanimate objects.
2. The second person singular pronoun **ту** ‘you’ is most commonly used to refer to children and young people, or younger familiar members.
3. The second person pronoun **шумо** ‘you’ refers to both to an individual or to a group of people. In the former case, it is used as a polite way to address an individual.
4. Similarly, the pronoun, **мо** ‘we’, may also be used instead of **ман** ‘I’ in appropriate contexts to communicate an attitude of humility on a part of the speaker. Also to avoid appearing proud the Tajik pronoun **ман** ‘I’ is often omitted since it is indicated by the verb ending as well.
5. The pronouns **моён** ‘we’ and **шумоён** ‘you’ are used in very polite talk or formal speeches.

1. D Personal Pronouns used in Simple Sentences

Subject	Noun
Ман -	амрикӣ.
Ту -	тоҷик.
Вай -	олмонӣ.
Мо -	ӯзбек.
Шумо -	эронӣ.
Онҳо -	рус.

I am American.
 You are Tajik.
 She/he/ is German.
 We are Uzbek.
 You are Iranian.
 They are Russians.

Notes:

1. The Tajik pronoun can be used with a noun or an adjective to form a complete sentence in spoken Tajik. In the case the verb ‘to be’, which will be introduced in 1-E-H, is omitted (implied). Generally speaking, the short form is not written, except in dialog form. When it is written it contains a hyphen following the pronoun to indicate the verb ‘to be’ has been omitted. Literally speaking, the sentence: **Ман - амрикӣ.**, is translated: “I American.”

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2. In Tajik the subject of the sentence comes first followed by the complement, the verb always comes at the end of the sentence. Throughout the course we will be building structure chains, for example: [S] – C – V Subject-Complement-Verb. (In the examples above and below remember the verb is implied.) The complement in sentences can be nouns, modifiers or may also be a phrase.

Subject	Adjective
Ман -	гурусна.
Ты -	ташна.
Вай -	зебо.
Мо -	ҳаста.
Шумо -	нағз.
Онҳо -	бемор.

I am hungry.
You are thirsty.
She/he is attractive.
We are tired.
You are well.
They are sick.

1. E Dependent Forms of the ‘to be’ Verb (Бандакҳои хабарӣ)

	SINGULAR		PLURAL	
1 st person	-ам (-ям)	I am	-ем	we are
2 nd person	-й	you are	-ед	you are
3 rd person	аст, -ст	he/she/it is	(-янд) -анд	they are

Notes:

- The above dependent forms are shortened forms of the present tense verb “to be” (see 2-C). They are dependent in that they must be attached to either nouns or adjectives as suffixes. They can, however, be used in a sentence without personal pronouns since each of the different suffixes indicate both number or person. These forms are never stressed. Note the following examples:

коргар-ам	I am a worker.	коргар-ем	We are workers.
коргар-й	You are a worker.	коргар-ед	You are workers.
коргар аст	He is a worker.	коргар-анд	They are workers.

- The third person singular form **аст** ‘he/she/it is’ is shortened to **-ст** when the preceding noun or adjective ends in a vowel, otherwise, it stands alone. For example, **зебо аст** becomes **зебост**. “He/she/it is beautiful.” and **донишҷӯ аст** becomes **донишҷӯст** “He/she is a student.”
- The /a/ vowel in the dependent suffixes **-ам** ‘I am’ and **-анд** ‘they are’ usually changes to the /я/ sound when it follows a noun or adjective ending in the vowels **о, у, ў**. For example: **донишҷӯ-ам** becomes **донишҷӯям** “I’m a student.” and **зебо+анд** becomes **зебоянд** “They’re beautiful.”

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1. F Dependent Forms of the ‘to be’ Verb used in Sentences

Subject	Noun	‘to be’ verb
Ман	муаллим	-ам. (-ям)
Ту	денишҷӯ	-и.
Вай	падар	аст.
Мо	коргар	-ем.
Шумо	мехмон	-ед.
Онҳо	дӯст	-анд. (-янд)

I am a teacher.
You are a student.
He is a father.
We are workers.
You are guests.
They are friends.

Subject	Adjective	‘to be’ verb
Ман	хурсанд	-ам.
Ту	зик	-й.
Вай	пир	аст.
Мо	чавон	-ем.
Шумо	доно	-ед.
Онҳо	бузург	-анд.

I am happy.
Your are bored.
He/she is old.
We are young.
You are wise.
They are great.

Notes:

1. Although the dependent forms of the ‘to be’ suffixes are separated by suffix markers in the above boxes, in written Tajik it is joined to the noun or adjective, e.g., **ман коргарам**, “I am a worker.”
2. As mentioned earlier, besides referring ‘he’ and ‘she’ the third person pronoun **вай** is also used to refer to an object ‘it’. (The demonstrative pronouns, this and that, will be introduced in Lesson Two.)
3. The word **муаллим** ‘teacher’ has a feminine form in Tajik, i.e., **муаллима**. Most nouns in Tajik are genderless, but there are a small number of nouns that have both a feminine and masculine form, which is the result of the influence of Arabic on Tajik.

1. G Exercises for Lesson One (Машқҳо)

Exercise 1. Use the attached personal suffixes and the dependent forms of the present tense ‘to be’ verb in each of the following sentences:

For example: **Ман гурусна _____ . Ман гуруснаам.**

- | | | |
|-------------------------|-----------------------|----------------------|
| 1. Ман муаллима _____ . | 4. Онҳо чавон _____ . | 7. Вай зик _____ . |
| 2. Вай хаста _____ . | 5. Шумо зебо _____ . | 8. Ту бемор _____ . |
| 3. Ту денишҷӯ _____ . | 6. Мо коргар _____ . | 9. Ман падар _____ . |

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Exercise 2. Use the correct subject pronoun in each of the following sentences:

For example: _____ нағз аст. **Вай** нағз аст.

- | | | |
|---------------------|---------------------|---------------------|
| 1. _____ дӯстанд. | 4. _____ ташнаам. | 7. _____ бемор аст. |
| 2. _____ муаллимем. | 5. _____ бузурганд. | 8. _____ доной. |
| 3. _____ зебой. | 6. _____ пирем. | 9. _____ ҷавонед. |

Exercise 3. Substitute the pronouns written below in the question **Номи шумо чист?** ‘What is your name?’ Then answer the questions:

For example: **Номи ман** _____. “My name is _____. ”

1. вай 2. ту 3. онҳо 4. шумо

1. H Tajik Proverbs (Зарбулмасал ва мақолҳо)

Tajiks consider proverbs and poetry a very important part of their culture. They often use quotations to enhance their speech. If you can quote a proverb or poetry at the proper occasion you will receive a very positive reaction from your audience.

To be memorized:

- Фарзанди нағз - боғи падар.** ‘A good child is like a garden to the father.
Фарзанди бад - доғи падар. A bad child is like a scar on the father.’

Application: If a child grows up to be a good child, he will be like a cool garden in the summer filled with fruit bearing trees, which is the concept of a garden to the Tajik-Persian mind. If a child turns out to be bad he will always cause pain and embarrassment to the heart of his father.

1.I Reading Text for Lesson One (Матн)

Read the following text and translate it into English. Then write a simple text of your own.

Номи ман Тим аст. Ман - амрикӣ. Ман донишҷӯям. Ман забони тоҷикӣ меомӯзам. Номи шумо Парвиз. Шумо - Тоҷик. Шумо муаллимед.

1.J Vocabulary for Lesson One (Лӯғат)

PRONOUNS

вай	he/she/it	онҳо	they
ман	I	ту	you (singular)
мо	we	шумо	you (plural)
моён	we (polite)	шумоён	you (polite plural)
моҳо	we (polite)	шумоҳо	you (polite plural)
онон	they	ӯ	he/she

LESSON ONE

NOUN

амрикӣ	American	муаллим	male teacher
бӯғ	garden, orchard, park	муаллима	female teacher
донишҷӯ	student	олмонӣ	German (the people)
доғ	brand, scar	падар	father
дӯст	friend	рус	Russian (the people)
коргар	worker	фарзанд	child
мақол	proverb	тоҷик	Tajik (the people)
матн	text	эронӣ	Iranian
машқ	exercise, practise	ӯзбек	Uzbek (the people)
мехмон	guest		

ADJECTIVES & ADVERBS

бад	bad	нағз	well, good, fine
бемор	sick	пир	old
бузург	great, big, important	ташна	thirsty
гурусна	hungry	ҳаста	tired
доно	wise	хурсанд	happy, glad
зебо	beautiful, handsome	ҷавон	young
зиқ	bored, sad, upset		

DEPENDENT FORMS OF THE 'TO BE' VERB

-ам (-ям)	I am	-ед	you are (plural-polite)
-анд (-янд)	they are	-ем	we are
аст (-ст)	he/she/it is	-ӣ	you are (singular)

LESSON TWO

LESSON TWO – Дарси дуюм

2. A Dialog Two: Introductions (Шиносой)

- | | |
|---|---|
| 1.a. Tim: Салом алайкум! | Hello! (formal) |
| Ман аз Амрико. | I am from America. |
| Шумо аз кучо? | Where are you from? |
| 1.b. Parviz: Ман аз Тоҷикистон. | I am from Tajikistan. |
| 2.a. Миллати шумо чист? | What is your nationality? |
| 2.b. Ман - Тоҷик.
Шумо - чӣ? | I am a Tajik.
And what about you? |
| 3.a. Ман - амрикӣ.
Ба Душанбе бори аввал омадам.
Тоҷикиро нағз намедонам.
Мехоҳам, тоҷикиро беҳтар (би)омӯзам. | I am an American.
This is my first time in Dushanbe.
I don't understand Tajik well
I want to learn more Tajik. |
| 3.b. Бисъёр хуб. | Very good. |
| 4.a. Хайр, ман меравам. Нағз монед! | Thanks, I'm going. Stay healthy! |
| 4.b. Хайр, то боз дид. | Bye, see you soon. |

Notes:

1. Please note the pronunciation of the word **тоҷик** ‘Tajik’, found in (2.b.) is perhaps better transliterated as /tojik/ or /tawjik/ in English, though it is more commonly written as /tajik/. Also nationalities are not capitalized in Tajik, though the names of countries are capitalized.
2. The (би) is most often used in official speaking and literary Tajik, although some dialects use it.

2. B Vocabulary for Dialog Two (Лӯгати нав)

беҳтар	better	миллат	nationality
биомӯзам	I (must) learn	меравам	I am going
боз	again	на-	not, don't (a prefix)
боздид	see again	намедонам	I don't know
бор	time	нағз монед	stay healthy
Душанбе	Dushanbe	-ро	the (suffix)
дуюм	second	Тоҷикистон	Tajikistan
мехоҳам	I want	то	until

LESSON TWO

2. C Independent Forms of the Present Tense of the ‘to be’ Verb

	SINGULAR		PLURAL	
1st person	ҳастам	(I am)	ҳастем	(we are)
2nd person	ҳастӣ	(you are)	ҳастед	(you are)
3rd person	ҳаст/аст	(he/she/it is)	ҳастанд	(they are)

Notes:

1. The present tense ‘independent’ forms of the ‘to be’ verb are not normally used in daily conversation, but they still are used in literary Tajik and in formal speech. (See 1.E. for the dependent forms of the verb ‘to be’.)
2. In Tajik grammar, the above forms are derived from the verb **ҳаст**, a special form of the verb ‘to be’, which is only used in the present tense. In modern day Tajik this verb form has no infinitive, but historically speaking it has been derived from the verb **ҳастан** ‘existence’. In spoken Tajik these forms commonly are used to refer to the ‘existence’ of something or someone. For example, **Китоб ҳаст**, ‘There is a book.’ (lit., A book exists.)
3. the third person singular he/she form of **ҳаст** is no longer used in modern Tajik as a helping verb, instead the attached personal suffix **аст** is used. When referring to the existence of something, however, **ҳаст** is still used.

2. D Independent Forms of the ‘to be’ Verb used in Sentences

PRONOUN	NOUN	VERB
Ман	модар	ҳастам.
Ту	англис	ҳастӣ.
Вай	мард	аст.
Вай	зан	аст.
Мо	табиб	ҳастем.
Шумо	муҳандис	ҳастед.
Онҳо	бародар	ҳастанд.
Онҳо	ҳоҳар	ҳастанд.

I am a mother.
 You are English.
 He is a man.
 She is a woman.
 We are doctors.
 You are engineers.
 They are brothers.
 They are sisters.

2. E Positive Questions and Answers with the ‘to be’ Verb

Шумо коргар ҳастед?
 Ҳа, коргар ҳастам.

Are you a worker?
 Yes, I am a worker.

LESSON TWO

Онҳо ҷавонанд?
Ҳа, ҷавонанд.

Are they young?
Yes, they are young.

Вай зебост?
Ҳа, зебост.

Is she beautiful?
Yes, she is very beautiful.

Ту амрикӣ ҳастӣ?
Ҳа, ман амрикӣ ҳастам.

Are you an American?
Yes, I am an American.

Онҳо бародар ҳастанд?
Ҳа, бародар ҳастанд.

Are they brothers?
Yes, they are brothers.

Шумо донишҷӯед?
Бале, ман донишҷӯям.

Are you a student?
Yes, I am a student.

Notes:

1. The reply **ҳа** or **ҳо** ‘yes’ is normally used in everyday speech, but one may also hear the more formal **бале** when speaking to those formally educated in the Tajik language. In literary Tajik, the positive reply **ope** is also used.
2. Unlike English, the word order remains the same for questions, questions are marked by a raising intonation pattern.

2. F The Present Tense Negative Forms of the ‘to be’ Verb

	SINGULAR		PLURAL	
1st person	нестам	(I am not)	нестем	(we are not)
2nd person	нестӣ	(you are not)	нестед	(you are not)
3rd person	нест	(he/she/it is not)	нестанд	(they are not)

Notes:

1. The verb ‘to be’ has a separate set of independent negative verb forms for the first, second and the third person singular and plural ‘to be’ verb. Unlike the positive ‘to be’ verb forms the negative verb forms do not have a set of dependent verb forms.

LESSON TWO

2. G The Negative Independent Forms of the ‘to be’ Verb used in Sentences

PRONOUN	NOUN	VERB
Ман	хафа	нестам.
Ту	серкор	нестай.
Вай	безеб	нест.
Мо	хурсанд	нестем.
Шумо	касал	нестед.
Онҳо	бекор	нестанд.

I am not upset.
You are not busy.
He/she is not ugly.
We are not happy.
You are not sick.
They are not jobless.

Notes:

1. The negatives forms of the verb ‘to be’ may be used with both adjectives and nouns.
2. The prefix **бe-** ‘without, less’ is used as a negative prefix maker for nouns and adjectives. The word **безор** ‘ugly’ and **бекор** ‘jobless’ are made up of two morphemes, though no morpheme breaks are shown in Tajik. The adjective **зебо** means ‘beautiful’ and the noun **кор** means ‘work or job’.

2. H Questions with Negative Replies

Шумо беморед?
Не, бемор нестам.

Are you sick?
No, I am not sick.

Онҳо муаллиманд?
Не, муаллим нестанд.

Are they teachers?
No, they are not teachers.

Ту муҳандисӣ?
Не, муҳандис нестам.

Are you an engineer?
No, I am not an engineer.

Вай табиб аст?
Не, табиб не.

Is he/she a doctor?
No, he/she is not a doctor.

Онҳо донишҷӯянд?
Не, донишҷӯ не.

Are they students?
No, they are not students.

Вай касал аст?
Не, касал нест.

Is she/he sick?
No, she/he is not sick.

Notes:

1. The negative adverb **не** ‘no’ is used to both answer a yes-no question and to replace any of the above forms in shortened replies.

LESSON TWO

2. I Exercises for Lesson Two (Машқҳо)

Exercise 1. Translate the following English **sentences** into Tajik. You may use either the dependent or independent forms of the ‘to be’ verb.

- | | | |
|--------------------------|--------------------------|------------------------|
| 1. I am sick. | 6. He is not busy. | 11. we are engineers. |
| 2. Are you a doctor? | 7. they are students. | 12. They are jobless. |
| 3. She is not beautiful. | 8. She is not a teacher. | 13. Are you German? |
| 4. We are bored. | 9. Are they friends? | 14. We are not guests. |
| 5. They are great. | 10. I am young. | 15. Is he upset? |

Exercise 2. Answer the following questions in the affirmative or negative. **Вай доно аст? Ҳа, вай доно аст.** and **Не, вай доно нест.** or **Не, доно не.**

- | | | |
|---------------------|--------------------|-------------------|
| 1. Ту табибӣ? | 3. Вай ўзбек аст? | 5. Онҳо тоҷиканд? |
| 2. Онҳо донишҷӯянд? | 4. Шумо гуруснаед? | 6. Мо коргарем? |

Exercise 3. The following are model sentences taken from the dialog. In answer to the question **Миллататон чист?** ‘What is your nationality?’ substitute the correct word in the place of the underlined word in the answer: **Ман - амрикӣ.** ‘I am an American.’

- | | | |
|-------------------------|----------------------------|---------------------------|
| 1. тоҷик (Tajik) | 3. рус (Russian) | 5. олмонӣ (German) |
| 2. ӯзбек (Uzbek) | 4. англис (English) | 6. эронӣ (Iranian) |

Exercise 4. In answer to the question **Шумо аз кучо?** ‘Where are from?’ substitute the correct word in the place of the underlined word in the answer: **Ман аз Амрико.** ‘I am from America.’

- | | | |
|-----------------------------------|-------------------------------|--------------------------|
| 1. Тоҷикистон (Tajikistan) | 3. Олмон (Germany) | 5. Русия (Russia) |
| 2. Ўзбекистон (Uzbekistan) | 4. Инглистон (England) | 6. Эрон (Iran) |

Exercise 5. Substitute the words written below for the underlined word in the statement: **Мехоҳам, тоҷикиро беҳтар биомӯзам.** ‘I want to learn more Tajik.’ For example, **ӯзбекӣ** ‘Uzbek.’ **Мехоҳам, ӯзбекиро беҳтар биомӯзам.** ‘I want to learn more Uzbek.’

- | | | |
|-----------------------------|---------------------------|--------------------------|
| 1. англисӣ (English) | 2. олмонӣ (German) | 3. русӣ (Russian) |
|-----------------------------|---------------------------|--------------------------|

LESSON TWO

2. J Tajik Proverbs (Зарбулмасал ва мақолҳо)

To be memorized:

Бори каҷ ба манзил намерасад. A crooked load will not reach its destination.

Application: Donkeys are used to carry heavy loads of dirt or goods from place to place in the villages of Tajikistan. If the donkey's saddle bags are crooked they will most likely spill over on the way. This proverb suggests that it is important to do things right from the start otherwise one will not achieve his or her desired goal.

2. K reading Text for Lesson Two (Матн)

Read the following text and translate it into English. Then write a simple text of your own.

Номи ман Кристина аст. Ман аз Олмон ҳастам. Ман муаллима нестам, ман табиб ҳастам. Ба Душанбе бори аввал омадам. Тоҷикиро нағз намедонам. Мехоҳам тоҷикиро беҳтар (би)омӯзам. Шумо ба ман машқ кунед?

2. L Vocabulary for Lesson Two (Лӯғат)

англис	English (the people)	не	no
Инглистон	England	Олмон	Germany
ан/инглисӣ	English (the language)	олмонӣ	German (the language)
бале	yes	Русия	Russia
бародар	brother	руси	Russian (the language)
бор	load, burden, time	табиб	doctor
зан	woman, wife, female	ҳоҳар	sister
каҷ	crooked	Эрон	Iran
манзил	home, caravanserai	эронӣ	Iranian
мард	man, male	ӯзбекӣ	Uzbek (the language)
модар	mother	Ӯзбекистон	Uzbekistan
муҳандис	engineer	ҳа, ҳо	yes

ADJECTIVES & ADVERBS

безор	unattractive, ugly	ҳафға	upset, angry
бекор	jobless, idle	серкор	busy
касал	sick, ill		

LESSON TWO

INDEPENDENT FORMS OF THE ‘TO BE’ VERB

ҳаст (аст)	he/she/it is	ҳастед	you are (plural polite)
ҳастам	I am	ҳастем	we are
ҳастанд	They are	ҳастӣ	you are (singular)

NEGATIVE FORMS OF THE ‘TO BE’ VERB

нест	he/she/it is not	нестед	you are not (plural polite)
нестам	I am not	нестем	we are not
нестанд	They are not	нестӣ	you are not (singular)

LESSON THREE – Дарси сеюм

3. A Dialog Three: Questions About Objects in the Marketplace

- | | | |
|------|---|---|
| 1.a. | Paula: Салом!
Мебахшед, як чиз пурсам. | Hello!
Excuse me, can I ask something? |
| 1.b. | Vegetable Seller: Марҳамат, пурсед. | Please, go ahead, ask. |
| 2.a. | Ин чист? | What is this? |
| 2.b. | Ин картошка. | This is a potato. |
| 3.a. | Вай чист? | What is that? |
| 3.b. | Вай помидор. | That is a tomato. |
| 4.a. | Инро ба тоҷикӣ чӣ мегӯянд? | What do they call this in Tajik? |
| 4.b. | Инро пиёз мегӯянд. | They call it an onion. |
| 5.a. | Вайро чӣ мегӯянд? | What do they call that? |
| 5.b. | Вайро сабзӣ мегӯянд.
Ба шумо сабзӣ даркор? | They are called carrots.
Do you need carrots? |
| 6.a. | Бале, даркор.
Як кило ҷанд пул? | Yes, I need some.
How much money is one kilo? |
| 6.b. | Чорсад сӯм. | Four hundred sume (local name for rouble). |
| 7.a. | Арзонтар намешавад? | Can it be cheaper? |
| 7.b. | Сесад мешавад,
ҷанд кило бар қашам? | Three hundred then,
How many kilos should I weigh? |
| 8.a. | Ду кило бас аст. | Two kilos are enough. |
| 8.b. | Майлаш. | OK. |
| 9.a. | Раҳмат. | Thanks. |
| 9.b. | Саломат бошед, боз биёед (бо бет)! | Be healthy, come again! |

Notes:

1. The word **мебахшед**, ‘excuse me’ is a shortened form of a longer phrase that means ‘Please forgive me.’ It is commonly used before asking someone a question, or if one commits a small offense.
2. The last phrase **боз биёед** ‘come again’ is often reduced to **бо бет** in colloquial Tajik.

3. B Vocabulary for Dialog Three (Лӯғати наъ)

арzon	cheap, inexpensive	пиёз	onion
арzonтар	cheaper	помидор	tomato
бар кашам	I weigh	пул	money
бар кашидан	to weigh	раҳмат	thanks, blessing
бас	enough, sufficient	пурсам	I ask
биёд	(you) come!	пурсед	you ask
вай	it, that, those	пурсидан	to ask
даркор	need	сабзӣ	carrot
ду	two	сад	hundred
ин	this, these	се	three
картошка	potato	сeюм	third
кило	kilogram	сӯм	local name for the ruble
майлаш	ok	чанд	how much, what
марҳамат	please..., mercy, favor	чиz	thing
мегӯянд	they say	чор	four
мешавад	it becomes	як	a, one

3. C Demonstrative Pronoun used with the Question ‘what’

DEM. PRONOUN	NOUN	VERB
Ин	чӣ	-ст?
Ин	қитоб	аст.
Инҳо	чӣ	аст?
Инҳо	қитоб	аст.
Он	чӣ	аст?
Он	қалам	аст.
Онҳо	чӣ	аст?
Онҳо	қалам	аст.

What is this?
 This is a book.
 What are these?
 These are books.
 What is that?
 That is a pencil.
 What are those?
 Those are pencils.

Notes:

1. The demonstrative pronouns, this, that, these, those, are expressed by the words **ин**, **он**, **инҳо** and **онҳо**. They usually are used in response to a question like, ‘What is this?’ or in Tajik **Ин чӣ аст?** The pronouns precede the nouns they refer to, and they may be used to refer both things or people.
2. The four demonstrative pronouns reflect the proximity of the object to the speaker. The demonstrative pronouns **ин** ‘this’ and **инҳо** ‘these’ refer to something near the speaker, while the demonstrative pronouns **он** ‘that’ and **онҳо** ‘those’ mark objects more distant from the speaker.
3. As mentioned in Lesson One, the ‘to be’ verb is optional and so it is not highlighted in the above sentences.

LESSON THREE

4. The demonstrative pronouns **иҳ** ‘this’ and **он** ‘that’ could also be translated as ‘it’ in the above sentences. A more common way in spoken Tajik to ask and answer the same kind of question is to use the third person singular pronoun **вай** ‘he/she/it.

Practice answering the question **Вай чӣ аст?** ‘What is it?’ by referring to some of the common objects in found in a classroom. Note the examples below:

Вай	чи-	-ст?
Вай	миз	аст.
Вай	ручка	-ст.
Вай	сурат	аст.
Вай	дар	аст.
Вай	девор	аст.
Вай	тиреза	аст.
Вай	чароғ	аст.
Вай	курсӣ	-ст.
Вай	қоғаз	аст.

What is it?
It is a table.
It is a pen.
It is a picture.
It is a door.
It is a wall.
It is a window.
It is a light/lamp.
It is a chair.
It is a paper.

3. D The Plural Forms of Nouns (**Чамъбандии исмҳо**)

1. **Inanimate nouns** always take the plural suffix **-ҳо**

китоб	‘book’	китобҳо	‘books’
соат	‘clock’	соатҳо	‘clocks’
хона	‘house/room’	хонаҳо	‘houses/rooms’
олу	‘plum’	олуҳо	‘plums’
курсӣ	‘chair’	курсиҳо*	‘chairs’

* In the final example please note that the line over the /ӣ/ is dropped when the suffix **-ҳо** is added.

2. **Animate nouns** also use the plural suffix **-ҳо** in spoken Tajik, but in literary Tajik the following suffixes are also used:

LESSON THREE

<u>SINGULAR</u>	<u>LITERARY PLURAL</u>	<u>SPOKEN PLURAL</u>
A If the noun ends in a consonant the literary form is -он . For example:		
падар ‘father’ коргар ‘worker’	падарон ‘fathers’ коргарон ‘workers’	падархо коргархо
B If the noun ends in the vowel /-а/ than it uses the suffix -гон . For example:		
бача ‘child’ парранда ‘bird’	бачагон ‘children’ паррандагон ‘birds’	бачахо паррандахо
C If the noun ends in a /о/ or /й/ it becomes -ён . For example:		
бобо ‘grandfather’ биби ‘grandmother’	бобоён ‘grandfathers’ бибиён ‘grandmothers’	бобохо бибихо
D If the word ends in the vowels /у/ the suffix -вон is used. For example:		
оху ‘deer’ бону ‘lady’	охувон ‘deer’ бонувон ‘ladies’	охухо бонухо

3. E Demonstrative Adjectives used with Nouns and Adjectives

Dem.Adj.	Noun	Adjec.	Verb
Ин	китоб	хуб	аст.
Ин	китобҳо	хуб	аст.
Он	хона	калон	аст.
Он	хонаҳо	калон	ас.
Ин	муаллим	ҷавон	аст.
Ин	муаллимаҳо	ҷавон	-анд.
Вай	бача	шӯҳ	аст.
Вай	бачаҳо	шӯҳ	-анд.

This book is good.
 These books are good.
 That house/room is big.
 Those houses/rooms are big.
 This teacher is young.
 These teachers are young.
 That boy is mischievous.
 Those boys are mischievous.

Notes:

1. Demonstratives can also be used as **adjectives**, that is, to modify the noun they precede. The difference between a demonstrative pronoun and a demonstrative adjective is perhaps best explained by the following two examples:

<u>Он</u> музалим аст.	<u>That</u> is a teacher.	Demonstrative Pronoun
<u>Он</u> музалим хуб аст.	<u>That teacher</u> is good.	Demonstrative Adjective

2. Demonstrative adjectives, **ҷонишинҳои ишоратӣ** may refer to animate or inanimate objects.
3. When plural **inanimate nouns** are the subject of a sentence he verb stays in the third person singular form, in this case it is **аст** ‘it is’. (Note the first two examples in the above box.) When plural animate nouns are the subject of a sentence the verb agrees in number/

LESSON THREE

4. Adjectives keep their singular forms even when the nouns they modify are changed to their plural forms

3. F The Comparative and Superlative Degree in Tajik

Ин дұхтар калон аст.

This girl is big.

Вай дұхтар калонтар аст.

That girl is bigger.

Вай дұхтар калонтарин аст.

That girl is the biggest.

Ин бача хурд аст.

This boy is small.

Вай бача хурдтар аст.

That boy is smaller.

Вай бача хурдтарин аст.

That boy is the smallest.

Ин кор душвор аст.

This job is difficult.

Вай кор душвортар аст.

That job is more difficult.

Вай кор душвортарин аст.

That job is most difficult.

Ин дар осон аст.

This lesson is easy.

Вай дарс осонтар аст.

That lesson is easier.

Вай дарс осонтарин аст.

That lesson is the easiest.

Notes:

1. To form the comparative degree, **дарақтаи қиёсі**, one adds the suffix **-тар** to the adjective and to form the superlative degree, **дарақтаи олій**, one adds the suffix **-тарин** to the adjective.

There are other ways to express the comparative degree, but these forms will be covered in later lessons.

3. G Exercises for Lesson Three (Машқҳо)

Exercise 1. Change the following singular nouns into their plural forms. For example: **амрикай** ‘American’ becomes **амрикоиён** or **амрикоиҳо** ‘Americans’.

1. соат

6. донишчү

11. девор

16. лугат

2. модар

7. бача

12. ручка

17. курсӣ

3. оҳу

8. эронӣ

13. бобо

18. парранда

4. рус

9. бародар

14. муҳандис

19. табиб

5. қалам

10. зан

15. бибӣ

20. қофаз

LESSON THREE

Exercise 2. In the sentences below change the following singular nouns to their plural forms. For example: **Ин мулалим чавон аст.** ‘This teacher is young’. **Ин муллимон чавонанд.**

- | | |
|---------------------------------|--------------------------------|
| 1. Ин <u>китоб</u> нав нест. | 4. Вай <u>мард</u> бемор нест. |
| 2. Вай <u>донишҷӯ</u> доно аст. | 5. Ин <u>қалам</u> хурд аст. |
| 3. Он <u>чароғ</u> калон аст. | 6. Вай <u>сурат</u> зебост. |

Exercise 3. Translate the following English **sentences** into Tajik.

- | | | |
|-------------------------------|------------------------------|---------------------------|
| 1. That is wall. | 5. This lesson is difficult. | 9. He is humble. |
| 2. This picture is beautiful. | 6. That man is wise. | 10. That light is big. |
| 3. Those chairs are small. | 7. These boys are sick. | 11. These tables are new. |
| 4. That woman is happy. | 8. Those girls are bored. | 12. That doctor is old. |

Exercise 4. Change the underlined adjectives in the sentences below to their comparative and superlative forms. For example: **Ин муллим чавон аст. Он муллим чавонтар аст. Он муллим чавонтарин аст.**

- | | |
|------------------------------|--------------------------------|
| 1. Ин китоб <u>хуб</u> аст. | 3. Он духтар <u>касал</u> аст. |
| 2. Ин хона <u>безеб</u> аст. | 4. Он бача <u>доно</u> аст. |

3. Н Tajik Proverbs (Зарбулмасал ва мақолҳо)

Дили оча - ба бача.
Дили бача - ба кӯча.

The heart of a mother is with her child.
The heart of the child is on street.

Notes: Another word for **модар** ‘mother’ in spoken Tajik is **оча**. Tajik children usually play out on the street, especially in cities where there are mostly apartment buildings.

LESSON THREE

3. I Vocabulary for Lesson Three (Лӯғат)

NOUNS

бача	boy, child	миз	table
бибӣ	grandmother	олу	plum
бобо	grandfather	оча	mother, mama (see модар)
бону	lady	оҳу	deer, antelope
дар	door	парранда	bird
дарс	lesson	ручка	pen
девор	wall	соат	clock, watch, o'clock
дил	heart	сурат	picture, photo, illustration
духтар	girl, daughter	тиреза	window
китоб	book	хона	house, room
кор	work, job, business	чароф	light, lamp
курсӣ	chair	қалам	pencil, pen
кӯча	street, alleyway		

ADJECTIVES & ADVERBS

душвор	difficult, hard	чанд	how much, how many
калон	big, large	чи	what
осон	easy	шӯҳ	mischievous, naughty
хурд	small, little		

DEMONSTRATIVE PRONOUNS & ADJECTIVES

иҳ	this, these	он	that, those
инҳо	these	онҳо	those

LESSON FOUR – Дарси чорум

4. A Dialog Four: Questions with ‘Where?’

- | | |
|--|---|
| 1.a. John: Мебахшед, қалам даркучост? | Excuse me, where is the pen? |
| 1.b. Karim: Марҳамат, дар болои миз аст. | Please, it is on top of the table. |
| 2.a. Китоб дар кучост? | Where is the book? |
| 2.b. Китоб дар ҳамон чост. | The book is also there. (lit., The book is at that very place.) |
| 3.a. Рӯзномаҳо дар кучо? | Where are the newspapers? |
| 3.b. Дар даруни миз. | They are inside the table. |
| 4.a. Айнаки ман кучост? | Where are my glasses? |
| 4.b. Ана, дар таги қофазҳо. | Look, they are under the papers. |
| 5.a. Сумкаи ман каний? | Where is my case? |
| 5.b. Сумкаи шумо дарназди дар аст. | Your case is near the door. |
| 6.a. Хонаи шумо дар кучост? | Where is your house? |
| 6.b. Хонаи мо дар паҳлӯи мағоза. | Our house is beside the store. |
| 7.a. Дар рӯ ба рӯи хонаи шумо чӣ аст? | What is opposite your house? |
| 7.b. Театри ҷавонон. | The youth theater. |
| 8.a. Бисъёр ташаккур! | Thanks a lot! |
| 8.b. Намеарзад! | Don't mention it! (lit., It's of no value.) |

Notes:

1. The preposition **дар** ‘in, at, by’ is optional when used with the prepositions **болои** ‘over, on’; **даруни** ‘in’; **таги** ‘under’; **назди** ‘near’; **паҳлӯи** ‘beside’ and **рӯ ба рӯи** ‘opposite’.
2. The question word **каний** ‘where’ is a very colloquial way to asking where something is located. Not all dialects use it.

LESSON FOUR

3. One of the challenges in learning Tajik is knowing what words are Russian-loan words. The word **магазин** is Russian and is used often in daily speech referring to ‘store’. The symbol *r* from this point on will refer to any Russian-loan words.

4. B Vocabulary for Dialog Four (Лӯгати нав)

айнак	eyeglasses	намеарзад	don't mention it
ана	here, there	паҳлӯи (дар паҳлӯи)	beside, next to
болои (дар болои)	on top of, on, over	рӯ ба рӯи (дар рӯ ба рӯи)	opposite
дар	in, at, by, within, inside	рӯзнома	newspaper
даруни (дар даруни)	in, inside	сумка r.	purse, briefcase
каний	where	таги (дар таги)	under, beneath, bottom
кучо (дар кучо)ку	where	театр r.	theater
магоза	store, shop	чорум	fourth
магазин r.	store, shop	ҳам	also, too, likewise, both
назди (дар назди)	by the side of, near	ҳамон	that very, that same

4. C Linking Nouns and Adjectives with the Suffix -и (бандаки изофӣ)

	NOUN		ADJECTIVE	
Ин	китоб	-и	хуб	аст.
Вай	духтар	-и	зебо	-ст.
Он	дараҳт	-и	сабз	аст.
Он	шაҳр	-и	калон	аст.
Ӯ	муаллим	-и	доно	-ст.
Вай	мард	-и	нотарс	аст.
Вай	бача	-и	боақл	аст.
Ин	чой	-и	кабуд*	аст.
Вай	духтар	-и	боадаб	аст.
Ин	нон	-и	гарм	аст.

This is a good book.
 She is a beautiful girl.
 That is a green tree.
 That is a big city.
 He is a well-read teacher.
 He is a brave man.
 He is a smart boy.
 This is green tea. (*See note 7.)
 She is a polite girl.
 This is warm bread.

Notes:

1. Nouns and adjectives are linked by a suffix attached to the noun, which is called the **изофа** in Tajik. Unlike English the adjective follows the noun it modifies in Tajik. It is **китоби хуб** ‘good book’ and not **хуби китоб**. We will call these “**изофа-chains**.”
2. The **изофа** is attached directly to the noun, for example, **нони гарм** ‘warm bread’. It is separated in the above box only to highlight its syntactic function in a noun phrase.

LESSON FOUR

3. The **изофа** can also link nouns to nouns, and adjectives to adjectives, as well as a limited number of other syntactical parts. Examples of these will be given in future lessons.
4. The plural forms of nouns may also be used with the **изофа**, in which case, the **изофа** follows the plural form of the noun. For example,

Он	дарахт	-и	сабз	аст.
Он	дарахтҳо	-и	сабз	аст.
Вай	мард	-и	нотарс	аст.
Онҳо	мардон	-и	нотарс	-анд.

That is green tree.
Those are green trees.
He is a brave man.
They are brave men.

5. Like English, the adjective only has one form for both the singular and the plural and all genders, for example, **дарахтҳои сабз** ‘green trees’ is correct, but not **дарахтҳон сабзҳо** ‘greens trees’.
6. In Lesson Three (3.E) demonstrative adjectives were used together with nouns and adjectives. The nouns and adjectives were not linked by the **изофа** because a **demonstrative adjective** was used to modify the **head noun** and the **adjective** was a part of the **predicate**. By contrast, in the above box the **demonstrative pronouns** that are used constitute the subject of the sentence.

SUBJECT (NOUN PHRASE)		PREDICATE (VERB PHRASE)	
Dem. Adj.	Subject Noun	Adjective	Verb
Он	китоб	хуб	аст.

This book is good.

SUBJECT	PREDICATE		
Dem. Pro.	Noun	Adjective	Verb
Он	китоб	-и	хуб

This is a good book.

SUBJECT			PREDICATE		
Dem. Adj.	Noun	Adj.	Adj.	Verb	
Он	китоб	-и	хуб	осон	аст.

That good book is easy.

LESSON FOUR

7. The word **қабуд** is a classical Tajik word for the color ‘blue’, but in the phrase **чои қабуд** it means ‘green tea’. Also, note that when a word ending with the semi-vowel /ӣ/ such as **чой** is connecting with the **изофа** the /ӣ/ is dropped.

4. D Prepositions that Show Location

1. **Дар** - in, at, by, within, inside

Парвиз дар донишгоҳ аст.

Бачаҳо дар ошхонаанд.

Parviz is at the university.

The children are in the cafeteria.

Notes:

1. The preposition **дар** ‘in, at, within, inside’ may be used by itself, but it is more commonly used as a compound preposition with adverbs of place. Note the following examples:
 2. **болои (дар болои)** - on top of, on, over (syn., **пӯи**)

Гӯгирид дар болои мизи хурд аст.

Гурба дар болои бом аст.

The matches are on top of the small table.
The cat is on the roof.
 3. **даруни (дар даруни)** - in, inside (syn., **доҳили**)

Дар даруни ошхона кӣ ҳаст.

Дафтар дар даруни миз аст.

Who is in the kitchen?
The notebook is inside the table.
 4. **назди (дар назди)** – near, by the side of (syn., **пешни**)

Пиёла дар назди чойник аст.

Парвиз дар назди мағоза аст.

The cup is near the teapot.
Parviz is near the store.

5. **пушти (дар пушти)** - in back, behind (syn., **қафои, паси**)

Саг дар пушти дарвоза аст.

Дар пушти хона боғи зебо аст.

A dog is behind the gate.

Behind the house is a beautiful garden.

LESSON FOUR

6. **пахлӯи** (дар пахлӯи) - beside, next to (syn., **бар**)

Дар пахлӯи хона гулҳои садбарг аст.
Бинои бонк дар пахлӯи ресторан.

Beside the house there are roses.

The bank building is next to the restaurant.

7. **рӯ ба рӯи** (дар рӯ ба рӯи) - opposite

Чойхона дар рӯ ба рӯи бозор аст.
Дар рӯ ба рӯи театр мактаб аст.

The teahouse is opposite to the bazaar.

There is a school opposite to the theater.

8. **таги** (дар таги) - under, beneath(syn., **зери**)

Кат дар таги дарахти мева аст.
Дар таги айнак китоби хуб аст.

The platform is under the fruit tree.

Under the glasses there is a good book.

Notes:

1. The word **кат** ‘bed, platform’ in the above box refers to a raised platform used outdoors during the summers for eating and drinking.

4. E Practice with the Question word кӯҷо ‘where’

Мебахшед, мағозаи хӯрокворӣ дар кӯчост? Excuse me, where is the grocery store?
Мағозаи хӯрокворӣ дар он чост. The grocery store is there.

Калиди дар кӯчост?
Ин чост. Where is the key to the door?
Here.

Мебахшед, касалхона кӯчост?
Касалхона дар ҳамон чост. Excuse me, where is the hospital?
The hospital is over there.

Мебахшед, китобхона кӯчост?
Китобхона ҳамин чост. Excuse me, where is the library?
The library is right here.

Мебахшед, меҳмонхона дар кӯчост?
Меҳмонхона дар назди бинои бонк аст. Excuse me, where is the hotel?
The hotel is near the bank building.

Мебахшед, чойхона дар кӯчост?
Чойхона дар пахлӯи бозор аст. Excuse me, where is the teahouse?
The teahouse is beside the bazaar.

LESSON FOUR

Мебахшед, сартарошхона дар кӯчост?
Сартарошхона дар маркази шаҳр аст.

Мебахшед, ҳоҷатхона дар кӯчост?
Ҳоҷатхона дар пушти хона аст.

Excuse me, where is the barbershop?
The barbershop is in the center of the city.

Excuse me, where is the toilet?
The toilet is in back of the house.

Notes:

Note that the word **хона** ‘house, room’ is used as the second part of a compound noun in several of the above sentences to ‘place of’. For example, the word **қасал** ‘sick’ is used with **хона** to mean ‘place of the sick’ or simply ‘hospital’.

4. F Comprehension Drill 1: Learning the Numbers 1-20

Write down the numbers as the teacher reads them to you. Don’t repeat the sentence, listen and obey the command.

- | | | | |
|---------|---------|--------------|-------------|
| 1. як | 6. шаш | 11. ёзда | 16. шонздаҳ |
| 2. ду | 7. ҳафт | 12. дувоздаҳ | 17. ҳабдаҳ |
| 3. се | 8. ҳашт | 13. сездаҳ | 18. ҳаждаҳ |
| 4. чор | 9. нӯҳ | 14. чордаҳ | 19. нуздаҳ |
| 5. панҷ | 10. даҳ | 15. понздаҳ | 20. бист |

4. G Exercises for Lesson Four (Машқҳо)

Exercise 1. Answer the question: **Қалам дар кӯчост?** ‘Where is the pen?’ with each of the words below. For example: **китобхона, Қалам дар китобхона аст.** “The pen is in the library.”

- | | | | |
|---------|-----------|----------|-------------|
| 1. хона | 3. мағоза | 5. ин ҷо | 7. ҳамин ҷо |
| 2. миз | 4. сумка | 6. он ҷо | 8. ҳамон ҷо |

Exercise 2. Substitute the following pair of words below for the underlined word in the sentence: **Карим дар қасалхона аст.** “Karim is in the hospital.” For example: **китобҳо - китобхона. Китобҳо дар китобхона аст. (-янд)**

- | | |
|--------------------------------|-----------------------------|
| 1. дараҳт - боғ | 5. гул - назди тиреза |
| 2. театр - паҳлӯи меҳмонхона | 6. муаллим - мактаб |
| 3. баҷаҳо - ошхона | 7. гурба - болои бом |
| 4. сартарошхона - маркази шаҳр | 8. мағоза - рӯ ба рӯи бозор |

LESSON FOUR

Exercise 3. Answer the question: **Дар болои/рӯи миз чист?** “What is on the table?” with each of the words below. For example: **айнак** ‘glasses’ **Дар болои миз айнак аст.** “Glasses are on the table.”

- | | | | |
|----------|----------|------------|-----------|
| 1. қалам | 3. китоб | 5. нон | 7. чойник |
| 2. ручка | 4. қоғаз | 6. пиёлаҳо | 8. гул |

Exercise 4. Answer the question: **Дар таги/зери миз чист?** “What is under the table?” with each of the words in Exercise 3.

Exercise 5. Translate the following Tajik phrases into English.

- | | | |
|-----------------|------------------|-------------------|
| 1. шаҳри зебо | 5. муҳандиси хуб | 9. модари доно |
| 2. марди пир | 6. бачаи безеб | 10. дарси осон |
| 3. фарзанди шӯҳ | 7. кори душвор | 11. дарвозаи сабз |
| 4. чои талҳ | 8. зани боадаб | 12. бинои калон |

Exercise 6. Translate the following English sentences into Tajik.

- | | |
|--|---|
| 1. He is a handsome boy. | 6. Dushanbe is a beautiful city. |
| 2. The big book is on the table. | 7. The toilet is behind the restaurant. |
| 3. She is a polite woman. | 8. The bank building is opposite the school. |
| 4. The pencil is under the chair. | 9. The barber shop is inside the hotel. |
| 5. The teahouse is next to the hospital. | 10. The large grocery store is near the bazaar. |

4. Н Tajik Proverbs (Зарбулмасал ва мақолҳо)

Ҳақиқат талҳ аст.

The truth is bitter.

LESSON FOUR

4. I Vocabulary for Lesson Four (Лӯғат)

NOUNS

бино	building	мева	fruit
бозор	bazaar, market place	мехмонхона	hotel, guest house/room
бом	roof	нон	bread, round flat bread
бонк	bank	оиш	rice dish, pilaf
гурба	cat	ошпазхона	kitchen
гӯгирид	matches	ошхона	dining room, kitchen, cafeteria
дараҳт	tree	пиёла	tea cup
дараҳти мева	fruit tree	ресторан	restaurant
дарвоза	gate	рӯ	face
дафтар	notebook	саг	dog
донишгоҳ	college, university	сартарошхона	barber shop, beauty salon
калид	key	ҳӯрок	food
касалхона	hospital	ҳӯрокворӣ	groceries
кат	bed, platform used for sitting and eating.	ҷои қабуд	green tea
китобхона	library	ҷой	tea
кучо (дар кучо)	where	ҷойник	teapot
кӣ	who	ҷойхона	teahouse
мактаб	school	шахр	city, town
марказ	center, capital	ҳақиқат	truth
маркази шаҳр	the center of the city	ҳоҷатхона	toilet
мағозаи ҳӯрокворӣ	gorcery store	ҷо	place, seat

ADJECTIVES

боақл	intelligent, clever, wise	нотарс	brave, fearless
боадаб	polite, refined, civil	сабз	green, fresh
гарм	warm, hot	талҳ	bitter
қабуд	blue, sky blue, green		

ADJECTIVES AND ADVERBS OF PLACE

боло (see below)	up, upwards	пушт (see below)	back, rear, behind
дарун (see below)	inside, interior	рӯ ба рӯ (see below)	opposite, facing
ин ҷо	here	таг (see below)	under, beneath
назд (see below)	near	ҳамин	this very, this same
он ҷо	there	ҳамон	that very, that same
паҳлӯ (see below)	side, flank		

LESSON FOUR

PREPOSITIONS

(дар) болои	on top of, on, over	(дар) паҳлӯи	beside, next to
дар	in, at, by, within, inside	(дар) пеши	near
(дар) даруни	in, inside	(дар) пушти	in back, behind
(дар) доҳили	in, inside	(дар) рӯ ба рӯи	opposite, in front of
(дар) зери	below, under	(дар) рӯи	top of, face of
(дар) назди	by the side of, near	(дар) таги	under, beneath, bottom
(дар) паси	behind	(дар) қафои	behind

CARDINAL NUMBERS

як	one	ёздаҳ	eleven
ду	two	дувоздаҳ	twelve
се	three	сездаҳ	thirteen
чор	four	чордаҳ	fourteen
панҷ	five	понздаҳ	fifteen
шаш	six	шонздаҳ	sixteen
ҳафт	seven	ҳабдаҳ	seventeen
ҳашт	eight	ҳаждаҳ	eighteen
нӯҳ	nine	нуздаҳ	nineteen
даҳ	ten	бист	twenty

LESSON FIVE – Дарси панҷум

5. A Dialog Five: A Conversation about the Family
(Сӯҳбат дар бораи оила)

- | | |
|--|--|
| 1.a. John: Салом! | Hello! |
| 1.b. Said Xoja: Салом! | Hello! |
| 2.a. Аҳволатон чӣ хел?
Саломатиатон хуб аст? | How are you? (lit., What is your condition?)
How is your health? |
| 2.b. Шукр, бад не!
Ҳамааш нағз, раҳмат.
Аз шумо пурсем?
Падару модаратон хубанд? | Thanks to God, not bad!
Everything is fine, thanks.
How about you?
Are your parents well? |
| 3.a. Раҳмат, мешавад.
Шумо оиладор ҳастед? | Thanks, it's going okay.
Are you married? |
| 3.b. Не, ман ҳоло муҷаррад ҳастам,
Шумо чӣ? | No, I am presently single.
How about you? |
| 4.a. Ҳа, оиладор ҳастам.
Ман ду фарзанд дорам,
як писару як духтар. | Yes, I am married.
I have two children,
one boy and one girl. |
| 4.b. Фарзандонатон чанд солаанд? | How old are your children? |
| 5.a. Писарам даҳсола, духтарам ҳафтсола. | My son is ten years old, and my daughter is seven.. |
| 5.b. Бисъёр хуб, Худо умрашонро дароз кунад.
Хоҳару бародар доред? | Very good, may God grant them a long life.
Do you have a sister or brother? |
| 6.a. Бале, ду бародару як хоҳар дорам.
Шумо чӣ? | Yes, I have two brothers and one sister.
How about you? |
| 6.b. Оилаи мо қалон аст, мо се бародару панҷ
хоҳарем. Падару модарамон нафақариганд.
Онҳо дар қишлоқ зиндагӣ мекунанд. | Our family is big, there are three brothers and
five sisters. Our parents are retired. They live
in the village. |

Notes:

- When the word **сол** ‘year’, and the ‘time’ suffix **-а**, are combined with the appropriate cardinal number, it is used to express that idea of ‘_____years old’. For example, ‘two years old’ is **дусола**.
- The possessive adjectives: **-ам** ‘my’; **-амон** ‘our’; **-атон** ‘your’; **-аш** ‘his/ hers/ its’; **-ашон** ‘their’ and **-ем** ‘our’ are covered in detail in section (5.C).

LESSON FIVE

3. **Important Note:** When a number modifies a noun, for example, **ду фарзанд** ‘lit., two child’, the noun following the number does not change to its plural form, it is grammatically incorrect to write or say **ду фарзанджо** ‘two children.’

5. B Vocabulary for Dialog Five (Лугати нав)

-а (see сола)	time suffix	оиладор	married, family
-ам	my	панҷум	fifth
-амон	our	саломатӣ	health, well-being
-атон	your	сиҳат	health
-аш	his / hers / its	сол	year
-ашон	their	сола	year - old
аҳвол (pl., of ҳол)	condition, state	сӯҳбат	conversation, dialog
дар бораи	about, concerning	умр	life
дароз	long	худ	self
дорам	I have	худатон	yourself
доред	you have	Худо	God
кунад	may he grant, make	ҷӣ хел	what, how, what kind
муҷаррад	single, unmarried	шукр	thanks, gratitude
мешавад	it's going ok	қишлоқ	village
нафақа	pension, alimony	ҳама	all, the whole, every
нафақагир	pensioner, retiree	ҳоло	now, at present
оила	family		

5. C Non-Emphatic and Emphatic Possessive Adjectives

1. Non-Emphatic Possessive Adjectives:

	SINGULAR	PLURAL
1 st Person	-ам/-ем my	-амон/-емон our
2 nd Person	-ат/-ет your	-атон/-eton your
3 rd Person	-аш/-еш his/hers/its	-ашон/-яшон their

Notes:

1. The non-emphatic possessive adjectives, also referred to as enclitics, act as modifiers of a noun, showing possession, for example, **китобам** ‘My book’. There are two ways of indicating possession in Tajik, through the above attached forms or when a noun containing an **изофа** is followed by a pronoun, the pronoun then becomes a possessive adjective (see examples below).
2. **Emphatic Possessive Adjectives:** When a pronoun is connected to a noun by the **изофа** it becomes a possessive adjective. This form is said to be emphatic because it is used for emphasis, to stress that something belongs to someone. The non-emphatic forms are more commonly used in both literature and daily speech. Contrast the types of possessive adjectives:

LESSON FIVE

Emphatic Possessive Adjectives

китоби <u>ман</u>	'My book'
китоби <u>мо</u>	'Our book'
китоби <u>ту</u>	'Your book'
китоби <u>шумо</u>	'Your book'
китоби <u>вай</u>	'His/her/its book'
китоби <u>онҳо</u>	'Their books'

Non-Emphatic Possessive Adjectives

китобам	'My book'
китобамон	'Our book'
китобат	'Your book'
китобатон	'Your book'
китобаш	'His/her/its book'
китобашон	'Their book'

When non-emphatic possessive adjectives are combined with nouns ending in /ӣ/, as in the word **чой** ‘tea’, the /ӣ/ is dropped and the letter /я/ is added. For example, **чой+ам=чоям** ‘My tea’. When the non-emphatic possessive adjectives are used with words ending in /о, ӯ, ӯй, и/, the vowel /а/ changes to the letter /я/, for example, **зебо+аш=зебояш** ‘her beauty’.

Plural forms: These forms may also be used with the plural forms of nouns. When the plural suffix /-ҳо/ is used with the non-emphatic forms the vowel /а/ changes to letter /я/. If the any of the other suffixes, **-он, -ён, -гон, -вон**, are used the vowel remains the same. Note the following examples:

китобҳои <u>ман</u>	'My books'	китобҳоям	'My books'
фарзандони <u>ман</u>	'My children'	фарзандонам	'My children'

5. D Possessive Adjectives used with the Question Word қӣ ‘who’

Ин китоби кист?
Ин китоби ман аст.

Whose book is this?
It is my book.

Ин хонаи қӣ?
Ин хонаи падарам.

Whose house is this?
This is my father’s house.

Инҳо фарзандони қӣ?
Инҳо фарзандони мо.

Whose children are these?
These are our children.

Он мөшини кист?
Он мөшини ҳамсояш аст.

Whose car is that?
That is his neighbor’s car.

Он дафтари қӣ?
Дафтари хоҳарам.

Whose notebook is that?
That is my sister’s notebook.

Ин телефони қӣ?
Ин телефони мо.

Whose telephone is that?
This is our telephone.

Ин кист?
Ин дӯсти ман аст.

Who is this?
This is my friend.

LESSON FIVE

Notes:

- Another way of asking whether or not something belongs to someone is with the question; **Ин китоб аз они кист?** “Whose book is this?”, the answer to which is **Ин китоб аз они ман аст.** “This book is mine.”

5. E Conjugation Markers for Verbs (Бандакҳои феъли)

	SINGULAR	PLURAL
1 st Person	-ам	I
2 nd Person	-й	you
3 rd Person	-ад	he/she/it

Notes:

- The above suffixes, called subject/conjugation markers, function as subject pronouns since both number and person are indicated by each of the different suffixes. The suffixes are ‘attached’ to the verb stems of all verbs in the present tense.
- Since the attached subject markers indicate the subject of the sentence, the subject pronouns are usually omitted in daily conversation.
- The attached subject markers are never stressed in Tajik.

5. F The Verb **доштан ‘to have’**

	SINGULAR	PLURAL
1 st Person	дор-ам (I have)	дор-ем (we have)
2 nd Person	дор-й (you have)	дор-ед (you have)
3 rd Person	дор-ад (he/she/it has)	дор-анд (they have)

Notes:

- The verb **доштан** ‘to have’ is a very important verb in spoken Tajik.
- In the above paradigm, morpheme boundaries, marked by a hyphen, have been shown to demonstrate how present tense verb stems are combined with the attached subject markers. Normally, however, they are written, as one word, e.g., **дорам** ‘I have’.

5. G The Present Tense Forms of the Verb доштан ‘to have’

PRONOUN	NOUN	VERB
Ман	ака	дорам.
Ту	апа	дорӣ.
Вай	додар	дорад.
Вай	амак	дорад.
Мо	амма	дорем.
Шумо	хола	доред.
Онҳо	тағо	доранд.
Онҳо	бобо	доранд.

I have an older brother.
 You have an older sister.
 He/she has a younger brother.
 He/she has an uncle (paternal).
 We have an aunt (paternal).
 You have an aunt (maternal).
 They have an uncle (maternal).
 They have a grandfather.

Notes:

1. The normal sentence pattern in Tajik is subject-compliment-verb (SCV). As mentioned earlier, the subject pronouns are optional since the subject is indicated by the attached suffix markers on the verb.
2. The Tajik word for older brother, **ака**, is commonly pronounced as **ако** in the northern Tajik dialects.
3. Unlike English, Tajiks employ more specific terms for family members, they differentiate between a younger and an older brother, a younger and an older sister and paternal and maternal aunts and uncles.
4. The words **ака** ‘older brother’ and **апа** ‘older sister’ are also used as polite terms of respect when addressing someone, even when that persons name is known. It is somewhat comparable to the words ‘Sir’ or ‘Madame’ in English. Similarly the words **модар** ‘mother’, **падар** ‘father’, **амак** ‘uncle’, **хола** ‘aunt’ are also used as terms of respect.

5. H Questions and Answers used with the Verb доштан ‘to have’

Чанд бародар доред?
 Ду бародар дорам.

How many brothers do you have?
 I have two brothers.

Хоҳар доред?
 Не, надорам.

Do you have a sister?
 No, I don’t.

Китоби нав дорад?
 Ҳа, як китоби нав дорад.

Does she/he have a new book?
 Yes, she/he has one new book.

Шумо мосин доред?
 Ҳа, мосини кӯҳна дорем.

Do you have a car?
 Yes, we have an old car.

Ту вақт дорӣ?
 Не, имрӯз вақт надорам.

Do you have time?
 No, I don’t have time today.

LESSON FIVE

Имрӯз кор дорем?
Ҳа, имрӯз кори зиёд дорем.

Шумо нони гарм доред?
Ҳа, дорем.

Онҳо хонаи калон доранд?
Не, хонаи калон надоранд.

Шумо амаку амма доред?
Ҳа, як амаку се амма дорем.

Do we have work today?
Yes, today we have a lot of work.

Do you have (warm) fresh bread?
Yes, we have.

Do they have a large house?
No, they don't have a large house.

Do you have uncle and aunt? (paternal)
Yes, we have one uncle and three aunts.

5. I The Question чанд ‘how many’ used with the Adverb даркор ‘need’

Чанд-то китоб даркор (аст)?
Ду-то китоб даркор.

Чанд нафар даркор?
Чор нафар.

Чанд дона себ даркор?
Шаш дона себ.

How many books are needed?
Two books are needed.

How many people are needed?
Four people.

How many apples are needed?
Six apples.

Notes:

1. In Tajik **-то**, **дона**, **нафар**, **сар**, **одам** and **кас** are used with cardinal numbers and the question word **чанд** ‘how many’ as classifiers. They follow the number, but precede the noun qualified by the number, and they are not usually translated into English, e.g., **ду-то китоб** ‘two books’. In spoken Tajik they are not always used, especially if the reference is clear.
2. The classifiers **-то** (also written as **-та**) and **дона** ‘pieces, items’ are used somewhat interchangeably, referring to inanimate objects. One difference is that the classifier **-то** is a suffix while the classifier **дона** is an independent morpheme.
3. The classifiers **нафар**, **одам** and **кас** are used to count people, **сар** is used to count heads of livestock.
4. The adverb **даркор** is used to signal need. It is used with the verb ‘to be’, but in spoken Tajik the verb is more often implied and therefore not used.
5. The above sentences are passive, but it is still possible to add an indirect subject to the sentence to make it more specific, for example:

Ба шумо чанд-то қалам даркор (аст)?
Ба ман ду-то қалам даркор.

How many pencils are needed by you?
Two pencils are needed by me.

5. J Comprehension Drill 2: Learning the Numbers 20-100

Repeat the numbers divisible by ten, i.e., 20, 30, 40, etc. up to one hundred, and then add the numbers 1 to 9, which are linked by the conjunction **ва(-у, ю)**

20	бист	30	сӣ	40	чил	50	панҷоҳ
21	бисту як	31	сию як	41	чилу як	51	панҷоҳу як
22	бисту ду	32	сию ду	42	чилу ду	52	панҷоҳу ду
23	бисту се	33	сию се	43	чилу се	53	панҷоҳу се
24	бисту чор	34	сию чор	44	чилу чор	54	панҷоҳу чор
25	бисту панҷ	35	сию панҷ	45	чилу панҷ	55	панҷоҳу панҷ
26	бисту шаш	36	сию шаш	46	чилу шаш	56	панҷоҳу шаш
27	бисту ҳафт	37	сию ҳафт	47	чилу ҳафт	57	панҷоҳу ҳафт
28	бисту ҳашт	38	сию ҳашт	48	чилу ҳашт	58	панҷоҳу ҳашт
29	бисту нӯҳ	39	сию нӯҳ	49	чилу нӯҳ	59	панҷоҳу нӯҳ
60	шаст	70	ҳафтод	80	ҳаштод	90	навад
61	шасту як	71	ҳафтоду як	81	ҳаштоду як	91	наваду як
62	шасту ду	72	ҳафтоду ду	82	ҳаштоду ду	92	наваду ду
63	шасту се	73	ҳафтоду се	83	ҳаштоду се	93	наваду се
64	шасту чор	74	ҳафтоду чор	84	ҳаштоду чор	94	наваду чор
65	шасту панҷ	75	ҳафтоду панҷ	85	ҳаштоду панҷ	95	наваду панҷ
66	шасту шаш	76	ҳафтоду шаш	86	ҳаштоду шаш	96	наваду шаш
67	шасту ҳафт	77	ҳафтоду ҳафт	87	ҳаштоду ҳафт	97	наваду ҳафт
68	шасту ҳашт	78	ҳафтоду ҳашт	88	ҳаштоду ҳашт	98	наваду ҳашт
69	шасту нӯҳ	79	ҳафтоду нӯҳ	89	ҳаштоду нӯҳ	99	наваду нӯҳ
100	сад/як сад						

5. K Exercises for Lesson Five (Машқҳо)

Exercise 1. Complete each of the following sentences with the correct form of the verb **доштан** ‘to have’ in either the positive or the negative. For example:

Ман бародар _____. **Ман бародар дорам.** or **Ман бародар надорам.**

1. Шумо фарзанди баақл _____.
2. Вай амак _____.
3. Ман хола _____.
4. Инҳо як амма _____.
5. Ў соати нав _____.
6. Онҳо хонаи калон _____.
7. Мо се хоҳар _____.
8. Ту вақт _____?
9. Ман чои қабуд _____.
10. Шумо кори зиёд _____?

LESSON FIVE

Exercise 2. Answer the following questions with the numbers given to the right of the sentence For example: Шумо чанд бародар доред? (2) - Ман ду
бародар дорам.

- | | |
|---|---|
| 1. Шумо <u>чанд</u> фарзанд доред? (8) | 6. Мо <u>чанд</u> миз дорем? (3) |
| 2. Дар ин чо <u>чанд</u> нон ҳаст? (6) | 7. Вай <u>чанд</u> қалам дорад? (5) |
| 3. Онҳо <u>чанд</u> курсӣ доранд? (10) | 8. Дар он чо <u>чанд</u> ручка ҳаст? (2) |
| 4. Дар он чо <u>чанд</u> бача ҳаст? (7) | 9. Ў <u>чанд</u> тағо дорад? (1) |
| 5. Ту <u>чанд</u> хоҳар дорӣ? (4) | 10. Дар ин чо <u>чанд</u> нафар ҳаст? (9) |

Exercise 3. Put the following pairs of sentences together to make one sentence each.

For example: Ошпазхона нон дорад. Нон гарм аст. Ошпазхона
нони гарм дорад.

- | | |
|-------------------------------|---------------------|
| 1. Мехмонхона ресторан дорад. | Ресторан калон аст. |
| 2. Ман гурба дорам. | Гурба зебо аст. |
| 3. Дӯстонам саг доранд. | Саг нотарс аст. |
| 4. Бобояш мошин дорад. | Мошин қӯҳна аст. |
| 5. Шумо ду китоб доред. | Китоб хуб аст. |
| 6. Онҳо духтар доранд. | Духтар боадаб аст. |

Exercise 4. Substitute the words below for the underlined word in the following sentence, than answer the question using an appropriate adjective. For example: **китоб**, **Ин чӣ хел китоб аст?** ‘What kind of book is it?’
Ин китоби хуб аст. ‘It is a good book.’

- | | | | |
|-----------|----------|------------|-----------|
| 1. дараҳт | 3. мошин | 5. нон | 7. духтар |
| 2. писар | 4. шаҳр | 6. муаллим | 8. гул |

Exercise 5. Translate the following English sentences into Tajik.

- | | |
|-------------------------------------|--|
| 1. I have a teapot and six teacups. | 6. She/he has a big dog. |
| 2. Do you have time today? | 7. I have a lot of work today. |
| 3. He has two friends in America. | 8. They have a telephone in their car. |
| 4. Our children have Tajik friends. | 9. We have two maternal aunts. |
| 5. I have an old watch. | 10. Do you have a good pen? |

5. L Reading Text for Lesson Five (Матн)

Read the following text and translate it into English. Then write a simple text of your own.

Оилаи мо калон аст. Мо панҷ нафар (individuals) ҳастем. Ман як бародар ва (and) як хоҳар дорам. Падарам коргар аст. Модарам муаллима аст. Номи бародарам Аҳмад аст. Аҳмад донишҷӯ аст. Номи хоҳарам Наргис аст. Вай ҳам донишҷӯ аст. Номи ман - Баҳодур. Ман донишҷӯ нестам. Ман хурд ҳастам. ман як китоби англisiй дорам. Англisiй хуб аст. Мехоҳам англisiiro биомӯзам. Бародарам англisiiro хуб медонад (he knows), хоҳарам хубтар медонад. Ман як хола ва да амак дорам. Амма ва тағо надорам. Холаам да фарзанд дорад. Як писар ва як духтар. Номи писараши Рустам аст. Рустам нӯҳсола аст. Номи хоҳари Рустам Рухшона. Рухшона ёздаҳсола аст.

5. M Tajik Proverbs (Зарбулмасал ва мақолҳо)

Меҳмон атои Худост.

A guest is a gift of God.

Application: Central Asian Muslims place great importance to entertaining guests, often at the cost of going into debt in order to entertain and serve family, friends or foreign guests. Meals are often very ‘formal’, i.e., certain standards of what must be included in a meal is maintained. Many days of preparation are often involved in hosting a meal. Yet in spite of all the work and expense that is usually involved in hosting a meal, it is counted as an honor and privilege to have many guests.

5. N Vocabulary for Lesson Five (Лӯғат)**NOUNS**

ака	older brother	мошин	car, automobile
амак	uncle (paternal)	нафар	person, individual
амма	aunt (paternal)	одам	person, man
апа	older sister	сар	head
ато	gift, present	сӣ	thirty
вақт	time, hour, season	тағо	uncle (maternal)
дӯст	friend	телефон	telephone
додар	younger brother	хола	aunt (maternal)
кас	person, individual		

LESSON FIVE

ADJECTIVES & ADVERBS & CONJUNCTIONS

ва	and	кӯҳна	old
зиёд	much, a lot, many	чанд	how much, how many
имрӯз	today		

NON-EMPHATIC & EMPHATIC POSSESSIVE ADJECTIVES

-ам	my	ман	my
-амон	our	мо	our
-ат	your	ту	your
-атон	your	шумо	your
-аш	his/hers/its	вай	his/hers/its
-ашон	their	онҳо	their

VERBS & SUBJECT ENDINGS FOR VERBS

доштан to have

dor-present stem

- ам** I (suffix for verbs)
- ӣ** you (suffix for verbs)
- ад** he/she/it (suffix for verbs)

- ед** you (polite suffix for verbs)
- анд** they (suffix for verbs)
- ем** we (suffix for verbs)

LESSON SIX – Дарси шашум

6. A Dialog Six: Questions about Going and Coming from Work

- | | |
|---|---|
| 1.a. Тим: Шумо ба күчо рафтед? | Where did you go? |
| 1.b. Habib: Ба кор рафтам. | I went to work. |
| 2.a. Ҷои коратон дур аст ё наздик? | Is your work place far or near? |
| 2.b. Чандон дур нест. | It's not so far. |
| 3.a. Шумо пиёда рафтед ё савора? | Did you walk or ride (on a bus or in a car)? |
| 3.b. Пиёда рафтам.
Аммо баъзан савора ҳам меравам. | I walked. (Went by foot).
But sometimes I also get a ride. |
| 4.a. Шумо аз кор соати чанд омадед? | What time did you come from work? |
| 4.b. Соати шаши бегоҳ ба хона омадам. | I came home at six o'clock p.m. |
| 5.a. Мебахшед, нафаҳмидам,
илтимос, оҳистатар гап занед. | I'm sorry, I didn't understand,
please speak slower. |
| 5.b. Соати шаши бегоҳӣ баргаштам. | I came back at six o'clock in the evening. |

Notes:

1. **Бегоҳ** and **бегоҳӣ** are interchangeable; **бегоҳ** is closer to ‘evening’ and **бегоҳӣ** to ‘evening time’.
2. In written Tajik the preposition **ба** ‘to’ precedes the question word **кучо** ‘where’, but in spoken Tajik the preposition commonly follows the noun. In some Tajik dialects the first two sentences would read as follows:

- | | |
|---|-------------------|
| 1.a. Куҷо-ба рафтед? | Where did you go? |
| 2.6. Кор-ба рафтам. | I went to work. |
| 3. From this point on past tense verbs being introduced will be written in the infinitive form for the vocabulary sections. | |

6. B Vocabulary for Dialog Six (Лӯғати нав)

аммо	but, however, though	меравам	I go
баъзан	some, sometimes	наздик	near, close, approximate
баргаштам	I came back	нафаҳмидам	I didn't understand
баргаштан	to come back	оҳиста	slow, slowly, carefully
бегоҳ	evening, in the evening	оҳистар	more slowly
бегоҳӣ	evening time	пиёда	by foot, pedestrian
гап	talk, word, speech, news	рафтам	I went
гап занед	you speak (imperative)	савора	riding (by car, bus, etc.)
дур	far, distant, remote	шашум	sixth
ё	or, either	чандон	so, so much, as much as
илтимос	please, request, entreaty		

6. C Introduction to the Past Tense Verbs (Замони гузаштаи оддӣ)**1. The Infinitive Forms and Past Tense Stems (Intransitive Verbs)**

INFINITIVE	MEANING	PAST STEM	Examples in the 1 st Person Singular	
баромадан	to go out, to leave	баромад-	баромадам	I left.
гуфтан	to say, to tell	гуфт-	гуфтам	I said.
гузаштан	to pass by, to cross	гузашт-	гузаштам	I passed by.
будан	to be	буд-	будам	I was.
фаҳмидан	to understand	фаҳмид-	фаҳмидам	I understood.
даромадан	to enter	даромад-	даромадам	I entered.
омадан	to come	омад-	омадам	I came.
рафтан	to go	рафт-	рафтам	I went.
хестан	to get up, to stand up	хест-	хестам	I got up.
шиштан;	to sit, to sit down;	шишт-	шиштам	I sat.
нишастан	to live in a place	нишаст-	нишастам	I lived (in a place).

Notes:

1. An **intransitive verb** is a verb that does not take a direct object to complete its meaning. Verbs of motion, e.g., to come and to go, are examples of intransitive verbs.
2. The infinitive form of verbs is made from the past tense root (which ends in either **д** or **т**), plus the ending **ан**.

LESSON SIX

2. The Formation of the Past Tense for the 1st, 2nd & 3rd Person

1.	рафт	-ам	рафтам	I left.
2.	рафт	-й	рафтй	You left.
3.	рафт		рафт	He/she left.
4.	рафт	-ем	рафтем	We left.
5.	рафт	-ед	рафтед	You left.
6.	рафт	-анд	рафтанд	They left.

3. The Formation of the Past Tense Negative Forms

1.	на-		-рафт	-ам	нарафтам	I did not go.
2.	на-		-рафт	-й	нарафтй	You did not go.
3.	на-		-рафт		нарафт	He/she did not go.
4.	на-		-рафт	-ем	нарафтем	We did not go.
5.	на-		-рафт	-ед	нарафтед	You did not go.
6.	на-		-рафт	-анд	нарафтанд	They did not go.

Notes:

1. Chart two and three show each separate morpheme as they are combined to form the past tense, though in written Tajik there is no morpheme break.
2. The prefix **на-** ‘not’ negates the past tense.

6. D Basic Past Tense Verbs (Intransitive)

1. баромадан/баромад- to go out, to leave

Имрӯз соати ҳафт аз кор баромад .
Аз мактаб соати чанд баромадӣ?

He left work today at seven o'clock.

What time did you leave school?

2. гуфтан/гуфт- to say, to speak

Дирӯз ҳеч чӣ нагуфтам .
Чӣ гуфтӣ?

I didn't say anything yesterday.

What did you say?

3. гузаштан/гузашт- to pass by, to cross

Вай пагоҳӣ аз ҳамин ҷо гузашт .
Имрӯз мосинҳои зиёд аз ин кӯча гузаштанд ?

He passed by this very place this morning.

Today a lot of cars passed by this street.

LESSON SIX

Notes:

- For inanimate plural objects the attached subject marker may either be in the plural or in the singular. So for the last example, the sentence could also read, ‘Имрӯз мошинҳои зиёд аз ин кӯча гузашт’.

4. будан/буд- to be

Шумо дар бοғ **будед?**

Имрӯз вазифаи хонагӣ **набуд.**

Were you in the park?

Today there was no homework.

5. фаҳмидан/фаҳмид- to understand

Ман ҳозир **фаҳмидам.**

Бале, гапи шумо **фаҳмидем.**

Now I understood.

Yes, we understood what you said.

6. даромадан/даромад- to come in

Ман ба ҷои коратон **даромадам.**

Шумо соати чанд ба назди ман
даромадед?

I came in to your workplace.

What time did you come in to ‘see’ me?

Notes:

- The phrase **ба назди ман даромадед** literally means ‘came in near to me’, but in context means ‘came in to see/visit me’.

7. омадан/омад- to come

Падарам дина аз Амрико **омад.**

Соати чанд **омадӣ?**

My father came yesterday from America.

What time did you come?

8. рафтан/рафт- to go

Мо ба меҳмонӣ **рафтэм.**

Шумо ба кӯҷо **рафтед?**

We went to an invitation.

Where did you go?

9. хестан/хест- to get up, to stand up

Ман пагоҳӣ барвақт аз хоб **хестам.**

Шумо соати шаш аз хоб **хестед?**

I got up early in the morning.

Did you get up at six o’clock?

LESSON SIX

Notes:

1. The verb phrase **аз хоб хестан** means ‘to get up from one’s sleep’.

10. **нишастан/нишаст-** **шиштан/шишт-** to sit

Вай дар ҳамон ҷо **шишт.** (**нишаст**)

He sat over there.

Ту дар он ҷо чӣ қадар **шишти.**
(**нишастӣ**)

How long did you sit there?

6. E The Prepositions **бо/ҳамроҳи** ‘with’ and **ба** ‘to

Мо **бо** рафиқам **ба** кино рафтем.

We went to the movies **with** my friend.

Ба кадом дар даромаданд?

Which door did they enter by (lit., **in**)?

Ба чойхона рафтед ё **ба** кор?

Did you go **to** the teahouse or **to** work?

Ба хонаи шумо **ҳамроҳи** модарам рафтам.

I went **to** your house **with** my mother.

Ҳамроҳи ту **ба** меҳмонӣ кӣ рафт?

Who went **with** you **to** the party?

Бародарааш **бо** поезд (поез) омад.

His brother came by (lit., **with**) train.

Писаратон дар хона **бо** кист?

Your son is at home **with** whom?

Соати чанд **ба** кор рафтед?

What time did you go **to** work?

Notes:

1. The words **бо** and **ҳамроҳи** ‘with, by’ are synonymous, though the latter is used more in daily speech.
2. In spoken Tajik the preposition **ба** functions as a postposition. This takes on several forms depending on which dialect one speaks. For example:

Имрӯз корб~~a~~ нарафтам. (Northern Dialect)

I did not go **to** work today.

Имрӯз корб~~a~~ нарафтам. (Southern Dialect)

I did not go **to** work today.

6. F The Ambiposition **катӣ/қатӣ** ‘with’

Ман муаллим- **катӣ** омадам.

I came **with** my teacher.

Вай **қатӣ** модарааш рафт.

He went **with** his mother.

Шумо- **қатӣ** ба маркази шаҳр рафт?

Did he go **with** you downtown?

Ҷавонҳои зебо- **қатӣ** ба кучо рафтӣ?

Where did you go **with** such handsome young men?

Шумо саҳар- **қатӣ** хестед?

Did you get up **with** the morning?

Ин роҳ- **қатӣ** нарафтем.

We did not go by (lit., **with**) this road.

Роҳи лаби дарё- **қатӣ** пиёда рафтанд.

They walked by (lit., **with** the way of) the bank of the river.

LESSON SIX

Notes:

1. The word **катӣ** ‘with’ is most often used as a post position in spoken Tajik, though it may also be used as a preposition. It has two accepted written forms **катӣ/қатӣ**.
2. The word **катӣ**, **бо** and **ҳамроҳи** ‘with, by’ are all synonymous, but the ambiposition **катӣ** is the most commonly used in spoken Tajik.
3. In spoken Tajik it is also possible use the attached personal pronouns with the ambiposition **катӣ**. Note the following examples:

Қатитон кӣ рафт?	Who went <u>with you</u> ?
Ман қатишон рафтам.	I went <u>with them</u> .

6. G Comprehension Drill 3: Numbers 100-2000

100	сад/як сад	300	сесад	600	шашсад	900	нӯҳсад
101	саду як	400	чорсад	700	ҳафтсад	1000	ҳазор/як ҳазор
200	дусад	500	панҷсад	800	ҳаштсад	2000	ду ҳазор

Notes:

1. The numbers **дусад** ‘two hundred’ to **нӯҳсад** ‘nine hundred’ are written as one word.
2. To make a number such as 232, one must use the conjunction **ва** (-у, -ю). For example, **дусаду сию ду**.

6. H Telling Time

Asking and telling time in Tajik is very easy. In spoken Tajik the time is given in a simplified form much like we would do in English.

(Хозир) соат чанд аст?	What time is it (now)?
Ҳафт то кам панҷ аст.	It's seven to five.
Дую ним аст.	It is two thirty (lit., two and a half)
Аз ҳашт бист дақиқа гузашт.	It is twenty minutes past eight.
Соат нӯҳ (аст).	It's nine o'clock.
Соати ду омадем.	We arrived at two o'clock.
Соатҳои як-ду рафтанд.	They left between the hours of one and two.

LESSON SIX

6. I Exercises for Lesson Six (Машқҳо)

Exercise 1. Conjugate each verb stem given into its past tense forms. For example:
рафт: **рафтам, рафтем, рафтӣ, рафтед, рафт, рафтанд.**

- | | | |
|------------|-----------|------------|
| 1. баромад | 2. гуфт | 3. гузашт |
| 4. буд | 5. фаҳмид | 6. даромад |
| 7. омад | 8. хест | 9. шишт |

Exercise 2. Put the appropriate prepositions/post positions in the following blank spaces. For example: _____ театр _____ модарам рафтам. **Ба театр ҳамроҳи модарам рафтам.**

1. Бародарат _____ кучо рафт?
2. Онҳо _____ хонаи мо омаданд.
3. Бачаҳо _____ муаллим _____ китобхона рафтанд.
4. Духтаратон шумо _____ омад?
5. Вай _____ бобояш дар хона шиштанд.

Exercise 3. Use each of the following in a simple sentence:

- | | | |
|--------------|------------|---------------|
| 1. баромад | 2. гуфтем | 3. нафаҳмидам |
| 4. гузаштанд | 5. даромад | 6. омадӣ |
| 7. рафт | 8. хестанд | 9. шиштем |

Exercise 4. Translate the following Tajik sentences into English.

1. Дирӯз ба кор пиёда рафтам.
2. Ту пагоҳӣ омадӣ?
3. Баъди ду соат онҳо аз хона баромаданд.
4. Ман ҳеҷ вакт дар қишлоқ набудам.
5. Мехмонон имрӯз соати ёздаҳ омаданд.
6. Вай ҳамроҳи ман рафт.

Exercise 5. Translate the following English sentences into Tajik.

- | | |
|---------------------------------------|---|
| 1. I left my work today at 4 o'clock. | 4. He never went with your brother. |
| 2. I walked to work this morning. | 5. What time did he get up yesterday? |
| 3. What time did your uncle come? | 6. We sat over there with your grandma. |

LESSON SIX

6. I Text for Lesson Six (Матн)

Read the following text and translate it into English. Then write a text of your own.

Пагоҳӣ ман ба кор рафтам. Ман ба ҷои корам пиёда рафтам. Ҷои корам ҷандон дур нест. Дар соати ҳашти пагоҳӣ аз хона баромадам. Ҳамроҳи ман ҳоҳарам ҳам аз хона баромад. Ҷои кори вай дурттар аст. Имрӯз ману ҳоҳарам ба кор нарафтем. Мо ба маркази шаҳр рафтем. Баъди ду соат ба он ҷо падарам ҳам омад. Вай ҳамроҳи модарам омад. Мо ҳамаамон ба консерт рафтем. Бародaram ба консерт наомад. Вай донишҷӯ аст.

6. K Tajik Proverbs (Зарбулмасал ва мақоліҳо)

Умри дурӯғ қӯтоҳ аст. A life of lies is short.

6. L Vocabulary for Lesson Six (Лӯғат)

NOUN

вазифа	work, task	меҳмонӣ	invitation
дарё	river	пагоҳ	tomorrow
дақиқа	minute	поезд/поез r.	train
дурӯғ	lie	рафик	friend, companion
кино	movie theater, movies	роҳ	way, path, method
кӣ	who, whom	рӯз	day
консерт r.	concert	хоб	sleep, dream
лаб	lip, edge	қадар	amount, quantity

ADJECTIVES & ADVERBS & CONJUNCTIONS

барвақт	early	саҳар	morning
кадом	which	хонагӣ	for home, domestic
қӯтоҳ	short	ҷӣ қадар	how much
ним	half	ҳеч	none, not, nothing
пагоҳӣ	dawn, morning	ҳозир	now

PREPOSITIONS, POSTPOSITIONS, AMBIPOSITIONS

ба	to, at, by, with, in	ҳамроҳи	with
бо	with, by means of, up to	катӣ/қатӣ	with, by
то	until, to, up to		

LESSON SIX

INTRANSITIVE VERBS

баромадан	to go out, to leave	рафтан	to go
баромад-	past stem	рафт-	past stem
гузаштан	to pass by, to cross	фаҳмидан	to understand
гузашт-	past stem	фаҳмид-	past stem
гӯфтан	to say, to tell	хестан	to get up, to stand up
гӯфт-	past stem	хест-	past stem
даромадан	to come in	аз хоб хестан	to get up from sleep
даромад-	past stem	аз хоб хест	past stem
будан	to be	шиштан	to sit, to sit down
буд-	past stem	шишт-	past stem
омадан	to come	нишастан	to sit
омад-	past stem	нишаст-	past stem

CARDINAL NUMBERS

сад	hundred	ҳазор	thousand
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LESSON SEVEN – Дарси ҳафтум

7. A Dialog Seven: The Zoo Боғи ҳайвонот

- 1.a. Dave: Ман дирӯз ба боғи ҳайвонот рафтам. I went to the zoo yesterday.
- 1.b. Shamsiddin: Ба ростӣ, ту бо кӣ рафтӣ? Oh really, who did you go with?
- 2.a. Худам танҳо. Ман дар он ҷо бисъёр ҳайвонот дидам. By myself. I saw a lot of animals there.
- 2.b. Боз чӣ кор кардӣ? What else did you do?
- 3.a. Ман бо посбони боғ сӯҳбат кардам. Дар бораи ҳӯроки ҳайвонот гап задем. I spoke with the zoo keeper. We talked about the animal's food.
- 3.b. Вай чӣ гуфт? What did he say?
- 4.a. Ба ҳар якеаш ҳӯроки гуногун лозим аст. Онҳоро аз ҳар тарафи дунё оварданд. Each one of them needs a different kind of food. They were brought from every part of the world.
- 4.b. Ба ту қадомаш маъқул аст? Which one of them do you like?
- 5.a. Зеботаринаш паланг аст. Вай маро дид ва аз хонааш баромад. The most beautiful of them is the tiger. It saw me and came out from its house.
- 5.b. Ту ба паланг ягон чиз додӣ? Did you give the tiger anything?
- 6.a. Не, мумкин нест. Лекин барои меҳмонҳои боғ ҳӯрокҳои ҳархела ҳаст. No, it's not allowed. But for the zoo's visitors there is every kind of food.
- 6.b. Чизе харидӣ? Did you buy something?
- 7.a. Ха, самбӯса ва нӯшокӣ гирифтам. Бори дигар ту бо ман меравӣ? Yes, I got a sambusa and a drink. Next time will you go with me?
- 7.b. Албатта! То ҳанӯз ягон бор ба он ҷо нарафтам. Of course! I haven't gone there even once yet!

Notes:

1. In the above dialog there are two words that have as a suffix an **indefinite article marker /e/**, i.e., **яке** 'one of' (4.a.) and **чизе**, meaning 'something' (6.b.) More examples of this will be given later in the lesson.

7. B Vocabulary for Dialog Seven (Лӯғат)

албатта	certainly, of course	паланг	tiger
барои	for	посбон	guard, keeper
гирифтан	to take	ростӣ	really, truly
гуногун	various, different	самбӯса	meat-filled turnover
дар бораи	about, concerning	сӯҳбат кардан	to talk, speak
дидан	to see	танҳо	alone
дигар	other, another	тараф	direction, side
додан	to give	харидан	to buy
дунё	world	хӯрок	food
кадом	which	чиз	thing
кор кардан	to do something, work	чизе	something
лекин	but, however	яке	one of
лозим	necessary, needed	ягон	some, any
маъқул	likable, acceptable	ҳайвонот	animals
мумкин	possible, allowed	ҳанӯз	yet, still
нӯшоқӣ	beverage	ҳар	each, every
овардан	to bring	ҳархела	every kind

7. C Part Two of Past Tense Verbs (Замони гузаштаи оддӣ)**1. The Infinitives of Twenty Verbs and their Past Tense Stems (Transitive Verbs)**

INFINITIVE	MEANING	PAST STEM	Past Tense verbs in the 1 st Person Singular
бурдан	to take, to carry	бурд-	бурдам I carried.
гирифтан	to take	гирифт-	гирифтам I took.
задан	to hit, to strike	зад-	задам I hit.
дидан	to see	дид-	дидам I saw.
додан	to give	дод-	додам I gave.
донистан	to know	донист-	донистам I knew.
навиштан	to write	навишт-	навиштам I wrote.
нӯшидан	to drink	нӯшид-	нӯшидам I drank.
овардан	to bring	овард-	овардам I brought.
пурсидан	to ask	пурсид-	прусидаам I asked.
пухтан	to cook	пухт-	пухтам I cooked.
пӯшидан	to wear, to put on	пӯшид-	пӯшидам I put on.
кардан	to do	кард-	кардам I did.
фиристодан	to send	фирист-	фиристам I sent.
фурӯхтан	to sell	фурӯхт-	фурӯхтам I sold.
харидан	to buy	харид-	харидам I bought.
хондан	to read, to study	хонд-	хондам I read.
хӯрдан	to eat	хӯрд-	хӯрдам I ate.
шинохтан	to know someone	шинохт-	шинохтам I recognized.
шустан	to wash	шуст-	шустам I washed.

LESSON SEVEN

1. **Transitive verbs** are those that require an object to make a complete meaningful sentence. For example, in English we say: I read a book, I ate lunch, I saw him. Without the object the sentence would not be as meaningful. It is often explained that the object receives the action of the verb.

2. Review: Forming the Past Tense (Transitive Verbs)

1.		хӯрд-	-ам	хӯрдам	I ate.
2.		хӯрд-	-ӣ	хӯрдӣ	You ate.
3.		хӯрд		хӯрд	He/she/it ate.
4.		хӯрд-	-ем	хӯрдем	We ate.
5.		хӯрд-	-ед	хӯрдед	You ate.
6.		хӯрд-	-анд	хӯрданд	They ate.

Notes:

1. The verb **хӯрдан** may mean either ‘to eat’ or ‘to drink’ depending on the context, in general it means to consume something. Note that there is a special word for ‘to drink’, i.e., **нӯшидан**.

7. D Using the Object Marker -po ‘the’ (with Transitive Verbs)

1. **бурдан/бурд-** to take, to carry

Китобро ба кучо бурдӣ?	Where did you take the book?
Ба вай обро бурдам.	I took the water to him.

Notes:

1. Review: Transitive verbs are verbs that require an object to complete the meaning of the sentence.
2. In Tajik the direct object marker **-по** ‘the’ is suffixed to the **object** of the sentence when the object is **definite**. However if the object has not already been mentioned or is indefinite, the object marker is not used. Contrast the following examples:

Ман китобҳоро бурдам.	I carried <u>the</u> books. (definite)
Ман китобҳое бурдам.	I carried <u>some</u> books. (indefinite)
Ман китобҳо бурдам.	I carried books. (indefinite)

3. Usually in spoken Tajik, when a word ends in a consonant sound the suffix **-по** is pronounced as **-а**. For example, **китобро** becomes **китоба**. When a word ends in vowel, such as it does in the word **хона** ‘house’ the object marker **-по** is either pronounced as **-па** in the southern dialect, e.g., **хонара**, or it is pronounced as the diphthong sound **я** in the northern dialect, e.g., **хоная**.

LESSON SEVEN

4. The concept of direct objects that receive the action of the verb is difficult for some. It may be helpful to remember that when sentences with **ба**, **аз**, **дар** and **то** are before the object, **-ро** is not used, since the objects are indefinite and the verbs intransitive. Note the examples:

Ман <u>ба</u> хона омадам.	I came home.
Аз <u>хона</u> омадам.	I came from home.
Дар <u>хона</u> ҳастам.	I am at home.
То <u>хона</u> рафтам.	I went as far as home.

5. The second example in note 2. uses the **indefinite article /e/**. For more information on its usage see section 7.E.

2. гирифтан/гирифт- to take

Ман ин харбузаро гирифтам .	I <u>took</u> this melon.
Чавоби мактубатонро кай гирифтед?	<u>When</u> did you receive the answer to your letter?

Notes:

1. Note the question word **кай** ‘when’ and its relative position in the sentence, i.e., just before the verb.

3. задан/зад- to hit

Вай киро зад ?	Whom did he <u>hit</u> ?
Чаро ин бачаро задед?	Why did you <u>hit</u> this boy?

4. дидан/дид- to see

Ман имрӯз бародарамро надидам .	I did not <u>see</u> my brother today.
Порсол ҳамдигарро боз дидем .	Last year we <u>saw</u> each other again.

5. додан/дод- to give

Ман барояш тӯҳфа додам .	I <u>gave</u> him a gift.
Тӯҳфаашро додам .	I <u>gave</u> him his gift.

6. донистан/донист- to know

Дар бораи мушкилиатон донист ё не?	Did he/she <u>know</u> about your trouble or not?
Сабаби ин ҳодисаро ҳеч надонистем .	We didn't <u>know</u> anything about the cause of this accident.

7. navištan/navišt- to write

Духтарак барои модараш нома navišt .	The little girl <u>wrote</u> a letter to her mother.
Ин духтар номаро нанавишт .	This girl did not <u>write</u> the letter.

LESSON SEVEN

8. нӯшидан/нӯшид- to drink

Чизе нӯшидед?

На чой ва на қаҳваро нанӯшидам.

Did you drink something?

I didn't drink the tea or the coffee.

9. овардан/овард- to bring

Ҳеч арақ **наовардед?**

Мактубатонро дина **овардам.**

You didn't bring any liquor?

I brought your letter yesterday.

10. пурсидан/пурсид- to ask

Барои чӣ **напурсидед?**

Ҳамсинфамро **пурсидам.**

Why didn't you ask?

I asked my classmate.

11. пухтан/пухт- to cook

Палавро чӣ **пухтанд?**

Шумо ҳӯрокҳои хеле бомазза **пухтед.**

How did they cook the pilaf?

You cooked very tasty food.

12. пӯшидан/пӯшид- to put on, to wear

Баъди варзиш либосҳоямро **пӯшидам.**

Вай ҷомаро **пӯшид?**

I put on my clothes after exercise.

Did he wear his 'Tajik' robe?

13. кардан/кард- to do

Корамро **кардам.**

Бисъёр кор **кардӣ.**

I did my work.

You did a lot of work.

14. фиристодан/фирист- to send

Номаро ба воситаи почта **фиристоданд.**

Пулро барои падарам **фиристодам.**

They sent the letter by (way of) mail.

I sent the money for my father.

15. фурӯхтан/фурӯҳт- to sell

Ҳамин хонаро **фурӯхтанд?**

Бародарам мошинашро **нафурӯҳт.**

Did they sell this house?

My brother did not sell his car.

16. ҳаридан/ҳарид- to buy

Ҳамкорам ин китобро барои ман **ҳарид.**

Онҳо аз ин бозор мева **ҳариданд.**

My co-worker bought this book for me.

They bought fruit from this marketplace.

LESSON SEVEN

17. хондан/хонд- to read, to study

Бачаҳо ин дарсро бо завқ **хонданд**.

Писарам то синфи ҳаштум **хонд**.

The children read this lesson with interest.

My son studied until the eight grade.

18. хӯрдан/хӯрд- to eat, to drink, to consume

Бо дӯстам хӯрок **хӯрдам**.

Вай ошро **нахӯрд**.

I ate a meal with my friend.

He didn't eat the rice dish.

19. шинохтан/шинохт- to know/recognize

Ин меҳмони хориҷиро ҳама **шинохтанд**.

Ӯро **нашинохтам**.

Everyone recognized this foreign guest.

I didn't know him.

20. шустан/шуст- to wash

Баъди хоб дасту рӯятро **шустӣ?**

Либосҳоятонро кӣ **шуст?**

After sleeping did you wash your face and hands?

Who washed your clothes?

Notes:

- Our sentence structure chain adds a new element: the direct object marker. The chain now looks like this: [S] + C + **po** + V. Remember that because Tajik verbs always have endings which designate the person/subject, the subject at the beginning of a sentence is often implied.

7. E Indefinite article /e/

- When the article /e/ is attached at the end of a noun (or noun- **изоға** chain, see 4.C) it changes the noun from something general to more certain, but not as definite to need the direct object marker **-по/**.

тиреза(ҳо) шустам	I washed windows.	(general-умумӣ)
тиреза(ҳо)е шустам	I washed <u>some/a</u> window(s).	(one of many-нақлӣ)
тиреза(ҳо)ро шустам	I washed <u>the</u> window(s).	(exact-аниқ)
духтаре	<u>a</u> (certain) girl	
духтари зебое	<u>a</u> (certain) beautiful girl	
духтари зебои қишлоқие	<u>a</u> (certain) beautiful village girl	
духтари зебои қишлоқиро	<u>the</u> beautiful village girl	

- It is important to understand that even though the article /e/ is called an indefinite marker it is used in Tajik to show distinction or emphasis, or to draw attention to one out of many.

LESSON SEVEN

Боғ дидам.	I saw a garden.
Боғе дидам.	I saw <u>a</u> (certain) garden. (implies it was unusual)
Боғро дидам.	I saw <u>the</u> garden.
боғеро дидам.	I saw <u>that one</u> garden.
Сумкаи сиёҳ харидам.	I bought a black purse.
Сумкаи сиёҳе харидам.	I bought (just) <u>a</u> black purse.
Сумкаи сиёҳро харидам.	I bought <u>the</u> black purse.

3. Notice how the article /e/ can be used in place of other determiners, similar to **a**, **one** and **some**.

Чизе харидед?	Did you buy something? (lit., a thing)
Ягон чиз харидед?	Did you buy some thing? (lit., some thing)
Шабе рафтанд.	They left one night. (lit., some night)
Як шаб рафтанд.	They left one night.

7. F Exercises for Lesson Seven (Машқҳо)

Exercise 1. Complete the following sentences with the appropriate past tense verb.

Choose form the given infinitive form. For example: **Ман вайро** _____.
(шинохтан) **Ман вайро шинохтам.**

- Китобашро ба ман на _____. (додан)
- Мактубро ба падарам _____. (фиристодан)
- Писаратонро ҳамроҳатон _____. (гирифтан)
- Чавоби мактубро вай _____. (навиштан)
- Дар ин до кор _____. (кардан)
- Дар мағозаҳои шаҳр либосҳои миллӣ _____. (фурӯҳтан)
- Писаратон то синфи чандум ____? (хондан)
- Чанд кило мева ____? (харидан)
- Ман китобҳоро ба хонаи муаллимамон _____. (бурдан)
- Падараш аз шаҳр тӯҳфаҳои хуб _____. (овардан)
- Шумо чои кабуд ____? (нӯшидан)
- Дар бораи ин ҳодиса ман чизе _____. (донистан)
- Писарам либосҳояшро худаш _____. (пӯшидан)

Exercise 2. Translate the following English sentences into Tajik.

- I took the books to school.
- He hit his friend today.
- They gave the money yesterday.
- She knew the English language very well.
- I wrote a letter today.
- What did you cook today?
- We built a house in Samarkand.
- What kind of fruit did you buy from the market?
- What lesson did you study today?
- Did they drink vodka last night?
- I washed my clothes today.
- Did you bring the letter?

LESSON SEVEN

Exercise 3. Question and Answer Drill

Use the chart below to create questions from the top line, and then answer them from the information given. For example: **Шумо кай ба хона омадед?**

Possible answer: **Ман имрӯз ба хона омадам.** (Feel free to add to the chart your own options.)

Subject	Time Element	Milieu	Quality and/or Object		* with...	Action
Кӣ? Чӣ?	Кай? Аз кай? То кай? Чанд вақт?	Дар кучо? Аз кучо? Ба кучо? То кучо?	Чӣ қадар? Чанд-то?... ... Чӣ?	Чӣ хел? Чӣ тавр? Чӣ гуна?	Бо кӣ? Бо чӣ? Ҳамроҳи -катӣ	Чӣ кор кард?
Шумо	дирӯз	аз Душанбе	се кило себ	кушода	бо дӯстам	омадан
Ман	дина	дар/аз бозор		танҳо	бо холааш	будан
Писарам	то шом	ба хона		бекор	бо бибӣ	рафтан
Мактаб	имрӯз	то боғча		хеле хунук	бо вай	харидан
	аз сешанбе	ин чо		зиқ	бо бачаҳо	шиштан

* The sentence position of this preposition varies.

7. G **Reading Text for Lesson Seven** **Матн)**

Ман дина дар магазини китобфурӯшӣ будам. Дар он чо китобҳои навро дидам. Ман якчандта китоб харидам. Дар магазин ҳамсинфи худ - Латифро дидам. Ў ҳам китобе харид. Ҳамсинфи ман ин китобро барои бародари худ харид. Пас, ба хонаи ман рафтем.

Аз қишлоқи Бобоям ба хонаи мо мактуб омад. Ман ин мактубро хондам. Он мактуб дар бораи мактаби нави шаҳрашон буд. Амакам дар он мактаб муаллим аст. Ҷавоби мактубро навиштам ва ба қишлоқ фиристодам.

Порсол дар қишлоқи Бобоям будам. Дар он вақт мактаб надоштанд. Ҳозир ҳама бачаҳои қишлоқ ба мактаб рафтанд. Бисъёр хурсандам!

7. H **Tajik Proverbs** **(Зарбулмасал ва мақолқо)**

Аз ту ҳаракат - аз Худо баракат. You must first act, then God will bless.

Application: It is our responsibility to start our work, once we have begun to act, God will then bless our efforts.

LESSON SEVEN

7. I Vocabulary for Lesson Seven (Лӯғат)

NOUNS

арақ	vodka, hard liquor; sweat	синф	class, grade
баракат	blessing, success	тӯҳфа	gift
богча	preschool, small garden	хӯрок	food
варзиш	physical exercise, sports	ягон чиз	something, anything
дӯст	friend	қаҳва	coffee
завқ	zeal, enthusiasm	ҳаракат	movement, action
либос	clothes, garments	ҳеч чиз	nothing
мактуб	letter	ҳодиса	happening, event, accident
мушкилӣ	difficulty	ҳамдигар	each other
нома	letter, message	ҳамкор	coworker, colleague
об	water	ҳамсинф	classmate
палав	pilaf, rice dish	ҷавоб	answer
почтa r.	post office, mail	ҷома	robe, Tajik robe
сабаб	cause, reason		

ADJECTIVES & ADVERBS & INTERROGATIVES

баъд	after, then	порсол	last year
бомазза	tasty, delicious	сиёҳ	black
восита	means	хориҷӣ	foreign, foreigner
кай	when		

TRANSITIVE VERBS

бурдан	to take, to care	пурсидан	to ask
бурд-	past stem	пурсид-	past stem
гирифтan	to take	пухтан	cook
гирифт-	past stem	пухт-	past stem
задан	to hit	пӯшидан	to put on, to wear
зад-	past stem	пӯшид-	past stem
дидан	to see	фиристодан	to send
дид-	past stem	фирист-	past stem
додан	to give	фурӯҳтан	to sell
дод-	past stem	фурӯҳт-	past stem
донистан	to know (something)	харидан	to buy
донист-	past stem	харид-	past stem
кардан	to do	хондан	to read, to study
кард-	past stem	хонд-	past stem
навиштан	to write	хӯрдан	to eat, to drink, to consume
навишт-	past stem	хӯрд-	past stem
нӯшидан	to drink	шинохтан	to know/recognize someone
нӯшид-	past stem	шинохт-	past stem
овардан	to bring	шустан	to wash
овард-	past stem	шуст-	past stem

LESSON EIGHT – Дарси ҳаштум

8. A Dialog Eight: In the Kitchen Дар ошхона

- 1.a. Mother: Нон пухт? Is the bread cooked?
- 1.b. Aziza: Не, оча. Намедонам чӣ гап шуд, нон напухт. No, mom. I don't know what happened, the bread isn't cooked.
- 2.a. Хамирро чӣ хел тайёр кардӣ? How did you prepare the dough?
- 2.b. Аз рӯи гуфти шумо хамир тайёр кардам. Хамир расид, ва онро ба духовка мондам. Ҳозир дидам ки, хамири нон паст шуд. I prepared the dough as you said. The dough raised, and I placed it in the oven. I just saw that the bread dough has fallen.
- 3.a. Мумкин лаълии нон зарб хӯрд, ё газ паст шуд. Maybe the bread tray was bumped, or the gas pressure dropped.
- 3.b. Оҳ, дуруст гуфтед! Газ тамом шуд! Боз чӣ кунам? Ин кор барои ман каме душвор аст. Oh, you're right! The gas has completely gone! Well, what should I do? This work is a little difficult for me.
- 4.a. Ҳеч гап не, газро бори дигар мегиронему хамир оҳиста-оҳиста мерасад. Ман худам мекунам. Барои ёриат ташаккур. Ту рав ҷонам, бозӣ кун! It's not a problem, we will turn the gas on again, and the dough will slowly rise. I'll do it myself. Thanks for your help. You, my dear, go and play!
- 4.b. Майлаш. Раҳмат, оча. Okay. Thank you mom.

Notes:

- In this chapter we introduce compound verbs. In Tajik the most common verbs used to produce a compound verb are: **кардан** 'to do', **шудан** 'to become' and **будан** 'to be'.

8. B Vocabulary for Dialog Eight (Лӯғати нав)

аз рӯи	just like, according to	оча	mom, mother
бозӣ	game	оҳ	oh
бозӣ кардан	to play	паст	low
газ	gas, stove	паст шудан	to become low, decreased
гирондан	to light, to turn on	расидан	to raise, to arrive, to reach
дуруст	correct, right	тайёр	prepare, ready
духовка <i>r.</i>	oven	тайёр кардан	to prepare
зарб хӯрдан	to bump	тамом	end, finish
лаълӣ	tray	тамом шудан	to be finished, completed
мегиронем	we will turn on	ҳамир	dough
мерасад	it will raise	чӣ гап шуд	what happened
мондан	to place, set, put	шудан	to become

8. C Past Tense Compound Verbs (Феълҳои ёридиҳанда)

1. Compound verbs formed the verb кардан ‘to do’.

Ман бо падарам дина шаб сӯҳбат кардам .	I <u>spoke</u> with my father last night.
Порсол дар куҷо зиндагӣ кардед ?	Where did you <u>live</u> last year?
Писарам вазифаи хонагиашро тайёр кард .	My son <u>prepared</u> his homework exercises.
Ин матнро кӣ тарҷума кард ?	Who <u>translated</u> this text?
Бачаҳо дар майдон бо тӯб машқ карданд .	The boys <u>practiced</u> with a ball in the soccer field.
Аз мактаб чӣ фаромӯш кардӣ ?	What did you <u>forget</u> from school?
Барои чӣ, ҷиянат дар кӯча бозӣ накард ?	Why didn't your niece <u>play</u> in the street?
Лола ду рӯз пеш хонаҳоро тоза кард .	Lola <u>cleaned</u> the rooms two days ago.
Дар компютар дарсро сабт кардам .	I <u>typed</u> the lesson into the computer.
Рӯзи ҷумъа моро даъват карданд .	They <u>invited</u> us on Friday.
Гапи холаатро гӯш кардӣ ?	Did you <u>listen</u> to what you aunt said?

Notes:

- Compound verbs are common in Tajik, and typically consists of a noun, an adjective or an adverb which is used together with the main verb of the sentence. Whether it is a noun, adjective or adverb it always immediately precedes the verb it modifies.

Many common actions that are communicated by a single verb in English, consist of two words in Tajik. Thus the English word ‘to clean’ is made up of the adjective **toza** ‘clean, fresh’ and the verb **кардан** ‘to do’. Although the verb **кардан** is the most common transitive verb used to form compound verbs in Tajik, there are many other combinations, a few are listed below.

2. Compound verbs with the verb додан ‘to have’.

Кӣ англисиро ба ту ёд дод ?	Who <u>taught</u> you English?
Русҳо ба мо пахтакориро нишон доданд .	The Russians <u>showed</u> us cotton-growing.
Ба саволи ман ҷавоб додед ё не?	Did you <u>answer</u> my question or not?
Раис имрӯз моро аз кор барвақт ҷавоб дод .	Today the director <u>dismissed</u> us early from work.
Дар давоми як сол ёрӣ додем .	We <u>helped</u> for (during) one year.
Барояш худам пул додам .	I <u>paid</u> for it myself.
Дониши модарам дар зиндағиям кор дод .	My mother's wisdom <u>was helpful</u> for my life.

3. Compound verbs from the verb гирифтан ‘to take’.

Имрӯз ўз донишҷӯҳо имтиҳон гирифт .	She <u>tested</u> the students today.
Дар шаҳри Ҳисор бисъёر сурат гирифтанд .	In the city Hisor they <u>took</u> many pictures.
Баъди кор дам гирифтам .	After work I <u>rested</u> .
Аз муаллимат чӣ ёд гирифтӣ ?	What did you <u>learn</u> from your teacher?
Барои чӣ ин қадар қарз гирифтед ?	Why did you <u>borrow</u> so much (money)?
Вай як бор рӯза гирифт .	He <u>fasted</u> one time.

LESSON EIGHT

4. Compound verbs formed from the verb доштан ‘to have’.

Хоҳарам ҳамсинфашро дӯст надошт .	My sister <u>didn't like</u> her classmate.
Вақте духтар будед ба чӣ орзӯ доштед ?	When you were a girl what did you <u>wish</u> for?
Ҳамааш ба Худо имон доштанд .	All of them <u>believed</u> in God.
Пеш аз ин ба вай боварӣ доштам .	Before this I <u>had confidence</u> in him.
Ӯ дар бораи ҳама чиз хабар дошт .	He <u>knew</u> (was informed) about everything.
Ёд доштем, лекин фаромӯш кардем.	We <u>knew</u> (how to do this) but we forgot.

5. Compound verbs formed from the verb задан ‘to hit, to strike’.

Ман бо вай дигар гап назадам .	I did not <u>talk</u> to him again.
Чаро бисъёр дод задед ?	Why did you <u>shout</u> so much?
Дар муддати ду-се рӯз туро ҷеғ зад .	He <u>asked for</u> you (during) for two-three days.
Падари ту занг зад .	Your father <u>called</u> .
Пеши хонаи мо кӯчаро об задем .	We <u>watered</u> the street in front of our house.

6. Compound verbs formed from the verb кашидан ‘to bull’.

Ин духтарак расм кашид .	This little girl <u>drew</u> (a picture).
Дар идораи мо тамоку накашиданд .	They <u>didn't smoke</u> in our office.
Дар назди лаби дарьё либос кашиданд .	Close to the river's bank they <u>undressed</u> .
Дар рӯи кат дароз кашидам .	I <u>stretched out</u> on top of the cot.
Бисъёр азоб кашидед .	You really <u>went</u> to a lot of trouble.

8. D Past Tense Passive Verb ‘to become’ шудан

1. Compound verbs formed from the verb шудан ‘to become’.

Онҳо тайёр шуданд ?	Have they <u>become ready</u> ?
Ҷӣ гап шуд ?	What <u>has happened</u> ?
Газ тамом шуд .	The gas <u>has finished</u> .
Хеле монда шудӣ .	You <u>have become</u> very <u>tired</u> .
Хамири нон паст шуд .	The bread dough <u>has fallen</u> .

8. E Interrogative Pronouns-Review

You have already studied the four basic interrogative pronouns in Tajik: **кӣ** ‘who’, **ҷӣ** ‘what’, and **ҷанҷ** ‘how much’, and **кадом** ‘which’. Listed below is a review of each, as well as several compound forms.

Вай кӣ (буд)?	Who was he/she?
Киҳо баромаданд?	Who (pl.) left?

LESSON EIGHT

Ба ту чӣ гуфт?	What did she say to you?
Чиҳо харидед?	What (pl.) did you buy?
Чанд-то лозим?	How many are needed?
Соат чанд аст?	What time is it?

Кадом муаллим?	Which teacher?
Кадомашро гирифтӣ?	Which one did you take?

Чӣ гуна даркор?	What kind do you need?
Чӣ хел мева доранд?	What kinds of fruit do they have?
Чӣ қадар дур аст?	How far is it? (lit., what amount)
Якчанд-то диҳед.	Give me a few.

8. F Indefinite Pronouns-Review

Listed below are some of the more common indefinite pronouns, including those in combination with the modifiers **ҳар** ‘each/every’, **ҳама** ‘all’, **баъзе** ‘some’, **ҳеч** ‘none/any’ and **ягон** ‘some’:

Дар бозор ҳар гуна мева ҳаст.	Every kind of fruit is in the market.
Ҳар қадомашон ташаккур гуфтанд.	Every (which) one of them said ‘thank you’.
Вай ҳар чиз дорад.	He has everything.
Ҳар кас ёрӣ дод.	Every person helped.
Ҳар як бача ҳурсанд буд.	Every single child was happy.
Ҳар кӣ рафт баргашт.	Everyone who went returned.

Ҳамаи онҳо донишҷӯянд.	All of them (those) are students.
Ҳамаашон донишҷӯянд.	All of them are students.
Ҳамаи донишҷӯён омаданд.	All of the students came.
Ҳама омаданд.	All (everyone) came.

Ҳеч кас бекор набуд.	No one was without work.
Ҳеч қадомаш маъқул нест.	Not any are acceptable.
Ҳеч чӣ нест. / Ҳеч чиз нест.	There is nothing.

Баъзе дуҳтарҳо рафтанд.	Some of the girls went.
Баъзехо рафтанд.	Some (of them) went.
Ягон кас омад?	Did anyone come?
Ягон чӣ шунидед?	Did you hear anything?

Notes:

1. The word **қадар** is used to measure amounts for example: distance, length, weight and volume.

LESSON EIGHT

2. When the word **баъзе** is used as an independent pronoun rather than as a modifier, it is always suffixed with **-xo**.

8. G Tajik Saying (Мақоли тоҷики)

Як бор рехтам лой шуд,
Ду бор рехтам маеъ шуд,
Се бор рехтам чой шуд.

I poured one time, it became mud,
I poured two times, it became a liquid,
I poured three times, it became tea.

Application: In some Tajik families you will notice that before serving tea they pour some into a cup and then add it back to the teapot three times. They say it brings out the flavor of the tea. This saying is often reduced to three words: ‘Лой, моеъ, чой.’ Other dialects have their own expression for this custom.

8. F Exercises for Lesson Eight (Машқҳо)

Exercise 1. Translate the sentences below into Tajik.

- | | |
|--------------------------------|--|
| 1. He is tired. | 11. They became tired. |
| 2. Do you know how to do this? | 12. They were invited. |
| 3. Who called? | 13. What did you learn at school? |
| 4. Whom did he call? | 14. Who taught you this? |
| 5. Did you know about this? | 15. The dough has fallen. |
| 6. He prepared the lesson. | 16. Where did you put the book? |
| 7. The lesson was prepared. | 17. The book is in my bag, on the table. |
| 8. Did you record it? | 18. He became very ill. |
| 9. It was recorded. | 19. They are very ill. |
| 10. We invited you. | 20. You answered correctly. |

Exercise 2. More practice with sentence structure using questions and forming answers. Look at the sentence below and see how the 5 basic questions can be asked and answered. Then with your teacher develop 5 more sentences and write out the questions and answers for each.

Sentence: **Дирӯз хоҳарам бо дугонааш ба боғ рафт.**

Question:

1. Дирӯз кӣ бо дугонааш ба боғ рафт?
2. Хоҳарам кай бо дугонааш ба боғ рафт?
3. Дирӯз хоҳарам бо кӣ ба боғ рафт?
4. Дирӯз хоҳарам бо дугонааш ба куҷо рафт?
5. Дирӯз хоҳарам бо дугонааш ба боғ чӣ кор кард?

Answers:

- Дирӯз хоҳарам бо дугонааш ба боғ рафт.
Хоҳарам **дирӯз** бо дугонааш ба боғ рафт.
Дирӯз хоҳарам **бо дугонааш** ба боғ рафт.
Дирӯз хоҳарам бо дугонааш **ба боғ** рафт.
Дирӯз хоҳарам бо дугонааш **ба** **боғ** рафт.

LESSON EIGHT

Exercise 3. Practice building **изофа** chains (see 4.C), using a variety of determiners.
Translate the phrases into Tajik.

- | | |
|--|---|
| 1. that boy's house | 6. the sick village person |
| 2. the house belonging to those two brothers | 7. a sick village person |
| 3. this house belonging to that person | 8. this sick village person |
| 4. a beautiful classmate of mine | 9. those five black one year old sheep |
| 5. these four houses belonging to those two brothers | 10. the house belonging to my husband's sister's neighbor |

8. I Reading

See supplements: Тимур - писари гапгир

8. J Vocabulary

NOUNS

азоб	pain, torture, trouble	нишон	sign, mark
гӯш	ear	орзӯ	wish, hope, desire
дам	breath, moment	пахтакорӣ	cotton-growing
даъват	invitation	раис	director, president
дод	a shout	расм	drawing, picture
дониш	knowledge, wisdom	рӯза	a fast
ёд	memory	савол	question
ёрий	help, assistance	сурат	picture, appearance
занг	bell, rust	тарҷима	translation
зиндагӣ	life	тӯб	ball
идора	office	ҳабар	information, news
имон	faith, belief	шаб	night
имтиҳон	test, exam	қарз	loan, debt
компьютар r.	computer	Ҳисор	Hisor (an ancient Tajik city)
лой	mud	ҷеғ	a call, scream
майдон	soccer field, stadium	чиян	niece, nephew
моєъ	liquid, water	ҷумъа	Friday

ADJECTIVES & ADVERBS & INTERROGATIVES

давом	during, in the time of	хеле	very, extremely
дароз	long	чӣ гуна	what kind, sort
муддат	during, in the time of	якчанд	a few, some
тоza	clean		

LESSON EIGHT

VERBS

гирифтан

дам гирифтан
ёд гирифтан
имтиҳон гирифтан

to take

to rest
to learn
to take a test

рӯза гирифтан
сурат гирифтан
қарз гирифтан

to fast
to take a picture
to borrow money

додан

ёд додан
ёйӣ додан
кор додан

to give

to teach
to help, to assist
to be useful, to be helpful

нишон додан
пул додан
чавоб додан

to show, demonstrate
to pay
to answer, to dismiss

доштан

боварӣ доштан
дӯст доштан
ёд доштан

to have

to trust, to have confidence in
to like, to love
to know [something (from learning or doing it)], to remember

имон доштан
хабар доштан
орзӯ доштан

to believe in, have faith in
to have information about
to wish, to desire

задан

дод задан
гап задан
занг задан

to hit, strike

to shout, to yell
to speak
to phone, to ring

об задан
чеф задан

to water
to call, to cry out

кардан

бозӣ кардан
гӯш кардан
зиндагӣ кардан
машқ кардан
сабт кардан

to do

to play
to listen
to live
to practice, to exercise
to record (tape), to key in (computers)

сӯҳбат кардан
тайёр кардан
тоза кардан
фаромӯш кардан

to talk, to converse
to prepare
to clean
to forget

кашидан

азоб кашидан
дароз кашидан
либос кашидан

to pull

to be in pain, to go to a lot of trouble
to stretch out
to undress

расм кашидан

to draw

тамоку кашидан

to smoke

шудан

гап шудан
монда шудан
паст шудан

to become

to happen
to become tired
to become low

тайёр шудан
тамом шудан

to be ready
to be finished

рехтан

to pour

LESSON NINE – Дарси нӯҳум

9. A Dialog Nine

- 1.a. Marlene: Апа одатан занҳои тоҷик бо чӣ кор машғуланд?
- 1.b. Jamila: Одатан бо кори гуногун машғуланд.
- 2.a. Дар бораи речай худатон нақл кунед?
- 2.b. Аввал, пагоҳӣ барои оила ноништа тайёр мекунам. Соnih, баъди ноништа шавҳарамро ба кор ва бачаҳоямро ба мактаб гусел мекунам. Пас, хонаро ба тартиб меорам.
- 3.a. Мисол, хонаро чӣ хел ба тартиб меоред?
- 3.b. Одатан, кати хоби худамон ва бачаҳоро ба тартиб меорам. Хонаро тоза мекунам. Ҳавлиро об мезанам ва мерӯбам. Пас, барои кор тайёр мебинам.
- 4.a. Вақте ки аз кор омадед, баъд чӣ кор мекунед?
- 4.b. Вақте ки аз кор омадам, каме истироҳат мекунам. Пас, ҳӯроки шом тайёр мекунам.
- 5.a. Апаҷон, шумо ахбор гӯш мекунед ё рӯзнома меҳонед?
- 5.b. Мо ҳар шаб аз телевизион ахбор гӯш мекунем, ва соатҳои 11-12 хоб меравем.
- Sister, what do Tajik women usually do?
- We are usually busy with different kinds of work.
- Can you tell about your schedule?
- First, in the morning, I prepare breakfast for the family. Then, after breakfast I see my husband off to work and my children off to school. Then I organize the house.
- For example, how do you organize the house?
- Usually, I make our bed and the children's beds. I clear the house. I water and sweep the yard. Then I get ready to go to work.
- After you come back from work, then what do you do?
- After I come back from work I rest a little. Then I fix the evening meal.
- Big sister, do you listen to the news or read the newspapers?
- Every evening we listen to the news on TV and between (the hours of) 11 and 12 we go to bed.

Notes:

1. The word **апа** means ‘older sister’, but is often used for respect when addressing a woman a little older than yourself, an alternative would be to call her **дӯғона**, ‘girlfriend’. In some families it is not polite to use first names and so this custom of using family titles is common. If the woman is your mother’s age you would address her as **ҳола** ‘auntie’. If you are a married woman and a Tajik man knows your husband, he may call you **янга** ‘sister-in-law’.

LESSON NINE

9. B Vocabulary for Dialog Nine (Лӯғати наў)

ахбор	news, information	рӯфтан	to sweep
гусел кардан	to see off, to say goodbye	соңӣ	then, afterward
истироҳат	to rest	тартиб овардан	to put into order
машғул	busy	телевизион	television
мерӯбам	I sweep	хоб рафтан	to go to bed
мисол	for example	ҳӯроки шом	evening meal
нақл кардан	to tell a story	шавҳар	husband
ноништа	breakfast	шом	night, evening
одатан	usually	ҳавлий	yard
реча	schedule, daily plan		

9. C Introduction to the Present-Future Tense Verbs (Замони ҳозира-оянда)

1. Present Tense Stems for 30 Basic Verbs

INFINITIVE	MEANING	PRESENT STEM	Examples in the 1 st Person Singular	
Intransitive:				
баромадан	to go out, to climb	баро-	мебароям	I leave.
гуфтан	to say	гӯ-/гӯй-	мегӯшм	I say.
гузаштан	to pass by, to conduct	гузар-	мегузарам	I pass.
даромадан	to come in	даро-	медароям	I come in.
омадан	to come	о-/ой-	меоям	I come.
рафтан	to go	рав-	меравам	I go.
фаҳмидан	to understand	фаҳм-	мефаҳмам	I understand.
хестан	to get up, to stand up.	хез-	мехезам	I get up.
шиштан	to sit, to sit down, to live	шин-	мешинам	I sit.
шудан	to become	шав-	мешавам	I become.
Transitive:				
бурдан	to take, to carry	бар-	мебарам	I take.
гирифтан	to take	гир-	мегирам	I take.
задан	to hit, strike	зан-	мезанам	I hit.
дидан	to see	бин-	мебинам	I see.
додан	to give	дех-	медиҳам	I give.
донистан	to know	дон-	медонам	I know.
навиштан	to write	навис-	менависам	I write.
нӯшидан	to drink	нӯш-	менӯшам	I drink.
овардан	to bring	овар-/оп-	меорам	I bring.
пурсидан	to ask	пурс-	мепурсам	I ask.
пухтан	to cook	паз-	мепазам	I cook.
пӯшидан	to wear, to put on	пӯш-	мепӯшам	I put on.

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кардан	to do	кун-	мекунам	I do.
фиристодан	to send	фирист-	мефиристам	I send.
фурӯхтан	to sell	фурӯш-	мефурӯшам	I sell.
ҳаридан	to buy	ҳар-	мехарам	I buy.
хондан	to read, to study	хон-	мехонам	I read.
хӯрдан	to eat	хӯр-	мехӯрам	I eat.
шинохтан	to know someone	шинос-	мешиносам	I know.
шустан	to wash	шӯ-/шӯй-	мешӯям	I wash.

1. The present stem is different from the past stem, and so must be learned separately.
2. Tajik present-future tense verbs can be used in three ways. For example, the sentence: ‘Чӣ кор мекунед?’ can mean either: What do you do?, What are you doing? or What will you do?, depending on the context of the conversation. More on this later in the chapter.
3. The present continuous tense in Tajik is made with the verb: **истодан**. On its own it means to stand, but in combination with other verbs it implies a present ongoing action. For example: Чӣ кор карда истодаед? means: What are you doing (just now)? This verb form will be introduced later in the book.

2. The Formation of the Present-Future Tense for the 1st, 2nd and 3rd Person

1	ме-	-рав-	-ам	меравам	I go. I will go.
2	ме-	-рав-	-ӣ	меравӣ	You go. You will go.
3	ме-	-рав-	-ад	меравад	He/she/it goes. He/she/it will go.
4	ме-	-рав-	-ем	меравем	We go. We will go.
5	ме-	-рав-	-ед	меравед	You go. You will go.
6	ме-	-рав-	-анд	мераванд	They go. They will go.

3. The Formation of the Present Tense Negative Forms

1	на-	ме-	-рав-	-ам	намеравам	I don't go. I will not go.
2	на-	ме-	-рав-	-ӣ	намеравӣ	You don't go. You will not go.
3	на-	ме-	-рав-	-ад	намеравад	He/she doesn't go. He/she will not go.
4	на-	ме-	-рав-	-ем	намеравем	We don't go. We will not go.
5	на-	ме-	-рав-	-ед	намеравед	You don't go. You will not go.
6	на-	ме-	-рав-	-анд	намераванд	They don't go. They will not go.

Notes:

1. Chart two and three show each separate morpheme as they are combined to form the Present-Future tense, though in written Tajik there are no morpheme breaks.
2. The prefix **на-** ‘not’ negates the Present-Future tense.

LESSON NINE

9. D Using the present-future tense with Омадан

омадан/o- to come

Падарам ду рӯз пас аз Амрико меояд.	My father <u>is coming</u> from America in two days.
Поезд дарвакт меояд?	Will the train <u>come</u> on time?

Notes:

1. A very common way to use the verb **омадан** ‘to come’ in the present tense is with the addition of the infix **би-**, which in this environment has no meaning. In this case the present verb stem /o-/ changes to the letter /ë-/. Note the following paradigm:

1	ме-	-би-	-ё-	-ям	мебиёям	I come. I will come.
2	ме-	-би-	-ё-	-й	мебиёй	You come. You will come.
3	ме-	-би-	-ё-	-яд	мебиёяд	He/she comes. He/she will come.
4	ме-	-би-	-ё-	-ем	мебиёем	We come. We will come.
5	ме-	-би-	-ё-	-ед	мебиёед	You come. You will come.
6	ме-	-би-	-ё-	-янд	мебиёянд	They come. They will come.

9. E Exercises for Lesson Nine (Машқҳо)

Exercise 1. Complete the following sentences with appropriate present-tense verb.

For example: **Ман ҳар пагоҳӣ _____ (давидан)**
Ман ҳар пагоҳӣ медавам.

1. Шумо аз хона соати чанд _____? (баромадан)
2. Падараш ба назди мо _____. (даромадан)
3. Фардо мо ба хонаи онҳо ба меҳмонӣ _____. (рафтан)
4. Пагоҳ дӯстонамон аз Амрико _____. (омадан)
5. Одатан модарам соати шаши пагоҳӣ аз хоб _____. (хестан)
6. Писараш ҳамеша бо бибияш _____. (нишастан)
7. Ту дар кучо _____? (гаштан)

Exercise 2. Put the appropriate prepositions/postpositions in the following blank spaces. For example: _____ театр _____ модарам меравам.
Ба театр ҳамроҳи модарам меравам.

1. Бародарат _____ кучо меравад?
2. Онҳо _____ хонаи мо меоянд.
3. Бачаҳо _____ муаллим _____ китобхона мераванд.
4. Духтаратон шумо _____ меояд?
5. Фарид _____ бобояш дар хона мешинад.

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Exercise 3. Translate the following Tajik sentences into English.

1. Одатан ман ба кор пиёда меравам.
2. Шумо ҳар пагоҳӣ медавед?
3. Баъди ду соат онҳо аз хона мебароянд.
4. Муаллимамон аксар вақт ба китобхона меравад.
5. Меҳмонаён имрӯз соати ёздаҳ меоянд.
6. Вай баъзан ҳамроҳӣ ман медавад.

Exercise 4. Translate the following English sentences into Tajik.

- | | |
|---|--|
| 1. I leave my job every day at 4 o'clock. | 4. Do you run every day with your brother? |
| 2. Usually I walk (by foot) to work. | 5. What time does your sister get up in the morning? |
| 3. When will your uncle come from Moscow? | 6. Who is sitting over there? |

9. F Reading Text for Lesson Nine (Матн)

Read the following text and translate it into English. Then write a text of your own.

Ҳар пагоҳӣ ман ба кор меравам. Одатан, ба ҷои корам пиёда меравам. Ҷои корам ҷандон дур нест. Дар соати ҳашти пагоҳӣ аз хона мебароям. Аксар вақт ҳамроҳӣ ман ҳоҳарам ҳам аз хона мебарояд. Аммо вай одатан савора меравад. Ҷои кори вай дурттар аст. Имрӯз ману ҳоҳарам ба кор намеравем. Мо ба маркази шаҳр меравем. Баъди ду соат ба он ҷо падарам ҳам меояд. Вай ҳамроҳӣ модарам меояд. Мо ҳамаамон ба концерт меравем. Бародарам ба концерт намеояд. Вай донишҷӯ аст. Вай ҳар рӯз дар соати шаши пагоҳӣ аз хоб меҳезад ва баъзан медавад.

9. G Tajik Proverbs (Зарбулмасал ва мақолҳо)

Аз як даст садо намебарояд. Sound isn't made with one hand.

Application: This is said to someone trying to do a difficult task by himself, refusing to ask for help.

LESSON NINE

9. Н Vocabulary for Lesson Nine (Лӯғат)

NOUNS

ахбор	news, information	телевизион	television
истироҳат	rest	хӯроки шом	evening meal
ноништа	breakfast	шавҳар	husband
реча	schedule, daily plan	шом	evening
садо	sound, voice, noise	ҳавлий	yard

ADJECTIVES & ADVERBS & CONJUNCTIONS

машғул	busy	сонӣ	afterward, then
мисол	for example	вақте ки	when
одатан	usually	аксар вақт	most of the time

VERBS

гусел кардан	to see off, say goodbye	хоб рафтан	to go to sleep
рӯфтан	to sweep	гузаштан	to pass by, to cross
тартиб овардан	to put into order	давидан	to run