



Atlas of the Languages of Iran (ALI)

<http://iranatlas.net>

Language data questionnaire

version: 2020/04/02

| Contents | page |
|-------------------------------------|-------------|
| General information | 2 |
| Permission text and speaker details | 4 |
| Sociolinguistic context | 5 |
| Part I: Lexicon | 7 |
| Part II: Morphosyntax | 15 |
| Part III: Numbers | 23 |
| Oral texts | 25 |

The most recent version of this document is available for download at:

<https://carleton.ca/iran/questionnaires>.

Note: Please carefully read the ALI questionnaire instructions, which are found as a separate accompanying document, before carrying the questionnaire out in a research location.

General information

(to be filled out by the field researcher before or after fieldwork)

Name of person filling out this questionnaire: _____

Date filled out: _____

Email address: _____

Name of person(s) checking / analyzing the questionnaire data (checker to fill this in): _____

Date checked / analyzed (checker to fill this in): _____

Date approved for upload (editors to fill this in): _____

Language variety (language, dialect, subdialect, etc.): _____

Language data from which province and which exact village(s)/town(s) (write the ALI unique ID beside the place name): _____

Is the data from your own fieldwork and/or from a published source?: _____

If the data is from your own existing field notes, please ensure that it is from a single settlement. Then fill in the following details:

Field researcher(s):

Date of field research:

Location (province and district):

Language(s) of elicitation (indicate which are the main languages of elicitation, and which languages are used for clarification):

Sound recorder type _____ / Video recorder type _____ / Mic: internal or external?

If the data is from a published source, please fill in the following details:

Name of author(s):

Year of publication (if it's in Persian, put both the Iranian and Western year):

Title:

(if an article or book chapter) Page numbers:

(if an article or book chapter) Journal or Book Title:

(if in an edited volume) Editor(s):

Place of publication:

Publisher:

Any other important information:

During and after the interview, please use this page to write down any other information related to the questionnaire, for example:

- things to remember related to where audio and video files are stored
- observations on the quality of the recordings
- problems with the quality of the linguistic data
- observations on interesting linguistic structures that you encountered
- tasks to follow up on
- etc.

Permission text and speaker details

Before conducting the actual interview, please read the following text to the speakers you are working with, and record their answers:

My name is / our names are We come from We are linguists from the University of We want to study and learn about the languages and dialects of [region], and help preserve knowledge about these languages for the future. Do you give us permission to ask you questions about your language, and to record and freely use what we learn, for research and eventual publication in print, online in the Atlas of the Languages of Iran, and in an online language archive?

[make sure the answer is loud and clear enough to be audible on the recording]

If the speakers have given their consent, you can continue with the following questions, and the rest of the interview:

Would you like us to write your name(s) down, or would you like to remain anonymous?

Name of speaker(s) (only put this if speakers have requested that their names be used):

- (1) _____
(2) _____
(3) _____

Other details about the speakers (include this information for all speakers):

- | | Age: | Sex: | Profession: |
|-----|-------|-------|-------------|
| (1) | _____ | _____ | _____ |
| (2) | _____ | _____ | _____ |
| (3) | _____ | _____ | _____ |

Languages spoken, and the speaker's stated degree of proficiency in each language
(full = 5 / good = 4 / some = 3 / little = 2 / very little = 1)

- (1) _____
(2) _____
(3) _____

Level of education (none / elementary / secondary / post-secondary):

- (1) _____
(2) _____
(3) _____

Sociolinguistic context

The following portion of the questionnaire, which deals with language use in the context of a single settlement, is adapted from [Anonby & Yousefian's \(2011\) sociolinguistic study](#).

Please answer the questions as you are able, providing estimates if necessary. You may mark any item for which you are unable to provide an answer, with “?”.

1. Community (city, town, village, etc.) name: _____
2. What languages are spoken in the community (city, town, village, etc.) as a mother tongue (that is, the first language a person learns at home as a child)?

3. What proportion (approximate percentage) of the population speaks each of these languages as a mother tongue?

4. What do the people in the community call their own language(s) (the most general language grouping possible) and dialect(s) (more local groupings at the regional and local level, i.e., their particular variety of the language they mention) in their own language(s)?

5. What do the people in the community call their own ethnic group(s) (*qom, tāifeh*, etc.) in their own language(s)?

6. What is the name of the community (city, town, village, etc.) in the language(s) that are spoken there?

7. What proportion of the population (circle one answer for each):

speaks Persian fluently? *all* *most* *some* *a few* *none*

speaks some Persian? *all* *most* *some* *a few* *none*

speaks no Persian? *all* *most* *some* *a few* *none*

8. Besides their mother tongue(s) and Persian, what additional languages and dialects do the people of the community speak?

9. What proportion (*all/most/some/a few/none*) of the children in the community are not learning the mother tongue of their parents as their mother tongue?

Which language communities do these children come from? (At the same time, specify the proportion of children – *all/most/some/a few/none* – who are not learning the mother tongue of their parents, for each language community.)

What language(s) are these children now learning as a mother tongue?

Linguistic data, Part I: Lexicon

Instructions

Please read carefully before each interview.

Fill out the wordlist in phonemic (not phonetic) transcription using the [ALI transcription conventions](#) (click to follow this link).

If you are collecting the data from a speaker, record the whole interview with a high-quality sound recording, using .wav file format if possible.

Make sure the speaker understands the exact meaning of each word; if the word is accompanied by an example sentence, clarification in parentheses, or picture, make sure to use it. However, make sure that the speaker does not translate words and sentences that are used for clarification. The speaker should only say the equivalent word, twice, in isolation (by itself), naturally and clearly.

The procedure for each word should therefore be as follows:

1. The researcher says the Persian word in isolation.
2. The researcher gives additional explanation or an example sentence.
3. The researcher says the Persian word again.
4. The speaker says the equivalent word in their own language, twice, in isolation.

Only elicit the most common and basic equivalent(s) for each word; do not elicit peripheral or figurative vocabulary. Generally, do not ask speakers if they use a particular word that they have not mentioned, unless you think that they have misunderstood the meaning of the wordlist item.

You can put any comments or explanations in the column to the right of the language data column. If speakers indicate that only a certain group of people uses a certain word (for example, only older people, or only younger people), make a note of this. If you are uncertain about any data, put your best transcription/hypothesis with a question mark beside it, or simply a question mark.

If you are filling out the questionnaire with data from a published source, put page numbers in the right column.

Notes

Verbs should be elicited in the third person singular (*s/he*) form. If a language makes a verbal distinction for *she* vs. *he*, elicit both forms.

The symbol * indicates additional instructions: either showing a picture to the speaker, or accompanying the elicitation with a specific action.

Before eliciting any linguistic data, read the following text to the speakers:

“Now, we will ask you how to say some words in your language.

After we say each word in Persian, please tell us how you say it in your own language.

Say it clearly but in a natural way, not too fast and not too slow.

Say each word twice.

Say each word by itself, without any other words.

If there’s anything you don’t understand, you can ask us any questions.

[If you are working with more than one person:] Just one person should say the answers first. If another person would like to clarify anything, they can do this after the first person has finished giving their answer.

We need to make sure that the recording is as clear as possible, so please turn off your phone. (Even when the ringtone is off, but the vibrating buzzer is on, the microphones pick up a ringing signal.)

Please ask other people to make sure not to interrupt us or make any noise, so that we can hear your answers well on the recording.

Thank you!”

| | English (Modern Standard) | Persian (Western, Modern Standard) | Language data (use phonemic transcription) | Comments (may include explanations about the data in the language data column) (for published sources, please put page numbers) |
|-----|---|---|--|--|
| 1. | hair (of head) | <i>mu</i> (muye sar) | | |
| 2. | eye | <i>češm</i> | | |
| 3. | eyebrow | <i>abru</i> | | |
| 4. | nose | <i>bini, damāg</i> | | |
| 5. | ear | <i>guš</i> | | |
| 6. | mouth | <i>dahān</i> | | |
| 7. | tongue | <i>zabān</i> | | |
| 8. | throat (inside) (<i>The food got stuck in her throat.</i>) | <i>galu</i> (darune galu) (<i>ġazā tu galuyaš gir kard.</i>) | | |
| 9. | arm *(show picture at end of wordlist) | <i>dast</i> (az šāne tā moče dast) *(tasvir dar pāyāne fehreste kalamāt) | | |
| 10. | hand *(show picture at end of wordlist) | <i>dast</i> (az moč be pāyin) *(tasvir dar pāyāne fehreste kalamāt) | | |

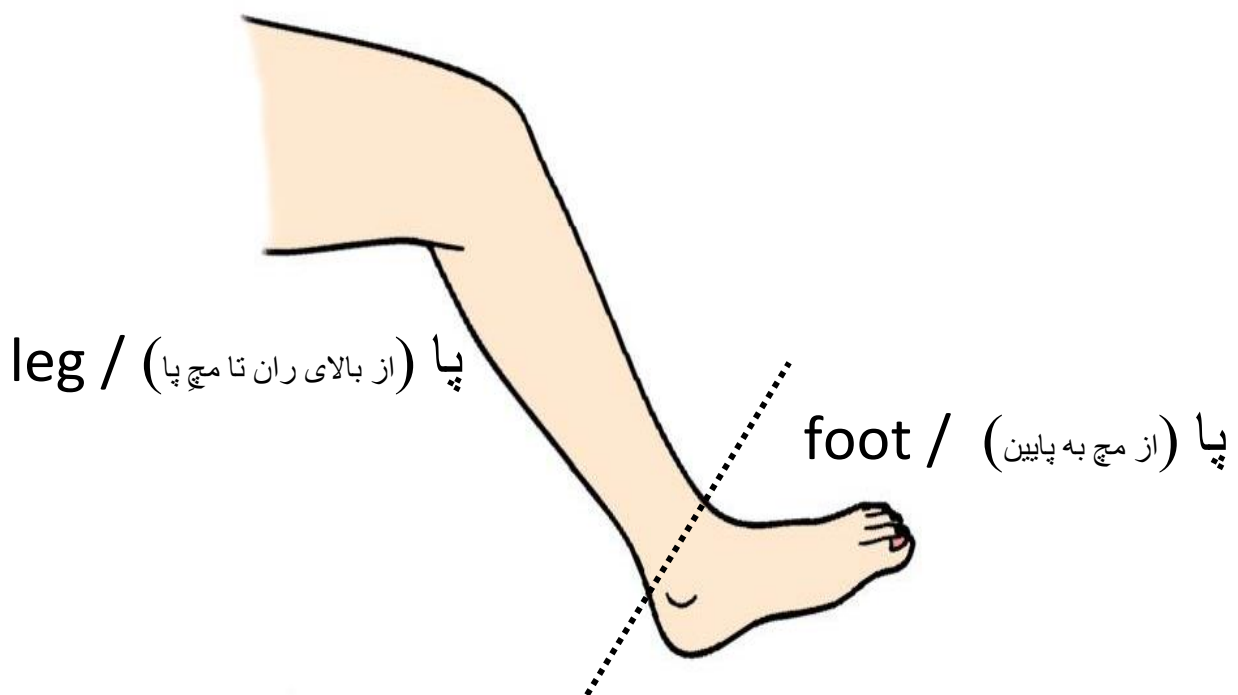
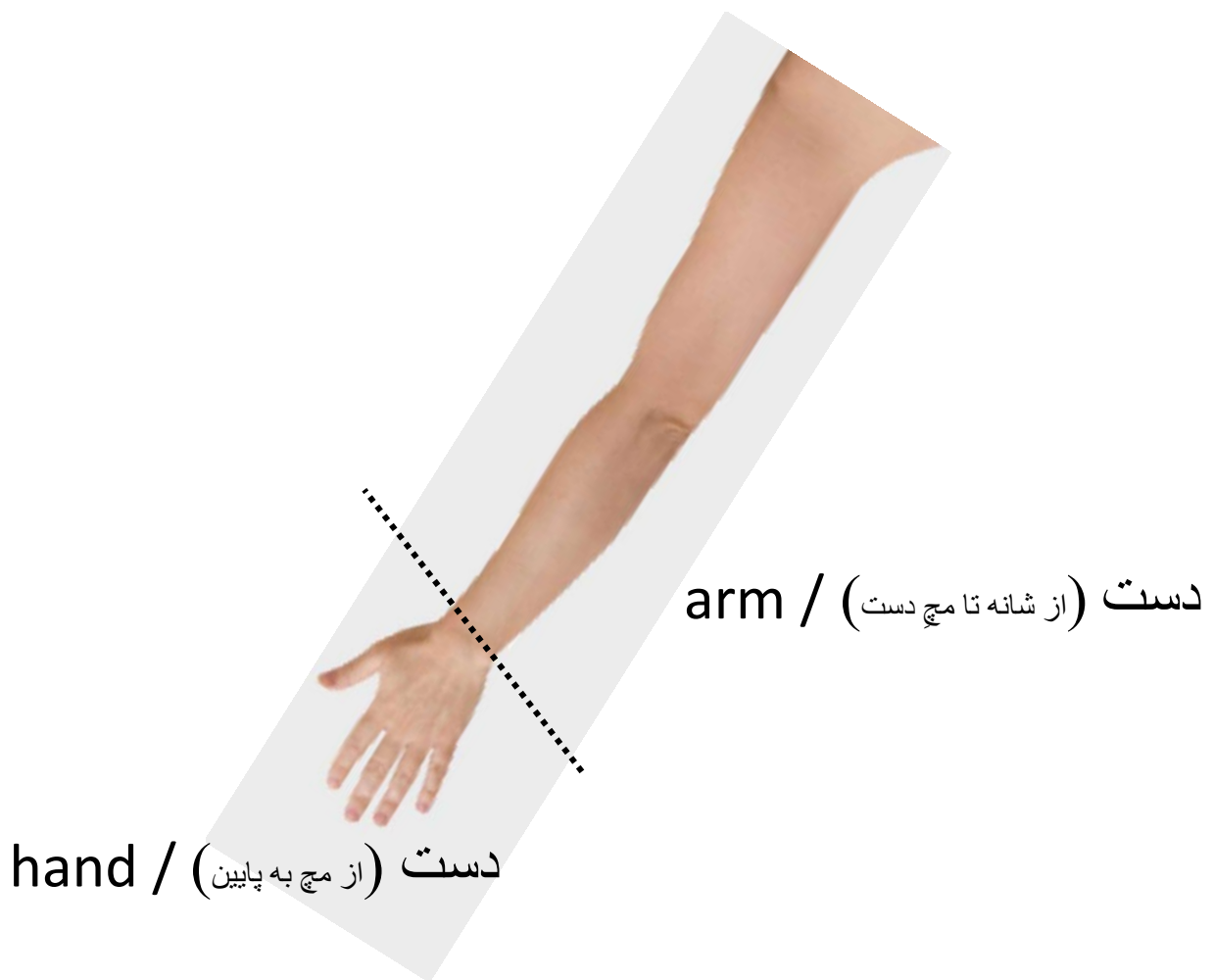
| | | | | |
|-----|--|--|--|--|
| 11. | elbow | <i>ārenj</i> | | |
| 12. | finger | <i>angošt</i> | | |
| 13. | stomach (belly) (<i>I got hit in the stomach.</i>) | <i>šekam</i> (<i>be šekamam zarbe xord.</i>) | | |
| 14. | stomach (organ, human) (<i>My stomach aches.</i>) | <i>me'de</i> (me'deye ensān) (<i>me'deam dard mikonad.</i>) | | |
| 15. | navel | <i>nāf</i> | | |
| 16. | leg *(show picture at end of wordlist) | <i>pā</i> (az bālāye rān tā moče pā) *(tasuīr dar pāyāne fehreste kalamāt) | | |
| 17. | foot *(show picture at end of wordlist) | <i>pā</i> (az moč be pāyin) *(tasuīr dar pāyāne fehreste kalamāt) | | |
| 18. | knee (whole knee) | <i>zānu</i> (kolle zānu) | | |
| 19. | bone | <i>ostoxān</i> | | |
| 20. | blood | <i>xun</i> | | |
| 21. | urine | <i>edrār, šāš</i> | | |
| 22. | heart (organ, human) *(show pumping fist in front of own heart) | <i>ğalb, del</i> (andām, ensān) *(mošte xod rā be mānande ğalb dar hālate pomp kardane xun nešān dahid) | | |
| 23. | liver | <i>jegar</i> | | |
| 24. | man | <i>mard</i> | | |
| 25. | woman | <i>zan</i> (kalameye pāye) | | |
| 26. | husband | <i>šovhar</i> | | |
| 27. | wife | <i>zan</i> (hamsar) | | |
| 28. | child | <i>bače, bačče</i> | | |
| 29. | boy | <i>pesar</i> (āğāye javān) | | |
| 30. | son | <i>pesar</i> (farzand) | | |
| 31. | girl | <i>doxtar</i> (xānome javān) | | |
| 32. | daughter | <i>doxtar</i> (farzand) | | |
| 33. | brother (basic term) | <i>barādar</i> (kalameye pāye) | | |

| | | | | |
|-----|------------------------|-----------------------------------|--|--|
| 34. | sister (basic term) | <i>xāhar</i> (kalameye pāye) | | |
| 35. | groom | <i>dāmād</i> (dar marāseme arusi) | | |
| 36. | bride | <i>arus</i> (dar marāseme arusi) | | |
| 37. | horse | <i>asb</i> | | |
| 38. | dog | <i>sag</i> | | |
| 39. | cat | <i>gorbe</i> | | |
| 40. | wolf | <i>gorg</i> | | |
| 41. | bear | <i>xers</i> | | |
| 42. | fox | <i>rubāh</i> | | |
| 43. | fish | <i>māhi</i> | | |
| 44. | scorpion | <i>ağrab</i> | | |
| 45. | ant | <i>murče</i> | | |
| 46. | louse | <i>šepesh</i> | | |
| 47. | sparrow | <i>gonjeshk</i> | | |
| 48. | pigeon (domestic) | <i>kabutar</i> | | |
| 49. | rooster | <i>xorus</i> | | |
| 50. | wing | <i>bāl</i> | | |
| 51. | feather | <i>par</i> | | |
| 52. | wool | <i>pašm</i> | | |
| 53. | tree | <i>deraxt</i> | | |
| 54. | wood (substance) | <i>čub</i> (mādde) | | |
| 55. | root | <i>riše</i> | | |
| 56. | branch | <i>šāxe</i> | | |
| 57. | leaf | <i>barg</i> | | |
| 58. | sun | <i>xoršid</i> | | |
| 59. | moon | <i>māh</i> | | |
| 60. | day | <i>ruz</i> | | |
| 61. | night | <i>šab</i> | | |
| 62. | star | <i>setāre</i> | | |
| 63. | water | <i>āb</i> | | |
| 64. | fire | <i>ātaš</i> | | |
| 65. | wind | <i>bād</i> | | |
| 66. | smoke | <i>dud</i> | | |

| | | | | |
|-----|--|---|--|--|
| 67. | ash | <i>xākestar</i> | | |
| 68. | stone (10 cm. diameter) | <i>sang</i> (be gotre 10 sântimeter) | | |
| 69. | west (<i>The sun sets in the west.</i>) | <i>mağreb</i> (<i>âftâb dar mağreb gorub mikonad.</i>) | | |
| 70. | year | <i>sāl</i> | | |
| 71. | summer | <i>tābestān</i> | | |
| 72. | winter | <i>zemestān</i> | | |
| 73. | snow | <i>barf</i> | | |
| 74. | house | <i>xāne</i> | | |
| 75. | spoon | <i>ğāšoğ</i> | | |
| 76. | salt | <i>namak</i> | | |
| 77. | rice | <i>berenj</i> | | |
| 78. | egg (e.g., chicken) | <i>toxme morğ</i> | | |
| 79. | walnut | <i>gerdu</i> | | |
| 80. | almond | <i>bādām</i> | | |
| 81. | grape | <i>angur</i> | | |
| 82. | hungry | <i>gorosne</i> | | |
| 83. | thirsty | <i>tešne</i> | | |
| 84. | bitter | <i>talx</i> | | |
| 85. | fresh (e.g., milk) | <i>tāze</i> (<i>barāye mesāl, šir</i>) | | |
| 86. | long (thing) | <i>derāz, boland</i> (<i>barāye mesāl, šāxe</i>) | | |
| 87. | big | <i>bozorg</i> | | |
| 88. | dry | <i>xošk</i> | | |
| 89. | old (object) (e.g., clothing) | <i>kohne</i> (<i>barāye mesāl, lebās</i>) | | |
| 90. | full (e.g., container) | <i>por</i> (<i>barāye mesāl, zarf</i>) | | |
| 91. | red (e.g., blood) | <i>ğermez, sorx</i> (<i>barāye mesāl, xun</i>) | | |
| 92. | white (e.g., snow) | <i>sefid</i> (<i>barāye mesāl, barf</i>) | | |
| 93. | green (e.g., cucumber) | <i>sabz</i> (<i>barāye mesāl, xiyār</i>) | | |
| 94. | blue (e.g., sky) | <i>ābi</i> (<i>barāye mesāl, āsemān</i>) | | |

| | | | | |
|------|--|---|--|--|
| 95. | come (3s past) | <i>āmad</i> | | |
| 96. | come (3s pres.) | <i>miyāyad</i> | | |
| 97. | go (3s past) | <i>raft</i> | | |
| 98. | go (3s pres.) | <i>miravad</i> | | |
| 99. | fall (3s past) (S/he fell onto the street.) | <i>oftād</i> (<i>vasate xiyābān oftād.</i>) | | |
| 100. | fall (3s pres.) (S/he falls onto the street.) | <i>miyoftad</i> (<i>vasate xiyābān miyoftad.</i>) | | |
| 101. | carry (3s past) (S/he carried the boxes.) | <i>bord</i> (<i>ĵa'behā rā bord.</i>) | | |
| 102. | carry (3s pres.) (S/he carries the boxes.) | <i>mibarad</i> (<i>ĵa'behā rā mibarad.</i>) | | |
| 103. | sleep (3s past) (deep sleep) (S/he slept in the house.) | <i>xābid</i> (xābe amiġ) (<i>dar xāne xābid.</i>) | | |
| 104. | sleep (3s present) (deep sleep) (S/he sleeps in the house.) | <i>mixābad</i> (xābe amiġ) (<i>dar xāne mixābad.</i>) | | |
| 105. | sit (3s past) (S/he sat on the chair.) | <i>nešast</i> (<i>ruye sandali nešast.</i>) | | |
| 106. | sit (3s present) (S/he sits on the chair.) | <i>minešinad</i> (<i>ruye sandali minešinad.</i>) | | |
| 107. | eat (3s past) (S/he ate an apple.) | <i>xord</i> (<i>sibi xord.</i>) | | |
| 108. | eat (3s pres.) (S/he eats an apple.) | <i>mixorad</i> (<i>sibi mixorad.</i>) | | |
| 109. | pour (tr., 3s past) (S/he poured water into the glass.) | <i>rixt</i> (fe'le ***) (<i>tuye liuan āb rixt.</i>) | | |
| 110. | pour (tr., 3s pres.) (S/he pours water into the glass.) | <i>mirizad</i> (fe'le ***) (<i>tuye liuan āb mirizad.</i>) | | |
| 111. | hit (3s past) (S/he hit the rock with a stick.) | <i>zad</i> (<i>bā čubdasti be sang zad.</i>) | | |

| | | | | |
|------|---|---|--|--|
| 112. | hit (3s pres.) (<i>S/he hits the rock with a stick.</i>) | <i>mizanad</i> (<i>bā čubdasti be sang mizanad.</i>) | | |
| 113. | see (3s past) (<i>What did she see?</i>) | <i>did</i> (<i>če did?</i>) | | |
| 114. | see (3s pres.) (<i>What does she see?</i>) | <i>mibinad</i> (<i>če mibinad?</i>) | | |
| 115. | say (3s past) (<i>What did she say?</i>) | <i>goft</i> (<i>če goft?</i>) | | |
| 116. | say (3s pres.) (<i>What is she saying?</i>) | <i>miguyad</i> (<i>če miguyad?</i>) | | |
| 117. | know (something) (3s past only) (<i>S/he knew my name.</i>) | <i>midānest</i> (<i>nāme man rā midānest.</i>) | | |
| 118. | think (3s past only) (<i>S/he thought about his plan.</i>) | <i>fekr kard</i> (<i>dar mourade barnāmeaš fekr kard.</i>) | | |
| 119. | close (e.g., door) (3s past only) (<i>S/he closed the door.</i>) | <i>bast (dar)</i> (<i>dar rā bast.</i>) | | |
| 120. | tie (e.g., rope) (3s past only) (<i>S/he tied the rope.</i>) | <i>bast (band)</i> (<i>band rā bast.</i>) | | |
| 121. | burn (intr.) (3s past only) (<i>The tree burned.</i>) | <i>suxt</i> (<i>deraxt suxt.</i>) | | |
| 122. | sweep (3s past only) (<i>S/he swept the room.</i>) | <i>ĵāru kard</i> (<i>otāġ rā ĵāru kard.</i>) | | |
| 123. | here | <i>inĵā</i> | | |
| 124. | there | <i>ānĵā</i> | | |
| 125. | under (<i>The donkey is under the bridge.</i>) | <i>zir(-e)</i> (<i>xar zire pol ast.</i>) | | |
| 126. | today | <i>emruz</i> | | |
| 127. | yesterday | <i>diruz</i> | | |
| 128. | two days ago | <i>pariruz</i> | | |
| 129. | tomorrow | <i>fardā</i> | | |
| 130. | the day after tomorrow | <i>pasfardā</i> | | |



Linguistic data, Part II: Morphosyntax

An explanation of the purpose and structure of this section of the ALI questionnaire, along with a key to the functions that are tested in each of the questionnaire items, is found in the accompanying document, "ALI Questionnaire Morphosyntax explanation".

Throughout, use a phonological orthography as specified in the Atlas documentation (see <http://carleton.ca/iran/transcription/>).

1. Number: plurality and related functions

Write the following words in the language:

- | | | |
|------|----------|-------|
| 1.1 | woman | _____ |
| 1.2 | women | _____ |
| 1.3 | child | _____ |
| 1.4 | children | _____ |
| 1.5 | goat | _____ |
| 1.6 | goats | _____ |
| 1.7 | house | _____ |
| 1.8 | houses | _____ |
| 1.9 | walnut | _____ |
| 1.10 | walnuts | _____ |

2. Definiteness and related functions

Read all of the sentences together, as a single paragraph, to the speaker. Then, re-read and elicit each sentence individually from the speaker.

- 2.1 *In our village [P. (Persian) deh] there was a man whose name was Ali.*

- 2.2 *Ali had two children – a boy and a girl.*

- 2.3 *One day, the boy said to the girl,*

- 2.4 *"We have always lived in this village.*

- 2.5 *Would you like [P. mixāhi] to see a big city?"*

- 2.6 *The boy's sister answered,*

- 2.7 *"No, I like [P. dust dāram] the village where we live".*

3. Nouns and adjectives: description, agreement and comparison

Elicit each sentence individually from the speaker.

3.1 *The young boy is going to that big house.*

3.2 *The young girl is at school.*

3.3 *The young boys are buying books for Ali.*

3.4 *The young girls are washing those carpets.*

3.5 *The young girls saw a car.*

3.6 *This house is big.*

3.7 *That house is bigger than this house.*

3.8 *That house is the biggest house in the village.*

4. Noun phrase structure, possessive pronouns, constituent word order

4.1 *My horse is black.* [P. man, asbam siyāh ast]

4.2 *Your (sg.) horse is brown.* [P. to, asbat qahueyi ast]

4.3 *Hoseyn – his horse is white.* [P. Hoseyn, asbaš sefid ast]

4.4 *Parisa – her horse is white.* [P. Parisā, asbaš sefid ast]

4.5 *Our horse is black.* [P. mā, asbemān siyāh ast]

4.6 *Your (pl.) horse is brown.* [P. šomā, asbetān qahueyi ast]

4.7 *Their horse is white.* [P. ānhā, asbešān sefid ast]

4.8 *Maryam's three small brothers go [P. miravand] to school.*

4.9 *Peyman's (maternal) uncle [P. dāyi] works in the city [P. dar shahr].*

4.10 *My four black chickens escaped.*

4.11 *Hasan is selling his goats.*

4.12 *The shepherd sold his goat.*

4.13 *The shepherd's goat died.*

4.14 *The shepherds' goats died.*

5. Flagging: orientation and relations

5.1 *The boy cut the rope with a knife [P. čāqu].*

5.2 *The girl cut the ropes with a knife [P. čāqu].*

5.3 *He gave the stick to the girl.*

5.4 *Peyman gave it to the women [P. xānomhā].*

5.5 *The women gave the bread to the man.*

5.6 *Maryam gave the bread to me.*

5.7 *Ali speaks Persian to his mother.*

5.8 *The boys are not in Shiraz.*

5.9 *The children are in the kitchen.*

5.10 *Sorush is going* [P. miravad] *to the market with Hasan.*

5.11 *I am coming* [P. dāram miyāyam] *from the market.*

5.12 *I have one daughter* [P. yek doxtar].

5.13 *I have one car* [P. yek māšin].

5.14 *This is mine* [P. in māle man ast].

5.15 *We didn't see Ali at the market.*

5.16 *I eat apples in the morning* [P. sobhā].

5.17 *I am eating the apple now.*

5.18 *Ali went to the village with me.*

5.19 *Maryam went to the village with you (sg.).*

6. Other functions: modality, experiencer predicates, questions

6.1 *Nilufar can see the apples.*

6.2 *Nilufar can* [P. mitavānad] *weave carpets quickly.*

6.3 *You (sg.) are young.*

6.4 *I am young.*

6.5 *I am cold* [P. sardam ast].

6.6 *I am hungry* [P. gorosneam ast].

6.7 *I am not hungry* [P. gorosneam nist].

6.8 *What is Zahra eating?*

6.9 *There are lions in Iran.*

6.10 *Are there lions in Iran?*

- 6.11 *Sima opened the door.* _____
- 6.12 *Did Sima open the door?* _____
- 6.13 *Who opened the door?* _____
- 6.14 *Why are you (sg.) eating [P. dāri mixori] the apple?* _____
- 6.15 *I don't know.* _____

Verb Paradigms

Starting on the next page, fill out all spaces (empty lines and table cells) for the verbs 'come', 'eat' and 'see'. (Note: a different set of information is collected for 'see'.)

- If there is no different form for feminine 3sg (3sg.f) verb forms, leave this row empty.
- Add rows to the tables for any other pronoun categories that are found in the verb system of the language (for example, 1dual, 1pl exclusive, 3pl feminine, etc.)
- Important: Elicit a free (agent) pronoun with each of the verb forms, where this is indicated in the Persian examples: for example, "man āmadam" rather than just "āmadam". Even though it's not natural to say these pronouns in neutral contexts, they show some important grammatical features. In addition, this supplies the questionnaire with paradigms for the free pronouns.

7. Forms of the verb 'come'

7.1 **INFINITIVE (if it occurs):** to come / *āmadan* _____

| | PAST | English | Persian | variety studied (to fill out) |
|-----|-------|----------------|---------------------|-------------------------------|
| 7.2 | 1sg | I came | <i>man āmadam</i> | |
| 7.3 | 2sg | you (sg.) came | <i>to āmadi</i> | |
| 7.4 | 3sg.m | he* came | <i>u* āmad</i> | |
| 7.5 | 3sg.f | she* came | <i>u* āmad</i> | |
| 7.6 | 1pl | we came | <i>mā āmadim</i> | |
| 7.7 | 2pl | you (pl.) came | <i>šomā āmadid</i> | |
| 7.8 | 3pl | they came | <i>ānhā āmadand</i> | |

| | PRESENT | English | Persian | variety studied (to fill out) |
|------|---------|----------------|----------------------|-------------------------------|
| 7.9 | 1sg | I come | <i>man miyāyam</i> | |
| 7.10 | 2sg | you (sg.) come | <i>to miyāyi</i> | |
| 7.11 | 3sg.m | he* comes | <i>u* miyāyad</i> | |
| 7.12 | 3sg.f | she* comes | <i>u* miyāyad</i> | |
| 7.13 | 1pl | we come | <i>mā miyāyim</i> | |
| 7.14 | 2pl | you (pl.) come | <i>šomā miyāyid</i> | |
| 7.15 | 3pl | they come | <i>ānhā miyāyand</i> | |

IMPERFECTIVE

7.16 you (sg.) were coming / *miyāmadi* _____

7.17 you (sg.) are [in the process of] coming / *dāri miyāyi* _____

SUBJUNCTIVE (or equivalent)

7.18 you (sg.) want to come / *mixāhi biyāyi* _____

7.19 he wants to come / *mixāhad biyāyad* _____

NEGATIVE AND IMPERATIVE

7.20 (you (sg.)) did not come / *nayāmadi* _____

7.21 (you (sg.)) don't come! / *nayā!* _____

7.22 (you (sg.)) come! / *biyā!* _____

7.23 (you (pl.)) come! / *biyāyid!* _____

8. Forms of the verb 'eat'

8.1 **INFINITIVE (if it occurs):** to eat / *xordan* _____

| | PAST | English | Persian | variety studied (to fill out) |
|-----|-------|---------------|---------------------|-------------------------------|
| 8.2 | 1sg | I ate | <i>man xordam</i> | |
| 8.3 | 2sg | you (sg.) ate | <i>to xordi</i> | |
| 8.4 | 3sg.m | he* ate | <i>u* xord</i> | |
| 8.5 | 3sg.f | she* ate | <i>u* xord</i> | |
| 8.6 | 1pl | we ate | <i>mā xordim</i> | |
| 8.7 | 2pl | you (pl.) ate | <i>šomā xordid</i> | |
| 8.8 | 3pl | they ate | <i>ānhā xordand</i> | |

| | PRESENT | English | Persian | variety studied (to fill out) |
|------|---------|---------------|----------------------|-------------------------------|
| 8.9 | 1sg | I eat | <i>man mixoram</i> | |
| 8.10 | 2sg | you (sg.) eat | <i>to mixori</i> | |
| 8.11 | 3sg.m | he* eats | <i>u* mixorad</i> | |
| 8.12 | 3sg.f | she* eats | <i>u* mixorad</i> | |
| 8.13 | 1pl | we eat | <i>mā mixorim</i> | |
| 8.14 | 2pl | you (pl.) eat | <i>šomā mixorid</i> | |
| 8.15 | 3pl | they eat | <i>ānhā mixorand</i> | |

IMPERFECTIVE

8.16 you (sg.) were eating / *mixordi* _____

8.17 you (sg.) are [in the process of] eating / *dāri mixori* _____

SUBJUNCTIVE (or equivalent)

8.18 you (sg.) want to eat / *mixāhi bexori* _____

8.19 he wants to eat / *mixāhad bexorad* _____

NEGATIVE AND IMPERATIVE

8.20 (you (sg.)) did not eat / *naxordi* _____

8.21 (you (sg.)) don't eat! / *naxor!* _____

8.22 (you (sg.)) eat! / *boxor!* _____

8.23 (you (pl.)) eat! / *boxorid!* _____

9. Forms of the verb 'see' (focus on verb objects)

9.1 **INFINITIVE (if it occurs):** to see / *didan* _____

| | PAST | English | Persian | variety studied (to fill out) |
|-----|------------------|----------------------|---|-------------------------------|
| 9.2 | 1sg.obj | Ali saw me | <i>ali didam / ali manrā did</i> | |
| 9.3 | 2sg.obj | Ali saw you (sg.) | <i>ali didat / ali torā did</i> | |
| 9.4 | 3sg.m.obj | Ali saw him* | <i>ali didaš* / ali urā* did</i> | |
| 9.5 | 3sg.f.obj | Ali saw her* | <i>ali didaš* / ali urā* did</i> | |
| 9.6 | 3sg.n.obj | Ali saw it* | <i>ali didaš* / ali ānrā* did</i> | |
| 9.7 | 1pl.obj | Maryam saw us | <i>maryam didemān / maryam mārā did</i> | |
| 9.8 | 2pl.obj | Maryam saw you (pl.) | <i>maryam didetān / maryam šomārā did</i> | |
| 9.9 | 3pl.obj | Maryam saw them | <i>maryam didešān / maryam ānhārā did</i> | |

| | PRESENT | English | Persian | variety studied (to fill out) |
|------|------------------|-----------------------|---|-------------------------------|
| 9.10 | 1sg.obj | Ali sees me | <i>ali mibinadam / ali manrā mibinad</i> | |
| 9.11 | 2sg.obj | Ali sees you (sg.) | <i>ali mibinadat / ali torā mibinad</i> | |
| 9.12 | 3sg.m.obj | Ali sees him* | <i>ali mibinadaš* / ali urā* mibinad</i> | |
| 9.13 | 3sg.f.obj | Ali sees her* | <i>ali mibinadaš* / ali urā* mibinad</i> | |
| 9.14 | 3sg.n.obj | Ali sees it* | <i>ali mibinadaš* / ali ānrā* mibinad</i> | |
| 9.15 | 1pl.obj | Maryam sees us | <i>maryam mibinademān / maryam mārā mibinad</i> | |
| 9.16 | 2pl.obj | Maryam sees you (pl.) | <i>maryam mibinadetān / maryam šomārā mibinad</i> | |
| 9.17 | 3pl.obj | Maryam sees them | <i>maryam mibinadešān / maryam ānhārā mibinad</i> | |

NEGATIVE

9.18 (you (sg.)) did not see it / *nadidiš* _____

9.19 he did not see it / *nadidaš* _____

Linguistic data, Part III: Numbers

The following portion of the Questionnaire is adapted from Eugene Chan's template for [Numeral systems of the world's languages](#). Please fill it in using a phonemic transcription as specified in the [Atlas transcription conventions](#) document.

Please ensure that the speaker says each number slowly, two times, and with a pause in between each word. The speaker should use declaration (statement) intonation for each number, not list (continuation) intonation.

| Gloss | Persian (Modern Standard) | | Language data (use phonemic transcription) | Comments (may include explanations about the data in the language data column) (for published sources, please put page numbers) |
|-------|------------------------------|--------|---|---|
| 1 | <i>yek</i> | یک | | |
| 2 | <i>do</i> | دو | | |
| 3 | <i>se</i> | سه | | |
| 4 | <i>čahār</i> | چهار | | |
| 5 | <i>pañ</i> | پنج | | |
| 6 | <i>šeš</i> | شش | | |
| 7 | <i>haft</i> | هفت | | |
| 8 | <i>hašt</i> | هشت | | |
| 9 | <i>noh</i> | نه | | |
| 10 | <i>dah</i> | ده | | |
| 11 | <i>yāzdah</i> | یازده | | |
| 12 | <i>davāzdah</i> | دوازده | | |
| 13 | <i>sizdah</i> | سیزده | | |
| 14 | <i>čahārdah</i> | چهارده | | |
| 15 | <i>pānzdah</i> | پانزده | | |
| 16 | <i>šānzdah</i> | شانزده | | |
| 17 | <i>hefdah</i> | هفده | | |
| 18 | <i>hijdah</i> | هیجده | | |

| | | | | |
|------|---------------------|-------------|--|--|
| 19 | <i>nuzdah</i> | نوزده | | |
| 20 | <i>bist</i> | بیست | | |
| 21 | <i>bist o yek</i> | بیست و یک | | |
| 22 | <i>bist o do</i> | بیست و دو | | |
| 23 | <i>bist o se</i> | بیست و سه | | |
| 24 | <i>bist o čahār</i> | بیست و چهار | | |
| 25 | <i>bist o panj</i> | بیست و پنج | | |
| 26 | <i>bist o šeš</i> | بیست و شش | | |
| 27 | <i>bist o haft</i> | بیست و هفت | | |
| 28 | <i>bist o hašt</i> | بیست و هشت | | |
| 29 | <i>bist o noh</i> | بیست و نه | | |
| 30 | <i>si</i> | سی | | |
| 40 | <i>čehel</i> | چهل | | |
| 50 | <i>panjāh</i> | پنجاه | | |
| 60 | <i>šast</i> | شصت | | |
| 70 | <i>haftād</i> | هفتاد | | |
| 80 | <i>haštād</i> | هشتاد | | |
| 90 | <i>navad</i> | نود | | |
| 100 | <i>sad</i> | صد | | |
| 200 | <i>devist</i> | دویست | | |
| 300 | <i>sisad</i> | سیصد | | |
| 400 | <i>čahār sad</i> | چهار صد | | |
| 500 | <i>pānsad</i> | پانصد | | |
| 1000 | <i>hezār</i> | هزار | | |
| 2000 | <i>do hezār</i> | دو هزار | | |

Oral texts

Oral texts are an essential component of linguistic data collection. While the items elicited in the questionnaire are useful for understanding a language in its comparative and typological context, only oral texts can provide a picture of natural language. Video and audio recordings of oral texts are valuable as a long-term record of the language for future generations.

We suggest that you collect video (plus audio) documentation of at least one of each of the following text genres, in the local language of the research location:

- folktales and legends
- songs and poetry (e.g., wedding songs; funeral songs; work songs, such as songs sung while fishing or churning butter; lullabies; poetry about love or nature; songs and poetry from holidays such as Now Ruz and Ramadan; other religious songs in local language)
- procedural texts (e.g.: how to make a carpet; how to make yoghurt, or bread)

You can collect texts of other genres as well.

When recording, follow all procedures in the “Instructions” document, especially those relating to audio and video recording.

Record each oral text, followed by its translation in Persian, in a separate video/audio file. On each recording, before beginning the text, give a summary of metadata for that recording section: date and time, researcher name, research location, language name, speaker name (if they have asked you to include it), text type, and text title.

Depending on the permissions granted by the speakers in the recorded texts, work toward the publication of the texts in the Atlas, and/or deposition of the texts in archives that are part of the Open Language Archive Community (OLAC).