

9. Uses of the Letter *Ye* in Word-Final Position

Even at an advanced level of Persian study, American learners exhibit occasional uncertainty about the pronunciation of certain letters and combinations of letters and about the transcription of certain sounds. There is also the long-term issue of pronouncing unfamiliar words which contain unwritten short vowel sounds. Here follows a partial list of potentially problematic pronunciation and transcription issues.

1. Pronouncing unfamiliar words which contain unwritten vowel sounds.
2. Placing word stress or accent either on a word's last syllable or on another syllable.
3. Confronting multiple letters representing the same sounds in the cases of /t/, /h/, /s/, /z/, and /'/.
4. Pronunciation of the letter *vâv* « و » in written texts.
5. Pronunciation of the letter *ye* « ی » in written texts.
6. Pronunciation of the letter *alef* « ا » in written texts.
7. Shifting back and forth from literary/written Persian to colloquial/spoken Persian.
8. Using *kasré-ye ezâfé* in noun phrases (*kasré* = *zir* = ...).

Resolving doubts about what a specific written feature in Persian means and/or how to pronounce and/or use it can often be a simple matter of reviewing enough examples of that feature or phenomenon to reach an inductive conclusion about it. A suggested plan of attack with respect to some of the issues cited above might involve writing down and continually cataloging examples of an item and then reviewing one's list to see if a common denominator or a descriptive rule for it becomes apparent.

- This lesson reviews uses of the letter *ye* « ی » in word-final position (Item #5 above), where it is pronounced: /i/ with a word stress or accent, /i/ without a word stress, /y/ with a preceding /a/ or following /e/ sound, or /â/.

§9.1. Review the following groups of words which exhibit a final /ye/ letter, pronounced either /â/ or /y/, with the word stress or accent on the word's final syllable.

when (?)	/kay/	کَی	fatwa, religious decree	/fatvâ/	فَتَوَى = فتوا
Day (10th Iranian solar month)	/day/	دَی	afterlife, life to come	/'oqbâ/	عُقْبَى
reed, reed flute	/nay/	نَی	Mustafa (= chosen one)	/mostafâ/	مُصْطَفَى
trace, track, foundation	/pay/	پَی	Soghrâ (female given name)	/soghrâ/	صُغْرَى
negation, denial	/nafy/	نَفَى	Kobrâ (female given name)	/kobrâ/	کُبْرَى
attempt, trying	/sa'y/	سَعَى	higher, superior	/a'lâ/	أَعْلَى
vote, opinion	/rá'y/	رَأَى	(his) majesty	/a'lâ hazrát/	أَعْلَى حَضْرَت
tea	/chây/	چای	Middle Ages	/qorún-e vostâ/	قُرُونِ وَسْطَى
mud	/lây/	لای	Most High God	/khodâ-ye ta'âlâ/	خُدَايِ تَعَالَى
power, strength	/nây/	نای	despite, in spite of	/alâ rághm-e/	عَلَى رَغْم

§9.2. The letter *ye* (ی) routinely appears in word-final position pronounced /i/ with the word stress or accent falling on the word's last syllable in the case of nouns and adjectives that end in «...ی».

۲		۱	
sufficient /kâfi/	کافی	game, playing /bâzi/	بازی
meaning	معنی	bottle /ketrî/	کتری
retaliation; recompense	تلافی	prostitute /ruspî/	روسپی
secret (adj), hidden	مخفی	vomit, regurgitation	قی
empty	خالی	ship	کشتی
۴		۳	
nation – national	ملت – ملی	Sari	ساری
tradition – Sunni(te)	سنت – سنی	Âghâjâri	آغاچاری
terror – wild	وحشت – وحشی	maternal uncle	دائی
politics – political	سیاست – سیاسی	paternal female cousin (coll)	عمقزی
nature – natural	طبیعت – طبیعی	Qashqâ'i	قشقائی

§9.3. In the case of words in Group 4 which end in «...ی» and are pronounced /...î/, the replacement of the noun ending /...ât/ with «...ی» produces an adjective. The pairs of words in Group 4 are loanwords from Arabic in which such adjective-producing forms are common. The addition of a stressed «...ی» /...î/ suffix to nouns and adjectives in Persian is the most common way to produce nouns from adjectives and adjectives from nouns. The following groups of words illustrate possibilities.

۲		۱	
leather (n – adj)	چرم – چرمی	good – goodness	خوب – خوبی
fat (n – adj)	چرب – چربی	bad, evil (adj) – evil (n)	بد – بدی
dirt, earth – dusty; down-to-earth	خاک – خاکی	witty – joke	شوخ – شوخی
wood – wooden, made of wood	چوب – چوبی	۳	
paper (n – adj)	کاغذ – کاغذی	France – French (person)	فرانسه – فرانسوی
metal (n – adj)	فلز – فلزی	house – domestic	خانه – خانگی
۴		America – American	آمریکا – آمریکایی، آمریکائی
photographer – photography	عکاس – عکاسی	rent(ing) (n) – rental (adj) /ejâre'î/	اجاره – اجاره ای
painter – painting	نقاش – نقاشی	expressing; putting on airs (coll) – haughty	افاده – افاده ای
tailor/seamstress – sewing, tailoring	خیاط – خیاطی	managing, office (n) – office (adj)	اداره – اداره ای
designer – designing (n)	طراح – طراحی		

(۶)		(۵)	
worth seeing	دیدنی	psychologist – psychology	روانشناس – روانشناسی
moribund, dying	مردنی	realistic – realistic outlook	واقع بین – واقع بینی
unforgettable	فراموش نشدنی	curious – curiosity	کُنْجْکاو – کُنْجْکاوِی
something worth saying	گفتنی	book dealer – bookstore	کتابفروش – کتابفروشی
edible /khordanī/	خوردنی	inspector; judge – case review; trial	دادرس – دادرسی
about to leave/die /raftanī/	رفتنی	(۷)	
(۸)		American automobile	ماشین آمریکائی
easy ... /sandalfī-ye rāhatī/	صندالی راحتی	student apartment	آپارتمان دانشجویی
... college student /dāneshjū-ye irānī/	دانشجوی ایرانی	French food /ghazā-ye farānsavi/	غذای فرانسوی
old ... /khānē-ye qadimī/	خانه قدیمی	homemade wine	شراب خانگی
North ... /āmrikā-ye shomālī/	آمریکای شمالی	temporary wife (in Shi'ite society) /siqe'ī/	زن صیغه ای

§9.4. Word-final «...ی» also appears with an unstressed /...i/ pronunciation, as in the second-person singular (you-1 or «تو») verb forms. Review the following conjugations of two common verbs, noting that a final ye «ی» letter serves as the suffixed signal that a verb communicates a second-person singular (you-1) subject.

spoken/colloquial	←	present tense forms of (ت) آمدن to want	→	written/literary
I'll come/I'm coming with you, etc.				
/miyâm/		من با تو می‌آیم.*		۱. (من) با تو می‌آیم.
/miyây/		تو با من می‌آی؟*		(تو) با من می‌آیی؟
/miyâd/		او با ما می‌آد.*		(او) با ما می‌آید.
/miyâyim/		ما با شما می‌آیم.*		(ما) با شما می‌آییم.
/miyâyid/ - /miyâyin/		شما با ما می‌آین؟*		(شما) با ما می‌آید؟
/miyân(d)/		اونا با شما می‌آن.*		(آنان) با شما می‌آیند.

spoken/colloquial	←	present tense forms of (خواه) خواستن to want	→	written/literary
I don't want anything, etc.				
/némikhâm/		من چیزی نمی‌خوام؟*		۲. (من) چیزی نمی‌خواهم.
/némikhây/		تو چیزی نمی‌خوای؟*		(تو) چیزی نمی‌خواهی؟
/némikhâd/		او چیزی نمی‌خواد.*		(او) چیزی نمی‌خواهد.
/némikhâyim/		ما چیزی نمی‌خوایم.*		(ما) چیزی نمی‌خواهیم.
/némikhâyin/		شما چیزی نمی‌خواین؟*		(شما) چیزی نمی‌خواهید؟
/némikhân(d)/		اونا چیزی نمی‌خوان.*		(آنها) چیزی نمی‌خواهند؟

Note that the pronunciation of the you-1 ending «...ی» above changes from /i/ to /y/ if the last letter of the present stem which precedes it is *alef* (ا), pronounced /â/, in accordance with the rule that two letters both representing vowels do not appear next to one another. A letter «و» or «ی» next to a medial «ا» is pronounced /v/ or /y/, respectively.

§9.5. In the second group of foregoing conjugated sentences, a second sort of unstressed word-final /i/ suffix appears at the end of the word «چیزی» /chízi/ [something, anything] as a sign of indefiniteness. Here follow other examples.

(some) books	/ketâbhâyi/	کِتَابِهَائِي - کِتَابِهَائِي	book - a book	/ketâbi/	کِتَاب - کِتَابِي
(some) countries		کِشُورِهَائِي - کِشُورِهَائِي	country - a country	/keshvári/	کِشُور - کِشُورِي
(some) things	/chizhâ'i/	چِيزِهَائِي - چِيزِهَائِي	thing - a/some thing	/chízi/	چِيز - چِيزِي
some people		كَسَانِي	person - a person	/kâsi/	كَس - كَسِي
some persons		أَشْخَاصِي	person - a person	/shâkhsi/	شَخْص - شَخْصِي
(some) programs	/barnâme'hâ'i/	بَرْنَامِه هَائِي	program - a program	/barnâmé'i/	بَرْنَامِه - بَرْنَامِه اِي
several moments		لَحْظَاتِي چَند	an old man	/mosénni/	مَرِد مُسِنِّي
worthless comments		سُخْنَانِي بِي آرِزِش	a worthwhile program		بَرْنَامِه مُفِيدِي
(some) tiring days		رُوزِهَائِي مَلَالِ أَنْگِيز			
(some) incurable illnesses		بِيمَارِي هَائِي لِاعِلَاج	(some) irrelevant statements		حَرَف هَائِي چِرْتِي
outstanding writers		نُويَسَنْدِگَانِي بَرَجَسْتِه	(some) awful/useless people		آدَمِهَائِي مُزْخَرَفِي
			by the hour	/sâ'âti/	سَاعَتِي
			per day	/rúzi/	رُوزِي
			each week	/hafté'i/	هَفْتِه اِي
			per month		مَاهِي
			annually - How much per year?		سَالِي - سَالِي چَند؟
What a beautiful day!		چِه رُوزِ قَشَنگِي!	What person?	/che shâkhsi/	چِه شَخْصِي؟
	/che rúz-e qashángi/		What book?		چِه كِتَابِي؟
What an awful movie!		چِه فِيلِمِ مُزْخَرَفِي!	In what year?		دَر چِه سَالِي؟
What a mistake I made!		چِه اِشْتِبَاهِي كَرْدَم!	What relationship?		چِه رَابِطِه اِي؟
What a trick he/she pulled!	/hoqqé'i/	چِه حَقَّة اِي زِد!	What sort of government?	/now/ /no.../	چِه نُوعِ حُكُومَتِي

§9.6. An unstressed /...i/ sound represented by «...ی» also appears at the end of words which function as antecedents for relative and other subordinate clauses introduced by «که», as the following phrases and examples illustrate.

when (at the time which) /váqti ke/	وقتی که ...	a/the person who /kási ke/	کسی که ...
while	در حالی که ...	(the) people who	کسانی که ...
in the event that	در صورتی که ...	(the) words which	کلماتی که ...
as long as, until	تا زمانی که ...	(the) programs which	برنامه هایی که ...
despite the fact that	با وجودی که ...	(the) actions which /kârhâ'i ke/	کارهایی که ...
		the chair which	صندلی ای که ...

In phrases such as the foregoing and in the following sentences in which the subordinating conjunction « که » /ke/ appears, students and teachers of Persian generally assume that « که » is a relative pronoun meaning "...who" or "...which." Lesson §42 treats the subordinating conjunction « که » in some detail.

۱. با هر وسیله ای که بدستشان می افتد از شهر خارج می شوند.
With/by whatever means (e.g., kind of vehicle) falls into their hands, they're leaving the city. /vasile'i ke/
۲. آخرین صدایی که شنید اصلاً شبیه لایلی مادر نبود.
The last sound/noise which he/she heard was nothing like a/his/her mother's lullaby. /sedâ'i ke/
۳. من قبل از بازداشت مطالبی که می نوشتم رگه هایی از لجبازی داشت.
Before my arrest, the things which I wrote had streaks of obstinacy (in them). /matâlébi ke/
۴. اخلاصی که در جوانها و جبهه رفته ها می بینم مرا تکان داده است. (مرا = من را)
The sincere devotion which I see in young people and those who have gone to the front has shaken me. /ekhlâsi ke/
۵. دولت ایران آماده است دانش فنی این طرح ابتکاری را به کشورهای که هواپیمای میگ ۲۹ دارند، انتقال دهد.
The Iranian government is prepared to transfer the technical knowledge of this innovative/breakthrough design to countries which have the MiG-29 airplane. /keshvarhâ'i ke/

§9.7. In the so-called *ezâfe* construction كَسْرَةُ اِضَافَةِ، the subject of Lesson §8, the letter « ی » pronounced /y/ appears at the end of words ending in « ا... » /...â/ or « و... » /...u/ followed by a modifier. In the case of words ending in « ه... » /...é/, some writers use the letter « ی ». The following examples illustrate the possibilities.

(a) good book	/ketâb-e khúb/	کتاب خوب	۱.
(an) easy chair	/sandali-ye râhati/	صندلی راحتی	۲.
Latin America	/âmrîkâ-ye lâtin/	آمریکای لاتین	۳.
superior college student	/dâneshjû-ye momtâz/	دانشجوی ممتاز	۴.
on the subject of/about war	/dar bâre-ye jang/	درباره ی جنگ	۵.
	/dar bâre-ye jang/	درباره جنگ	
	/dar bâre-ye jang/	درباره جنگ	

§9.8. The text below describes an Iranian hide-and-seek game. The game involves a group of children, one of whom plays the role of "wolf" and has his/her eyes closed while everyone else hides. Then the wolf tries to catch one of the others before they can return to base (the place where the wolf started with his/her eyes closed). Verify that the text describes such a game by finding in it words and phrases which communicate the foregoing information.

closing/covering eyes _____ wolf _____ game _____
 hiding, to hide _____ counting _____ players _____

§9.9. How many words in the text (X) end in the letter «ی»? 10-20 30-40 50-60. Find a word in the text which just happens to end in the letter «ی» (i.e., not a suffix): _____. Find a word ending in «ی» which serves as the antecedent to a relative clause ("who"/"which" clause) introduced by «که»: _____. Find a word ending in a «ی» which signals indefiniteness: _____. Find a word-final «ی» which serves as a buffer between the last letter of a word and a following *kasrê-ye ezâfê*: _____.

متن شماره ۹

بازی قایم موشک	
۱	بازی قایم موشک در بیشتر اُستان های ایران با مُختَصَر تَفَاوُتِی رایج است. این بازی جَمعی
۲	و تک گروهی است، و عِدَّة بازیکنان از سه نفر به بالا است.
۳	بازی در محل هایی که فضای بیشتری داشته و از مَوْقِعِیَّتِ بهتر و مُنَاسِب تری برای مَخفی
۴	شدن بازیکنان برخوردار باشد هِیْجان بیشتری خواهد داشت.
۵	در این بازی یکی از بازیکنان عَهده دار نقش گُرج می شود و در نُقْطه ای که قِبلاً مُشَخَّص
۶	شده چشم می گیرد.
۷	پس از بسته شدن چشم گرج، بازیکنان سریعاً باید در جاهای مُخْتَلِف و مُنَاسِب خود را
۸	مخفی کنند، گرج از لحظه بسته شدن چشم هایش شُرُوع به شُماریش می کند، از یک تا بیست
۹	(یک، دو، سه، چهار، ... بیست) یا از ده تا صد. با شمارش آخرین عِدَّة چشم هایش را باز می کند
۱۰	و به جُستجو برای پیدا کردن بازیکنان می پردازد. هرگاه یکی از بازیکنان را دید، باید او را
۱۱	تعقیب کرده و بگیرد که در این صورت آن نَفَر، گرج بعدی خواهد بود. در صورتی که فرد مَوْرِد
۱۲	تعقیب بتواند خود را به نقطه شروع بازی (محل چشم بستن) برساند نجات پیدا خواهد کرد.
۱۳	سایر نفرات نیز باید در حالی که گرج در جستجو و تعقیب آنها است، از فرصت استفاده کرده
۱۴	خود را به محل شروع بازی برسانند. تا زمانی که گرج نتواند کسی را بگیرد، بازی به شرح
۱۵	فَوْق تکرار می شود.

§9.10. After studying the following vocabulary list, taken mostly from the foregoing text, read the questions on the next page.

the last	آخِرین، آخَرین	explanation	شَرَح	to use	اِسْتِفَادَه کردن از
better – more	بِهْتَر – بَیْشْتَر	role	نَقْش، رُل	to begin	اَغْاز کردن
		number, integer	عَدَد	to play	بازی کردن
up, upwards	بِه بالا	atmosphere, space	فَضَا	to be obliged – have/has to	بایَسْتَن – بایَد
group (adj) /jam'iv/	جَمعی	beginning	شُرُوع	to find	پیدا کردن (کُن)
province	اُسْتان	moment	لَحْظَه	to enjoy, to be endowed with	بِرْخوردار بودن
next (adj)	بَعْدی	point	نَقْطَه	to tie, to close, to shut	بَسْتَن (بند)
after (prep)	پَس از	location – local	مَحَلّ – مَحَلّی	to be(come) tied/closed	بسته شدن (شَو)
single group (adj)	تَک گُروهِی	neighborhood	مَحَلّه	to proceed to	(به ... پَرداختن (پَرْداز)
self – myself /khod/	خود – خُودَم	picture, form, case	صُورَت	to pursue, to chase	تَعْقِیب کردن
eye	چِشْم	opportunity	فُرْصَت	to be(come) repeated	تَکْرار شُدَن
		excitement	هَیْجَان، هَیْجَان	to be able	تَوَانِیَسْتَن (تَوَان)
difference	تَفَاوُت	above mentioned /fowq/	فَوْق	to see	دِیدَن (بین)
lapse, expiration	اِنْقِضَاء	(the) rest of	سایِر	to deliver	رساندن (رسان)
suitable	مُناسِب	popular	رایِج	to have the duty to	عُهده دار بودن
abbreviated	مُخْتَصَر	formerly	قَبْلًا	to get, to obtain	گَرِفْتَن (گیر)
different, varied	مُخْتَلَف	speedily, quickly	سَرِیْعًا	to hide	مَخْفی کردن
		pursuit, following (n)	تَعْقِیب	to be(come) hidden	مَخْفی شُدَن
also, as well	نیز	instance, case	مُورِد	to be(come) identified/specified	مُشَخَّص شُدَن
whenever (conj)	هَرگَاه	situation	مَوْقِعیَّت	to be(come) saved/rescued	نِجَات پَیْدا کردن
one of ... /yéki az/	یَکی از	person, individual	نَفَر ج. نَفَرَات		
at least	حَدِّ اَقَلّ – دَسْتِ کَم	round (in a game) /dowr/ /do:r/	دَوْر	counting	شُماریش
at most	حَدِّ اَکْثَر			handkerchief	دَسْتَمال
				search(ing)	جُسْتُجو
hide-and-seek	قَایِم مَوشَک			player	بازیکن ج. بازیکنان

An unstressed postposition particle signalling that a preceding noun, pronoun, or noun phrase functions as a specific or definite direct object of the active voice, transitive verb which governs the noun, pronoun, or noun phrase in question. In colloquial/spoken texts, the /râ/ particle usually becomes /o/ (when the preceding word ends in a consonant sound) or /ro/ (when the preceding word ends in a vowel).

§9.11. Find answers in this lesson's text for the following questions.

۱. حَدَّ أَقَلِّ وَ حَدَّ أَكْثَرِ تَعْدَادِ بَازِيكُنَّانِ دَرِ اَيْنِ بَازِي چَقْدَرِ اسْتِ؟

۲. مَعْمُولاً چِه مَحَلْهَائِي بَرَايِ بَازِي قَايِمُ مَوْشَكِ بَهْتَرِ اسْتِ؟

۳. مَعْمُولاً چَشْمَهَائِ گَرِگِ رَا بَا چِه چِيْزِي مِي بِنْدَنْدِ؟

۴. اَوَّلِيْنَ نَفْرِي كِه تَوَسُّطِ گَرِگِ گَرْفْتِه مِي شَوْدِ دَرِ دَوْرِ بَعْدِي چِه نَقْشِي رَا عُهُدِه دَارِ خَوَاهْدِ بُوْدِ؟

۵. اَفْرَادِي كِه قَايِمِ شُدِه اَنْدِ دَرِ چِه صَوْرْتِي نَجَاتِ پِيْدَا خَوَاهَنْدِ كَرْدِ؟

§9.12. Use this translation to resolve remaining questions about meaning in this lesson's text. Underscored words and phrases in the translation identify subjunctive verb forms in the Persian text. Lesson §26 describes and illustrates present subjunctive mood forms.

The game of "hide-and-seek" is common throughout most of the provinces of Iran, with slight differences from place to place. This game is a group game with a single group of participants. And the number of players can range from three up.

The game will be more exciting when it takes place where there is more space and better and more suitable locations for players to hide.

In this game, one of the players assumes the role of the wolf and in a designated spot (home base) covers his/her eyes.

After the eyes of the wolf are closed, the other players have to hurry to find a place to hide. As for the wolf, as soon as he/she has covered his/her eyes, he/she begins to count from 1 to 20 (1, 2, 3, 4, ..., 20). After saying the last number, the wolf opens his/her eyes and proceeds to search for the other players. Whenever he/she sees one of the other players, he/she has to chase that person and get him/her in which case that person will become the next wolf. In the event that the person being pursued can get to home base (where the wolf covered his/her eyes), he/she is saved. The rest of the players likewise have to take advantage of their opportunities to reach home base while the wolf is searching for and chasing them. For as long as the wolf is unable to catch anyone, the game continues as described.