

**GCE**

**Persian**

Unit **F886**: Persian: Listening, Reading and Writing 2

Advanced Subsidiary GCE

**Mark Scheme for June 2014**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.
















All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Tick
	Development of point
	incorrect
	Irrelevant (material which doesn't answer the question)
	Caret sign to show omission
	Opinion
	Just/Justification
	Good language
	Poorly expressed
	Past tense correctly used
	Future tense correctly used
	Present tense correctly used
	Accurate language
	Inaccurate language

**Subject-specific Marking Instructions**

You should print out a copy of the paper and work through it yourself (using the transcript for the Listening activities which you can find at the end of the Mark Scheme, if the audio version is not available on the portal). You will need a copy of the written texts to refer to during the marking process in order to spot excessive lifting in tasks 6 and 7. The texts will not appear automatically on your marking screen.

**Section A: Listening and Writing****Task/Exercise 1:****Task specific guidance:**

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate)
- For single mark questions no annotation is necessary just enter 1, 0 or NR.
- There is no need to use a cross (X) for an answer that is clearly incorrect. Use it when you have had to think and decided not to award the mark or when a word in the response invalidates an otherwise acceptable answer.
- You may also use the highlighter tool to show harmless additions.
- Answers in Persian get no marks.

Question	Answer	Marks [6]	Guidance
A	Trying the hat on	1	<b>Looking at the mirror is not acceptable</b>
B	Didn't haggle/ bargain	1	<b>Any indication to paying without argument</b>
C	Pricing based on customer's job	1	<b>Any indication to unfair pricing</b>
D	Government doesn't distribute wealth fairly; So he has to do it himself.	1 1	
E	Because society had not reached the point of different prices for different people / because he was dreaming/ that it wasn't real	1	

## Task/Exercise 2

## Task specific guidance:

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate)
- For single mark questions no annotation is necessary just enter 1, 0 or NR.
- There is no need to use a cross (X) for an answer that is clearly incorrect. Use it when you have had to think and decided not to award the mark or when a word in the response invalidates an otherwise acceptable answer.
- You may also use the highlighter tool to show harmless additions.

Question	Answer	Marks [22]	Guidance
A	الف: حواسشان به همدیگر بود	1	
B	ب: بازی، مسابقه، مشاعره، صحبت/ گفتگو	3	3 of 4 is acceptable
C	پ: بدن‌ها کنار هم‌اند(1) اما فکرها از هم دورند(1)	2	
D	ت: هر کس با موبایل/ کامپیوترش سرگرم است	1	
E	ث: با علی هستیم اما به رضا پیام می‌فرستیم	1	Any indication to paying attention to the person who is not 0 with us. (Sending text message to each other is not acceptable.)
F	ج: اگر با رضا بودیم به علی پیام می‌فرستادیم (یا) توجه بیشتر به کسی که با ما نیست تا کسی که با ماست	1	
G	چ: تماس دیجیتالی/ موبایل / تماس از راه دور	1	Any indication to distance call.
h(1)	ح(1): از راه دور	1	
h(2)	ح(2): اگر فوری/ ضروری/ مهم باشد (یا) نتوانیم به وقت دیگر بیندازیم	1	
I	خ: چون تو همین/ بی احترامی است	1	
J	د: تلفن‌های همراه مثل سیکار (اعتیادآور) است.	1	
k(1)	ذ(1): می‌گوید زندگی بدون آن غیر ممکن است.	1	
k(2)	ذ(2): (دوباره) عاشق تلفنش می‌شود	1	اشاره به شنیدن صدای شخص به جای صدای تلفن پذیرفته نیست
l(1)	ر(1): صدای زنگ / موسیقی گوش‌خراش	1	Any indication to unpleasant ring tone.
l(2)	ر(2): جمله‌های مسخره/ رکیک	1	
M	ز: خواب بود / چرت می‌زد	1	

n(1)	ژ(1): که تلفنش را پاسخ ندهد/ اجازه بدهد تلفنش زنگ بزند	1	
n(2)	ژ(2): تا او بتواند به موسیقی (زنگ تلفنش) گوش کند/ چون موسیقی اش قشنگ بود.	1	
n(3)	ژ(3): عصبانی شد/ از اتوبوس پیاده شد	1	

QoL: Read response again and assess for language.

- **Annotations:** you may use the underlining tool (--) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential.
- **Grid C.2:** Key words have been highlighted in the Grid. Remember that this grid is also used to assess accuracy at A2. Identify the band which best matches the performance. If you identified the band without hesitation you must award the higher of the two marks.

GRID C.2	QUALITY OF LANGUAGE – ACCURACY 10 marks AO3
9-10	Characterised by a <b>high and consistent level of accuracy</b> in use of complex structures, although there may be some errors.
7-8	<b>Language generally accurate.</b> Shows a sound grasp of AS (and/or A2) structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although <b>there may be some inconsistency and errors in more complex areas.</b>
5-6	Shows evidence of <b>fair understanding of grammatical usage.</b> <b>Generally accurate use of simple sentence</b> structures. Some correct use of complex sentence structures. The performance is likely to be <b>patchy and inconsistent.</b>
3-4	Evidence of <b>gaps in basic grammar.</b> <b>Frequent errors</b> of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but <b>evidence of correct use of simple sentence structures.</b> Vocabulary and structures may be quite strongly influenced by the candidate's first language.
0-2	<b>Little evidence of grammatical awareness.</b> <b>Persistent,</b> serious and <b>elementary errors</b> (endings, verb forms, gender of common nouns). Frequent first language interference.



## Section B: Reading and Writing

In Section B there are 10 marks for Quality of Language.

## Task/Exercise 3

Question	Answer	Marks [7]	Guidance
1	الف	1	<b>Multi-choice</b> Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.
2	ب	1	
3	ب	1	
4	الف	1	
5	ب	1	
6	ب	1	
7	ب	1	

## Task/Exercise 4:

Question	Answer	Marks [8]	Guidance
a	(الف) اتمام تحصیل	1	<b>1 mark for each correct answer</b>  The marks are awarded individually. No annotations are necessary.
b	(ب) جامعه‌ی میزبان	1	
c	(پ) اختلاف نظر	1	
d	(ت) ذهن	1	
e	(ث) تحت تأثیر	1	
f	(ج) گذشته از آن	1	
g	(چ) درس پس می‌دهد	1	
h	(ح) دهان باز کند	1	

## Task/Exercise 5

Question	Answer	Marks [5]	Guidance
1	د	1	<b>Gap-fill</b> No annotation is necessary. Enter 1, 0 or NR as appropriate. Ignore misspellings.  <b>Note:</b> Grammatically, all options are possible. Factually, only one option is correct for each stem. Options د (d) and س (f) act as 'distracters' for 1 and 5 respectively.
2	ب	1	
3	ص	1	
4	س	1	
5	ر	1	

## Task/Exercise 6

Question	Answer	Marks [5]	Guidance
1	زبان خارجی	1	<b>Sentence Completion</b> Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.  <b>Any indication to doing homework is acceptable</b>
2	زبان دوم	1	
3	همه/هر دو/ هر دو گروه/ دانشجوی زبان	1	
4	آموختن مهارت‌های مورد نیاز خود/مسائل علمی، اصطلاحات علمی/ یاد گرفتن زبان برای اهداف خاص خود	1	
5	<u>تکالیف</u> (دانشگاهی)	1	

**Task/Exercise 7****Task specific guidance**

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate).
- Familiarise yourself with the text and have a copy to hand so that you can easily spot instances of lifting from the original. The text will not appear on the screen.
- Go through all the responses and assess every question for **comprehension**.
  - a. Marks are awarded on a point by point basis, according to the mark scheme.
  - b. Minimal (additional) irrelevance can be ignored BUT mindless copying (often long chunks) results in no marks for comprehension or QoL
  - c. For comprehension / content, remember that you are a “sympathetic native speaker / sympathetic examiner”. If language interferes slightly but it is clear that the candidate has understood, give the mark for content / comprehension (unless there is ambiguity or it is gibberish). Limited ability to use language will be reflected in the mark awarded under grid C.2. If appropriate, candidates may answer with single words / short phrases.
- **Annotations:**
  - Award 1, 0 or NR without annotation.
  - Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark.
  - Use a cross (✗) when a word in the response invalidates an otherwise acceptable answer.
- Even if the answer is lifted verbatim from the text, **as long as it is a direct answer**, award the comprehension mark but highlight and exclude from Quality of Language assessment.

## Task/Exercise 7

Question	Answer	Marks [10]	Guidance
a	الف: اداره‌ی مالیات	1	
b	ب: روش آموختن زبان مادری	1	
c	پ: چون صفحه‌ی ذهن او خالی است (1) تحت تأثیر زبان دیگری قرار نمی‌گیرد (1)	2	
d	ت: در معرض دائمی زبان بودن/ غرق در زبان بودن	1	
e	ث: گوش می‌کند	1	
f	ج: چون فرصتشان کم است می‌خواهند نتیجه‌ی فوری بگیرند/ ترس از خطا کردن/ درست بودن جمله از لحاظ دستوری	1 1	
g	چ: کودکان از اشتباه کردن ترسی ندارند (اما بزرگسال می‌خواهد جمله‌هایش نقص دستوری نداشته باشد)	2	

## Task/Exercise 8: Transfer of Meaning

Question	Answer	Marks [10]	Guidance	
			Content	Levels of response
1	در اوایل دهه‌ی 1950، انگلستان حق استفاده‌ی انحصاری از نفت ایران را از دست داد. In the early 1950s, England lost the exclusive right to use Iranian oil.	2	Award two marks per translated section according to the grid below. This grid assesses Transfer of Meaning into English. Note that this grid integrates <i>Quality of Written Communication Strand (i)</i> descriptors.  Exceptional responses and marks to award:  1. Candidates may answer in <b>faultless English but may not transfer meaning accurately. Award either 0 or 1 mark</b> , depending on level of inaccuracy in meaning. *  2. The <b>transfer of meaning is accurate but contains significant spelling and/or grammar errors. Award 0 or 1 mark</b> , depending on level of inaccuracy of English.	<b>GRID H.2 TRANSFER OF MEANING</b>  <b>2</b> Accurate transfer of meaning. Faultless or virtually faultless grammar, punctuation and spelling in English.  <b>1</b> Inconsistent transfer of meaning. Mostly accurate but there are errors and/or missed details. There are instances of error in grammar, punctuation and spelling in English.  <b>0</b> Very limited transfer of meaning. A substantial number of elements misunderstood or missing. Significant error in grammar, punctuation and spelling in English.
2	در سال 1957 نویسنده‌ای که گفته می‌شد In 1957 an author who was said	2		
3	از مأموران سازمان جاسوسی انگلستان است، to be an agent of the intelligence service of England,	2		
4	کتابی به نام «حباب طلایی» منتشر کرد. اولین بار در این کتاب بود که published a book called "The Golden Bubble". Here in this book was the first time	2		
5	عبارت «خلیج عربی» به کار برده می‌شد. the phrase "Arabian Gulf" was used.	2		

**Note: Translation marking boundaries proposed at AMEC are as follows:** [2 marks for each segment]

In the early 1950s Britain lost / the exclusive rights to use Iranian oil. / In 1957 an author who was said to be an MI6 agent / published a book called The Golden Bubble. / Here in this book was the first time the phrase 'Arabian Gulf' was used.

## Task/Exercise 9

Question	Answer	Marks [5]	Guidance
a	الف: خودخواه/ منفعت طلب/ به فکر منافع شخصی/ پول پرست	1	<b>Any indication to personal interests</b>  <b>Sentence Completion</b> Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate. اشاره به رکورد شنا و رکورد جهانی قابل قبول است.
b	ب: مرز/حد	1	
c	پ: مقدم بر کشورش/ بالاتر از کشورش/ در اولویت/ هدف اول	1	
d	ت: در همهی آنها نام خلیج فارس آمده است	1	
e	ث: رکورد جهانی شنا	1	

## Task/Exercise 10

Question	Answer	Marks [7]	Guidance
a	الف: مدتی قبل/ چند وقت قبل	1	<b>Multi-choice</b> Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.
b	ب: بازرگان/ همکار/ هم شغل بریتانیایی	1	
c	پ: چیزی که برای کشور خوب است	1	
d	ت: مدارک دولتی/ اداری/ مدارک معتبر و شناخته شده	1	
e	ث: پایمال کرده اند (یا) نادیده گرفته اند/ توجه نکرده اند/ بی اعتنایی/ قبول ندارند/ از قانون پیروی نکردن/	1	
f	ج: جمع خبرنگاران/ نشست/ گردهمایی	1	
g	چ: عوض کردن نظر/ عقیده/ برخورد	1	

## Task 11

## Task specific guidance

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate).
- Familiarise yourself with the text and have a copy to hand so that you can easily spot instances of lifting from the original. The text will not appear on the screen.
- Go through all the responses and assess every question for **comprehension**.
  - d. Marks are awarded on a point by point basis, according to the mark scheme.
  - e. Minimal (additional) irrelevance can be ignored BUT mindless copying (often long chunks) results in no marks for comprehension or QoL
  - f. For comprehension / content, remember that you are a “sympathetic native speaker / sympathetic examiner”. If language interferes slightly but it is clear that the candidate has understood, give the mark for content / comprehension (unless there is ambiguity or it is gibberish). Limited ability to use language will be reflected in the mark awarded under grid C.2. If appropriate, candidates may answer with single words / short phrases.
- **Annotations:**
  - Award 1, 0 or NR without annotation.
  - Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark.
  - Use a cross (X) when a word in the response invalidates an otherwise acceptable answer.
  - Even if the answer is lifted verbatim from the text, **as long as it is a direct answer**, award the comprehension mark but highlight and exclude from Quality of Language assessment.

## Task/Exercise 11

Question	Answer	Marks [10]	Guidance
a	الف: چون کارگر ارزان است و قانون کار وجود ندارد.	1 1	
b	ب: برای او مهم نیست/ بی اعتناست/ توجهی ندارد	1	
c	پ: چون ملاحظات/جنبه‌های مادی مهم‌تر است	1	
d	ت: جغرافی‌دانان یونانی خلیج فارس را نامگذاری کردند	1	
e	ث: استفاده از نام خلیج فارس در اسناد رسمی	1	
f	ج: یک مقام آمریکایی از عبارت "خلیج عربی" استفاده کرد.	1	
g	چ: فروش (60 میلیارد دلار) اسلحه به عربستان سعودی	1 1	
h	ح: روز ملی خلیج فارس / امضای طومار اینترنتی / شنای 1100 کیلومتری کبادی در خلیج فارس	1	

- Assessing **Quality of Language** across Section B

- You will get a separate screen which will be the whole page for exercise 4, 5, 6, 7, 9, 10 and 11 (unannotated). Read all the answers again. You may use the green L marking tool to highlight good language to assist you in the application of Grid C.2. but it is not essential.
- Apply Grid C.2 and enter the mark.
- PE to provide specific guidance on which exercises in Section B will provide best evidence for Quality of Language.



GRID C.2	QUALITY OF LANGUAGE – ACCURACY 10 marks AO3
9-10	Characterised by a <b>high and consistent level of accuracy</b> in use of complex structures, although there may be some errors.
7-8	<b>Language generally accurate.</b> Shows a sound grasp of AS (and/or A2) structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although <b>there may be some inconsistency and errors in more complex areas.</b>
5-6	Shows evidence of <b>fair understanding of grammatical usage.</b> <b>Generally accurate use of simple sentence</b> structures. Some correct use of complex sentence structures. The performance is likely to be <b>patchy and inconsistent.</b>
3-4	Evidence of <b>gaps in basic grammar.</b> <b>Frequent errors</b> of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but <b>evidence of correct use of simple sentence structures.</b> Vocabulary and structures may be quite strongly influenced by the candidate's first language.
0-2	<b>Little evidence of grammatical awareness.</b> <b>Persistent,</b> serious and <b>elementary errors</b> (endings, verb forms, gender of common nouns). Frequent first language interference.

## Task/Exercise 12-19

## Task specific guidance

Mark one essay using the grids N, O, C.2 and F.2.

If a candidate has written more than one essay mark both essays in the normal way but enter the mark for the essay which has earned most marks overall.

Question	Indicative Content	Marks	Guidance
Task 12-19	No Indicative Content – personal response	[25]	<p><b>Grid N guidance</b></p> <p>3–4 – No specific example from TL = cap 4</p> <p>5–6 – Demonstration of originality and/or imagination – applies mainly to imaginative</p> <p>7–8 – Imaginative and/or original response to task – applies mainly to imaginative</p> <p><b>Grid O guidance</b></p> <p>6–9 – Straight narration = more 6/7</p> <p>Evidence of some argument = more 8/9</p>

## Task/Exercise 12-19 – Language (QoL) – Grids C.2 and F.2: [20 marks]

Question	Answer	Marks	Guidance
Task 12-19	Assess for Quality of Language using Grids C.2 and F.2 Appendix 1	<b>[20]</b>	<p>Read the whole response again and assess for Range (Grid F.2) first – i.e. vocabulary and structures. Then assess for Accuracy (Grid C.2). Key words have been highlighted in the grids below. Ignore final sentence of 3-4 band in Grid C.2, because vocabulary and structures have already been assessed under Grid F.2. If you wish, you may use the underlining tool (--) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential. Enter your mark.</p> <p><b>Grid C.2 guidance</b></p> <p>0–2 – Errors ([e.g.] endings, verb forms, gender of common nouns). Frequent first [= <i>other</i>] language interference.</p> <p>3–4 – Errors ([e.g.] endings, verb forms, gender of common nouns, adjectival agreements). Candidate's first [= <i>other</i>] language. Meaning may be unclear; more wrong than right.</p> <p>5–6 – Wrong/right = 50/50</p> <p>7–8 – More right than wrong.</p> <p><b>Grid F.2 guidance</b></p> <p>5–6 – [A range of] syntax and sentence structures appropriate to the [register of the] task.</p> <p>7–8 – Effective = <i>good</i>. Reads easily.</p> <p>9–10 – idiom ≠ <i>idioms</i>.</p>

## APPENDIX 1

GRID N	RELEVANCE AND POINTS OF VIEW 10 marks AO2	GRID O	STRUCTURE AND ANALYSIS 15 marks AO2
9–10	<b>Consistently relevant information</b> that supports points of view and opinions. Shows <b>genuine insight</b> in responding to the task.	13–15	The response displays genuine control and clarity. A very well-developed argument. Confident ability to develop an argument, analyse and evaluate, and draw conclusions.
7–8	Relevant <b>information</b> that <b>responds to the requirements</b> of the task and is used to support points of view and opinions. Produces an imaginative and/or original response to the task.	10–12	Coherently structured and organised response. Points of view are <b>linked in a logical sequence</b> . <b>Able to develop an argument</b> , analyse and evaluate, and draw conclusions.
5–6	The <b>information</b> given is <b>mainly relevant</b> to the task. Points of view and opinions are generally supported by some factual evidence. May demonstrate some originality and/or imagination.	6–9	Structured and organised response. Points of view are <b>mostly linked in a logical sequence</b> . Shows some ability to develop an argument, analyse and evaluate and draw conclusions.
3–4	Includes <b>some relevant information</b> but does <b>not always address the requirements</b> of the task. May have some difficulty in expressing points of view and/or narrating events and/or communicating factual information.	3–5	Shows <b>some ability to structure</b> and organise the response. <b>Limited ability to develop an argument</b> , analyse and evaluate, and draw conclusions.
0–2	The response to the task is likely to be very short and/or irrelevant and/or very superficial.	0–2	<b>Random organisation</b> of the response. <b>Limited attempt to develop an argument</b> , analyse and evaluate, and draw conclusions.

GRID C.2		QUALITY OF LANGUAGE (ACCURACY) 10 marks AO3
9–10	Characterised by a <b>high and consistent level of accuracy</b> in use of complex structures, although there <b>may be some errors</b> .	
7–8	Language <b>generally accurate</b> . Shows a sound grasp of AS and/or A2 structures, as appropriate. <b>Generally correct use of complex</b> structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.	
5–6	Shows evidence of fair understanding of grammatical usage. <b>Generally accurate use of simple</b> sentence structures. <b>Some correct use of complex</b> sentence structures. The performance is likely to be <b>patchy</b> and <b>inconsistent</b> .	
3–4	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.	
0–2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.	

GRID F.2		QUALITY OF LANGUAGE (RANGE) 10 marks AO3
9–10	Effective and confident use of a <b>wide range of vocabulary and idiom</b> with a <b>variety of complex sentence structures</b> .	
7–8	Effective use of a range of vocabulary and structures appropriate to the task, with little repetition. A positive attempt to introduce variety and to use a range of complex sentence structures (though not always able to maintain correct usage).	
5–6	<b>Attempts to extend the range of vocabulary</b> , though still rather repetitive. <b>Attempts to use more complex language</b> with <b>some success</b> in producing a range of syntax and sentence structures appropriate to the task.	
3–4	Use of a restricted range of vocabulary and structures. Frequent repetition of the same words and phrases. Some attempt (not necessarily successful) at the use of more complex sentence structures.	
0–2	Only <b>simple sentence patterns</b> . Very <b>limited vocabulary</b> . Very <b>limited range of structures</b> .	

## APPENDIX 2

## Transcripts of Listening Texts

Note for Document production team: This section of the mark scheme must stay in Portrait format until after the standardisation meeting.

## Task/Exercise 1

[SETTING: Monologue]  
(One Male voice)

Eng: Exercise 1:

Listen to what Ali has to say, and then answer the questions below **IN ENGLISH**.

**Policing Retail Prices – an awakening experience!**

علی: از فروشنده پرسیدم: ببخشین، قیمت این کلاه چنده؟ گفت: شغلتون چیه؟!  
گفتم: آرایشگر. گفت 2000 تومن. وقتی جلوی آینه کلاهو امتحان می‌کردم، یه  
مشتری دیگه از فروشنده سؤال منو تکرار کرد و همون جوابو شنید. مشتری گفت  
کارخونه‌داره. فروشنده قیمت همون کلاهو 5000 تومن اعلام کرد. مشتری هم بدون  
چونه، پولو داد و فروشگاه رو ترک کرد.

من که از تعجب داشتم شاخ در می‌آوردم با اعتراض به فروشنده گفتم: آقا این کار  
منصفانه نیست. شما بر اساس شغل مشتری قیمت اجناستونو تعیین می‌کنین؟ گفت: بله  
قربان، اگه دولت قدرت نداره که ثروتو (ثروت را) به طور عادلانه بین مردم تقسیم  
کنه، خود ما باید دست به کار بشیم.

وقتی رسیدم سر کار، دیدم فهرست قیمت‌ها که رو دیوار بود عوض شده. نوشته بود:  
آرایش ساده برای کارگران 1000 تومن؛ برای کارمندان 2000 تومن؛ برای مدیران  
3000 تومن و همین‌طور می‌رفت بالا. از شدت عصبانیت سر همکارم داد زدم که این  
چه وضعیه؟ بعد خوشبختانه با صدای خودم از خواب بیدار شدم. خدارو شکر کردم که  
هنوز وضع جامعه به جایی نرسیده که قیمت‌ها بر اساس شغل افراد تعیین بشه!

## Task/Exercise 2

[SETTING: CONVERSATION]  
(One Male voice + one Female voice)

تمرین 2:

پیشرفت‌های فن‌آوری و تأثیر آن بر رفتار انسان

به گفت‌وگوی سیروس (س) و مریم (م) گوش کنید و سپس پرسش‌ها را به فارسی پاسخ دهید.

س: یادم می‌آید قدیما وقتی اعضای خانواده دور هم جمع می‌شدیم، همه حواسمون به همدیگه بود – مهم نبود کجا بودیم، چه تو خونه، چه بیرون، مثلاً تو پارک یا تو رستوران: صحبت می‌کردیم، بازی می‌کردیم، مسابقه می‌دادیم، مشاعره می‌کردیم.

م: اما حالا متأسفانه حتی وقتی همگی یه جا جمع هستیم، از نظر جسمی باهمیم، اما فکرامون جاهای دیگه‌س! یعنی کنار هم نشستیم اما هر کسی سرگرم انگشت زدن به تکمه‌های موبایل یا کامپیوترشه!

س: مثلاً کنار علی نشستیم اما داریم به رضا پیامک می‌فرستیم!

م: سؤال اینجاس که اگه همون رضا کنارمون نشسته بود، به کی پیامک می‌فرستادیم؟ علی؟!

س: راستش، این تغییر در سبک زندگی اصلاً برای من قابل درک نیست چرا که معنی‌ش اینه که ما تماس دیجیتالی و از راه دور رو به ارتباط حضوری ترجیح می‌دیم!

م: گفتی راه دور، اگه با کسی که از یه شهر یا کشور دیگه تلفن کرده صحبت کنیم، اشکالی نداره.

س: به شرطی که نتونیم این گفت‌وگو رو به یه وقت دیگه بندازیم. به نظر من جواب دادن به تلفن‌های غیر فوری در حالی که در حضور دیگران هستیم بی‌احترامی و توهینه.

م: می‌کن تلفن‌های همراه مثل سیگار هستن و به همون اندازه اعتیاد آور.

س: شاید هم بیشتر! دوستم، علی، می‌گه: زندگی بدون تلفن همراه غیرممکنه و هر بار صداشو می‌شنوم دوباره عاشقش می‌شم!

م: چیزی که منو بیشتر از همه آزار می‌ده صدای زنگ‌های گوش‌خراشه.

س: از اون بدتر وقتی که به جای زنگ تلفن جمله‌های مسخره و گاهی رکیک می‌شنویم. مثلاً تو اتوبوس بودم که یه دفعه از تلفن همراه مسافر پهلویم یه صدای ضبط شده فریاد زد: "احمد، گوشی رو بردار!" صاحب تلفن داشت چرت می‌زد. این جمله چند بار تکرار شد و بار آخر با عصبانیت گفت: احمق، گوشی رو بردار! بازم خوابی؟

م: من یه روز تو اتوبوس صدای موسیقی قشنگی از تلفن موبایل یه مسافر شنیدم. به شوخی بهش گفتم: موسیقیش قشنگه، لطفاً بذارید بزنه! طرف نگاه غضبناکی بهم کرد و همونجا پیاده شد!

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