

GCE

Gujarati

Unit **F883**: Listening, Reading and Writing 1

Advanced Subsidiary GCE

Mark Scheme for June 2015

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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.

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Annotations used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)

Annotation	Meaning
	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

Abbreviations Meaning

- / Alternative and acceptable answers for the same marking point
- () Words which are not essential to gain the mark
- Underlined words must be included to gain the mark

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 1: Listening – ௧௫

Question	Answer	Marks [12]	Guidance
௮) a/௧	௨	1	Multi-choice This task is scanned in by the page. Marks are awarded individually. No annotations are necessary.
b/௮	௭	1	
c/௩	3	1	
d/௮	௪	1	
௯) e/௮	௩	1	
	௩	1	
f/௭	௧	1	
g/௪	௮	1	
h/௩	௮	1	
i/௨	௩		
j/6	௮	1	
k/5	௧.	1	
l/6	௧	1	

Task 2: Listening – ૨૦૧૦ની કોમનવેલ્થ રમતો

Question	Answer	Marks [13]	Guidance
a/ક	ઘણી	1	Gap-fill The elements are scanned by the page. No annotation is necessary. b and c interchangeable
b/ખ	કરતાં	1	
c/ગ	નકારાત્મક	1	
d/ઘ	ઊણપ	1	
e/ચ	મુસીબતો	1	
f/છ	શરૂઆતનો	1	
g/જ	મનમાં	1	
h/ઝ	વિચાર	1	
i/ટ	ખર્ચ	1	
j/ઠ	સુવિધાઓ	1	
k/ડ	કારણે	1	
l/ઢ	જાગૃતિ	1	
m/ણ	કસરત	1	

Task 3: Listening –Shopping – a pleasure or boredom**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 Gujarati get no marks.

Question	Answer	Marks [15]	Guidance
a	At his Gujarati School	1	
b	Watch a football match	1	
c	Go shopping with his mother	1	
d	He was at work	1	
e	that she goes shopping on Sunday	1	
f	the vegetables would be stale / left overnight.	1	Accept –fresh vegetables sold out on Saturday
g	(i) his side ribs could be hurt by people's elbows	1	Accept if stomach or area around ribs mentioned instead of ribs.
	(ii) his face hurt by someone's umbrella	1	Accept the three answers in any order
	(iii) his legs could be knocked by someone's trolley	1	
h(i)	that he could wait outside	1	

Question	Answer	Marks [15]	Guidance
h(ii)	he did not want - to wait out in the bitter cold / another cold	1	
i	(i) she goes round all the shops looking	1	
	(ii) she would then think what everyone would like	1	
	(iii) she would then go back to the shop which had the most fresh vegetables	1	
j	He sits in the tea shop sipping tea	1	

Task 4 10 marks for Communication (Grid H1), 10 marks for Quality of Language (QoL)**Task Specific Guidance**

- The candidate response will be scanned in twice. The marks for Communication are awarded the first time. The second image is for you to assess the QoL.
- **Communication:** This is a transfer of meaning exercise, not a word-for-word translation, so there may be several ways of putting the points across. Key elements of the points are underlined in the mark scheme. For communication / content, assess as a “sympathetic native speaker / sympathetic examiner” and give credit accordingly.
- **Annotations:**
- In the body of text, use a tick (✓) to show that a point has been fully and successfully conveyed.
- If an element of the point has been omitted, use the caret sign (^).
- If a point has been omitted, is incorrectly rendered or is rendered in a way that would be incomprehensible, use no annotation.
- Use a cross (X) when a word in the response invalidates an otherwise acceptable answer.
- The annotations will give a global impression to help you apply Grid H.1 accurately and consistently.
- Grid H.1: The ticks will show the number of points successfully conveyed. These will normally correspond with the marks you award.

Task 4: Communication points

Question	Answer	Marks	Guidance	
		[10]	Accept	Do not accept
1	<ul style="list-style-type: none"> Last year when I came to see you હું ગયે વર્ષે તમને મળવા આવ્યો ત્યારે 	1		
	<ul style="list-style-type: none"> I had a good time in the village મને ગામમાં ખૂબ મજા પડી હતી 	1		
2	<ul style="list-style-type: none"> I am looking forward to હું ખૂબ આતુર છું 	1		
	<ul style="list-style-type: none"> helping you again in the mango farm. તમને આંબાવાડિયામાં ફરીથી મદદ કરવા માટે 	1		
3	<ul style="list-style-type: none"> Will my aunt be able શું મારાં કાકી મને 	1		
	<ul style="list-style-type: none"> to take me shopping in Jamnagar? જામનગરમાં ખરીદી કરવા લઈ જઈ શકશે? 	1		

Question	Answer	Marks	Guidance	
		[10]	Accept	Do not accept
4	<ul style="list-style-type: none"> My mother would like મારાં માતાને જોઈએ છે 	1		
	<ul style="list-style-type: none"> some silk sarees from there. ત્યાંથી થોડીક રેશમની સાડીઓ 	1		
5	<ul style="list-style-type: none"> May I also visit the villages મહેરબાની કરીને, હું ગામડાઓની મુલાકાત લઈ શકું? 	1		
	<ul style="list-style-type: none"> around Jamnagar, please? જામનગરની આસપાસના 	1		

Task 4

GRID H.1	COMMUNICATION 10 marks AO2
9-10	Most or all of the information successfully conveyed.
7-8	Three quarters of the points conveyed.
5-6	Half of the information successfully conveyed.
3-4	Only a quarter of the points conveyed.
0-2	Very little or no information conveyed.

Task 4

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. At AS level, one year beyond GCSE, the only complexity of language that is expected is that required by the task. 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 high and consistent level of accuracy in use of complex structures, although there may be some errors.
7-8	Language generally accurate. Shows a sound grasp of AS (and/or A2) structures, as appropriate. Generally correct use of complex 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. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
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.

Section B: Reading and Writing

Task 5 a: વાહનવ્યવહાર

Question						Marks	Guidance
સવાલ	શમા	સાજન	બંસરી	મુખ્તાર	સકીના	[10]	1 mark for each correct answer
દાખલો				✓	✓		This task is scanned in by the page. The marks are awarded individually. No annotations are necessary. If the candidate has put more than 10 ticks add up the total number of correct marks and deduct 1 mark for each tick over 10.
ક		✓					
ખ			✓				
ગ	✓				✓		
ઘ	✓			✓			
ચ		✓					
છ				✓			
જ			✓		✓		

Task 5b: વાહન વ્યવહાર

Question	Answer	Marks [10]	Guidance
a/ક	આરામદાયક	1	Gap-fill The elements are scanned by the page. No annotation is necessary.
b/ખ	વ્યવસ્થા	1	
c/ગ	પ્રવૃત્તિ	1	
d/ઘ	લાભ	1	
e/ચ	દિવસ	1	
f/છ	આનંદથી	1	
g/જ	જાહેર	1	
h/ઝ	આગળ	1	
i/ટ	બીજું વાહન લેવું	1	
j/ઠ	સુધારો	1	

Task 6: નાનુકાકા અને ટપાલખાતું**Task specific guidance**

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate). The entire page will then appear on the screen for you to assess the QoL.
- Familiarize 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 C2. 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 6: નાનુકાકા અને ટપાલખાતું

NOTE: SIGNIFICANT AMENDMENT TO THIS TASK WILL REQUIRE THE RE-WRITING OF PART OF THE MARKSCHEME

Question	Answer	Marks [20]	Guidance
a/ક	એકાંતરે	1	
b/ખ	તેઓ આંગણામાં આવીને નામ બોલતા	1	
c/ગ	નોકરી, ખેતી, શિક્ષણ	1	
d/ઘ	(૧) તેમને ઘરની પાળી પર બેસાડતી	1	
	(૨) પીવા માટે ઠંડું પાણી આપતી	1	
e/ચ	તેઓ યા પીવા રોકાતા.	1	
	વાતચીતમાં સમય જતો	1	

Task 6 cont...

Question	Answer	Marks [20]	Guidance
f/છ	ચાલીને	1	
g/જ	૧. જ્યારે વધારે ટપાલ હોય ૨. જ્યારે દૂર જવાનું હોય	1 1	
h/ઝ	પોસ્ટકાર્ડ પત્રો તાર સંપેતરા	2	0-1 0 mark 1-3 1 mark 4 2 marks
i/ટ	નાનુ કાકા ચોકસાઈથી ટપાલ આપતા / કદી ભૂલચુક ન કરતા. જેની ટપાલ હોય તેને ઘેર આપી આવતા.	1 1	
k/ઠ	કે નાનુકાકા અમસ્તા જ ગંભીર દેખાતા હતા	1	
l/ડ	નાનુકાકાને ચા પીવા બોલાવ્યા.	1	

Question	Answer	Marks [20]	Guidance
મ/ઢ	અડઘા ઘરોમાં કંપ્યુટરો વસાવવામાં આવ્યાં હતાં	1	
ન/ણ	(i) તેમને બીજું કંઈ આવડતું ન હતું.	1	
	(ii) તેમની પાસે બીજા કામની તાલીમ ન હતી.	1	
	(iii) તેઓ વૃદ્ધ થતા જતા હતા.	1	

Task 6 cont...

- Assessing **Quality of Language**
 - a. You will get a separate screen which will be the whole page (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.
 - b. Apply Grid C.2 and enter the mark.
 - c. When candidates have left several questions unanswered, click on “fit height” to have an overall view.
 - If only 1/3 of the questions have been answered, the maximum mark for C2 is the 5/6 band
 - If only 2/3 of the questions have been answered, the maximum mark for C2 is the 7/8 band

GRID C.2	QUALITY OF LANGUAGE - ACCURACY 10 marks AO3
9-10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.
7-8	Language generally accurate. Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex 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. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
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.

Task 7: यु.के.मां शिक्षण**Task specific guidance**

Have a copy of the text to hand and familiarize yourself with it, so that you can easily spot instances of lifting from the original. Only the candidates' work will appear on the screen. You will have three successive screens 8a, 8b and then 8a + 8b again, but without the annotations in order to assess QoL.

Task 7a Comprehension. Grid I [10 marks]**a. Annotations:**

- In the body of text, use a green tick ✓ to show that a point from the mark scheme below has been fully and successfully conveyed.
- If an element of the point has been omitted, use the caret sign (λ).
- If a point has been omitted, is incorrectly rendered or is rendered in a way that would be incomprehensible, use no annotation.

The annotations will give a global impression to help you apply Grid I accurately and consistently.

b. **Grid I:** Looking at the annotations, assess what proportion of the points has been conveyed and apply Grid I. Enter your mark.

c. **Copying / lifting:** If chunks of the text are simply copied, award marks for comprehension but there is a limit of 3-4 marks for (a) if the entire answer is lifted (see Grid I). Verbatim copying of the stimulus text results in no marks. Use the highlighting tool to show lifted language. Only phrases of 5 words or more should be counted as lifted language.

Task 7 cont... યુ.કે.માં શિક્ષણ

Question	Indicative content	Marks	Guidance	
	NOTE SOME AMENDMENTS REQUIRED TO THE INDICATIVE CONTENT DUE TO SLIGHT CHANGES IN TEXT	[10]	Content	Levels of Response
				Grid I COMPREHENSION OF TEXT
1	સામાન્ય રીતે યુ.કે.નું શિક્ષણ સરસ છે.			9-10 Consistently relevant information. Includes nearly all the points from the original passage. Shows a very clear understanding of the text
2	શિક્ષકો અને બાળકો સારી રીતે વ્યવહાર કરે છે અને ખૂબ મહેનત કરે છે			7-8 Relevant information showing understanding of up to two thirds of the points from the original passage. There may be one or two instances of lifting from the original passage.
3	કોઈ વિદ્યાર્થીઓ બીજાં વિદ્યાર્થીઓ સાથે દાદાગીરી કરે છે			5-6 Some relevant information showing understanding of up to half of the points. There may be instances of lifting from the original passage.
4	તેઓ તોફાન કરીને ભાંગફોડ કરે છે			3-4 Little relevant information. Includes up to a third of the points, showing understanding of some of the points. Over-reliance on phrases lifted from the original passage.
5	શિક્ષકો વિદ્યાર્થીઓની નિયમિતતાની કાળજી રાખે છે. અમુક વિદ્યાર્થીઓ ઘણો વખત ગેરહાજર રહે છે.			
6	શિક્ષકો ગુનેગારી વલણવાળા વિદ્યાર્થીઓને બદલવા મહેનત કરે છે.			

Question	Indicative content	Marks	Guidance	
	NOTE SOME AMENDMENTS REQUIRED TO THE INDICATIVE CONTENT DUE TO SLIGHT CHANGES IN TEXT	[10]	Content	Levels of Response
7	શિક્ષકો વિદ્યાર્થીના તનમનની તંદુરસ્તી વિશે શીખવે છે			0-2 No relevant information or supplies one or two relevant points from the original passage.
8	આ વિદ્યાર્થીઓને જીવનભર કામ આવે છે.			
9	નિશાળોને પૂરતા નાણાં નથી મળતાં			
10	નિશાળો પૈસા બગાડે છે.			
11	ઓછા વિદ્યાર્થીઓ હોય એ નિશાળોને ઓછા પૈસા મળે છે.			
12	માતાપિતાને પોતાના બાળકોને સારી નિશાળમાં જ મોકલવા હોય છે.			
13	આચાર્યોના પ્રયત્નોથી નિશાળનું ધોરણ ઊંચું આવે છે..			
14	જે કામ થાય છે તેમાંથી વિદ્યાર્થીઓ સરસ જીવન જીવી શકે છે / કંઈક બની શકે છે.			
15	ખાનગી શિક્ષણમાં પૈસા બગાડવાની જરૂર નથી.			

Task 7(b) Response Grid J [20 marks]

Question	Answer	Marks	Guidance	
		[20]	Content	Levels of Response
	No Indicative Content – personal response		<p>Grid J: Looking at the annotations, assess the quality of the response to the text and apply Grid J. NB: “imagination” and “insight” are interpreted conservatively. The number of ticks you have awarded will indicate a mark band. You must then use your professional judgement to fine tune your marking. You may look at the quality of the candidate's points and go down a mark or two if they seem rather pedestrian or repetitive. Similarly an attempt at originality or humour could gain an extra mark or two. Enter your mark.</p> <ul style="list-style-type: none"> Use the green tick (✓) in the body of the text to show each opinion / personal response and a green tick (✓+) in body of text to show a development / extension of the opinion. NB: one opinion may have several extensions. 	<p>GRID J RESPONSE TO TEXT</p> <p>16-20 Responds with well developed points of view which show insight, originality and imagination.</p> <p>12-15 Expresses points of view which are consistently developed and respond to the requirements of the task. Shows some originality and/or imagination</p> <p>8-11 Expresses points of view which respond to the requirements of the task. Some of these may be developed and there may be some originality and/or imagination.</p> <p>4-7 Manages the beginning of a response to the requirements of the task. May have difficulty in expressing and/or developing points.</p> <p>0-3 Very short. May not go beyond points of view already expressed in the original text.</p>

Task 8(a) + 8(b) – Language (QoL) – Grids C.2 and F.2: [20 marks]

Question	Answer	Marks	Guidance
Task 8a+b	Assess for Quality of Language using Grids C2 and F2 Appendix 1	[20]	<p>a. Read the whole response again and assess for Range (Grid F2) first – i.e. vocabulary and structures. Then assess for Accuracy (Grid C2). Key words have been highlighted in the grids below. Ignore final sentence of 3-4 band in Grid C2, because vocabulary and structures have already been assessed under Grid F2. 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. Ignore language lifted from the text when assessing language (See Task 8a above). Lifted language is not credited for QoL – only content points and/or personal response.</p>

APPENDIX 1

GRID C.2	QUALITY OF LANGUAGE - ACCURACY 10 marks AO3	GRID F.2	QUALITY OF LANGUAGE (RANGE) 10 marks AO3
9-10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.	9-10	Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence structures .
7-8	Language generally accurate. Shows a sound grasp of AS (and/or A2) structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas .	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	Shows evidence of fair understanding of grammatical usage . Generally accurate use of simple sentence structures . Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent .	5-6	Attempts to extend the range of vocabulary, though still rather repetitive. Attempts to use more complex language with some success in producing a range of syntax and sentence structures appropriate to the task.
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).	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	Little evidence of grammatical awareness . Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.	0-2	Only simple sentence patterns . Very limited vocabulary. Very limited range of structures.

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.

સવાલ ૧: શ્રવણ

[૧૨ ગુણ]

દૂધ – ગુજરાતી આહારનું આવશ્યક અંગ

ઉનાળાની બળબળતી બપોરે દૂધમાં થોડો ઠંડાઈનો મસાલો હલાવીને શરબતની શિતળતા માણો કે હૂંફાળા દૂધમાં ચમચી જેટલું દહીં મૂકીને બીજે દિવસે તેની છાશ બનાવીને પીઓ અથવા ઉકળતા દૂધમાં લીંબુ નીચોવીને પનીર બનાવો કે પછી દૂધને ખૂબ ઉકાળીને માવો કરી બરફી પાથરો. દૂધનું દહીંમાં રૂપાંતર કર્યા પછી એમાંથી બનતી છાશ કે લસી યુ.કે.ના ભારતીય રેસ્ટોરાંનું એક લોકપ્રિય પીણું છે. ખોરાકની પરેજી પાળતા હોય એ સિવાયના ભાગ્યે જ કોઈ હશે જે દૂધ ન લેતા હોય. હા, જેને દૂધ પચતું ન હોય તેની વાત જુદી છે. અમુક ગુજરાતીઓ તેમનાં યુવાન-યુવતીઓનાં વિવાહ પ્રસંગે ખાસ કેસર અને બદામ-પિસ્તાંવાળું ઉકાળેલું દૂધ પીવાનું રાખે છે. આ બધા જ મહેમાનોને ગરમ ગરમ પીરસવામાં આવે છે. વિધિમાં છેલ્લે માવાના પેંડાથી સૌ આ નવા સંબંધને ‘મીઠો’ કરે છે.

[117 words – 1m 10 sec]

સવાલ ૨: શ્રવણ

[૧૩ ગુણ]

૨૦૧૦ની કોમનવેલ્થ રમતો

૨૦૧૦ની કોમનવેલ્થ રમતો ભારતના પાટનગર દિલ્હીમાં યોજવામાં આવી હતી. દિલ્હીમાં રજૂ થનાર આ રમતોમાં અનેક સ્પર્ધાઓ હતી. દિલ્હીમાં યોજવામાં આવેલા આંતરરાષ્ટ્રીય કાર્યક્રમોમાં આ સૌથી મોટો કાર્યક્રમ હતો. રમતોની તૈયારી વખતે ઘણા માધ્યમોએ ભારતમાં સુરક્ષા તથા ચોખ્ખાઈ વિશેની ખામીઓ અને આયોજકોના કામની ધીમી ગતિ વિશે સમાચાર આપ્યા હતા. પણ આખી દુનિયાએ જેના વખાણ કર્યા તે પ્રારંભની વિધિએ ભારતની રમતગમતના ચિત્રને ઘણું સુધારી દીધું. આથી સૌના નકારાત્મક વિચારોનો નાશ થયો. જો કે ખુદ ભારતના કેટલાક લોકોને પણ લાગતું કે તેમના દેશને આ રમતગમતનો ખર્ચ કેવી રીતે પરવડશે. કેટલાકને એમ પણ થતું એ ખર્ચ ભારતમાં સગવડો વધારવા થયો હોત તો વધારે સારું હતું. ગમે તે કહીએ, પણ ભારતમાં આ રમતો રમાયા પછી ત્યાંના લોકોમાં વ્યાયામ કરવાનો અને રમતો રમવાનો શોખ વધતો ગયો છે.

[120 words – 1 minute 10 sec]

Task 3: Listening

[15 marks]

Shopping – a pleasure or a bore?

શનિવાર સવારની ગુજરાતી નિશાળમાંથી કમલ બપોરના એક વાગે ઘેર આવ્યો ત્યારે તેની મમ્મીએ ગરમ ગરમ ભજિયાં તૈયાર રાખ્યાં હતાં. આમલીની ખાટીમીઠી ચટણીની સાથે પેટ ભરીને ભજિયાં ખાધાં પછી તે તેની માનીતી ફૂટબોલ ક્લબની મેચ જોવાનું સ્વપ્ન સેવતો હતો ત્યાં તો તેણે મમ્મીની જોરદાર બૂમ સાંભળી.

“કમલ, ખાઈ લીધું હોય તો ઝટપટ તૈયાર થઈ જા. આજે તારે મારી સાથે ખરીદી કરવા આવવાનું છે કારણ કે તારા પપ્પા કામે ગયા છે.”

“માર્યા ઠારા!” કમલના સ્વપ્નનો મહેલ કડકડભૂસ કરતો તૂટી ગયો. “પણ તું પપ્પા સાથે આવતીકાલે દુકાને જઈ આવજે ને. બધા જ ભારતીય દુકાનદારો રવિવારે પણ દુકાનો ખુલ્લી રાખે છે.”

“હા, દુકાનો તો ખુલ્લી હોય છે પણ તાજાં શાકભાજી શનિવારે જ વેચાઈ જાય પછી રવિવારે સાવ વાસી શાક મળે!” મમ્મી તડક્યાં.

“પણ મમ્મી આજે દુકાનમાં એટલા લોકો હશે કે કોઈની કોણી મારા પડખામાં, કોઈની છત્રી મારા ચહેરા પર કે કોઈની ટ્રોલી મારા પગમાં વાગ્યા વગર નહિ રહે. પછી દુખાવો તો મારે જ સહન કરવાનો ને?”

“એમ સાવ ખોટાં બહાનાં ન બતાવ. તું તારે બહાર ઊભો રહેજે અને હું ખરીદેલો સામાન તને આપતી જઈશ.”

“અરે ભગવાન!” કમલે મનમાં જ વિચાર્યું, “હજુ તો મારી શરદી માંડ મટી છે. આવી કડકડતી ઠંડીમાં મને બહારે ઊભો રાખતાં મમ્મીને કંઈ થશે નહિ? શાકભાજીની ખરીદી તો અડધા કલાકમાં થઈ જાય, પણ મમ્મી. પહેલાં બધી દુકાનોમાં ફરશે, પછી વિચારશે કે બધાંને શું ભાવશે, અને તે વસ્તુ જે દુકાનમાં સૌથી તાજી હશે ત્યાં ફરીથી જશે અને પછી ખરીદી કરશે એટલે સહેજે બે કલાક થશે. ઉપરાંત અનાજ - મસાલાની દરખાસ્તો મૂકી હશે તો જરૂર ન હોય એવો કેટલોય સામાન ઉસેડી લેશે અને પછી મારે એ બધો સામાન ગાડી સુધી ઊંચકી જવાનો. એટલે જ તો મમ્મી ખરીદી કરતી હોય એટલી વાર પપ્પા ચાવાળાની દુકાને આરામથી ચા પીવા બેસી જાય છે.”

[277 words – 2mins 40 sec.]

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