

**GCE**

**Persian**

Unit **F885**: Persian: Listening, Reading and Writing 1

Advanced Subsidiary GCE

**Mark Scheme for June 2018**

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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.

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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
na	Highlight
	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.
- The award of marks is not necessarily dependent on the specific wording in the detailed sheets which follow. Other wordings will score the marks, provided they are semantically equivalent. If the language used by the candidate conveys meaning and also answers the question, then the mark(s) should normally be credited for comprehension (c.f. “sympathetic native speaker/sympathetic examiner”). Use your professional judgement to apply the marking principles given in this mark scheme but if you are still in doubt about the validity of any answer, then consult your Team Leader by phone, the messaging system within SCORIS or e-mail.
- Language marks: These are assessed separately – Grids C.2 and F.2 – See guidance in the detailed sheets below.
- Where candidates give alternative answers, only the first one written, or the one on the line should be marked.

## Section A: Listening and Writing

## Exercise 1:

Question	Answer	Marks [12]	Guidance
1	J.	1	<b>Multi-choice</b>  <b>either</b> Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.  <b>or</b> This task is scanned in by the page. Marks are awarded individually. No annotations are necessary.
2	J.	1	
3	J.	1	
4	J.	1	
5	J.	1	
6	J.	1	
7	J.	1	
8	J.	1	
9	J.	1	
10	J.	1	
11	J.	1	
12	J.	1	

## Exercise 2

Question	Answer	Marks [13]	Guidance
الف	18 - اعضای	1	<b>Gap-fill either</b> The elements are scanned in individually. No annotation is necessary. Enter 1,0 or NR as appropriate. Ignore mis-spellings.  <b>Or</b> The elements are scanned by the page. No annotation is necessary.
ب	11- کسل کننده‌ای	1	
پ	7 - مواد غذایی	1	
ت	8 - چرخ دستی	1	
ث	16 - سوپرمارکت	1	
ج	1- وسائل الکتریکی	1	
چ	10 - نیازی ندارم	1	
ح	17 - بحث	1	
خ	14 - شبیه	1	
د	4 - مصرف زدگی	1	
ذ	19- تغییر دهد	1	
ر	2 - توافق می‌کنیم	1	
ز	5 - تکراری	1	

**Exercise 3****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 Target language get no marks.

Question	Answer	Marks [15]	Guidance	
1	To prepare their players for World Cup	[1]	Worldwide /international games accepted Publisher & reporter/sport news not accepted	
2	Sport magazine – the head coach (of National Youth Football Team)	[1] & [1]		
3	players' self-confidence it is a very important factor (for this age group)	[1] [1]		
4	they have succeeded in the first stage entered in to 2016 Championship in India / found their weaknesses	[1] [1]		
5	technical issues	[1]		2 out of 3
6	practices in places where the weather is similar to India's climate/weather	[1]		Any indication to technical problems
7	to raise their skills / to take part in more international matches / play with European teams who take part in these competitions / should take opportunities to learn more.	[1] [1] [1]		3 out of 4
8	all (sixteen) selected teams are very good / strong	[1]		
9	should have good plans (in a year left before final)	[1]		
10	find / bring /hire new players / force amongst talented youngsters to team.	[1]		

**Exercise 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	
			Accept	Do not accept
		[10]		
	<p>من شانزده سال دارم / و هنوز در دبیرستان هستم. / من از سن هفت سالگی فوتبال بازی میکرده‌ام. / از سن چهارده سالگی / کاپیتان تیم فوتبال مدرسه‌مان بودم. / تیم ما سال گذشته در بازیهای نهایی / تمام مدارس شیراز برنده شد. / من فکر می‌کنم که استعداد و آمادگی این را دارم / که در تیم فوتبال شما بازی کنم. / من واقعاً علاقمندم که از این فرصت استفاده کنم.</p>			



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

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 <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

## Exercise 5 – Part a

Question	Answer	Marks [10]	Guidance
1	ب - a		<b>1 mark for each correct answer</b>
2	ب - b		This task is scanned in by the page. The marks are awarded individually. No annotations are necessary.
3	ب - b		
4	ب - c		
5	ب - b		
6	الف - a		
7	الف - a		
8	ب - b		
9	ب - b		
10	ب - c		

## Exercise 5 – Part b

Questions					Marks	Guidance
	مریم	پوران	سام	هیراد	<b>[10]</b>	<b>1 mark for each correct answer</b>
<b>1</b>		<b>X</b>	<b>X</b>	<b>X</b>		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.
<b>2</b>	<b>X</b>	<b>X</b>	<b>X</b>			
<b>3</b>		<b>X</b>				
<b>4</b>	<b>X</b>	<b>X</b>	<b>X</b>			

**Exercise 6****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 (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.

**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.

## Exercise 6

Question	Answer	Marks	Guidance	
			Accept	Do not accept
		[20]		
1	از بررسی نوشته‌ها و اسناد تاریخی	1	2 out of 3	
2	تجاری - زیارتی - تفریحی	1&1		
3	پیدا کردن مشتری - از طریق جاده های تاریخی ایران ( مانند جاده‌ی آبریشم به چین و هندوستان) سفر می کردند	1&1		
4	گزارش‌ها / سفرنامه‌ها / نوشته‌ها	1		
5	مکان‌های جدید را ببینند - روش زندگی مردم کشورهای دیگر را بشناسند.	1&1		
6	چون این امر برگشت به کار و / ادامه‌ی زندگی روزمره را برایشان آسان‌تر و خوشایندتر می‌کند	1&1		
7	امکان سفرهای هوایی - رفتن به جاهای دور دست (برای مدتی کوتاه)	1&1		
8	(روز ۲۷ سپتامبر) یک روز به نام روز جهانی گردشگری نامگذاری شده است	1		
9	جاذبه های گردشگری آن پرتنوع و باارزش است	1	There should be reference to tourist attractions	
10	آثار تمدن باستان، غارهای آبی، بیابان‌ها و کویرها، محل‌های طبیعی اسکی	1&1&1		
11	ناآرامی‌های / ناامنی‌های اجتماعی / سیاسی - حوادث طبیعی / مانند زلزله / سیل	1&1		
12	(برهم خوردن و قطع) روابط سیاسی بین کشورها	1	3 out of 4	

**Exercise 6**

- 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 <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.

## Exercise 7

## Task specific guidance

Question	Indicative content	Marks	Levels of Response
	<p>غذا و سلامت جسمی و روانی</p> <p>درباره‌ی اثر تغذیه‌ی سالم در سلامت جسمی بسیار شنیده و خوانده‌ایم / و درباره‌ی اینکه اساسی‌ترین راه دستیابی به سلامت بدن، خوردن غذاهای سالم و فعالیت‌های بدنی است، / پژوهش‌های بی‌شماری انجام شده و اطلاعات زیادی در دسترس مردم قرار گرفته است.</p> <p>بررسی‌ها و پژوهش‌های انجام شده در کتابی که اخیراً در آمریکا چاپ و منتشر گردیده است/ نشان می‌دهد تغییراتی که در پنجاه سال گذشته در رژیم غذایی به وجود آمده، نقش مهمی در افزایش بیماری‌های روانی داشته است. / روشی که در حال حاضر برای تولید غذاها به کار می‌رود، ترکیب و ساخت مواد غذایی مهم را برهم زده است؛ / به طور مثال، مردم بیشتر غذاهای آماده مصرف می‌کنند که میزان قند و چربی و نمک موجود در آنها زیاد است و/ این کار مغز را کُند کرده ، موجب افسردگی و ضَعف حافظه می‌شود. /</p> <p>البته ویژگی‌های دیگری نیز برای غذای سالم در نظر گرفته می‌شود. / به طور کلی غذای سالم غذایی است که همه‌ی مواد به کار رفته در آن، سالم بوده، به حالت طبیعی تهیه شود و فرآوری* نشده باشد. /</p>	<p>[10]</p>	<p><b>Levels of Response</b></p> <p><b>Grid I</b> <b>COMPREHENSION OF TEXT</b> <b>9-10</b> <b>Consistently relevant</b> information. Includes <b>nearly all the points</b> from the original passage. Shows a <b>very clear understanding</b> of the text</p> <p><b>7-8</b> <b>Relevant information</b> showing understanding of <b>up to two thirds</b> of the points from the original passage. There <b>may be one or two instances of lifting</b> from the original passage.</p> <p><b>5-6</b> <b>Some relevant</b> information showing understanding of <b>up to half</b> of the points. There <b>may be instances of lifting</b> from the original passage.</p> <p><b>3-4</b> <b>Little relevant information.</b> Includes <b>up to a third</b> of the points, showing understanding of some of the points. <b>Over-reliance on phrases lifted from the original passage.</b></p> <p><b>0-2.</b> <b>No relevant information</b> or supplies <b>one or two relevant points</b> from the original passage.</p>



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 7a, 7b and then 7a + 7b 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(b) Response Grid J [20 marks]

Question	Answer	Marks	Guidance	
		[20]	Content	Levels of Response
	No Indicative Content – personal response		<p><b>Grid J:</b> 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"> <li>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.</li> </ul>	<p><b>GRID J RESPONSE TO TEXT</b></p> <p><b>16-20</b> Responds with well developed points of view which show insight, originality and imagination.</p> <p><b>12-15</b> Expresses points of view which are consistently developed and respond to the requirements of the task. Shows some originality and/or imagination</p> <p><b>8-11</b> 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><b>4-7</b> Manages the beginning of a response to the requirements of the task. May have difficulty in expressing and/or developing points.</p> <p><b>0-3</b> Very short. May not go beyond points of view already expressed in the original text.</p>

## Task 7(a) + 7(b) – Language (QoL) – Grids C.2 and F.2: [20 marks]

Question	Answer	Marks	Guidance
Task 7a+b	Assess for Quality of Language using Grids C2 and F2 Appendix 1	<b>[20]</b>	<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 <b>Task 8a</b> 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 <b>high and consistent level of accuracy</b> in use of complex structures, although there may be some errors.	9-10	<b>Effective and confident use of a wide range</b> of vocabulary and idiom with a <b>variety of complex sentence structures</b> .
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> .	7-8	<b>Effective use of a range of vocabulary and structures</b> appropriate to the task, with <b>little repetition</b> . A <b>positive attempt to introduce variety</b> and to use a <b>range of complex sentence structures</b> (though not always able to maintain correct usage).
5-6	Shows evidence of <b>fair understanding of grammatical usage</b> . <b>Generally accurate use of simple sentence structures</b> . Some correct use of complex sentence structures. The performance is likely to be <b>patchy and inconsistent</b> .	5-6	<b>Attempts to extend the range</b> of vocabulary, though still rather repetitive. <b>Attempts to use more complex language with some success</b> in producing a range of syntax and sentence structures appropriate to the task.
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).	3-4	Use of a <b>restricted range of vocabulary and structures</b> . <b>Frequent repetition</b> of the same words and phrases. Some attempt (not necessarily successful) at the use of more complex sentence structures.
0-2	<b>Little evidence of grammatical awareness</b> . <b>Persistent, serious and elementary errors</b> (endings, verb forms, gender of common nouns). Frequent first language interference.	0-2	<b>Only simple sentence patterns</b> . <b>Very limited vocabulary</b> . Very limited range of structures.

## Transcripts of Listening Texts

## Tapescript for Task 1

## تمرین ۱ – درک شفاهی

## روزنامه‌های مجانی

به گفتگوی داریوش و ستاره درباره روزنامه‌های مجانی گوش دهید:

داریوش- من هر روز با مترو می‌رم مدرسه و چون موبایل تو قطار کار نمی‌کنه ، هر روز صبح یه روزنامه ی مجانی از ایستگاه برمی‌دارم و تا مدرسه می‌خونمش ، آدم اینجوری خبرای روز رو می‌گیره.

ستاره – منم همین‌طور، ولی بیشتر موقع برگشتن به خونه روزنامه ی عصر رو برمی‌دارم و تا برسم خونه بیشتر قسمت مُد و لباس رو می‌خونم.

داریوش – ما از بس به موبایل و بازیهای اون عادت کردیم ، چون تو مترو همیشه این کارو کردی، خودمون رو با خوندن این روزنامه‌ها سرگرم می‌کنیم که وقت زود بگذره وگرنه کسی به این روزنامه ها نگاه نمی‌کرد.

ستاره – در مورد بیشتر جوونا و نوجوونا حرفتو قبول دارم ولی مُسن ترا هنوز هم اغلب روزنامه خوندن رو ترجیح میدن.

داریوش – درسته ، چون هر وقت پدر بزرگم میاد خونه مون ، یکی از این روزنامه ها دستشه و بعدشم یکی از خبرهای تو روزنامه رو با آب و تاب برای ما می‌گه.

ستاره – من هر وقت که این همه روزنامه‌ی مجانی رو می‌بینم ، دلم می‌خواد بدونم که هزینه‌ی چاپ و پخش این روزنامه‌ها از کجا تأمین میشه.

داریوش – خوب معلومه دیگه ، تو درس اقتصاد و بازرگانی خوندیم که با آگهی‌های بازرگانی که توی روزنامه‌ها چاپ میشه این خرج‌ها رو میدن.

ستاره – جالب اینه که گاهی خبرهای مهم رو فقط توی این روزنامه‌ها می‌بینیم.

داریوش – البته بیشتر درباره‌ی زندگی هنرپیشه‌ها و خواننده‌ها و این‌طور چیزهاست که هرچند به نظر من وقت تلف کردنه ولی خیلی از مردم این‌طور خبرهارو دوست دارن و دنبال می‌کنند.

ستاره – چند وقت پیش یه خبر خیلی جالبی رو توی روزنامه‌ی عصر خوندم که قبلاً نشنیده بودم ، ماشین‌های کوچکی وارد خیابونا شدن که با گاز هیدروژن کار می‌کنند و به عنوان تاکسی از شون استفاده میشه که برای کم کردن آلودگی هوا خیلی خوبن، هیچ گاز زیان‌آوری هم منتشر نمی‌کنند، تنها چیزی که تولید می‌کنند آب تمیزه.

داریوش – جدی می‌گی؟ چه جالب ، باورکردنی نیست. پس منم از این به بعد باید موقع رفتن به خونه روزنامه‌ی عصر رو بردارم و بخونم.

## Tapescript for Exercise 2

## تمرین ۲ – درک شفاهی

## خرید هفتگی با خانواده

به صحبت کوروش درباره‌ی خرید هفتگی گوش کنید:

خرید هفتگی با افراد خانواده معمولاً کار طولانی و خسته کننده ایه و فقط اون بخشش جالبه که به من اجازه می‌دن که خوراکی‌ها و نوشابه‌ها و بعضی چیزهایی رو که دوست دارم، خودم انتخاب کنم و تو چرخ دستی بذارم. من خرید از فروشگاه‌های بزرگ رو بیشتر دوست دارم چون بخش‌های مختلف و متنوعی داره و انواع و اقسام چیزها مثل لباس و لوازم برقی و وسایل مدرسه رو هم می‌فروشن. من بعداز اینکه خوراکی‌های موردعلاقه ام را تو چرخ دستی گذاشتم، می‌تونم به قسمت‌های دیگه برم و لباس‌ها و چیزهای غیرخوراکی رو ببینم. بعدازاینکه یکی دوتا لباس و چند تا چیز مورد نیاز مدرسه و بعضی چیزهایی رو هم که خوشم اومده ولی خدا وکیلی لازمشون ندارم رو انتخاب کردم و توی یه سبد خرید گذاشتم ، برمی‌گردم پیش مادرم و شروع می‌کنیم به سروکله زدن باهم. مادرم با اشاره به اینکه عین همین چیزا رو دفعه‌ی پیش گرفتی و لازم نداری و اینکه این زیاده‌روی در مصرفه و کار درستی نیست ، تلاش میکنه نظر منو عوض کنه . خلاصه آخرش بعد از صحبت زیاد موافقت می‌کنیم که بعضی از چیزها رو بخره و من بقیه رو سرجاشون برگردونم. این داستان تکراری خرید هفتگی ماست.

## Tapescript for Exercise 3

تمرین ۳ - درک شفاهی

مسابقات قهرمانی فوتبال نوجوانان

به گزارش زیر درباره ی " فوتبال نوجوانان " گوش دهید:

سرمربی تیم ملی فوتبال نوجوانان قصد دارد با یک برنامه ریزی بلند مدت بازیکنان این تیم را برای بازی های جام جهانی آماده کند.

بنا به گزارش یک نشریه ی ورزشی، سرمربی تیم ملی فوتبال نوجوانان ایران گفت که کلاً از شرایط این تیم رضایت دارد. او اضافه کرد که می خواهد با برنامه های آموزشی روی اعتماد به نفس بازیکنان بیشتر کار کند زیرا اعتماد به نفس در این گروه سنی عامل بسیار مهمی است.

او درباره برنامه های سال آینده گفت: درست است که در مرحله ی اول موفق شده ایم و به مسابقات قهرمانی ۲۰۱۶ هند راه یافته ایم، اما نقاط ضعف خود را هم شناسایی کرده ایم و باید روی مسائل فنی بیش از پیش تمرکز کنیم.

او گفت که در نظر دارد برای آمادگی بیشتر بازیکنان، تمرین های سال آینده را در محلی برگزار کند که آب و هوایش مشابه هند باشد. او در پایان اضافه کرد که نیاز فوری افراد تیم، بالابردن مهارت هایشان است و به همین دلیل تصمیم گرفته شد تا در مسابقات بین المللی بیشتری شرکت کنند و در آنها با تیم های اروپایی بازی کنند و از این فرصت برای یادگیری تکنیک های جدید استفاده نمایند.

او در پایان گفت شانزده تیمی که برای دور نهایی مسابقات آسیا انتخاب شده اند، تیم های بسیار خوبی هستند و ما در این یک سال مانده به مسابقات قهرمانی باید برنامه ریزی خوبی داشته باشیم تا بتوانیم بر این رقیب های قوی پیروز شویم. تیم ملی نوجوانان، برای رسیدن به سطح جام جهانی باید نیروهای جدیدی را از بین نوجوانان با استعداد کشورمان کشف کنند و به تیمشان بیاورند.



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