

Persian

Advanced Subsidiary GCE

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

Mark Scheme for June 2013

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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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11. 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

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	Not much / not good / should only sing in the bathroom / shower	1	Any reference to his voice not being good is accepted, including: He should only sing for himself.
b	The <u>quality of her voice</u> is good. (OR) She sings according to the <u>notes/in tune</u> .	1	Key words/concepts are underlined. Reference to these is essential.
c	Not allowed by Iranian law / government / authorities	1	
d	She can sing in a group.	1	
e	She does not want her voice to be lost in others' / wants to sing on her own.	1	
f	It's a way of getting round restrictions. OR: It has no restrictions / limitations / limits.	1	OR: She can upload / put her songs on the Internet.

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(1)	الف (۱): خاموش نکردن چراغ (اتاق)	1	
a(2)	الف (۲): فراموش می کند (یا) عمداً این کار را نمی کند	1	
b(1)	ب (۱): برای مسواک زدن آب زیاد مصرف می کند	1	اشاره به هدر دادن آب هنگام شستن دندان/دهان ضروری است
b(2)	ب (۲): با یک لیوان آب می شود مسواک زد	1	
c(1)	پ (۱): حتی وقتی موهایش را شامپو می زند (یا زیر دوش نیست) آب یکسره باز است	1	
c(2)	پ (۲): سردش می شود	1	
d	ت: در یخچال را باز می گذارد	1	
e	ث: وقتی مواد / وسایل لازم / آشپزی را آماده / انتخاب می کند	1	(یا) ذکر مثال: وقتی پیاز ... پوست می کند
f	ج: موتور/ اتومبیل را روشن می گذارد / روشن می کند	1	
g	چ: وقتی به چراغ راهنمایی نزدیک می شوند سرعتشان را زیاد می کنند!	1	
h(1)	ح (۱): به ماشین جلویی خیلی نزدیک می شوند	1	اگر مفهوم را برساند نمره می گیرد
h(2)	ح (۲): بنزین به هدر می رود (یا) مصرف می شود (و) عمر ترمز کم می شود	1+1	
i(1)	خ (۱): در تابستان از خشک کن استفاده می کند	1	
i(2)	خ (۲): به هوا اطمینان ندارد (یا) ممکن است باران بیاید	1	
j	د: چون گرمایی است (یا) می خواهد اتاق خنک شود (و) هوای اتاق تازه/عوض شود	1+1	اشاره به پایین آوردن گرما و آلودگی هوا ضروری است
k(1)	ذ: (۱): احساس سرما می کند	1	اشاره به (مفهوم) احساس سرما کردن ضروری است
k(2)	ذ: (۲): شوفاژ روشن می کند (و) خانه مثل حمام می شود	1	اشاره به گرمای بیش از اندازه‌ی خانه ضروری است
l	ر: کنتری/ کنترل کردن آب؛ استفاده از آب باران برای باغبانی/ حیاط و توالی	1+1+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 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 (<i>and/or A2</i>) 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

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

Task/Exercise 3

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

Task/Exercise 4:

Question	Answer	Marks [8]	Guidance
a	(الف) مجوز	1	1 mark for each correct answer The marks are awarded individually. No annotations are necessary.
b	(ب) رضایت بخش	1	
c	(پ) باعث	1	
d	(ت) بدون صلاحیت	1	
e	(ث) انحصار	1	
f	(ج) فرق	1	
g	(چ) تأثیر	1	
h	(ح) ظاهر پرستی	1	

Task/Exercise 5

Question	Answer	Marks [5]	Guidance
1	ر	1	Gap-fill No annotation is necessary. Enter 1, 0 or NR as appropriate. Ignore misspellings.
2	ج	1	
3	ص	1	
4	ب	1	
5	ط	1	

Task/Exercise 6

Question	Answer	Marks [5]	Guidance
1	بهترین متخصصان این رشته (یا) جراحان بینی ایرانی هستند.	1	Sentence Completion Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.
2	خانمها	1	
3	آقایان	1	
4	کامپیوتر	1	
5	یک مشتری (ناراضی) از آنها شکایت کند.	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).
- 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/Exercise 7

Question	Answer	Marks [10]	Guidance
a	الف: (کمتر از) ۱۵۰ نفر	1	
b	ب: تعداد / درصد جراحی‌های (زیبایی / پلاستیک) برای مردان	1 1	اشاره تلویحی به عدد یا نسبت جراحی‌ها کافی است.
c (1)	پ (۱): اعتماد به نفس (یا) آرامش ندارد	1	
c (2)	پ (۲): چون (احساس می‌کند که) بینی‌اش بزرگ است	1	هر گونه اشاره‌ای به عدم رضایت او نسبت به شکل یا اندازه‌ی بینی‌اش قابل قبول است.
d	ت: ترجیح می‌دهد زشت باشد و/اما خودش باشد	2	
e	ث: آن‌ها هم می‌توانند نقص‌های صورتشان را برطرف کنند. (یا) زیبایی فقط برای خانم‌ها نیست.	1	
f	ج: طراحی / استخوان‌بندی (چهره)	1	
g	چ: چون از هنرپیشه‌های غربی الگو می‌گیرند (یا) می‌خواهند تغییر نژادی بدهند (یا) به دلیل فیلم‌ها و برنامه‌های تلویزیونی غربی	1	

Task/Exercise 8: Transfer of Meaning

Question	Answer	Marks [10]	Guidance	
			Content	Levels of response
1	در سراسر جهان غنی و فقیر وجود دارد. در تمام کشورها .. There are rich people and poor people throughout the world. In all countries ..	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.	GRID H.2 TRANSFER OF MEANING 2 Accurate transfer of meaning. Faultless or virtually faultless grammar, punctuation and spelling in English.
2	به‌طور میانگین، ۱۰٪ از جمعیت، که اکثراً کارفرمایان هستند، .. on average, 10% of the population, who are mostly employers, ..	2	Exceptional responses and marks to award: 1. Candidates may answer in faultless English but may not transfer meaning accurately. Award either 0 or 1 mark , depending on level of inaccuracy in meaning. 2. The transfer of meaning is accurate but contains significant spelling and/or grammar errors. Award 0 or 1 mark , depending on level of inaccuracy of English.	1 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. 0 Very limited transfer of meaning. A substantial number of elements misunderstood or missing. Significant error in grammar, punctuation and spelling in English.
3	۹۰٪ از ثروت را در دست دارند. از سوی دیگر، ۹۰٪ از جمعیت، .. hold 90% of the wealth. On the other hand, 90% of the population, ..	2		
4	که بیشترشان استخدام‌شوندگان هستند، تنها ۱۰٪ ثروت را در اختیار دارند، .. most of whom are the employees, have at their disposal only 10% of the wealth, ..	2		
5	که آن هم به طور غیرعادلانه تقسیم شده است. which is, in turn, distributed unjustly.	2		

Task/Exercise 9

Question	Answer	Marks [5]	Guidance
a	الف: حکومت نماینده‌ی ۱۰۰٪ مردم باشد (یا) حکومت مردم بر مردم باشد. (یا) حکومت مردمی / در دست مردم باشد.	1	Sentence Completion Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.
b	ب: اتحادیه‌های (کارگری) توجه: "اتحاد" قبول نیست.	1	
c	پ: از <u>کارمندان</u> بهره‌کشی / (سوء) استفاده می‌کنند	1	
d	ت: در دست (یا) تحت مدیریت یا حکومت کارفرمایان است	1	
e	ث: <u>دخال</u> ت (یا) <u>نفوذ</u> دین (در / بر سیاست)	1	

Task/Exercise 10

Question	Answer	Marks [7]	Guidance
a	الف: چاپ (کردن) (یا) منتشر / پخش کردن	1	Multi-choice Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate. توجه: برای <u>کلیه‌ی کلمات عمده‌ی</u> هر عبارت باید معادل یا توضیح داده شود.
b	ب: چکیده‌ی موضوع (یا) شکل کوتاه داستان	1	
c	پ: فریب‌دهنده (یا) چیزی که باعث خطا / اشتباه می‌شود	1	
d	ت: واضح / روشن / مشخص است	1	
e	ث: مقابل (یا) (بر) خلاف (یا) در جهت مخالف	1	
f	ج: نگهداری / حفظ / مراقبت / مواظبت / محافظت / از دست ندادن	1	
g	چ: تشکیل شده از / یک سری از / مجموعه‌ای از / مخلوطی از / شامل توجه: "مختلط" قبول نیست.	1	

Task specific guidance

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate).
- 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**.
 - 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 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.

Question	Answer	Marks [10]	Guidance
a(1)	الف (۱): تازگی بیان	1	
a(2)	الف (۲): چاپ آن در یک روزنامه‌ی داخلی	1	
b	ب: انتخاب یک کتاب از میان ده کتاب مختلف	1	
c	پ: حکومت‌ها با رأی کمتر از ۵۰٪ روی کار آمده‌اند	1	
d	ت: برای حفظ وضعیت/ تقسیم ثروت موجود / حاضر (یا) برای حفظ منافع خود	1	
e	ث: از بهترین مغزها/ کارمندان استفاده می‌کنند در رسانه‌های گروهی/ تبلیغات	1 1	
f	ج: چون دولت با حمایت کارفرمایان به قدرت می‌رسد	1	
g	چ: تفاوتی بین نامزدهای سیاسی وجود ندارد آن‌ها (همگی) در جهت منافع کارفرمایان کار / فعالیت می‌کنند	1 1	

- Assessing **Quality of Language** across Section B
 - a. 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.
 - b. Apply Grid C.2 and enter the mark.
 - c. *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 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 (<i>and/or A2</i>) 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/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 over all.

Question	Indicative Content	Marks	Guidance
Task 12-19	No Indicative Content – personal response	[25]	<p>Grid N guidance</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>Grid O guidance</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	[20]	<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>Grid C.2 guidance</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>Grid F.2 guidance</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>

GRID N	RELEVANCE AND POINTS OF VIEW 10 marks AO2
9–10	Consistently relevant information that supports points of view and opinions. Shows genuine insight in responding to the task.
7–8	Relevant information that responds to the requirements of the task and is used to support points of view and opinions. Produces an imaginative and/or original response to the task.
5–6	The information given is mainly relevant to the task. Points of view and opinions are generally supported by some factual evidence. May demonstrate some originality and/or imagination.
3–4	Includes some relevant information but does not always address the requirements of the task. May have some difficulty in expressing points of view and/or narrating events and/or communicating factual information.
0–2	The response to the task is likely to be very short and/or irrelevant and/or very superficial.

GRID O	STRUCTURE AND ANALYSIS 15 marks AO2
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.
10–12	Coherently structured and organised response. Points of view are linked in a logical sequence . Able to develop an argument , analyse and evaluate, and draw conclusions.
6–9	Structured and organised response. Points of view are mostly linked in a logical sequence . Shows some ability to develop an argument, analyse and evaluate and draw conclusions.
3–5	Shows some ability to structure and organise the response. Limited ability to develop an argument , analyse and evaluate, and draw conclusions.
0–2	Random organisation of the response. Limited attempt to develop an argument , analyse and evaluate, and draw conclusions.

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.

GRID F.2	QUALITY OF LANGUAGE (RANGE) 10 marks AO3
9–10	Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence structures .
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	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	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 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.

Task/Exercise 1

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

Eng: Exercise 1:

Listen to this conversation between Maryam and Ali, and then answer the questions below **IN ENGLISH**.

Women and Singing

- مریم: تو صدات خوبه؟
- علی: مامانم می‌گه فقط تو حموم برای خودت بخون! تو چطور؟
- مریم: معلم آوازم می‌گه کیفیت صدات خوبه و رو نوت می‌خونی.
- علی: خب، پس به‌زودی یه خواننده‌ی جدید به بازار می‌آد، ها؟
- مریم: امیدوارم، اما مشکل من اینه که قانون ایران اجازه نمی‌ده صدای یک خانم به طور «سولو» (یا «تک‌خوانی») از رادیو و تلویزیون پخش بشه.
- علی: درسته، اما طبق همون قانون می‌تونی تو گروه بخونی.
- مریم: بله، اما من دوست ندارم صدام توی صدای دیگران گم بشه.
- علی: می‌تونی آهنگاتو بذاری روی «اینترنت» که دیگه این جور محدودیت‌ها رو نداره.

Task/Exercise 2

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

تمرین ۲:

صرفه‌جویی در مصرف منابع طبیعی

ی: مادرم همیشه می‌گه: چرا وقتی از اتاق می‌روی بیرون، چراغو خاموش نمی‌کنی؟
س: تو چی می‌گی؟

ی: عمداً که این کارو نمی‌کنم - یادم می‌ره.

س: بعضی‌ها اصلاً به فکر صرفه‌جویی نیستن. یکی از دوستانم وقتی مسواک می‌زنه، شیر آبو یه‌سره باز می‌ذاره.
ی: در حالی‌که همین کارو می‌تونه با یه لیوان آب انجام بده. حالا این که چیزی نیس، برادرم وقتی دوش می‌گیره، در تموم مدت آب باید جاری باشه، حتی وقتی که از زیر دوش می‌ره کنار تا موهاشو شامپو بزنه.
می‌گه آگه آب نیاد سردش می‌شه!

س: خواهرم بیشتر وقتا در یخچال یا فریزرو همین‌طور باز می‌ذاره تا مثلاً یه کم نوشیدنی یا غذا یا بستنی برداره.

ی: باید اعتراف کنم که منم وقتی آشپزی می‌کنم، اجاق گازو روشن می‌ذارم تا مواد لازمو آماده کنم - مثلاً پیاز و سیب‌زمینی رو پوست بکنم. مادرم اغلب از این کارم انتقاد می‌کنه.

س: پدر منم شکایت داره از اینکه وقتی منتظر کسی هستم، یا دارم چمدونارو از خونه می‌برم تو ماشین، یا شیشه‌های ماشینو تمیز می‌کنم، چرا موتور ماشینو روشن می‌ذارم.

ی: پدر منم عصبانی می‌شه از اینکه بعضی از راننده‌ها وقتی به چراغ راهنمایی نزدیک می‌شن، به‌جای اینکه سرعتشونو کم کنند، بیشتر گاز می‌دن!

س: داییم که معلم رانندگیه می‌گه بعضی از راننده‌ها از ماشین جلویی به اندازه‌ی کافی فاصله نمی‌گیرن. بنا بر این، وقتی اون ماشین سرعتشو کم می‌کنه، راننده‌ی پشت سری هم باید ترمز کنه. در نتیجه، هم مقداری بنزین به هدر می‌ره و هم عمر ترمز کم می‌شه.

ی: بین خودمون باشه، گاهی مادرم تو تابستون برای خشک کردن لباسا از ماشین خشک کن استفاده می‌کنه.
س: چرا تو آفتاب نمی‌ذاره؟

ی: می‌گه به هوا اطمینان نداره؛ ممکنه بارون بیاد.

س: مادر من خیلی گرمایه. تو زمستون برای تنظیم گرمای اتاق از پنجره استفاده می‌کنه.

ی: چرا درجه‌ی شوفاژ یا دستگاه حرارتی‌رو کم نمی‌کنه؟

س: می‌گه هوای اتاق هم باید تازه بشه!

ی: مادر من خیلی سرمایه‌ه. از اول پاییز شوفاژو روشن می‌کنه. برای بقیه‌مون، خونه مثل حموم سونا می‌شه!
س: بد نیست، وزن کم می‌کنین!

ی: حالا بعد از این همه ایراد گرفتن، راه حل چیه؟

س: کنتری کردن آب.

ی: بالا بردن قیمت مواد سوختی، مثل برق و گاز و بنزین.

س: چاپ نکردن ایمیل‌های غیرضروری.

ی: دادن یارانه برای عایق کردن خونه‌ها.

س: استفاده از انرژی خورشیدی.

ی: استفاده از آب بارون برای باغبانی و توالت.

س: درست می‌گی، چرا باید برای توالت از آب تصفیه‌شده که قابل نوشیدنه استفاده کنیم؟

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