

Persian

Advanced Subsidiary GCE

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

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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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

12 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 Exercises 6 and 7. The texts will not appear automatically on your marking screen.

Section A: Listening and Writing

Exercise 1			
Question	Expected Answers	Marks	Guidance
1	ب	1	Multi-choice Either Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate. Or This Exercise is scanned in by the page. Marks are awarded individually. No annotations are necessary.
2	الف	1	
3	الف	1	
4	الف	1	
5	ب	1	
6	ب	1	
7	الف	1	
8	پ	1	
9	پ	1	
10	ب	1	
11	الف	1	
12	الف	1	
	Total	12	

Exercise 2			
Question	Expected Answers	Marks	Guidance
(الف)	تحصیلی - ۶	1	Gap-fill Either The elements are scanned in individually. No annotation is necessary. Enter 1, 0 or NR as appropriate. Ignore misspellings. Or The elements are scanned by the page. No annotation is necessary.
(ب)	مستند - ۵	1	
(پ)	مصاحبه - ۱۱	1	
(ت)	جلوی - ۲	1	
(ث)	کمبودهایشان - ۱۰	1	
(ج)	درددل - ۱	1	
(ج)	گروه سنی - ۱۶	1	
(ح)	محیط - ۱۴	1	
(خ)	متفاوت - ۴	1	
(د)	همسن - ۱۵	1	
(ذ)	شیطنت‌های - ۷	1	
(ر)	مقایسه - ۸	1	
(ز)	غمگین - ۱۲	1	
Total		13	

Exercise 3

Exercise 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.

Exercise 3: Listening			
Question	Expected Answers	Marks	Guidance
1	food	1	
2	(a) to introduce handicrafts (to Britain) (b) open two new offices	2	Any related references to handicraft or hand made products, no need to mention word Iranian Two companies, branches and places are also acceptable
3	to reflect its new activities	1	To show new sales items & new progression are acceptable and any answer pointing new or extra activities
4	(a) south and east (b) access European markets	3	(b) to contact, sell or anything referring to reaching or accessing Europe or European countries
5	bilingual – run offices	2	Also Manage
6	help managers	1	
7	training courses	1	Tutorials; classes; lessons; new skills are acceptable but not work experience
8	depending on their needs	1	
9	by advertising	1	House; housing; home & place
10	work permit accommodation	2	
	Total	15	

Exercise 4 10 marks for Communication (Grid H1), 10 marks for Quality of Language (QoL)

Exercise 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 (λ).
 - 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.

Exercise 4: Writing		[10 marks for Communication, Grid H.1 + 10 marks for Quality of Language, Grid C.2]	
	Expected Answers: Model response	Marks	Additional Comments
	<p>با سلام من صحبت شما را درباره‌ی کارهایی که شرکت شما قرار است در بریتانیا ایجاد کند، شنیدم. (2) من بسیار علاقه‌مندم که درباره‌ی این مسئولیت‌های شغلی و همچنین میزان حقوق ماهانه آن اطلاعات بیشتری به دست آورم. (2) من دبیرستان را دو سال پیش تمام کردم و تصمیم گرفتم که به دور دنیا مسافرت کنم تا زبان‌های دیگری را یاد بگیرم. (3) من می‌توانم به پنج زبان مختلف صحبت کنم ولی فارسی من زیاد خوب نیست. (2) لطفاً در صورت امکان درباره‌ی این کارها اطلاعات بیشتری به من بدهید. (1) با احترام</p>		
	Communication, Grid H.1	10	
	Quality of Language, Grid C.2	10	
	Total	20	
	Total for Section A	60	

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.

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 Exercise. 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

Exercise 5			
Question	تمرین ۵ - قسمت (الف)	Marks	Additional Comments
(1)	ب	1	Matching beginnings and ends of sentences Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate. Or 1 mark for each correct answer This Exercise 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
(2)	ب	1	
(3)	پ	1	
(4)	الف	1	
(5)	پ	1	
(6)	الف	1	
(7)	الف	1	
(8)	ب	1	
(9)	پ	1	
(10)	ب	1	
	تمرین ۵ - قسمت (ب)		
(1)	چ	1	
(2)	د	1	
(3)	د	1	
(4)	الف	1	
(5)	ر	1	
(6)	پ	1	
(7)	د	1	
(8)	ب	1	
(9)	ح	1	
(10)	ج	1	
	Total	20	

Exercise 6

Exercise 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.

Exercise 6		20 marks for Content 10 marks for Quality of Language (Accuracy) Grid C.2 – Total = 30 marks	
Question	Expected Answers	Marks	Guidance
1	افکار و بلاگنویس؛ نظرهای او درباره‌ی مسائل روز؛ شرح رویدادها، لینک‌هایی یا نظرهای مشابه	2	2 out of 4
2	چون مطالب به طور مرتب و بر اساس رویدادها عوض و به روز می‌شود	1	
3	از طریق لینک‌ها یا پیوندها	1	
4	مجانی بودن (1) پخش سریع نظرها (1) احتیاج نداشتن به دفتر کار (1)	3	
5	امکان ایجاد گفت‌وگوی دوطرفه را می‌دهد (1) به خواننده‌ها امکان بیان نظر در صفحه‌ی نظرها می‌دهد (1)	2	هرگونه اشاره به گفتگوی دوطرفه و بیان نظر خود
6	در اینترنت مردم راحت‌ترند (1) در دنیای واقعی بخشی از شخصیت خود را می‌پوشانند (1)	2	
7	راحت‌تر مطرح کردن مسائلی که کمتر در جامعه درباره‌ی آنها صحبت می‌شود	2	
8	با شناختن و بلاگنویس از طریق نوشته‌های او (1) مرتباً به آن وبلاگ رفتن (1) نظر دادن در باره‌ی موضوعات (1)	3	
9	وقتی که آزادی محدود باشد (1) آگاهی و دانش مردم بالا می‌رود (1)	2	
10	به خاطر سنشان به پیدا کردن دوستان بیشتر و وسیع کردن زندگی اجتماعی‌شان بیشتر علاقه دارند (1) به خواندن مسائل روز و اظهار نظر کردن درباره‌ی آنها (1)	2	
Total		20	

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.

Exercise 7

Exercise 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.

Exercise 7(a) 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.

Exercise 7	Comprehension of text, Grid I = 10 marks Response to Text, Grid J = 20 marks Quality of Language (Accuracy), Grid C.2 = 10 marks Quality of Language (Range), Grid F.2 = 10 marks Total = 50 marks	
Comprehension Points:	Marks	Additional Comments
<p>۱- ورزش فعالیتی جذاب و مورد علاقه‌ی مردم جهان است. ۲- تماشای مسابقات ورزشی یک فعالیت تفریحی همه‌گیر شده است. ۳- برای مردم تمام قاره‌ها از اروپا تا آسیا ۴- شرکت کردن ورزشکاران در رقابت‌های بین‌المللی ۵- فرصت آشنا شدن با فرهنگ‌های دیگر را ایجاد می‌کند. ۶- می‌تواند به عنوان یک ابزار صلح‌آمیز ۷- در تقویت روابط بین‌المللی به‌کار رود. ۸- رفتن ورزشکاران ایرانی به بازی‌های اروپایی و بسکتبالیست‌های آمریکا به ایران ۹- مورد توجه دولتمردان و همچنین مردم فرار گرفته است. ۱۰- اثرات بسیار مثبت در روابط بین ملت‌ها دارد. ۱۱- (هنگام دیدار از کشورهای دیگر) ورزشکاران می‌توانند فرهنگ خود را به مردم کشور میزبان نشان دهند. ۱۲- المپیک بزرگترین نمونه‌ی یک فعالیت ورزشی است که همکاری‌های بین‌المللی را افزایش می‌دهد. ۱۳- با گرد آوردن همه‌ی ملت‌های جهان در یک مکان ۱۴- امروزه رسانه‌های گروهی و آگهی‌های بازرگانی کنترل فزاینده‌ای بر رویدادهای ورزشی دارند. ۱۵- انگیزه‌ی فعالیت‌های ورزشی بیشتر به دست آوردن سود شده است.</p>	10	<p>Comprehension of text, Grid I</p> <p>If candidate:</p> <ul style="list-style-type: none"> • makes 5 points, gets maximum 4 marks • makes 6 points, gets maximum 5 marks • 7-8 points, maximum 6-7 marks • 9-10 points, maximum 8 marks • 11-12 points, maximum 9 marks • 13-15 points, 10 marks. <p>Points presented as bullet points in question A will get fewer marks on grids C2 and F2. There has to be evidence of complex sentence structures to get 5 marks and above on Grids C2 and F2</p>
Quality of Language (Accuracy), Grid C.2	10	
Quality of Language (Range), Grid F.2	10	
Total	50	
Total for Section B	100	
Total for Paper	160	

Exercise 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>

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

Question	Answer	Marks	Guidance
Exercise 7a+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 Exercise 7a 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.

Tapescript for Exercise 1

تمرین ۱

خودروهاي برقي

کارشناسان در این باره توافق نظر دارند که در زمینه‌ی خودروسازی، اتومبیل‌های برقی در آینده حرف اول را خواهند زد. این نوع خودروها در مقایسه با خودروهای معمولی با محیط زیست سازگارترند، زیرا گازهایی را که باعث آلودگی هوا می‌شود، تولید نمی‌کنند. البته تا تولید انبوه خودروهای برقی راهی دراز در پیش است.

خودروهای برقی نه تنها از لحاظ پاکیزگی و حفظ محیط زیست بر خودروهای معمولی برتری دارند، بلکه سر و صدای کمتری نیز تولید می‌کنند. ساکنان شهرهای بزرگ و پرجمعیت که نه تنها با مشکل آلودگی هوا، بلکه با مشکل سر و صدا هم روبه‌رو هستند، بدون شک استفاده از این خودروها را ترجیح می‌دهند. اما تولید و استفاده از این خودروها مشکلاتی هم دارند.

نوع باتری و مسئله‌ی شارژ کردن آن یکی از مهم‌ترین موضوع‌هایی است که ذهن شرکت‌های خودروسازی و دولت‌ها را به خود مشغول کرده است.

مجهز بودن اتومبیل‌های معمولی به وسایل گوناگون باعث می‌شود که مصرف‌کنندگان همچنان به خودروهای معمولی وفادار بمانند.

بهای خودروهای برقی جدید در بازار دو برابر قیمت یک اتومبیل معمولی مشابه می‌باشد. بر اساس نتایج یک پژوهش، خریداران تنها به دلیل اهمیت دادن به محیط زیست به خودروهای برقی روی نخواهند آورد، بلکه با صرفه‌بودن قیمت این خودروها برای خریداران نقش بیشتری دارد. این سؤال پیش می‌آید که آیا این خودروها واقعاً می‌توانند در آینده جای اتومبیل‌های معمولی را بگیرند. به نظر می‌رسد با توجه به پایان‌پذیر بودن نفت و بنزین راهی جز این وجود ندارد. ظاهراً نسل جوان از سرعت کم خودروهای برقی ناراضی‌اند.

Tapescript for Exercise 2

تمرین ۲

فیلمی از دانش‌آموزان در مدرسه‌های ایران

آخرای سال، بعد از امتحانات، یکی از معلمون یه فیلم واقعی رو در کلاس به ما نشون داد. بیشتر فیلم مصاحبه با تعدادی از شاگردای چند دبیرستان دخترانه در تهران بود. بعضی قسمتای فیلم رو هم در کلاسای درس گرفته بودند که در اونا دخترای دانش‌آموز در برابر دوربین می‌گفتند و می‌خندیدند و در عین حال از مشکلات و محدودیت‌ها در داخل مدرسه و خانواده صحبت می‌کردند.

اکثر اونا چهارده تا شونزده سال داشتند. جوّ مدرسه و کلاس با اینجا خیلی فرق می‌کرد ولی رفتار و حالتای بچه‌ها از نظرایی شبیه بچه‌های همسن و سالشون در اینجا بود. بعضی از رفتارهاشون، منو یاد همکلاسی‌های خودمون در لندن می‌نداخت.

دیدن شیطونی‌های اونا برام خیلی جالب بود، اینکه می‌دیدم با خنده و با شهامت حرفشونو می‌زنند. با دیدن این صحنه معلم ما گفت که این بچه‌ها چقدر با زمانی که ما مدرسه می‌رفتیم فرق دارند، ما همیشه بدون هیچ شکایتی مقررات مدرسه رو رعایت می‌کردیم.

یکی از دخترا اول حرفشو با خنده شروع کرد ولی وقتی درباره‌ی محدودیتها و مقررات حرف زد، حالت صورتش ناراحت شد.

Tapescript for Exercise 3

Exercise 3 Job advert for an import/export company

شرکت واردات و صادرات مواد غذایی پرسپولیس، در آغاز، کار خود را در منچستر شروع کرد. از آنجا که ما می‌خواهیم صنایع دستی ایران را به بازارهای بریتانیا معرفی کنیم، در نظر داریم دو دفتر جدید در شهرهای دیگر باز کنیم. با توجه به افزایش نوع کالاهای وارداتی، شرکت نیاز به نام تازه‌ای دارد که نشان‌دهنده‌ی فعالیت جدیدش باشد. دو دفتر جدید شرکت باید در جنوب و شرق کشور باشد تا بتوانیم به آسانی به بازارهای اروپا هم دسترسی پیدا کنیم.

به دنبال گسترش شرکت نیاز به مدیران دوزبانه‌ای داریم که از آغاز بتوانند این دفاتر را به خوبی اداره کنند. علاوه بر این، ما به چهار نفر دیگر نیازمندیم که در بخش‌های مختلف کار شرکت به مدیران کمک کنند. برای این افراد دوره‌های کارآموزی لازم با هدف پیشرفت آینده‌ی کاری آن‌ها در نظر گرفته‌ایم. از جمله کلاس‌های زبان فارسی یا انگلیسی با توجه به نیاز کارمندان جدید تشکیل خواهد شد.

اطلاعات مربوط به استخدام افراد به زودی از طریق آگهی به اطلاع مردم خواهد رسید و در صورت لزوم شرکت می‌تواند برای داوطلبان موفق خانه و اجازه‌ی کار بگیرد.

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