

**GENERAL CERTIFICATE OF SECONDARY EDUCATION**

**1922/02**

**PERSIAN**

Speaking

**TEACHER/EXAMINER BOOKLET**

7 MARCH – 15 MAY 2008

**To be opened four working days before the first day of Speaking tests at the Centre  
To be completed between 7 March and 15 May 2008**



**INSTRUCTIONS TO TEACHERS/EXAMINERS**

- Materials must **not** be removed from the Centre.
- Four working days before the first day of Speaking tests at the Centre, the Examinations Officer should make available the confidential Teacher/Examiner Booklet to the Head of Languages or appropriate specialist teacher.
- Teacher/Examiners must ensure that they have sufficient time to familiarise themselves with the materials and procedures.
- Teacher/Examiners must take great care to ensure that the confidential information in this Booklet does not reach any candidates directly or indirectly.

This document consists of **39** printed pages and **1** blank page.

**RANDOM ORDER SHEET**

Candidates should be examined in accordance with the random order sheet below.

The booklet is changed after every third candidate. If a break in examining occurs (e.g. overnight, lunch etc) in the sequence of three, start again after the break at the beginning of the next series of three in order to maintain security.

Candidate order:	Booklet Number
1, 2, 3	1
4, 5, 6	2
7, 8, 9	3
10, 11, 12	4
13, 14, 15	5
16, 17, 18	6
19, 20, 21	1
22, 23, 24	5
25, 26, 27	3
28, 29, 30	4
31, 32, 33	6
34, 35, 36	2

If there are more candidates than this table allows for, please begin again with number 1.  
You may photocopy or detach this sheet so that you have it more conveniently in front of you.

PLEASE READ THE FOLLOWING INFORMATION IN CONJUNCTION WITH THE SPECIFICATION FOR DUTCH, PERSIAN, PORTUGUESE AND TURKISH AND ANY COMMENTS IN THE EXAMINER'S CENTRE REPORT FOR LAST YEAR'S SPEAKING TESTS.

**Please note that you must examine your candidates in accordance with the Random Order sheet on the inside front cover opposite.**

### **Security of Test Material**

The test material is confidential until the end of the period specified on the OCR timetable. It must be securely locked away when not being used for teacher preparation or testing. At the end of each session all items must be accounted for.

### **Quiet conditions**

These are essential. The examination room should be free from any noise and disturbance from outside the building (e.g. lawn-mowers). It should not be close to corridors used by large numbers of students between lessons, but if movement within the building is unavoidable, steps should be taken to keep that noise to a minimum. Notices must be displayed to prevent interruptions from people entering the room unaware that an examination is in progress.

### **Separate preparation room**

This is essential. It should be near the examination room, and must not be part of a corridor. Other students should not have access to the area. The room should be equipped with a table where the candidate can prepare the role-play tasks.

The candidate is not allowed to make any kind of written notes during the preparation time.

There should be no contact between candidates preparing and those that have finished the test.

### **Invigilation**

OCR recommends that an invigilator supervise the candidates while they are preparing for the test.

### **Dictionaries**

No access to dictionaries is allowed during the preparation time or during the examination.

### **Supporting material**

Candidates must not take any kind of written notes or illustrations into the examination and must not make any notes during the preparation time.

### **The Conduct of the Speaking Test**

The test will last 12-15 minutes.

The first candidate at each session should be given a maximum of 15 minutes to prepare. Each subsequent candidate should be given the same amount of time to prepare while the previous candidate is being examined.

## Recording the tests on to cassette

Centres must record all candidates and send all recordings to the external Examiner.

Recording should start on side A and continue on side B. At the beginning of each side teacher/examiners should identify the name of the teacher and Centre number. The name of each candidate should be identified by the **teacher/examiner** at the start of each test – this should **not** be left to the candidates themselves. After the last recording on each side teacher/examiners should say 'no more recordings on this side'.

Both the candidate and the teacher/examiner should be clearly audible. Teachers' voices tend to be louder than those of most candidates. The microphone should therefore be placed facing the candidate, approximately 60cm from his/her face. Small, portable cassette recorders with integral microphones should be avoided, unless an external microphone can be used.

## Recording the Tests on to CD

- Record the candidates in the order of the attendance register.
- If that is not possible, complete the CD insert with candidate details in recording order.
- Each recording should indicate candidate number and name.
- Each recorded **file** on the CD must be clearly named using the following convention:  
Centre number – candidate number – unit number – component number.
- Each CD should be labelled with the centre number and unit number.
- To label CDs use CD friendly marker pens. The use of biro, for example, may make the contents of the CD unreadable.
- Centres should complete each CD insert.

## For more technical information go to the OCR website and the document

Digital Audio Technology: Guidance to Centres and Assessment Personnel

## Please note the pause button should not be used during a test.

Teachers are asked to check that each test has been recorded properly by reviewing the last few seconds of the test.

Before submitting cassettes to the external Examiner, teacher/examiners are asked to ensure that cassettes are re-wound to the beginning of side A and the cassette labels provided are completed. Cassettes should also be clearly identified.

## Completion of Mark Sheets

The teacher must complete an individual mark sheet for **each** candidate with:

- the candidate and Centre number and name
- a tick to show the language being examined
- name of teacher who conducted the test
- date of test
- number of the booklet used
- titles of topics for General Conversation

When the tests are complete, you must send the following to the external Examiner:

- all Attendance Registers for Component 02
- all individual mark-sheets
- the clearly labelled recordings of all candidates' tests

**NB Please ensure that all cassettes are enclosed when sending them to the external Examiner and that all candidates have been recorded.**

The Examinations Officer at your Centre will receive the name and address of the external Examiner. If you have carried out the tests before this arrives, please keep the cassettes secure in the meantime.

**All materials must be received by the external Examiner no later than 15<sup>th</sup> May.**

It is essential that cassettes be packed securely to ensure safe delivery.

### **Absent Candidates**

If any candidates are absent on the day(s) set aside by the Centre for the Speaking tests, they may be tested at another time **within the specified period** and the following items must be despatched immediately with a covering letter to the external Examiner:

- the candidate's individual mark sheet, completed according to the instructions above
- the recording of the test.

If a candidate remains ill beyond the specified period, they must be tested later and the recording of the test must be sent with the documents listed above to OCR along with a request for special consideration.

### **The Elements of the Test (15 mins approx)**

It is essential that candidates do all parts of the test as set out below. Candidates cannot be compensated for any part which is omitted.

Section 1 Role Play

Section 2 Role Play

Section 3 Narrative Role Play (3 mins)

General Conversation on 3 Topics (6 to 7 mins)

On the page after each of the Narrative Role Plays printed later in this booklet, there are four topics listed. The teacher must select 3 topics which must not be notified to candidates in advance. Please also refer to the suggested questions on pages 34 to 38.

### **Speaking Test Mark Scheme**

Section 1	Role Play	Communication	8 marks
Section 2	Role Play	Communication	4 marks
Section 3	Narrative RP	Communication	8 marks
General Conversation		Communication	10 marks
Overall quality of language		Accuracy	20 marks

**Total**

**50 marks**

The marking criteria below are given for information only. Teacher/examiners are not required to give marks.

### SECTION 1 ROLE PLAY

One role play situation using a verbal stimulus and requiring the accomplishment of four tasks. Teacher/examiners should act as well-disposed native speakers who know no English.

<b>2</b>	Candidate successfully communicates the message without ambiguity and with little assistance from the teacher/examiner. Incorrect use of the 'you' form overlooked at this level.
<b>1</b>	Candidate partially communicates the message OR Candidate eventually communicates the message after considerable assistance from the teacher/examiner, without being given the answer.
<b>0</b>	Candidate fails to communicate message or is given the answer by the teacher/examiner.

NB Incorrect use of the 'you' form does not impede communication at this level.

**Total mark out of 8.**

### SECTION 2 ROLE PLAY

One role play situation using a verbal stimulus, requiring the accomplishment of four tasks, some of which may involve unpredictable elements and which allow for some freedom of response.

<b>2</b>	Candidate successfully communicates the message without ambiguity and with little assistance from the teacher/examiner, using the appropriate tense. Inappropriate use of the 'you' form qualifies for a maximum of 1 mark on the first occurrence only.
<b>1</b>	Candidate partially communicates the message OR Candidate eventually communicates the message after considerable assistance from the teacher/examiner, without being given the answer.
<b>0</b>	Candidate fails to communicate message or is given the answer by the teacher/examiner.

**Total mark out of 8 ÷ 2 = 4.**

### SECTION 3 ROLE PLAY

One role play situation using a verbal and visual stimulus which requires the candidate to narrate an account of an experience or event in the past. The test is not intended to be a monologue and candidates are expected to respond to the examiner where appropriate.

#### Section 3 Narrative role play

<b>8</b>	All main points communicated. Some imaginative detail added. Responds readily to interjections. Confident. Gives opinions and justifications. Very fluent. Maintains good pace.
<b>7–6</b>	Conveys all the main points with little ambiguity. Little guidance needed. Easy interchanges with teacher/examiner. Gives opinions and justifications. Quite fluent. Maintains reasonably good pace.
<b>5–4</b>	Communicates most of the main points. Some guidance needed from the teacher/examiner. Responds to queries from the teacher/examiner about ambiguities. Gives limited range of opinions and justifications when prompted. Pace varies somewhat. Reasonably fluent.
<b>3–2</b>	Communicates some of the main points, but the overall picture is somewhat unclear. Needs much guidance from the teacher/examiner, and responds hesitantly. Pace slow. Lacks fluency.
<b>1–0</b>	Communicates isolated points only. No overall picture communicated. Has difficulty in responding to teacher/examiner. Pace very slow. Little fluency.

**Total mark out of 8.**

**GENERAL CONVERSATION** (6 to 7 minutes)**General Conversation – Communication 10 marks**

<b>10</b>	<p>Conversation topics handled very impressively.          Spontaneous interchange with the teacher/examiner, shows initiative.          A wide range of opinions and justifications expressed with ease.          Takes the initiative in conversation. Outstanding.</p>
<b>9–8</b>	<p>Conversation topics handled well. Teacher/examiner has little need to rephrase.          A range of opinions and justifications expressed with ease.          Can take the initiative in conversation.</p>
<b>7–6</b>	<p>Develops the conversation topics reasonably well OR          may only have one strong topic.          Expresses opinions. Communicates clearly, despite errors.</p>
<b>5–4</b>	<p>Conversation topics dealt with in a straightforward but limited way.          Teacher/examiner may need to rephrase questions before they are understood.          Communicates obvious points, despite a good number of errors.</p>
<b>3–2</b>	<p>Conversation topics only work with considerable input from the teacher/examiner, and          simple questions only understood when they are rephrased.          Only some points clearly communicated, and many errors.</p>
<b>1–0</b>	<p>Little or nothing of merit.</p>



**Quality of Language (covers the whole examination) 20 marks**

<b>20–19</b>	Confident and very accurate use of a variety of tenses appropriate to subject matter. Wide range of structures and vocabulary with occasional isolated errors in more complex language. Responds at considerable length to open questions. Pronunciation and intonation extremely accurate for a non-native speaker.
<b>18/17/16</b>	Very good and consistent use of a variety of tenses appropriate to a subject matter. Very good range of structures and vocabulary. Consistent use of more complex language features. Pronunciation and intonation very accurate for a non-native speaker.
<b>15–14</b>	Good consistent use of tense appropriate to subject matter with only occasional errors. Good range of structures and vocabulary. Some errors in more complex language. Pronunciation and intonation mostly accurate with only occasional slips.
<b>13/12/11</b>	Use of past, present and future tenses appropriate, but with some inaccuracies and inconsistencies. Fair range of structures and vocabulary. Pronunciation and intonation generally accurate with occasional hesitation.
<b>10–9</b>	General awareness and some use of tenses appropriate to subject matter, but many inaccuracies. Adequate range of structures and vocabulary. Pronunciation and intonation generally accurate, but some errors. Hesitant at times.
<b>8–7</b>	Some awareness and limited use of different tenses. Generally appropriate attempts at subject/verb accord. Fairly limited range of structures and vocabulary. Pronunciation and intonation fair, but inconsistent. Some hesitation.
<b>6/5/4</b>	Limited success in attempts at subject/verb accord. Very limited range of structures and vocabulary. Pronunciation and intonation approximate but intelligible. Hesitant delivery.
<b>3–2</b>	Very occasional awareness and success at subject/verb accord. Very limited range of vocabulary. Answers brief and often monosyllabic. Pronunciation very approximate and delivery very hesitant.
<b>1–0</b>	Little or nothing of merit.

**On the following pages are the teacher's versions of the six different role play booklets. These consist of:**

- the candidate's version of the Section 1 and Section 2 role plays
- the teacher's version of the Section 1 and Section 2 role plays
- the Section 3 narrative role play in the same form as given to the candidate
- the topics for the general conversation (and suggested questions on pages 34–38)

For Sections 1 and 2 there are suitable introductory remarks and responses for use by the teacher. These are to be regarded as mandatory in substance but may be rephrased as long as the teacher does not give a different meaning or unfair advantage by, for example, providing an item of vocabulary that the candidate needs.

## BOOKLET 1

## Section 1

**Situation:** You are in a pharmacy in Tabriz asking for medicine. Your teacher will play the part of the chemist and will start the conversation.



You will have to:

- say what is wrong with you (e.g. headache / sore throat / tummy ache)
- say how long you have had it (e.g. two hours / a day / a week)
- ask for a tablet
- ask the cost.

## Section 2

**Situation:** You are in a music store in Shiraz to buy a CD. Your teacher will play the part of the sales person and will start the conversation.



You will have to:

- say you would like to buy a CD
- say what type of music you prefer (e.g. classical / pop / film)
- say you heard a good CD last week
- answer the question.

## BOOKLET 1

## Section 1

**Situation:** In a pharmacy in Tabriz.

**Teacher:** Set the scene ...

شما در داروخانه‌ای در تبریز هستید و من هم فروشنده‌ام.

**Start by greeting the customer and offering help ...**

سلام. چه مشکلی دارید؟

**1 Candidate:** say what is wrong with you (e.g. headache / sore throat / tummy ache)

**Teacher:** Ask how long he / she has had it.

چند وقته این مشکلو دارید؟

**2 Candidate:** say how long you have had it (e.g. two hours / a day / a week)

**Teacher:** Say he / she is sorry.

متأسفم.

**3 Candidate:** ask for a tablet

**Teacher:** Say take one of these tablets three times a day.

یکی از این قرصا رو سه بار در روز بخورین.

**4 Candidate:** ask the cost

**Teacher:** Say it comes to 500 tumans.

میشه ۵۰۰ تومن.

## Section 2

**Situation:** In a music store in Shiraz.

**Teacher:** Set the scene ...

شما برای خرید سی‌دی به فروشگاه آمده‌اید.

**Start by greeting the customer and offering help ...**

بفرمایین. کمک لازم داشتین؟

**1 Candidate:** say you would like to buy a CD

**Teacher:** Say you have a large variety of music.

ما مجموعه بزرگ و متنوعی از موسیقی داریم.

**2 Candidate:** say what type of music you prefer (e.g. classical / pop / film)

**Teacher:** Ask if he / she is interested in recent recordings.

به کارهایی که اخیرا ضبط شده علاقه دارید؟

**3 Candidate:** say you heard a good CD last week

**Teacher:** Ask how much he / she would like to spend.

چقدر می‌خواین خرج کنین؟

**4 Candidate:** answer the question

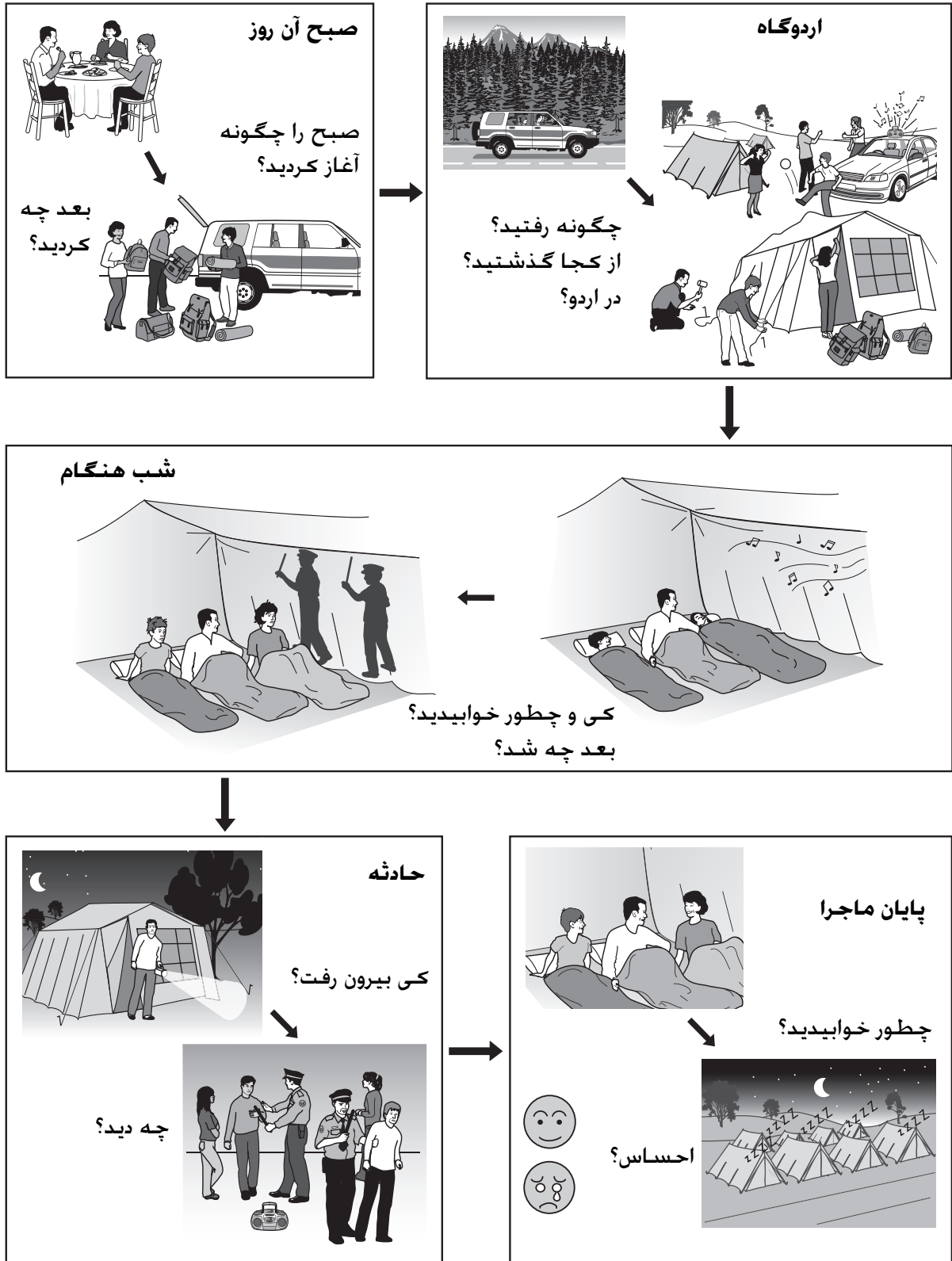
**Teacher:** Say great! That's fine.

بسیار خوب. عالی شد!

## Section 3

**Situation:** The notes and pictures printed below give an outline of a camping trip when a minor incident happened. Describe your visit **in Persian**.

You should expect your teacher to ask you questions at various points.



**BOOKLET 1**

**General Conversation Topics** (Choose **three** of the following.)

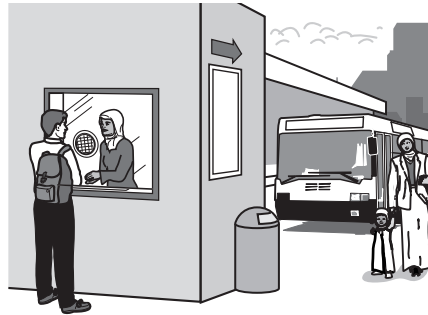
**Candidates must be given the opportunity to use past, present and future time references in at least one topic.**

- school life
- home life
- holidays
- careers, work, work experience

## BOOKLET 2

## Section 1

**Situation:** You are buying tickets in a Tehran coach station. Your teacher will play the part of the tickets salesperson and will start the conversation.



You will have to:

- ask if there is a bus to Yazd
- say what type of ticket you want (e.g. one-way / return / cheap)
- say how many tickets you need
- ask the cost.

## Section 2

**Situation:** You are phoning to report your neighbour to the Council. Your teacher will play the part of the Council worker and will start the conversation.



You will have to:

- say you have a problem with a neighbour
- say what the problem is (loud music / smells / car parking)
- answer the question
- say you spoke to the neighbour last week.

## BOOKLET 2

## Section 1

**Situation:** In a Tehran coach station.

**Teacher:** Set the scene ...

شما در یک گاراژ مسافرتی در تهران هستید و من هم فروشنده ام.

**Start by greeting the customer and offering help ...**

سلام. چی می خواستین؟

**1 Candidate:** ask if there is a bus to Yazd

**Teacher:** Ask what type of ticket he / she wants.

چه جور بلیتی می خواین؟

**2 Candidate:** say what type of ticket you want (e.g. one-way / return / cheap)

**Teacher:** Ask how many tickets are needed.

چندتا بلیت می خواین؟

**3 Candidate:** say how many tickets you need

**Teacher:** Say that's fine, anything else?

مشکلی نیست. چیز دیگه ای هم می خواین؟

**4 Candidate:** ask the cost

**Teacher:** Say the tickets are 1000 tumans each.

این بلیتا هرکدوم هزار تومنه.

## Section 2

**Situation:** Problem with a neighbour.

**Teacher:** Set the scene ...

شما تلفن می کنید که واقعه ای را شرح دهید.

**Start by greeting the customer and offering help ...**

سلام. چه فرمایشی دارین؟

**1 Candidate:** say you have a problem with a neighbour

**Teacher:** Ask what the problem is.

مشکلتون چیه؟

**2 Candidate:** say what the problem is (loud music / smells / car parking)

**Teacher:** Ask what time of day the problems are worst.

این مشکل چه وقتی از روزه؟

**3 Candidate:** answer the question

**Teacher:** Ask if the neighbour knows his / her feelings about the problem.

همسایتون می دونه شما از این مسئله ناراحتین؟

**4 Candidate:** say you spoke to the neighbour last week

**Teacher:** Say you will send someone round to investigate.

بسیار خب. به نفرو می فرستیم تحقیق کنه.

## Section 3

**Situation:** The notes and pictures printed below give an outline of an air trip in which your plane ran into stormy weather. Describe your air trip **in Persian**.

You should expect your teacher to ask you questions at various points.





**BOOKLET 2**

**General Conversation Topics** (Choose **three** of the following.)

**Candidates should be given the opportunity to use past, present and future time references in at least one topic.**

- self, family, friends
- your local area
- school life
- free time

## BOOKLET 3

## Section 1

**Situation:** You are in a bazaar in Rasht buying souvenirs. Your teacher will play the part of the stall owner and will start the conversation.



You will have to:

- say you want a souvenir (e.g. T-shirt / book / hat)
- ask if it is expensive
- say you like it
- ask the cost.

## Section 2

**Situation:** You are organising a surprise birthday party for a friend and are discussing details with a mutual friend. Your teacher will play the part of the mutual friend and will start the conversation.



You will have to:

- say all your friends are coming to the party
- answer the question
- say two things you want to buy (e.g. mobile phone / jacket / watch)
- say you have already bought the food.

## BOOKLET 3

## Section 1

**Situation:** In a bazaar in Rasht.

**Teacher:** **Set the scene ...**

شما در بازاری در رشت هستید و من هم فروشنده‌ام.

**Start by greeting the customer and offering help ...**

سلام. چه کمکی لازم دارید؟

**1 Candidate:** say you want a souvenir (e.g. T-shirt / book / hat)

**Teacher:** **Ask this one?**

این چگونه؟

**2 Candidate:** ask if it is expensive

**Teacher:** **Say no, it's quite cheap.**

نه، خیلی هم ارزونه.

**3 Candidate:** say you like it

**Teacher:** **Say that's great.**

بله، خیلی خوبه!

**4 Candidate:** ask the cost

**Teacher:** **Say it costs 1000 tumans.**

میشه هزار تومن.

## Section 2

**Situation:** Organising a birthday party.

**Teacher:** **Set the scene ...**

شما می‌خواهید برای دوستان جشن تولد بگیرید.

**Start by greeting your friend and asking what his / her plan is ...**

خب، بگو ببینم برنامه‌ت چیه؟

**1 Candidate:** say all your friends are coming to the party

**Teacher:** **Ask where the party is to be held.**

کجا می‌خواهی جشن بگیریم؟

**2 Candidate:** answer the question

**Teacher:** **Ask what he / she wants to buy for a present.**

هدیه چی می‌خواهی بخری؟

**3 Candidate:** say two things you want to buy (e.g. mobile phone / jacket / watch)

**Teacher:** **Ask if you can help with the food.**

می‌تونم در خرید خوراکی کمک کنم؟

**4 Candidate:** say you have already bought the food

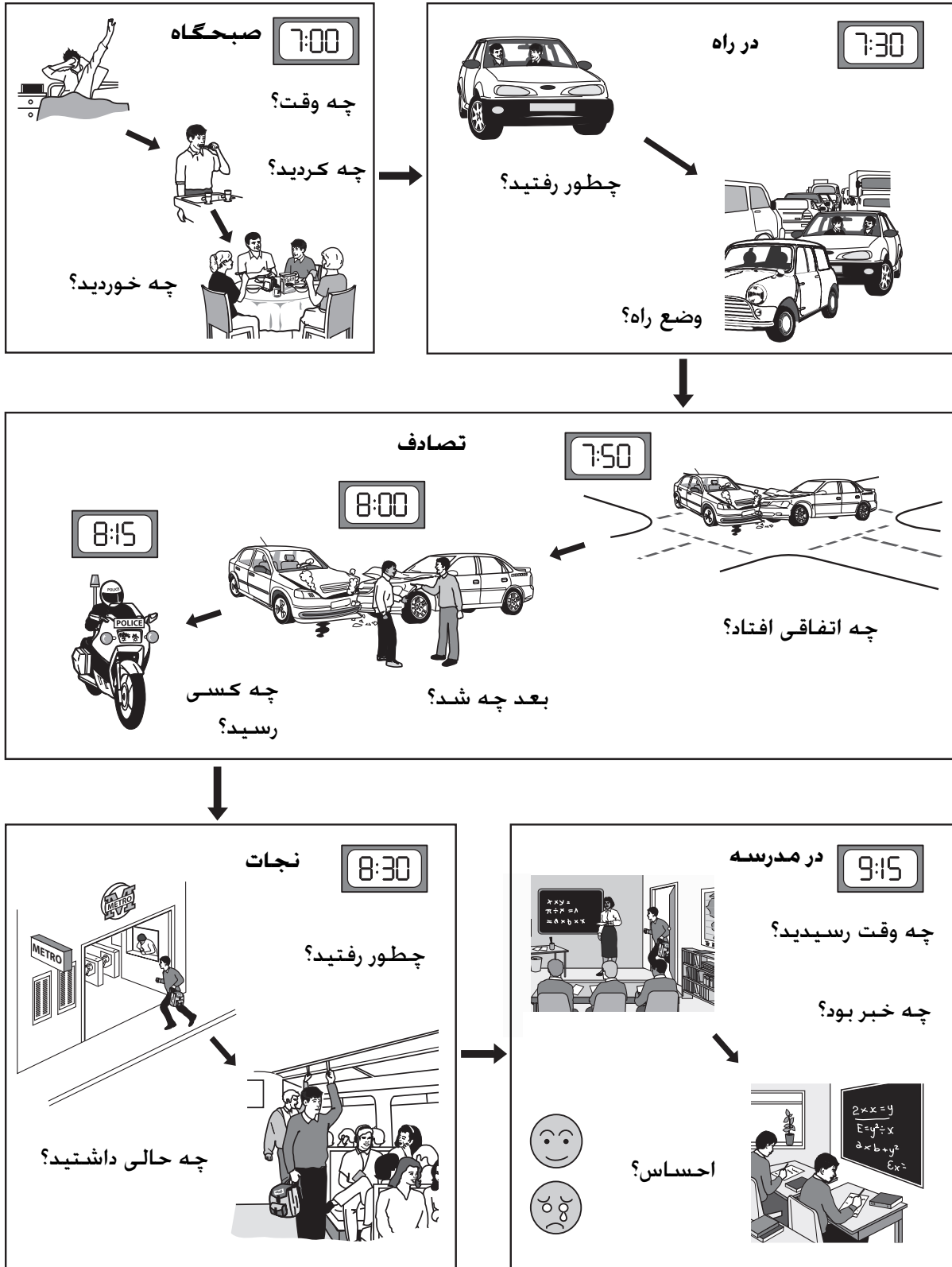
**Teacher:** **Say that this is going to be a great party.**

مهمانی خیلی خوبی می‌شه.

## Section 3

**Situation:** The notes and pictures printed below give an outline of one day when you were late to school because a minor accident happened. Describe your day **in Persian**.

You should expect your teacher to ask you questions at various points.



**BOOKLET 3**

**General Conversation Topics** (Choose **three** of the following.)

**Candidates must be given the opportunity to use past, present and future time references in at least one topic.**

- your local area
- self, family, friends
- home life
- holidays

## BOOKLET 4

## Section 1

**Situation:** You are buying tickets in a Tehran coach station. Your teacher will play the part of the tickets salesperson and will start the conversation.



You will have to:

- ask if there is a bus to Yazd
- say what type of ticket you want (e.g. one-way / return / cheap)
- say how many tickets you need
- ask the cost.

## Section 2

**Situation:** You are organising a surprise birthday party for a friend and are discussing details with a mutual friend. Your teacher will play the part of the mutual friend and will start the conversation.



You will have to:

- say all your friends are coming to the party
- answer the question
- say two things you want to buy (e.g. mobile phone / jacket / watch)
- say you have already bought the food.

## BOOKLET 4

## Section 1

**Situation:** In a Tehran coach station.

**Teacher:** Set the scene ...

شما در یک گاراژ مسافرتی در تهران هستید و من هم فروشنده ام.

**Start by greeting the customer and offering help ...**

سلام. چی می خواستین؟

**1 Candidate:** ask if there is a bus to Yazd

**Teacher:** Ask what type of ticket he / she wants.

چه جور بلیتی می خواین؟

**2 Candidate:** say what type of ticket you want (e.g. one-way / return / cheap)

**Teacher:** Ask how many tickets are needed.

چندتا بلیت می خواین؟

**3 Candidate:** say how many tickets you need

**Teacher:** Say that's fine, anything else?

مشکلی نیست. چیز دیگه ای هم می خواین؟

**4 Candidate:** ask the cost

**Teacher:** Say the tickets are 1000 tumans each.

این بلیتا هرکدوم هزار تومنه.

## Section 2

**Situation:** Organising a birthday party.

**Teacher:** Set the scene ...

شما می خواهید برای دوستان جشن تولد بگیرید.

**Start by greeting your friend and asking what his / her plan is ...**

خب، بگو ببینم برنامه ت چیه؟

**1 Candidate:** say all your friends are coming to the party

**Teacher:** Ask where the party is to be held.

کجا می خوای جشنو بگیری؟

**2 Candidate:** answer the question

**Teacher:** Ask what he / she wants to buy for a present.

هدیه چی می خوای بخری؟

**3 Candidate:** say two things you want to buy (e.g. mobile phone / jacket / watch)

**Teacher:** Ask if you can help with the food.

می تونم در خرید خوراکی کمک کنم؟

**4 Candidate:** say you have already bought the food

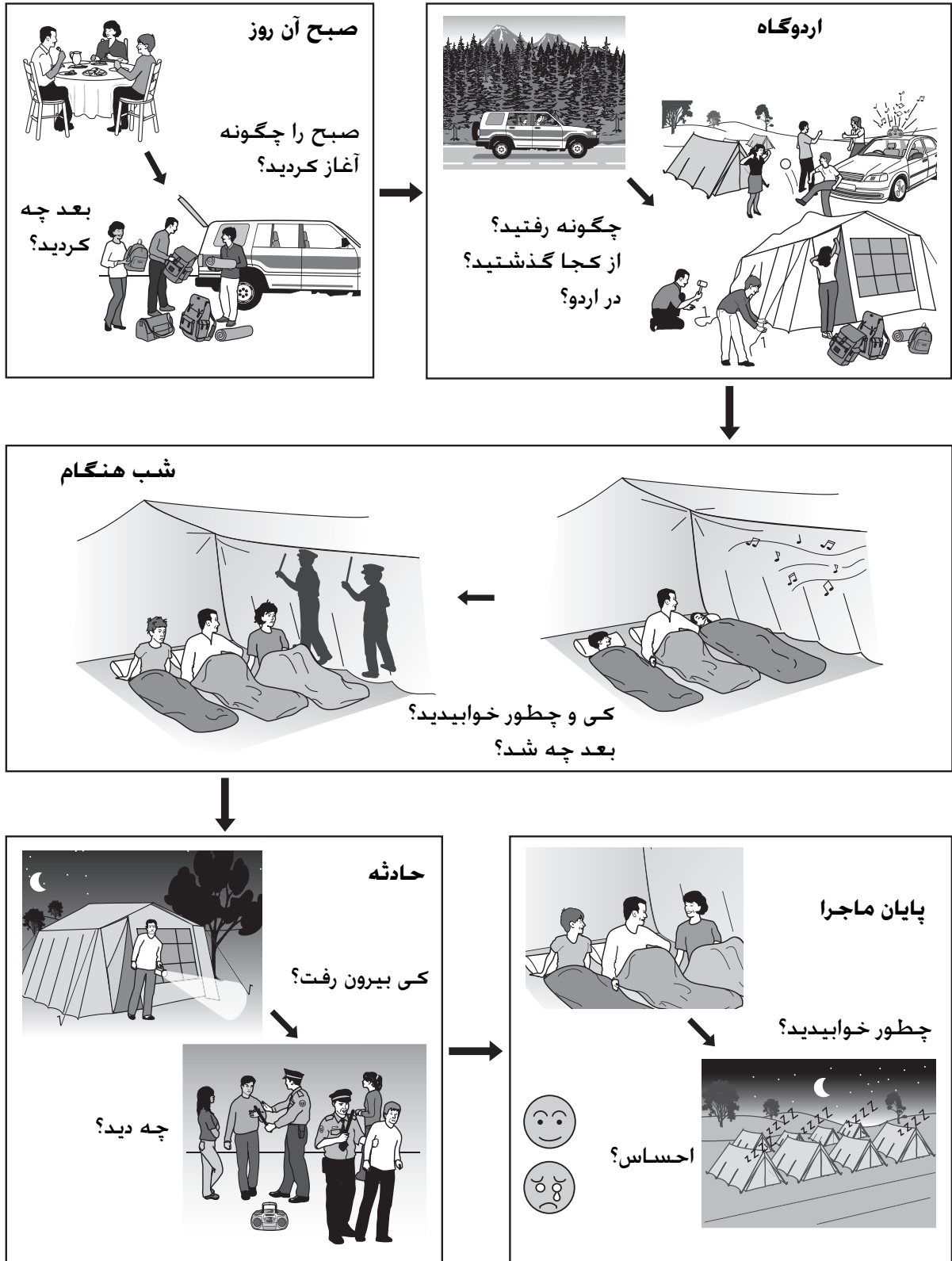
**Teacher:** Say that this is going to be a great party.

مهمانی خیلی خوبی می شه.

## Section 3

**Situation:** The notes and pictures printed below give an outline of a camping trip when a minor incident happened. Describe your visit **in Persian**.

You should expect your teacher to ask you questions at various points.





**BOOKLET 4**

**General Conversation Topics** (Choose **three** of the following.)

**Candidates must be given the opportunity to use past, present and future time references in at least one topic.**

- school life
- home life
- holidays
- careers, work, work experience

## BOOKLET 5

## Section 1

**Situation:** You are in a bazaar in Rasht buying souvenirs. Your teacher will play the part of the stall owner and will start the conversation.



You will have to:

- say you want a souvenir (e.g. T-shirt / book / hat)
- ask if it is expensive
- say you like it
- ask the cost.

## Section 2

**Situation:** You are in a music store in Shiraz to buy a CD. Your teacher will play the part of the sales person and will start the conversation.



You will have to:

- say you would like to buy a CD
- say what type of music you prefer (e.g. classical / pop / film)
- say you heard a good CD last week
- answer the question.

## BOOKLET 5

## Section 1

**Situation:** In a bazaar in Rasht.

**Teacher:** **Set the scene ...**

شما در بازاری در رشت هستید و من هم فروشنده‌ام.

**Start by greeting the customer and offering help ...**

سلام. چه کمکی لازم دارید؟

**1 Candidate:** say you want a souvenir (e.g. T-shirt / book / hat)

**Teacher:** **Ask this one?**

این چگونه؟

**2 Candidate:** ask if it is expensive

**Teacher:** **Say no, it's quite cheap.**

نه، خیلی هم ارزونه.

**3 Candidate:** say you like it

**Teacher:** **Say that's great.**

بله، خیلی خوبه!

**4 Candidate:** ask the cost

**Teacher:** **Say it costs 1000 tumans.**

میشه هزار تومن.

## Section 2

**Situation:** In a music store in Shiraz.

**Teacher:** **Set the scene ...**

شما برای خرید سی‌دی به فروشگاه آمده‌اید.

**Start by greeting the customer and offering help ...**

بفرمایین. کمک لازم داشتین؟

**1 Candidate:** say you would like to buy a CD

**Teacher:** **Say you have a large variety of music.**

ما مجموعه بزرگ و متنوعی از موسیقی داریم.

**2 Candidate:** say what type of music you prefer (e.g. classical / pop / film)

**Teacher:** **Ask if he / she is interested in recent recordings.**

به کارهایی که اخیراً ضبط شده علاقه دارید؟

**3 Candidate:** say you heard a good CD last week

**Teacher:** **Ask how much he / she would like to spend.**

چقدر می‌خواهین خرج کنین؟

**4 Candidate:** answer the question

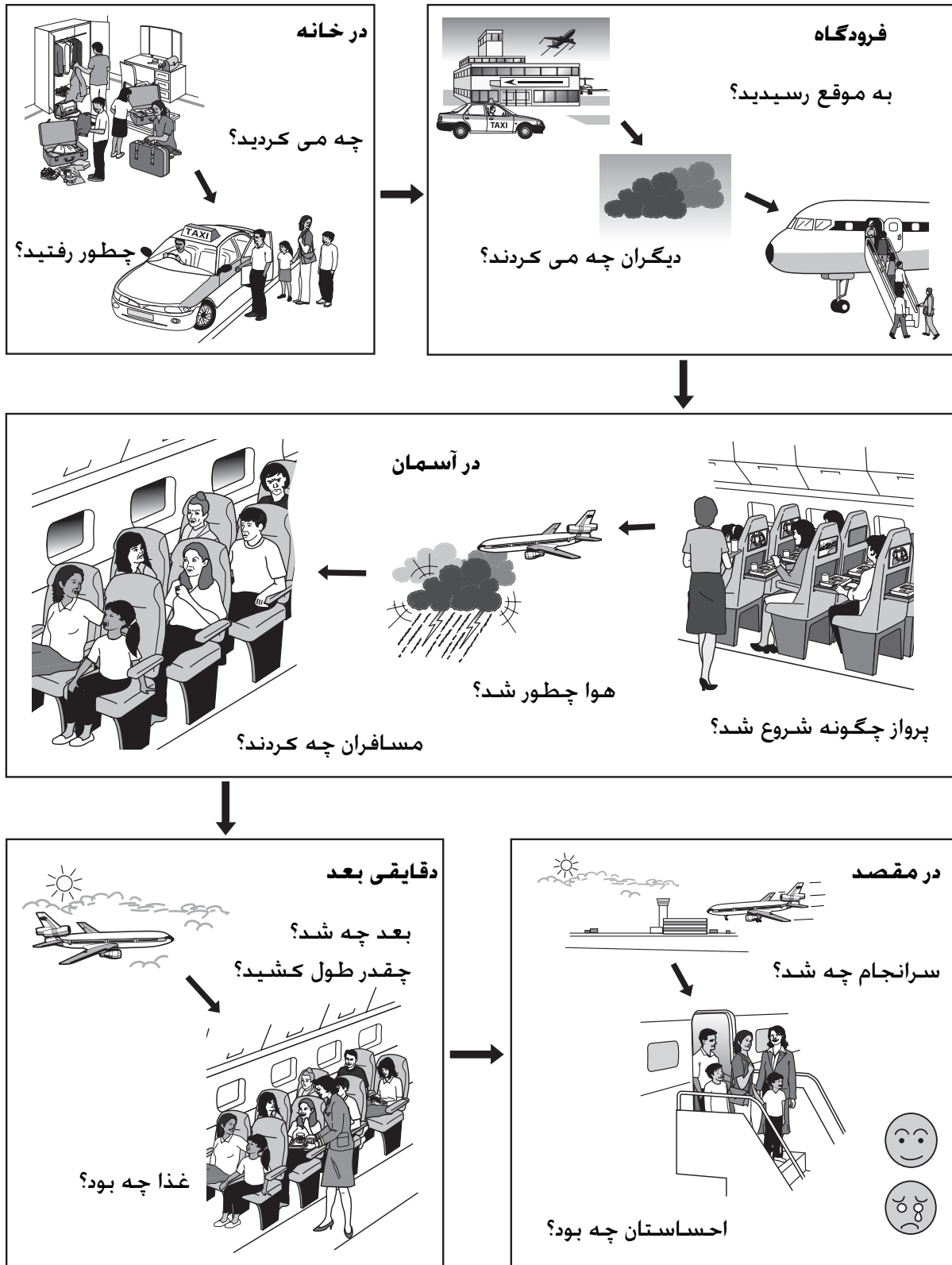
**Teacher:** **Say great! That's fine.**

بسیار خوب، عالی شد!

## Section 3

**Situation:** The notes and pictures printed below give an outline of an air trip in which your plane ran into stormy weather. Describe your air trip **in Persian**.

You should expect your teacher to ask you questions at various points.



**BOOKLET 5**

**General Conversation Topics** (Choose **three** of the following.)

**Candidates must be given the opportunity to use past, present and future time references in at least one topic.**

- self, family, friends
- your local area
- school life
- free time

## BOOKLET 6

## Section 1

**Situation:** You are in a pharmacy in Tabriz asking for medicine. Your teacher will play the part of the chemist and will start the conversation.



You will have to:

- say what is wrong with you (e.g. headache / sore throat / tummy ache)
- say how long you have had it (e.g. two hours / a day / a week)
- ask for a tablet
- ask the cost.

## Section 2

**Situation:** You are phoning to report your neighbour to the Council. Your teacher will play the part of the Council worker and will start the conversation.



You will have to:

- say you have a problem with a neighbour
- say what the problem is (loud music / smells / car parking)
- answer the question
- say you spoke to the neighbour last week.

## BOOKLET 6

## Section 1

**Situation:** In a pharmacy in Tabriz.

**Teacher:** **Set the scene ...**

شما در داروخانه‌ای در تبریز هستید و من هم فروشنده‌ام.

**Start by greeting the customer and offering help ...**

سلام. چه مشکلی دارید؟

**1 Candidate:** say what is wrong with you (e.g. headache / sore throat / tummy ache)

**Teacher:** **Ask how long he / she has had it.**

چند وقته این مشکلو دارید؟

**2 Candidate:** say how long you have had it (e.g. two hours / a day / a week)

**Teacher:** **Say he / she is sorry.**

متأسفم.

**3 Candidate:** ask for a tablet

**Teacher:** **Say take one of these tablets three times a day.**

یکی از این قرصا رو سه بار در روز بخورین.

**4 Candidate:** ask the cost

**Teacher:** **Say it comes to 500 tumans.**

میشه ۵۰۰ تومن.

## Section 2

**Situation:** Problem with a neighbour.

**Teacher:** **Set the scene ...**

شما تلفن می کنید که واقعه ای را شرح دهید.

**Start by greeting the customer and offering help ...**

سلام. چه فرمایشی دارید؟

**1 Candidate:** say you have a problem with a neighbour

**Teacher:** **Ask what the problem is.**

مشکلتون چیه؟

**2 Candidate:** say what the problem is (loud music / smells / car parking)

**Teacher:** **Ask what time of day the problems are worst.**

این مشکل چه وقتی از روزه؟

**3 Candidate:** answer the question

**Teacher:** **Ask if the neighbour knows his / her feelings about the problem.**

همسایتون می دونه شما از این مسئله ناراحتین؟

**4 Candidate:** say you spoke to the neighbour last week

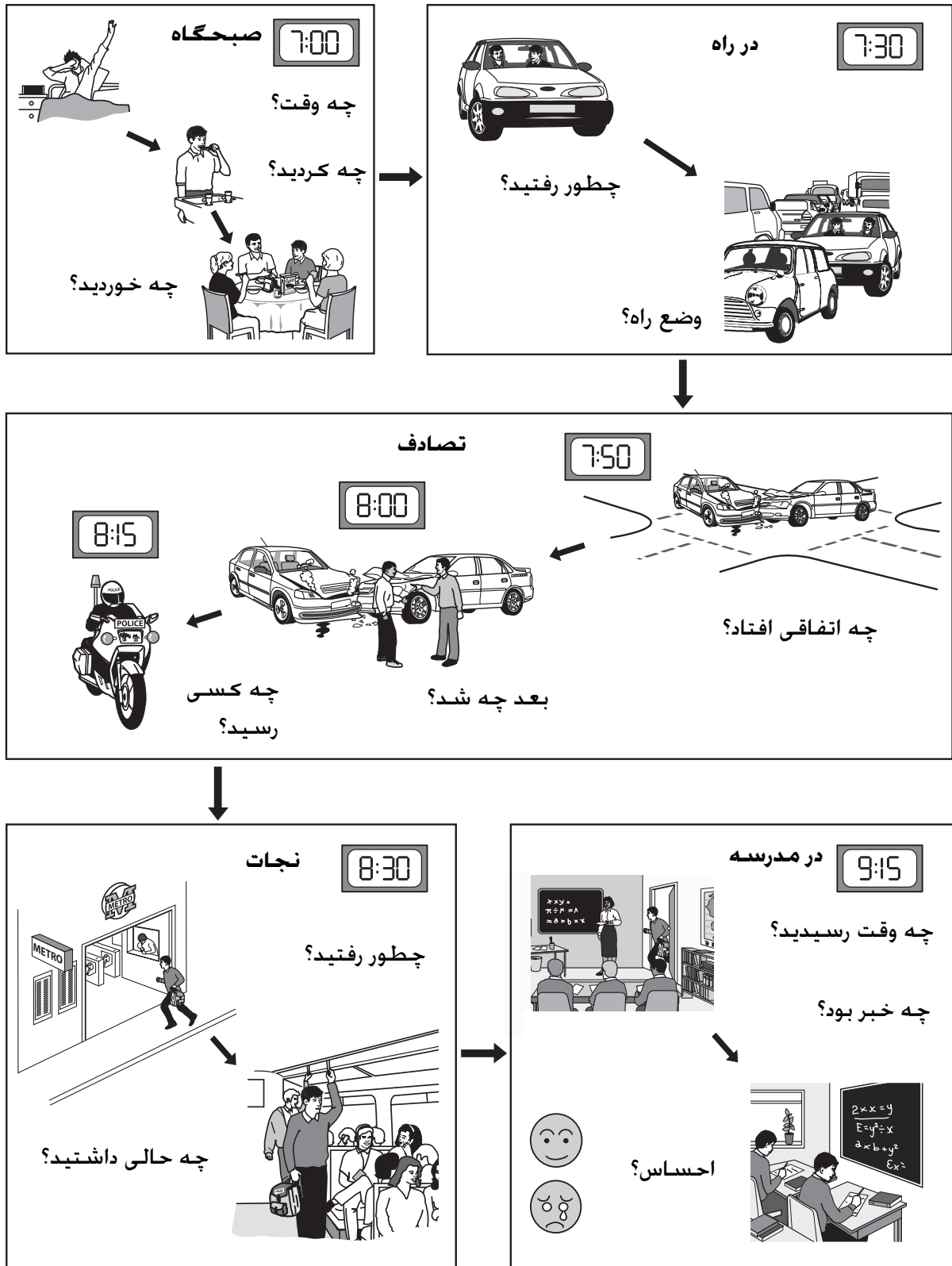
**Teacher:** **Say you will send someone round to investigate.**

بسیار خب. به نفرو می فرستیم تحقیق کنه.

## Section 3

**Situation:** The notes and pictures printed below give an outline of one day when you were late to school because a minor accident happened. Describe your day **in Persian**.

You should expect your teacher to ask you questions at various points.





**BOOKLET 6**

**General Conversation Topics** (Choose **three** of the following.)

**Candidates must be given the opportunity to use past, present and future time references in at least one topic.**

- your local area
- self, family, friends
- home life
- holidays

## INTRODUCTION TO THE TOPIC-BASED QUESTIONS

A selection of questions now follows. These are for use in the General Conversation section of the Speaking Test.

Each bank of questions contains ideas for topic-based conversations. These questions are not in any mandatory sequence. They may be re-phrased or varied as appropriate to each candidate. These lists do not preclude other appropriate questions, which the teacher/examiner may choose to introduce on a particular topic.

These are suggestions of areas to be explored in the course of a natural conversation between teacher/examiner and candidate. **On no account should any conversation be a mere recitation of these lists of questions.**

These banks of questions have been drawn up to serve as a reminder that it is advisable to offer candidates opportunities to use a variety of opinions, tenses and justifications in their responses, because higher marks can only be awarded for the inclusion of such features.

The suggestions start with very “open” questions, which should encourage candidates to expand on their responses. However, on the next line there are more specific questions (*in italics*), which may be more suitable for weaker candidates, or as lead-in questions to the more “open” questions for less confident candidates. For instance, a topic could be introduced with two or three “closed” questions, which require a short response, leading to more “open” questioning which allows the candidate to show initiative and develop the subject matter.

۱ (الف) زندگی در منزل (در خانه چه می‌گذرد؟)

کمی در باره خانه / منزل / آپارتمان‌تان صحبت کنید.  
 (چند تاتاق دارد؟ در باره ... صحبت کنید.)  
 اتاق خواب / حیاط / اتاق نشیمن‌تان را توصیف کنید. (رنگ / اندازه / گل و گیاه / اسباب و اثاثیه یا مبلمان منزل)  
 حیاط دارید؟ در اتاق خواب‌تان چه چیزهایی هست / وجود دارد؟  
 در منزل چه کارهایی (یا کمک‌هایی) می‌کنید؟ دیروز؟ آخر هفته آینده؟  
 (خانه را جارو می‌کنید / ظرف‌ها را می‌شوید / به پدر بزرگ یا مادر بزرگ کمک می‌کنید؟)  
 برنامه (کارهای) روزانه خودتان در منزل را شرح دهید. (صبح / عصر / شب / آخر هفته)  
 (چه ساعتی بیدار می‌شوید / به خانه برمی‌گردید / ناهار می‌خورید؟)  
 از چه چیز منزل‌تان / اتاق خواب‌تان خوشتان / بدتان می‌آید؟ چرا؟  
 (رنگ دیوارها چیست؟ از آن خوشتان می‌آید؟ چرا؟)  
 در منزل، چه کسی آشپزی می‌کند؟ (اظهار نظر در باره غذاها / خوراکی‌ها / آشپزخانه.  
 (مادر / پدرتان شام درست می‌کنند؟ شما دوست دارید چه غذایی بپزید؟)  
 (اگر می‌توانستید) چه چیز منزل‌تان / اتاق خواب‌تان را عوض می‌کردید (یا تغییر می‌دادید؟ چرا؟  
 (شما اتاق خواب‌تان را دوست دارید؟ چرا؟)

۱ (ب) زندگی در مدرسه (در مدرسه چه می‌گذرد؟)

در باره مدرسه / کالج‌تان صحبت کنید.  
 (چندتا دانش‌آموز / معلم در مدرسه‌تان هست؟)  
 کلاس درس / ساختمان / زمین بازی مدرسه‌تان را توصیف کنید.  
 (کلاس درس‌تان بزرگ است؟ در کلاس درس‌تان چه چیزهایی هست؟)  
 درس مورد علاقه‌تان چیست؟ چرا؟ چه درسی را کم‌تر از همه دوست دارید؟ چرا؟  
 (از ریاضیات (درس ریاضی) خوشتان می‌آید؟ بعد / بعد از این / فردا چه درسی خواهید داشت؟)  
 برنامه (کارهای) روزانه خود در مدرسه / ساعت تفریح / صبح / بعد از ظهر را شرح دهید.  
 (چه ساعتی وارد مدرسه می‌شوید / شدید؟ ناهار می‌خورید / خوردید؟ به منزل می‌روید / رفتید؟)  
 از چه چیز مدرسه / کلاس‌ها یا درس‌ها / ورزش‌ها خوشتان / بدتان می‌آید؟ چرا؟  
 (در ساعت استراحت / وقت ناهار چه کار می‌کنید؟ با چه کسی؟)  
 در باره مقررات مدرسه چه فکر می‌کنید؟ (اظهار نظر در باره اونیفورم / تکلیف مدرسه.  
 (معلم‌ها سخت‌گیر هستند؟ در باره تکلیف مدرسه چه فکر می‌کنید؟)  
 (اگر می‌توانستید) چه چیز مدرسه را عوض می‌کردید / تغییر می‌دادید؟ این تغییر چگونه وضعیت را بهتر می‌کرد؟  
 (شما (اونیفورم) مدرسه را دوست دارید؟ چرا؟)

در باره خانواده / بهترین دوست / برادر / مادربزرگ تان صحبت کنید.  
 (چندتا خواهر دارید؟ در باره خواهرتان، پروین، صحبت کنید.)  
 مادر / پدرتان را توصیف کنید. شغل / اخلاق (خلق و خو) / مو / قد  
 اگر حیوان خانگی دارید، آن را توصیف کنید.  
 (کار پدر / برادرتان چیست؟ حیوان خانگی دارید؟)  
 میل دارید با دوستان تان چه کارهایی / فعالیت‌هایی انجام دهید؟ آخر هفته گذشته؟ آخر هفته آینده؟  
 (با دوستان تان به سینما / مسجد / کلیسا می‌روید؟ با آنها فوتبال بازی می‌کنید؟)  
 شما چطور آدمی هستید؟ اخلاق (خلق و خو) / چیزهایی که دوست دارید / ندارید.  
 (شما باهوش / مهربان / مطیع / ورزش دوست (اهل ورزش) پرکار هستید؟)  
 از چه چیز دوستان تان / همکلاسی‌هایتان خوششان می‌آید / نمی‌آید؟ چرا؟  
 (بهترین دوست تان کیست؟ او را توصیف کنید. خصوصیات / چیزهایی که دوست دارد / ندارد.)  
 رابطه شما با خانواده / همکلاسی‌ها / پسرها / دخترها چطور است؟ نظرها / عقیده‌ها.  
 (برادرتان را دوست دارید؟ مادر / پدرتان خوش اخلاق / سخت‌گیر است / هستند؟ در چه زمینه‌هایی؟)  
 اگر می‌توانستید، در زندگی (خانوادگی) تان چه تغییری می‌دادید؟ این تغییر چگونه وضعیت را بهتر می‌کرد؟  
 (در تعطیلات آخر هفته / عصرها / شب‌ها معمولاً چه کار می‌کنید؟ چه کارهای دیگری دوست دارید انجام دهید؟)

در باره سرگرمی‌هایتان صحبت کنید. تعطیلات آخر هفته / عصرها / شب‌ها چه کار می‌کنید؟  
 (ورزش می‌کنید؟ موسیقی دوست دارید؟ چه نوع؟ چه وقت؟ با چه کسی؟)  
 تلویزیون / مطالعه (خواندن) / کنسرت دوست دارید؟ در باره آن صحبت کنید.  
 (شما به باشگاه (کلب) می‌روید؟ کدام برنامه تلویزیونی را دوست دارید؟)  
 در وقت آزادتان چه کار می‌کنید؟ آخر هفته گذشته؟ آخر هفته آینده؟  
 (شما خرید می‌کنید؟ فوتبال تماشا می‌کنید؟ آخر هفته به مسجد / کلیسا می‌روید؟)  
 کارهایی را که دوست دارید در اوقات فراغت / آخر هفته / عصرها / شب‌ها انجام دهید، توصیف کنید (شرح دهید).  
 (روزهای شنبه چه ساعتی به منزل می‌رسید / از خواب بیدار می‌شوید؟ بعد چه کار می‌کنید؟)  
 از چه چیز تعطیلات آخر هفته خوششان می‌آید / نمی‌آید؟ چرا؟  
 (روزهای شنبه / یکشنبه صبح / بعد از ظهر / عصر / شب چه کار می‌کنید؟ در باره آن صحبت کنید.)  
 وقت‌های آزاد (اوقات فراغت) تان را با چه کسی می‌گذرانید؟ نظرتان در باره دوستان و خانواده‌تان چیست؟  
 (با خانواده‌تان تلویزیون تماشا می‌کنید؟ با دوستان تان گردش می‌روید؟)  
 اگر مجبور نبودید به مدرسه یا سر کار بروید چه کار می‌کردید؟ چرا؟  
 (پول تان را چگونه خرج می‌کنید؟ لباس / مد / موسیقی / ورزش؟)

در باره شهر / روستا (ده) / منطقه خودتان صحبت کنید. صنعتی؟ توریستی؟  
 (کجا زندگی می کنید؟ زندگی در شهر ... را دوست دارید؟)  
 در محله شما چه تسهیلاتی (وسایل تفریحی) برای جوانان وجود دارد؟  
 (سینما هست؟ در آن نزدیکی ها باشگاه (کلوب) زیاد هست؟)  
 در محله شما چه تسهیلاتی (وسایل تفریحی) برای توریست ها (گردشگران) وجود دارد؟  
 (از کافه / موزه / پارک ... دیدن کرده اید؟ در باره آن صحبت کنید.)  
 از لحاظ خرید (خوراک، پوشاک ...) وضع محله شما چگونه است؟ آخر هفته گذشته خرید کردید؟  
 (برای خرید به شهر ... می روید؟ به چه جاهای دیگر می روید؟ چه وقت؟ با چه کسی؟)  
 نظرتان در باره شهر / روستا (ده) / منطقه خودتان چیست؟ چرا؟  
 (از چه چیز شهر ... خوششان نمی آید؟ وسایل نقلیه / وسایل سرگرمی؟)  
 فایده ها و ضررهای زندگی در شهر یا روستا چیست؟  
 (زندگی در شهر ... را دوست دارید؟ چرا؟ ترجیح می دهید در جای دیگر زندگی کنید؟)  
 اگر انتخاب با شما بود، دوست داشتید کجا زندگی می کردید؟ خارج؟ چرا؟  
 (دوست دارید در اسپانیا زندگی کنید؟ هوای اینجا / آنجا چگونه است؟)

## ۴ حرفه، کار، تجربه کاری (کارآموزی)

در باره تجربه کاری تان صحبت کنید. چه مدت؟ نوع کار؟  
 (از کار کردن در شرکت ... راضی بودید؟ چرا؟ در باره آن صحبت کنید.)  
 در تعطیلات آخر هفته (یا) عصرها کار می کنید؟ نظرتان در باره این کار چیست؟  
 (در سوپرمارکت کار می کنید؟ روزهای شنبه کجا / چه ساعت هایی کار می کنید؟)  
 بعد از پایان مدرسه می خواهید چه کار کنید؟ کالج / دانشگاه / کار / تحصیل؟  
 (در ماه سپتامبر به کالج می روید؟ در چه رشته یی تحصیل خواهید کرد؟)  
 برنامه روزانه تجربه کاری (کارآموزی) خود را توصیف کنید / شرح دهید. صبح / بعد از ظهر. وسیله نقلیه / غذا.  
 (چه ساعتی وارد شرکت ... می شدید؟ صبح / وقت ناهار / بعد از ظهر؟)  
 دوست دارید در آینده چه شغل (یا) حرفه یی داشته باشید؟ چرا؟  
 (بعد از کالج؟ می خواهید در یک مغازه / دفتر / تعمیرگاه اتومبیل کار کنید؟ چرا؟)  
 کار / شغل پدر / برادر / خواهرتان چیست؟ دوست دارید همان شغل را داشته باشید؟  
 (مادر / پدرتان چه کار می کنند؟ دوست دارید ... بشوید؟)  
 نکات / جنبه های مثبت و منفی کارها / حرفه ها / فرصت های تحصیلی یا شغلی مختلف.  
 (چقدر پول می گیرید؟ چگونه / چگونه آن را خرج می کنید؟)

- در باره تعطیلات تابستان خود صحبت کنید. پارسال؟ امسال؟  
 (برای تعطیلات امسال کجا می‌روید؟ پارسال کجا رفتید؟)  
 تعطیلات خود را توصیف کنید (هوا / وسیله نقلیه / مسکن / فعالیت‌ها).  
 (برای تعطیلات دوست دارید کجا بروید؟ در یک کاروان (خانه سیار) اقامت می‌کنید؟ با چه کسی؟  
 اگر پول زیاد داشتید. برای تعطیلات کجا می‌رفتید؟ با چه کسی؟  
 (در تعطیلات دوست دارید چه کارهایی انجام دهید / چه کار کنید؟ با چه کسی؟ اگر هوا بد باشد؟)  
 تعطیلات کریسمس / عید نوروز را توصیف کنید. جشن‌ها / میهمانی‌ها / دیدارها / غذاها.  
 (در تعطیلات عید نوروز / کریسمس چه کار می‌کنید؟ با خانواده؟ چه می‌خورید / می‌نوشید؟ کجا می‌روید؟ به دیدن چه  
 کسانی می‌روید؟)  
 از چه چیز تعطیلات خوشتان / بدتان می‌آید؟ چرا؟ معمولاً سفر می‌کنید / در خانه می‌مانید؟  
 (در طول تعطیلات در منزل چه کار می‌کنید؟ از این کار لذت می‌برید؟ چرا؟)  
 کدام را ترجیح می‌دهید: تعطیلات در کنار خانواده یا با دوستان؟ چه تفاوت‌هایی دارد؟  
 (با خانواده سفر می‌کنید؟ از این کار لذت می‌برید؟ چرا؟)  
 نکات / جنبه‌های مثبت و منفی انواع مختلف تعطیلات. خرج (هزینه) / سفر / مسکن.  
 (دوست دارید برای تعطیلات به ایران / اسپانیا بروید؟ چرا؟)

# Modern Foreign Languages

**OCR GCSE 1921/1922/1923/1924**

## Speaking Mark Sheet

**DUTCH**  1921    
 **PERSIAN**  1922    
 **PORTUGUESE**  1923    
 **TURKISH**  1924    
 ✓ tick language

Centre Number

Candidate Name  Candidate Number

- ALL CANDIDATES should attempt one Section 1, Section 2 and Section 3 role-play.
- The teacher should complete the centre and candidate details, the RP booklet used, the conversation topics, teacher's name and date of test. (All areas in grey).

RP BOOKLET NO:.....												
SECTION 1 Role-play					SECTION 2 Role-play					SECTION 3 Role-play		
TASK	1	2	3	4	TASK	1	2	3	4	8		
	2	2	2	2		2	2	2	2	6	7	
	1	1	1	1		1	1	1	1	4	5	
	0	0	0	0		0	0	0	0	2	3	
										0	1	
Mark /8					Mark (8÷2) /4					Mark /8		

CONVERSATION	LINGUISTIC QUALITY																					
TOPIC 1:	<table border="1"> <tr><td>19</td><td>20</td></tr> <tr><td>16</td><td>17</td><td>18</td></tr> <tr><td>14</td><td>15</td></tr> <tr><td>11</td><td>12</td><td>13</td></tr> <tr><td>9</td><td>10</td></tr> <tr><td>7</td><td>8</td></tr> <tr><td>5</td><td>6</td></tr> <tr><td>3</td><td>4</td></tr> <tr><td>1</td><td>2</td></tr> <tr><td>0</td></tr> </table>	19	20	16	17	18	14	15	11	12	13	9	10	7	8	5	6	3	4	1	2	0
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TOPIC 2:																						
TOPIC 3:																						
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10																						
8	9																					
6	7																					
4	5																					
2	3																					
0	1																					
Mark /10	Mark /20																					

Section 1 Role Play (out of 8)	Total (out of 50)	Name of Teacher Conducting Test						
Section 2 Role Play (out of 4)		Date of Test						
Section 3 Role Play (out of 8)		Name of Examiner						
Conversation (out of 10)		Creditor Number	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Linguistic Quality (out of 20)								

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