

OXFORD CAMBRIDGE AND RSA EXAMINATIONS
General Certificate of Secondary Education

PERSIAN

Speaking

SPECIMEN

New Specification (2003)

TEACHER'S INSTRUCTIONS

TEACHER'S CARDS

CANDIDATE'S CARDS

1922/2

These instructions consist of 20 printed pages.

RANDOM NUMBER SHEET

In the table below 'Candidate Order' refers to the sequence in which the candidates are examined, and the numbers 1–3 are used to identify the different cards at each level. The identifying card number (1–3) is printed on the candidate's card.

The candidate should be handed the cards as indicated, and be allowed the duration of the previous candidate's test for preparation of role-play cards.

The cards are changed after every third candidate. If a break in examining occurs (eg 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 | Section 1 cards (colour: maize) 1–3 | Section 2 cards (colour: green) 1–3 | Section 3 cards (colour: white) 1–3 |
|-----------------|---|---|---|
| 1, 2, 3 | 3 | 2 | 1 |
| 4, 5, 6 | 2 | 3 | 3 |
| 7, 8, 9 | 1 | 1 | 1 |
| 10, 11, 12 | 3 | 3 | 2 |
| 13, 14, 15 | 2 | 2 | 1 |
| 16, 17, 18 | 1 | 1 | 3 |
| 19, 20, 21 | 2 | 3 | 2 |
| 22, 23, 24 | 3 | 1 | 3 |
| 25, 26, 27 | 2 | 2 | 1 |
| 28, 29, 30 | 1 | 1 | 2 |
| 31, 32, 33 | 3 | 2 | 3 |
| 34, 35, 36 | 2 | 3 | 1 |
| 37, 38, 39 | 3 | 1 | 2 |
| 40, 41, 42 | 1 | 3 | 1 |
| 43, 44, 45 | 3 | 2 | 3 |
| 46, 47, 48 | 2 | 3 | 1 |
| 49, 50, 51 | 1 | 2 | 2 |
| 52, 53, 54 | 3 | 3 | 3 |
| 55, 56, 57 | 1 | 2 | 1 |
| 58, 59, 60 | 3 | 1 | 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.

OCR

PLEASE READ THE FOLLOWING INFORMATION IN CONJUNCTION WITH THE SYLLABUS AND THE GUIDANCE FOR TEACHERS ON THE SPEAKING COMPONENTS BOOKLET.

Please note that you must examine your candidates in accordance with the Random Number 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.

The Conduct of the Speaking Test

The test will last for 12–15 minutes.

The first candidate should be given 15 minutes to prepare: each subsequent candidate should prepare while the previous candidate is being examined.

Candidates are **not** allowed to make written notes during the preparation period and may not use a dictionary.

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

Recording should start on side one and continue on side two. At the beginning of each side teachers should identify the name of the teacher, school and Centre number. The name of each candidate should be identified by the **teacher** as his/her interview begins – this should **not** be left to the candidates themselves.

Both the candidate and the teacher 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 2 feet from his/her face. Small, portable cassette recorders with integral microphones should be avoided, unless an external microphone can be used.

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

Before submitting cassettes to the Moderator or Examiner, teachers are asked to ensure that cassettes are rewound to the beginning of interviews and the cassette labels provided are completed. Cassettes should also bear identification. Teachers are also asked to spot check the cassettes to ensure that each has been recorded properly.

Completion of Mark Sheets

The teacher must enter on an individual mark sheet for **each** candidate:

- the candidate and Centre number and name
- a tick to show the language being examined
- the name of the Examiner (i.e. the teacher who conducted the test)
- the date of the test
- the numbers of the cards used
- titles of topics for General Conversation

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

- all Attendance Registers for Component 2;
- 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 Examiner and that all candidates have been recorded.

It is essential that cassettes should be packed securely to ensure safe delivery. It is also advisable to obtain a certificate of posting.

The person in charge of Examinations at your Centre will receive the name and address of your 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 Examiner by the date shown on the timetable for the Component.

Absentee 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, and the recording of the test.

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

The Elements of the Test

NB It is essential that you do not omit to conduct any part of the test. Candidates cannot be compensated for any part which is omitted. The parts may be conducted in any order, but the suggested sequence set out below is designed to help the candidate by starting with the ones that s/he has prepared.

| | | | |
|-----------------------------|--------------|---------------|-----------------|
| 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 |

** On the bottom of the teacher's version of each Section 2 role play card printed later in this booklet, there are five topics listed for use with the candidates having that particular card. The teacher must select 3 topics which must not be notified to candidates in advance.

MARKING CRITERIA**SECTION 1 ROLE PLAY**

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

| | |
|----------|---|
| 2 | Candidate successfully communicates the message without ambiguity and with little assistance from the examiner Incorrect use of the 'you' form overlooked at this level. |
| 1 | Candidate partially communicates the message OR Candidate eventually communicates the message after considerable assistance from the examiner, without being fed the answer |
| 0 | Candidate fail to communicate message or is fed the answer by the 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 will allow for some freedom of response.

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

Total mark out of 8 \div 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

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

This is a 'best fit' exercise. Where some qualities are lacking, the lower of two marks in the mark band will be appropriate.

GENERAL CONVERSATION (approximately 5 minutes)

Communication and Quality of language are assessed in bands of performance. The criteria cover performance from Grade G to Grade A* and are therefore applicable to all candidates.

Tense appears as a criterion in both the Communication and Quality of Language grids. Use of different time references is essential at Grade C and above (i.e. for marks of 11 upwards) and teachers should ensure that candidates are given the opportunity to use past, present and future tenses.

General Conversation – Communication 10 marks

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

Quality of Language (covers the whole examination) 20 marks

| | |
|-----------------|--|
| 20/19 | 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. |
| 18/17/16 | 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. |
| 15/14 | 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. |
| 13/12/11 | 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. |
| 10/9 | 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. |
| 8/7 | 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. |
| 6/5/4 | Limited success in attempts at subject/verb accord. Very limited range of structures and vocabulary. Pronunciation and intonation approximate but intelligible. Hesitant delivery. |
| 3/2 | 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. |
| 1/0 | Little or nothing of merit. |

On the following pages you will find the following:

- the teacher's version of the Section 1 role play cards,
- the teacher's version of the Section 2 role play cards,
- the Section 3 role play cards in the same form as given to the candidate.

On the cards for Section 1 and 2, printed beside the word 'Candidate' is a copy of the candidate's task. There are also 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.

Teachers should accept any reasonable interpretation of the icons. The English and Persian suggestions below are for guidance only.

Section 1

TEACHER'S CARD 1

In a restaurant در یک رستوران

Situation: The candidate is in an Iranian restaurant with a friend and is going to order a meal. The teacher will play the part of the waiter, start the conversation and set the scene, e.g.

بفرمایید خواهش می‌کنم. خوش آمدید.

Teacher: Greet the guests and ask them to take a table. e.g.

بفرمایید بنشینید.

1. Candidate: Say you need a table for two. e.g.

یک میز دو نفره، لطفاً.

Teacher: Ask what they would you like to have. e.g.

بفرمایید چه میل دارید؟

2. Candidate: Order a main course and a vegetable. e.g. two chelo-kababs with grilled tomatoes.

دو تا چلوکباب با گوجه، لطفاً.

Teacher: Ask what drinks they would like to have. e.g.

نوشیدنی چه میل دارید؟

3. Candidate: Say what drinks you would like to have. e.g.

برای من دوغ بیارید، لطفاً.

Teacher: Say thank you and ask if they need anything else. e.g.

متشکرم. چیز دیگری احتیاج دارید؟

4. Candidate: Ask where the toilets are. e.g.

بیخشید، توالت کجاست؟

Teachers should accept any reasonable interpretation of the icons. The English and Persian suggestions below are for guidance only.

Section 1

TEACHER'S CARD 2

In a hotel دریک هتل

Situation: The candidate and his/her family intend to stay in an Iranian hotel for five days. The teacher will play the part of the receptionist, start the conversation and set the scene, e.g.

بفرمایید خواهش می‌کنم.

Teacher: Ask how you can help. e.g.

بفرمایید، چه کمکی میتوانم بکنم؟

1. Candidate: Ask for the rooms you require with bathrooms. e.g.

دو تا اتاق با حمام میخواستیم.

Teacher: Ask for how many people. e.g.

برای چند نفر میخواهید؟

2. Candidate: Say for how many adults and children. e.g.

دو نفر بزرگ و دو تا بچه.

Teacher: Ask for how many nights? e.g.

برای چند شب؟

3. Candidate: Say for how many nights. e.g.

دو شب.

Teacher: Say that's OK. e.g.

مسئله‌ی نیست.

4. Candidate: Ask about the rates for the rooms. e.g.

قیمت اتاق‌ها چند است؟

Teacher: Say 50,000 tumans per night per room. e.g.

هر یک از اتاق‌ها شبی ۵۰ هزار تومان است.

Teachers should accept any reasonable interpretation of the icons. The English and Persian suggestions below are for guidance only.

Section 1

TEACHER'S CARD 3

At the Tehran railway terminal/station در ایستگاه قطار تهران

Situation: The candidate is in the Tehran railway station and is buying a ticket for Mashad. The teacher will play the part of the tickets salesperson, start the conversation and set the scene, e.g.

صبح بخیر، بفرمایید.

Teacher: Greet him/her and ask how you can help. e.g.

صبح بخیر. چه فرمایشی دارید؟

1. Candidate: Ask about trains to Mashad. e.g.

برای مشهد قطار هست؟

Teacher: Ask when s/he intends to travel. e.g.

برای کی میخواهید؟

2. Candidate: Give the date and day of the week you intend to travel. e.g.

چهارشنبه، دهم مرداد.

Teacher: Ask what kind of ticket s/he wants. e.g.

چه نوع بلیتی میخواهید؟

3. Candidate: Say what kind of ticket you need. e.g. a return ticket.

دو سره، لطفاً.

Teacher: Ask if s/he needs anything else. e.g.

بسیار خوب، کار/فرمایش دیگری ندارید؟

4. Candidate: Ask which platform the train departs from. e.g.

از کدام سکو قطار حرکت میکند؟

Teacher: Say platform 2. Offer the ticket and wish him/her a good trip. e.g.

سکوی شماره ۲. بفرمایید این هم بلیتتان. سفر بخیر.

Section 2

TEACHER'S CARD 1

Situation: The candidate is in a bank in Tehran to change some cash and travellers' cheques from pound sterling and dollars into (Iranian) rials. The teacher will play the part of the bank clerk, start the conversation and set the scene, e.g.

سلام، چه فرمایشی دارید؟

Teacher: Ask how you can help. e.g.

بفرمایید، چه نوع کاری دارید؟

1. Candidate: Say you want to change some dollars and pounds into rials. e.g.

یک مقدار دلار و پوند دارم که میخواستم به ریال تبدیل کنم.

Teacher: Ask what form the money is in (i.e. cash or travellers' cheques)? e.g.

پولتان به چه صورتی است؟

2. Candidate: Say you have £500 in cash and \$1000 in travellers' cheques. e.g.

پانصد پوند نقد و هزار دلار بصورت تراول چک (چک مسافرتی).

Teacher: Say that's OK. e.g.

مسئله‌یی نیست.

3. Candidate: Ask what the exchange rate is for dollar and pound sterling. e.g.

نرخ دلار و پوند چیست؟

Teacher: Ask how s/he wants the rials. e.g.

ریال‌ها را به چه صورت میخواهید؟

4. Candidate: Answer the question. e.g.

هزار تومانی، لطفاً.

General Conversation Topics (select three topics)

Teachers should ensure that candidates are given the opportunity to use past, present and future time frames in these topics.

A3 School Routine

D1 Further Education and Training

B2 House and Home

E2 Food and Drink

B4 Free Time and Social Activities

Section 2

TEACHER'S CARD 2

Situation: The candidate is replying to a job advertisement for a part-time cashier with a Tehran supermarket by phoning the employer. The teacher will play the part of the employer, start the conversation and set the scene, e.g.

بله، بفرمایید.

Teacher: Greet him/her and ask how you can help. e.g.

سلام، چه فرمایشی داشتید؟

1. Candidate: Say you are phoning as a candidate for the advertised job. e.g.

در رابطه با آگهی استخدام صندوقدار مزاحم شدم.

Teacher: Ask for his/her name, age and education. e.g.

بسیار خوب، ممکن است اسم، سن و میزان تحصیلاتتان را بفرمایید.

2. Candidate: Answer the question. e.g.

من رضا احمدی هستم. هجده سال دارم و تازه دیپلم گرفته‌ام.

Teacher: Ask about the candidate's background and experience, e.g.

در باره سابقه کارتان توضیح دهید.

3. Candidate: Say where you have worked and when e.g. last summer you worked at a chemist's shop for 2 months.

تابستان پیش به مدت دو ماه در یک داروخانه کار کردم.

Teacher: Ask what days of the week are suitable for an interview. e.g.

چه روز یا روزهایی از هفته می‌توانید برای مصاحبه بیایید؟

4. Candidate: Say what day(s) of the week you can go for a full interview. e.g.

یکشنبه یا سه‌شنبه آینده برای من مناسب است.

Teacher: Choose one of the days suggested and say goodbye. e.g.

بله، روز یکشنبه ساعت ۱۰ صبح خوب است. پس تا آن روز خدا حافظ.

General Conversation Topics (select three topics)

Teachers should ensure that candidates are given the opportunity to use past, present and future time frames in these topics.

A2 Home Life

C2 Shopping

A5 Health and Fitness

D3 Employment and Unemployment

B6 Holidays: Getting Around

Section 2

TEACHER'S CARD 3

Situation: The candidate has come to the town of Rasht with her/his family for the summer holiday and is phoning a local friend to arrange a meeting. The teacher will play the part of the friend, start the conversation and set the scene, e.g.

Teacher: سلام، حالت چطور؟ چه عجب!
Greet the candidate and express surprise at receiving the call, e.g.

1. Candidate: به به، سلام، حالت چطور؟ چه عجب از این طرفها!
Say you are phoning from Rasht to say hello and arrange a meeting.
e.g.

Teacher: از رشت تلفن می‌کنم که سلامی بگویم و قرار بگذاریم یکدیگر را ببینیم.
Ask if s/he is alone and for how long s/he is going to stay, e.g.

2. Candidate: برای چه مدت آمده‌یی؟ تنها هستی؟
Answer the question. e.g.

Teacher: با پدر و مادرم آمده‌ام. یک هفته اینجا میمانیم.
Ask what the candidate has been doing recently, e.g.

3. Candidate: خب، بگو ببینم چه کارها کرده‌یی؟
Say you've been studying hard and now you're waiting for your exam results. e.g.

Teacher: سخت مشغول درس خواندن بودم. حالا منتظر نتیجه‌ها هستم.
Ask when you can see each other, e.g.

4. Candidate: پس کی میتوانیم همدیگر را ببینیم؟
Say when you're free and that you wish to do some sightseeing. e.g.

Teacher: فردا برنامه‌یی ندارم. دوست داشتم بریم گردش / سیاحت.
Say you will meet him/her in the hotel at 10am, e.g.

خیلی خوب، پس همدیگر را ساعت ۱۰ صبح در هتل می‌بینیم.

General Conversation Topics (select three topics)

Teachers should ensure that candidates are given the opportunity to use past, present and future time frames in these topics.

A2 Home Life

D2 Future career Plans

B1 Self, Family and Friends

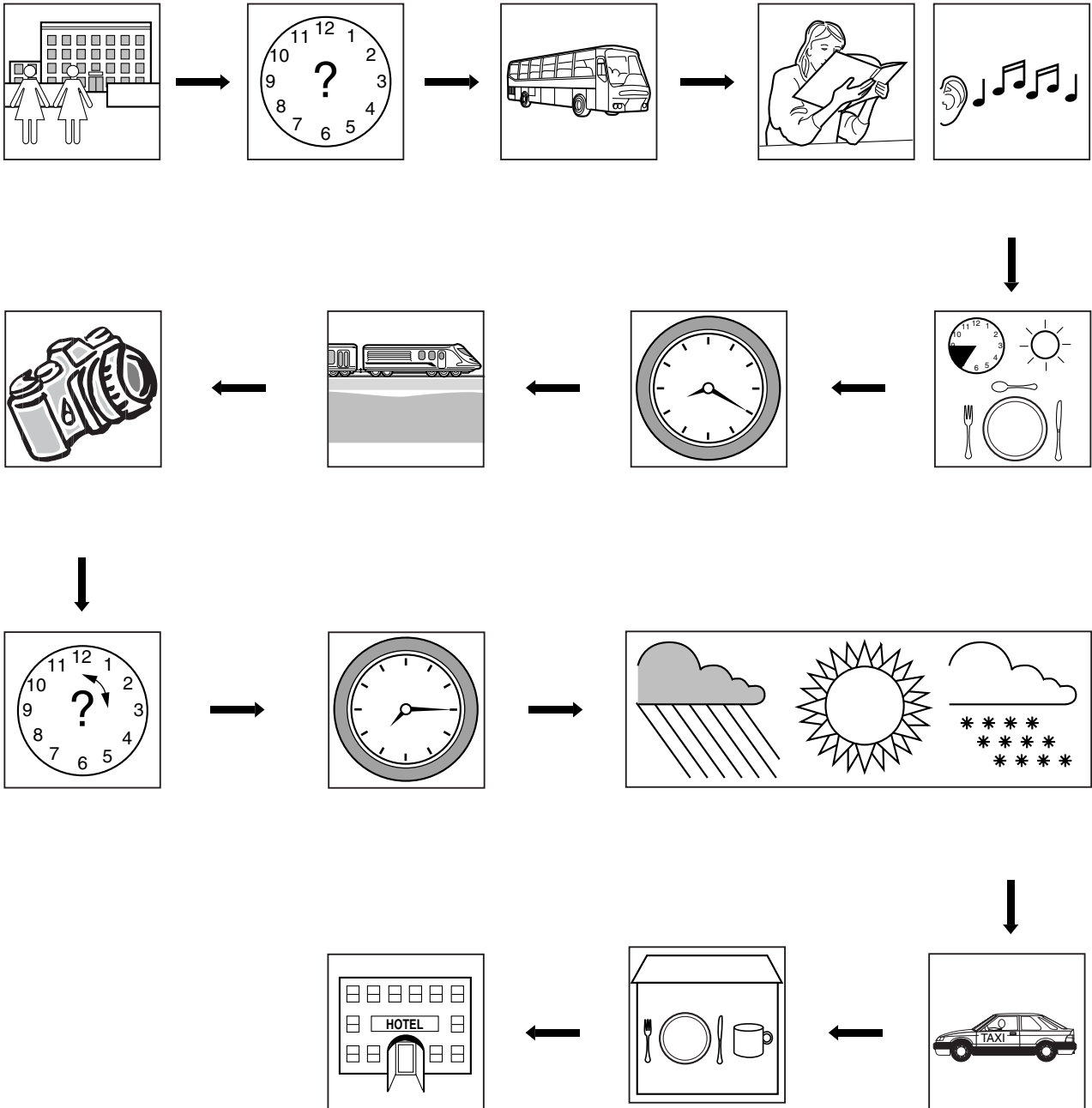
E1 Holiday Travel and Transport

C1 Home Town and Geographical Surroundings

Section 3

CARD 1

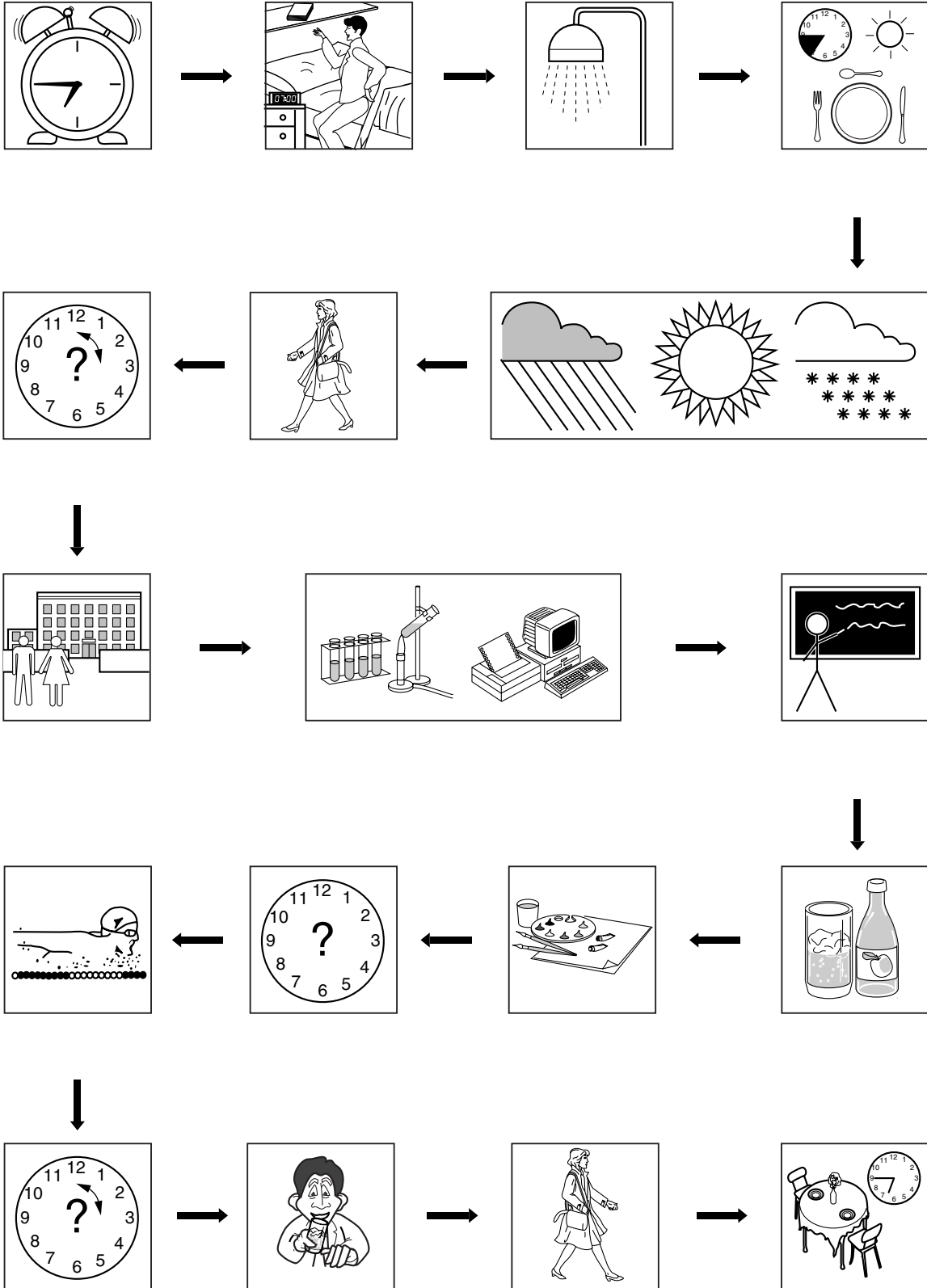
Situation: The notes and pictures below give an outline of a school trip from Tehran to Pakistan (Karachi) last year when you and your friends had good times together. You may tell the story as though it happened to you or to someone you know. Any reasonable interpretation of the icons will be accepted.



Section 3

CARD 2

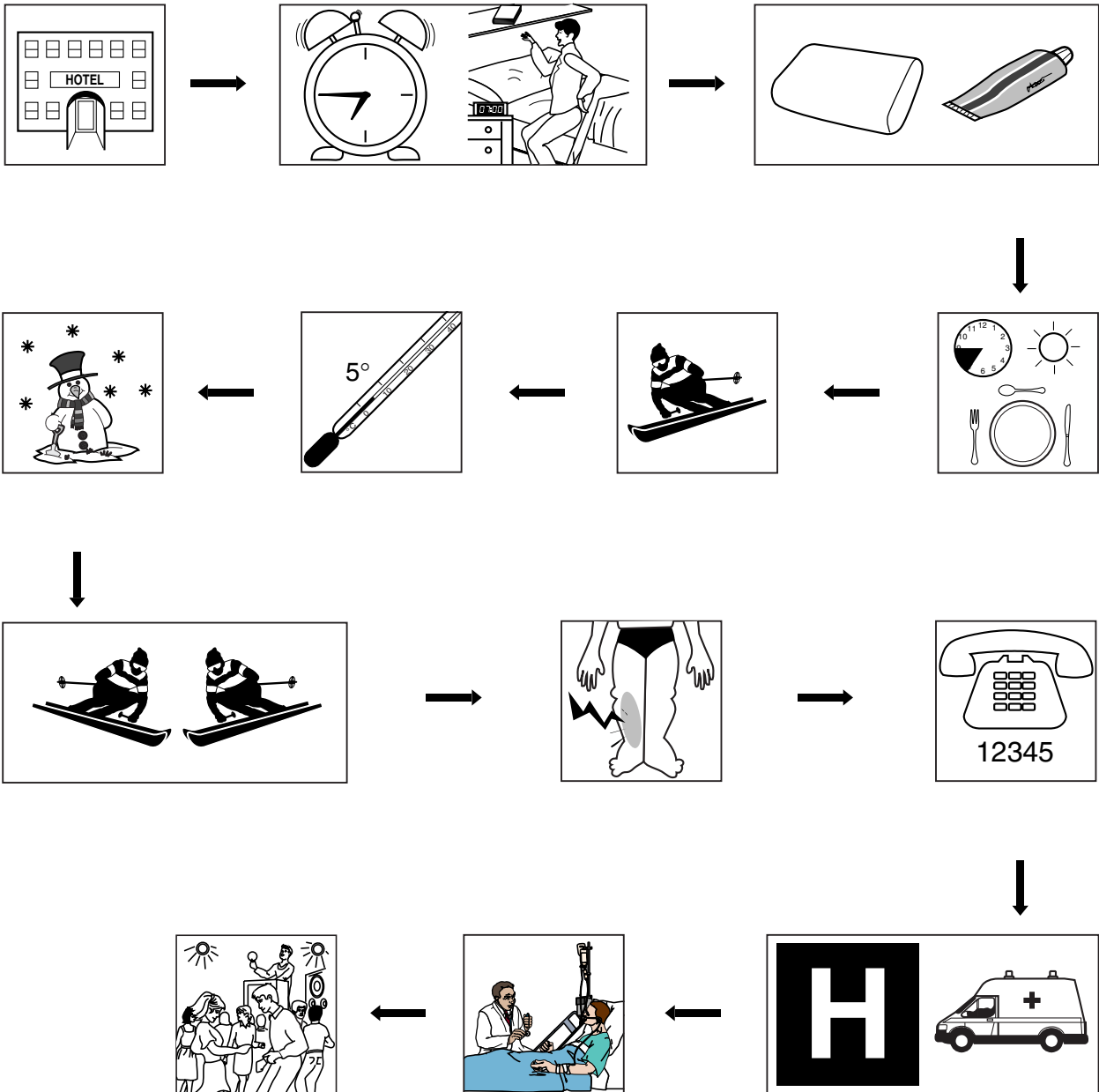
Situation: The notes and pictures below outline a day last term when, after school, you and your friends went swimming. You may tell the story as though it happened to you or to someone you know. Any reasonable interpretation of the icons will be accepted.



Section 3

CARD 3

Situation: The notes and pictures below give an outline of your holiday last year in the Alborz ski resorts during which a friend of yours had an accident. Later, you visited your friend in the hospital and had a little party. You may tell the story as though it happened to you or to someone you know. Any reasonable interpretation of the icons will be accepted.



Section 1

CANDIDATE'S CARD 1

In a restaurant در یک رستوران

Situation: You are in a bank in an Iranian restaurant with a friend and are going to order a meal. The teacher will play the part of the waiter and will start the conversation.

1. Say you need a table for two.
2. Order a main course and a vegetable e.g. two chelo-kababs with grilled tomatoes.
3. Say what drinks you would like to have.
4. Ask where the toilets are.

Section 1

CANDIDATE'S CARD 2

In a hotel در یک هتل

Situation: You and your family intend to stay in an Iranian hotel for five days. The teacher will play the part of the receptionist and will start the conversation.

1. Ask for the rooms you require.
2. Say for how many adults and children.
3. Say for how many nights.
4. Ask about the rates for the rooms.

Section 1

CANDIDATE'S CARD 3

At the Tehran railway terminal/station در ایستگاه قطار تهران

Situation: You are in the railway station in Tehran and want to buy a ticket to Mashad. The teacher will play the part of the ticket salesperson and will start the conversation.

1. Ask about trains to Mashad.
2. Give the date and day of the week you intend to travel.
3. Say what kind of ticket you need e.g. a return ticket.
4. Ask which platform the train departs from.

Section 2**CANDIDATE'S CARD 1**

Situation: You are in a bank in Tehran to change some cash and travellers cheques from pound sterling and dollars into (Iranian) rials. The teacher will play the part of the bank clerk and will start the conversation.

1. Say you want to change some dollars and pounds into rials.
2. Say you have £500 in cash and \$1000 in travellers' cheques.
3. Ask what the exchange rate is for dollar and pound sterling.
4. Answer the question.

Section 2**CANDIDATE'S CARD 2**

Situation: You are replying to a job advertisement for a part-time cashier with a Tehran supermarket by phoning the employer. The teacher will play the part of the employer and will start the conversation.

1. Say you are phoning as a candidate for the advertised job.
2. Answer the question.
3. Say where you have worked and when e.g. last summer you worked at a chemist's shop for 2 months.
4. Say what day(s) of the week you can go for a full interview.

Section 2**CANDIDATE'S CARD 3**

Situation: You have come to the town of Rasht with your family for the summer holiday and are phoning a local friend to arrange a meeting. The teacher will play the part of the friend and will start the conversation.

1. Say you are phoning from Rasht to say hello and arrange a meeting.
2. Answer the question.
3. Say you've been studying hard and now you're waiting for your exam results.
4. Say when you're free and that you wish to do some sightseeing.

TOPIC-BASED QUESTIONS FOR THE GENERAL CONVERSATION

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 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.

چند ایده و پیشنهاد

۱ (الف) زندگی در منزل (در خانه چه می گذرد؟)

کمی در باره خانه / منزل / آپارتمان تان صحبت کنید.
 (چند تا اتاق دارد؟ در باره ... صحبت کنید.)
 اتاق خواب / حیاط / اتاق نشیمن تان را توصیف کنید. (رنگ / اندازه / گل و گیاه / اسباب و اثاثیه یا مبلمان منزل)
 (حیاط دارید؟ در اتاق خواب تان 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 منزل تان / اتاق خواب تان خوششان / بدتان می‌آید؟ چرا؟
 (رنگ دیوارها چیست؟ از آن خوششان می‌آید؟ چرا؟)
 در منزل، چه کسی آشپزی می‌کند؟ (اظهار) نظر در باره غذاها / خوراک‌ها / آشپزخانه.
 (مادر / پدرتان شام درست می‌کنند؟ شما دوست دارید چه غذایی بپزید؟)
 (اگر می‌توانستید) چه چیز منزل تان / اتاق خواب تان را عوض می‌کردید (یا تغییر می‌دادید؟ چرا؟)
 (شما اتاق خواب تان را دوست دارید؟ چرا؟)

۱ (ب) زندگی در مدرسه (در مدرسه چه می گذرد؟)

در باره مدرسه / کالج تان صحبت کنید.
 (چندتا دانش‌آموز / معلم در مدرسه تان هست؟)
 کلاس درس / ساختمان / زمین بازی مدرسه تان را توصیف کنید.
 (کلاس درس تان بزرگ است؟ در کلاس درس تان چه چیزهایی هست؟)
 درس مورد علاقه تان چیست؟ چرا؟ چه درسی را کم‌تر از همه دوست دارید؟ چرا؟
 (از ریاضیات (درس ریاضی) خوششان 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 خوششان / بدتان می‌آید؟ چرا؟
 (در ساعت استراحت / وقت ناهار چه کار می‌کنید؟ یا 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؟)

۲ (الف) خود، خانواده و دوستان

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.
 (برادران 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؟)

۲ (ب) وقت آزاد (اوقات فراغت)

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 خوشتان 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؟)

۳ (الف) محله شما

در باره شهر / روستا (ده) / منطقه خودتان صحبت کنید. صنعتی؟ توریستی؟
 (کجا زندگی می‌کنید؟ زندگی در شهر ... را دوست دارید؟)
 در محله شما چه تسهیلاتی (وسایل تفریحی) برای جوانان وجود دارد؟
 (سینما هست؟ در آن نزدیکی‌ها باشگاه (کلوب) زیاد هست؟)
 در محله شما چه تسهیلاتی (وسایل تفریحی) برای توریست‌ها (گردشگران) وجود دارد؟
 (از کاخ / موزه / پارک ... دیدن کرده‌اید؟ در باره آن صحبت کنید.)
 از لحاظ خرید (خوراک، پوشاک ...) وضع محله شما چگونه است؟ آخر هفته گذشته خرید کردید؟
 (برای خرید به شهر ... می‌روید؟ به چه جاهای دیگر می‌روید؟ چه وقت؟ با چه کسی؟)
 نظرتان در باره شهر / روستا (ده) / منطقه خودتان چیست؟ چرا؟
 (از چه چیز شهر ... خوشتان نمی‌آید؟ وسایل نقلیه / وسایل سرگرمی؟)
 فایده‌ها و ضررهای زندگی در شهر یا روستا چیست؟
 (زندگی در شهر ... را دوست دارید؟ چرا؟ ترجیح می‌دهید در جای دیگر زندگی کنید؟)
 اگر انتخاب با شما بود، دوست داشتید کجا زندگی می‌کردید؟ خارج؟ چرا؟
 (دوست دارید در اسپانیا زندگی کنید؟ هوای اینجا / آنجا چطور است؟)

۴ حرفه، کار، تجربه کاری (کارآموزی)

در باره تجربه کاری‌تان 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 می‌کنید؟ نظرتان در باره این کار چیست؟
 (در سوپرمارکت کار می‌کنید؟ روزهای شنبه کجا / چه ساعت‌هایی کار می‌کنید؟)
 بعد از پایان مدرسه می‌خواهید چه کار کنید؟ کالج / دانشگاه / کار / تحصیل؟
 (در ماه سپتامبر به کالج می‌روید؟ در چه رشته‌یی 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 ... می‌شدید؟ صبح / وقت ناهار / بعد از ظهر؟)
 دوست دارید در آینده چه شغل (یا) حرفه‌یی داشته باشید؟ چرا؟
 (بعد از کالج؟ می‌خواهید 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 می‌کنند؟ دوست دارید ... بشوید؟)
 نکات / جنبه‌های مثبت و منفی کارها / حرفه‌ها / فرصت‌های تحصیلی یا شغلی مختلف.
 (چقدر پول می‌گیرید؟ چگونه / چطور آن را خرج می‌کنید؟)

۵ (پ) تعطیلات

- 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 خوششان / 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؟)