

GCE

Persian

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

Advanced Subsidiary GCE

Mark Scheme for June 2017

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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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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Annotations used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)

Annotation	Meaning
	Tick
	Development of point
	incorrect
	Irrelevant (material which doesn't answer the question)
	Caret sign to show omission
	Opinion
	Just/Justification
	Good language
	Poorly expressed
	Past tense correctly used
	Future tense correctly used
na	Highlight
	Accurate language
	Inaccurate language

Abbreviations	Meaning
/	Alternative and acceptable answers for the same marking point
()	Words which are not essential to gain the mark
—	Underlined words must be included to gain the mark

Subject-specific Marking Instructions

- You should print out a copy of the paper and work through it yourself (using the transcript for the Listening activities which you can find at the end of the Mark Scheme, if the audio version is not available on the portal.) You will need a copy of the written texts to refer to during the marking process in order to spot excessive lifting in tasks 6 and 7. The texts will not appear automatically on your marking screen.
- The award of marks is not necessarily dependent on the specific wording in the detailed sheets which follow. Other wordings will score the marks, provided they are semantically equivalent. If the language used by the candidate conveys meaning and also answers the question, then the mark(s) should normally be credited for comprehension (c.f. “sympathetic native speaker/sympathetic examiner”). Use your professional judgement to apply the marking principles given in this mark scheme but if you are still in doubt about the validity of any answer, then consult your Team Leader by phone, the messaging system within SCORIS or e-mail.
- Language marks: These are assessed separately – Grids C.2 and F.2 – See guidance in the detailed sheets below.
- Where candidates give alternative answers, only the first one written, or the one on the line should be marked.

Section A: Listening and Writing

Task 1:

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

Task 2

Question	Answer	Marks [13]	Guidance
a - الف	9 - سال نو	Award all candidates 13 marks for this question	Due to the obscured words in the table given in the question paper, this question should not be marked and all candidates should be awarded 13 marks (regardless of whether they have attempted the question or not).
b - ب	3 - غيبت		
c - پ	14 - بليت		
d - ت	10 - فضاي		
e - ث	1 - وضع		
f - ج	8 - خانه تكانى		
g - چ	6 - بهار		
h - ح	11 - ملايم		
i - خ	19 - طبيعت		
j - د	12 - سرشار از		
k - ذ	17 - مفيد		
l - ر	20 - تمرين		
m - ز	5 - فرهنگ		

Task 3**Task specific guidance:**

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate)
- For single mark questions no annotation is necessary just enter 1, 0 or NR.
- There is no need to use a cross (X) for an answer that is clearly incorrect. Use it when you have had to think and decided not to award the mark or when a word in the response invalidates an otherwise acceptable answer.
- You may also use the highlighter tool to show harmless additions.
- Answers in Target language get no marks.

Question	Answer	Marks	Guidance
1	work placement (in Esfahan) for two and a half months	2	Teaching and Teaching experience is acceptable
2	she was a teacher assistant	1	teaching English is acceptable or helping teacher
3	free and with all food included	2	
4	she has an (authentic) English accent	1	
5	Easy to get around/good transport/staying in centre/sites nearby	2	Accept any two
6	to learn about (1) her favourite historical period (1)	2	Safavid period or dynasty is also acceptable
7	(Apply for) teacher training course (1) at a London university (1)	2	Training course is not acceptable
8	helps her university application	1	Accept any indication to gaining a point or work experience to be counted
9	Farsi speakers - who want to be a teacher	2	

Task 4 10 marks for Communication (Grid H1), 10 marks for Quality of Language (QoL)**Task Specific Guidance**

- The candidate response will be scanned in twice. The marks for Communication are awarded the first time. The second image is for you to assess the QoL.
- **Communication:** This is a transfer of meaning exercise, not a word-for-word translation, so there may be several ways of putting the points across. Key elements of the points are underlined in the mark scheme. For communication / content, assess as a “sympathetic native speaker / sympathetic examiner” and give credit accordingly.
- **Annotations:**
 - In the body of text, use a tick (✓) to show that a point has been fully and successfully conveyed.
 - If an element of the point has been omitted, use the caret sign (^).
 - If a point has been omitted, is incorrectly rendered or is rendered in a way that would be incomprehensible, use no annotation.
 - Use a cross (X) when a word in the response invalidates an otherwise acceptable answer.
 - The annotations will give a global impression to help you apply Grid H.1 accurately and consistently.
- Grid H.1: The ticks will show the number of points successfully conveyed. These will normally correspond with the marks you award.

Task 4: Communication points

Question	Answer	Marks	Guidance	
		[10]	Accept	Do not accept
	<p>من می‌خواستم درباره‌ی کار تدریس / برای تاپستان در مؤسسه‌ی شما <u>اطلاعاتی</u> کسب کنم. / من بیش از ده سال است که در انگلستان زندگی می‌کنم. / من بچه‌ها را خیلی دوست دارم. / من می‌توانم به هر دو زبان فارسی و انگلیسی به خوبی (به روانی) صحبت کنم / و برای هر دو زبان مدرک دارم. / من قصد دارم سال آینده برای یک <u>دوره تربیت معلم</u> / در دانشگاه تقاضا بدهم. / آیا امکان اقامت هم در مؤسسه وجود دارد؟ / و آیا باید پولی بابت آن پردازم؟</p>			

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 task. Identify the band which best matches the performance. If you identified the band without hesitation you must award the higher of the two marks.

GRID C.2	QUALITY OF LANGUAGE – ACCURACY 10 marks AO3
9-10	Characterised by a 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

Task 5 – Part a

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

Task 5 – Part b

Questions					Marks	Guidance
	سياوش	حميد	شيووا	فريبيا	[10]	1 mark for each correct answer
1		X	X	X		This task is scanned in by the page. The marks are awarded individually. No annotations are necessary. If the candidate has put more than 10 ticks, add up the total number of correct marks and deduct 1 mark for each tick over 10.
2		X	X	X		
3	X	X	X			
4	X					

Task 6**Task specific guidance**

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate). The entire page will then appear on the screen for you to assess the QoL.
- Familiarize yourself with the text and have a copy to hand so that you can easily spot instances of lifting from the original. The text will not appear on the screen.
- Go through all the responses and assess every question for **comprehension**.
 - a. Marks are awarded on a point by point basis, according to the mark scheme.
 - b. Minimal (additional) irrelevance can be ignored BUT mindless copying (often long chunks) results in no marks for comprehension or QoL
 - c. For comprehension / content, remember that you are a “sympathetic native speaker / sympathetic examiner”. If language interferes slightly but it is clear that the candidate has understood, give the mark for content / comprehension (unless there is ambiguity or it is gibberish). Limited ability to use language will be reflected in the mark awarded under grid C2. If appropriate, candidates may answer with single words / short phrases.
- **Annotations:**
 - Award 1, 0 or NR without annotation.
 - Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark.
 - Use a cross (X) when a word in the response invalidates an otherwise acceptable answer.
 - Even if the answer is lifted verbatim from the text, **as long as it is a direct answer**, award the comprehension mark but highlight and exclude from Quality of Language assessment.

Assessing Quality of Language

- a. You will get a separate screen which will be the whole page (unannotated). Read all the answers again. You may use the green L marking tool to highlight good language to assist you in the application of Grid C.2. but it is not essential.
- b. Apply Grid C.2 and enter the mark.
- c. When candidates have left several questions unanswered, click on “fit height” to have an overall view.

Task 6

Question	Answer	Marks	Guidance	
			Accept	Do not accept
		[20]		
1	معلم ادبیات او بود - در زندگیش اثر عمیقی گذاشته بود	2		
2	درست فکر کردن	1		
3	شعر یا داستانی/ درس خوانده می‌شد / نظرات همه دانش‌آموزان را یک یک می‌پرسید	2	۱	
4	برای اینکه او صحبت‌ها را به زندگی روزانه‌ی دانش‌آموزان ربط می‌داد / از ما می‌خواست در مورد درس تحقیق کنیم	2		
5	مستقل فکر کردن / اعتماد به نفس (را به شاگردان یاد می‌داد)	2		
6	گروهی درس دادن را هنر طبیعی می‌دانند (که باید در وجود شخص باشد) / گروه دیگر آن را مهارتی می‌دانند که باید یاد گرفت	2		
7	او مردم را دوست داشت / درس دادن برایش لذت‌بخش بود	2		
8	چون خجالتی بود	1		
9	آقای خردپور انشای او را در کلاس خواند	1		
10	سرش را در کلاس کمتر پایین می‌انداخت / گاهی در بحث‌ها شرکت می‌کرد.	2		
11	موضوعی که درس می‌داد/ ادبیات (ارتباط با دانش‌آموزان را راحت‌تر می‌کرد).	1		
12	قوانین فیزیک را با آزمایش‌های ساده به زندگی و طبیعت ارتباط می‌داد	2		

Task 6

- If only 1/3 of the questions have been answered, the maximum mark for C2 is the 5/6 band
- If only 2/3 of the questions have been answered, the maximum mark for C2 is the 7/8 band

GRID C.2	QUALITY OF LANGUAGE - ACCURACY 10 marks AO3
9-10	Characterised by a 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.

Task7**Task 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 7a, 7b and then 7a + 7b again, but without the annotations in order to assess QoL.

Task 7a Comprehension. Grid I [10 marks]**a. Annotations:**

- In the body of text, use a green tick ✓ to show that a point from the mark scheme below has been fully and successfully conveyed.
- If an element of the point has been omitted, use the caret sign (*λ*).
- If a point has been omitted, is incorrectly rendered or is rendered in a way that would be incomprehensible, use no annotation.

The annotations will give a global impression to help you apply Grid I accurately and consistently.

- b. **Grid I:** Looking at the annotations, assess what proportion of the points has been conveyed and apply Grid I. Enter your mark.
- c. **Copying / lifting:** If chunks of the text are simply copied, award marks for comprehension but there is a limit of 3-4 marks for (a) if the entire answer is lifted (see Grid I). Verbatim copying of the stimulus text results in no marks. Use the highlighting tool (.....) to show lifted language. Only phrases of 5 words or more should be counted as lifted language.

Question	Indicative content	Marks	Guidance	
			Content	Levels of Response
1, 2 & 3	فردوسی توسی یکی از بزرگترین شاعران ایران است / کتاب معروف وی شاهنامه است / اهمیت کار او زنده نگهداشتن زبان فارسی است . /	3		Grid I COMPREHENSION OF TEXT 9-10 Consistently relevant information. Includes nearly all the points from the original passage. Shows a very clear understanding of the text 7-8 Relevant information showing understanding of up to two thirds of the points from the original passage. There may be one or two instances of lifting from the original passage. 5-6 Some relevant information showing understanding of up to half of the points. There may be instances of lifting from the original passage. 3-4 Little relevant information. Includes up to a third of the points, showing understanding of some of the points. Over-reliance on phrases lifted from the original passage. 0-2. No relevant information or supplies one or two relevant points from the original passage.
4 & 5&6	مجموعه فرهنگی آرامگاه فردوسی در نزدیکی شهر مشهد قرار دارد / فردوسی در روستای فاز / در ۲۸ کیلومتری (نزدیک) آرامگاهش به دنیا آمد /	3		
7 & 8	در نوزدهم امسال تعداد زیادی گردشگر / (برای دیدن) آرامگاه فردوسی، موزه‌ی باغ و کتابخانه‌ی آن آمدند	2		
9 & 10	بهبود تسهیلات و امکانات جدید / بیش از یک میلیون گردشگر را (جذب کرده است)	2		
11&12	مشهد یک شهر مذهبی یا زیارتی مهم است / منطقه از دونظر اهمیت دارد	2		
13	از افزایش توجه مسافران به مکان‌های تاریخی و فرهنگی (بهرهمند شده است)	1		
No of points				
12-13	10 marks			
10-11	9 marks			
8-9	8 marks			
6-7	7 marks			
5	5 marks			
4	4 marks			

Task 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>

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

Question	Answer	Marks	Guidance
Task 7a+b	Assess for Quality of Language using Grids C2 and F2 Appendix 1	[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 Task 8a 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.

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.

تمرین ۱ – درک شفاهی

Tapescript for Exercise 1

گزارش رادیویی

به صحبت دو دوست ایرانی، ژاله و نیما درباره‌ی بچه‌هایشان گوش کنید و به سوالات زیر پاسخ دهید:
ژاله: واقعاً نمیدونم چکار کنم، آگه من به این بچه‌ها چیزی نگم حتی موقع غذاخوردن هم نمیان، همه‌اش میخوان یا با کامپیوتر بازی کنن یا بشینن فیلم ببینن. مخصوصاً دخترم، انگار نه انگار که درس و مشق داره، معلمش چند بار منو به مدرسه خواست و گفت که تکالیف خونه‌شو یا انجام نمیده و یا آگه کاری هم می‌کنه اکثراً پر از اشتباهه و گفت که باید بیشتر تلاش کنه.

نمیدونم از کجا یاد گرفته که با همه محدودیت‌هایی که برای دسترسی به فیس‌بوک و اینترنت در ایران وجود داره باز هم می‌تونه بره اینترنت و در فیس‌بوک عکس‌های دوستاشو نگاه کنه و باهاشون حرف بزنه. اصلاً دیگه مثل اینه که من از این بچه‌ها دور شده‌ام و حرف منو گوش نمی‌کنن.

نیما: ژاله جان خودتو ناراحت نکن، هر مشکلی راهی داره، اولاً دوره زمونه عوض شده و این بچه‌ها با ما فرق دارن، این وسایل بخشی از زندگی‌شون شده و همیشه به زور جلوشون رو گرفت. ماهم دوسه سال پیش همین مشکل رو داشتیم ولی تازگی‌ها اوضاع تغییر کرده. اولاً ما با توافق بچه‌ها برنامه‌ای نوشتیم و سعی کرده‌ایم که روی اون برنامه پیش بریم. مثلاً روزهای تعطیل همه باهم بازی می‌کنیم که این فرصتیه که به هم بیشتر نزدیک بشیم. ما همه‌ی تصمیماتی رو که با هم گرفتیم روی یک ورق کاغذ نوشتیم و همه زیرش رو امضا کردیم، نمی‌گم همه‌ی مشکلات حل شده ولی وضع درسی بچه‌ها پیشرفت کرده و به داشتن برنامه عادت کرده‌ان.

Tapescript for Exercise 2

تمرین ۲ – درک شفاهی

تعطیلات نوروز

نوروز امسال ما به ایران رفتیم. من مجبور شدم که دو هفته‌ی آخر را به مدرسه نرم چون تعطیلات مدرسه در اینجا دیرتر شروع شد و ما می‌خواستیم روز اول عید را در ایران و در کنار فامیل و دوستان باشیم. البته بلیت هواپیما هم ارزان‌تر بود چون هنوز فصل تعطیلات شروع نشده بود. عید نوروز در ایران حال و هوای دیگه‌ای داره، تا حدی مثل روزهای کریسمس در اینجا. از دو سه هفته پیش از عید همه میرن خرید، البته هر خانواده‌ای به اندازه‌ی توانایی مالیشون. همه خونه‌هاشون رو تمیز می‌کنند، با عدس و گندم سبزه می‌ذارن و وسائل هفت سین را آماده می‌کنن. چون نوروز و شروع سال نو دقیقاً در اولین روز بهار شروع می‌شه، هوا معتدل می‌شه و رو به گرما میره، درختان شکوفه می‌کنن و بهار را واقعاً همیشه حس کرد. خوشبختانه در روزهای نوروز همه‌ی مدرسه‌ها و اداره‌ها تعطیلن و همه‌ی افراد فامیل و دوستان از کوچک و بزرگ به دیدن همدیگه میرن و در بیشتر خانواده‌ها فضای شادی و آشتی و دوستی احساس میشه. این مسافرت برای من فایده‌های زیادی داشت، مجبور شدم که تمام مدت فارسی حرف بزنم و با بچه‌های فامیل هم دوست شدم. درعین حال تونستم آداب و رسوم نوروز باستانی رو از نزدیک ببینم و در اونا شرکت کنم. یکی از جنبه‌های لذت‌بخش این سفر آشنایی بیشتر با فرهنگ ایرانی بود.

Task 3

Laleh's trip to Esfahan

سفر لاله به اصفهان

سال گذشته لاله موقعیت خوبی برای کارآموزی در یک مؤسسه‌ی آموزش زبان انگلیسی در اصفهان به دست آورد. این کار به مدت دو ماه ونیم در تابستان بود. پدر دوست صمیمی لاله رئیس مؤسسه بود و لاله به عنوان کمک معلم آنجا کار می‌کرد. مؤسسه محل اقامت رایگان که شامل غذا هم می‌شد، در اختیار او گذاشته بود. لاله به کودکان انگلیسی درس می‌داد و آن‌ها از صحبت کردن با او که لهجه‌ی اصیل انگلیسی داشت، خوششان می‌آمد.

از آنجا که مؤسسه در مرکز اصفهان بود، رفت و آمد به اطراف و دسترسی به بسیاری از مراکز مهم فرهنگی آسان بود.

لاله بیشتر وقت آزاد خود را صرف رفتن به موزه‌ها و کتابخانه‌ها می‌کرد تا درباره‌ی صفویه، که دوره‌ی تاریخی مورد علاقه‌ی اوست، بیشتر بیاموزد.

لاله می‌خواهد برای تحصیل در دوره‌ی تربیت معلم در یکی از دانشگاه‌های لندن، تقاضا بدهد. این دوره‌ی کارآموزی برای او یک امتیاز به حساب می‌آید.

لاله این تجربه را به افراد دیگری که فارسی می‌دانند و می‌خواهند معلم انگلیسی بشوند نیز پیشنهاد می‌کند.

That is the end of the recording

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