

GCE

Persian

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

Advanced Subsidiary GCE

Mark Scheme for June 2017

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All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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

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

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

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.

Section A: Listening and Writing

Task/Exercise 1:

Task specific guidance:

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

Question	Answer	Marks [6]	Guidance
a	The teacher had shaved his head.	1	
b	Because he had lost his hair/had no hair/ One of the students gone bold / doesn't have hair/ fell down/ fell out– their hair had fallen off	1	Any indication to losing hair.
c	Trees and Flowers / seasons / nature	1	
d	They stopped teasing (bullying) their classmate./ They want to shave their head./ they had intimidated behavior.	1	
e	He was unwell.	1	Any indication to sickness or treatment
f	It did not cure the boy./ sickness/ illness	1	

Task/Exercise 2

Task specific guidance:

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

Question	Answer	Marks [22]	Guidance
a	فلا: سرادم هنارت خدو هنارسپادج هس دنت./ تک ی ت یسنج/ خمتلطن نیست.	1	
b	ب: قواینن / سیاتس (آموشز (کشور/	1	
c	پ: ب جعت زاپیش دملن نیا ژ حب) / مدرس کت جنس ی تی (/ رددب های این موضوع اخفالات (سلی قی) دنراد/ صتور ادتش یک رد ندی یا پی هتد فرش هب شادتن سرادم کت سنجی تی رکف دندکن/	1	
d	ت: رتمک سرد ی م خودننا / سردار ی دج نمی گیری ند. یم دندسرت هب ش هرنناشت لطم درونج / تردق دن ودرما هی هب باسح نی ای ند.	1 1	
e	ث: مه خدتره و مه پس او- هه ی ون جوان نا- دختا هو ای او سپ/ همه ی جنس اهتی	1	طقف "پاوس" / سنج مخف لالا باق بقول نی تس.
f	ج: (زا ن یب فرتن) موانع ی نونک وتجه هب بایه او عم ی مو / راک فامدرم ایارن	1 1	

g	چ: هک سحر ابار شیط کنونوی موقفا ت سا. / سرادم کت ی سنجتی دنامب. / سرادم ایزار دیاب ختفل دنامب.	1	
h	ح: هب مه بر موط هستدن / زامه ادج نی سندن. / ریغ از جم زای کدیو گ	1	ادج یزاس ن صمویدع را قبل نی تس.
i	خ: ادج یزاس ن صمویدع ت سا. / رد آی هن هب هعماج ب یسآ ریمس دنبا. / زات خاندش اوسپ و دختا هویری گولایچ ی مکن د/ هسردم ی شخب زاهعماج ت سا.	1	"از مه دج نی س دنت" قبل بقول س دیت.
j	د: <u>ردردم هس</u> حمیط نم اس بی یارب شأن ایی دختا هو و اوسپ ت سا. / ردردم سه هم دگی رار شبن ساند	1	"زیر رظی و اب هرنم ایی گرزبتا هو" اقبل لوبق نی تس.
k	ذ: 1- کی حمیط سامل و هنزاس هب وچو می دی. / حمیط مناس ب 2- شدقن ناظر و هرنما دنراد. / کمک ی مکن ند هک ادنش آموناز اب مه هم کپ را هت شاد دنشاب.	1 1	
l	ر: هدها شم ژپو شه آمرای / آمرای	1 1	
m	ز: دخرتاه و رسپه ادج بادنش. نوچ کنن تار (نظن را) اهنآرب کمتر ت سا.	1 1	
n	ژ: هک این ربنام اه طلا تخم بادنش. بین اوت خد و اوسپ ای جدا علت جدا دذ کمیم. / نوچ جام هع رد آی هن سآی ب یم ی بند	1 1	ی یان شآ ادی پیم دذ نکا قبل قبل نی تس.
o	س: طیحم مدرسه رد این هی اجم هع اتشوی ی مگنادر. / اگر بخودله هذ یان گره شاب بلای زا ساردم عورش دنک. / ب یسآ ذپی رذوب جام هع رد آی هن	1	
p	ش: یب احتی یطار کدن/ بی ادگر هب بآ زدن. / این اسمیل دیاب جدی ادر بشت شون. / هفلایج دروخب نکدر.	1	

QoL: Read response again and assess for language.

- **Annotations:** you may use the underlining tool (--) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential.
- **Grid C.2:** Key words have been highlighted in the Grid. Remember that this grid is also used to assess accuracy at A2. Identify the band which best matches the performance. If you identified the band without hesitation you must award the higher of the two marks.

GRID C.2	QUALITY OF LANGUAGE – ACCURACY 10 marks AO3
9-10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.
7-8	Language generally accurate. Shows a sound grasp of AS (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

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

Task/Exercise 3

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

Task/Exercise 4

Question	Answer	Marks [8]	Guidance
a	(ف لا) پکا	1	<p>1 mark for each correct answer</p> <p>The marks are awarded individually. No annotations are necessary.</p>
b	(ب) آبادانی	1	
c	(پ) تہِ فرظ	1	
d	(ت) بیروہی	1	
e	(ث) ہب ویزہ	1	
f	(ج) ہموراه	1	
g	(چ) مہ و سح دوشدیم	1	
h	(ح) تہ رورض	1	

Task/Exercise 5

Question	Answer	Marks [5]	Guidance
1	س	1	<p>Gap-fill</p> <p>No annotations are necessary. Enter 1, 0 or NR as appropriate. Ignore misspellings.</p> <p>Note: Grammatically, all options are possible. Factually, only one option is correct for each stem. Options د (d) and س (f) act as 'distracters' for 1 and 5 respectively.</p>
2	ب	1	
3	د	1	
4	ط	1	
5	ر	1	

Task/Exercise 6

Question	Answer	Marks [5]	Guidance
a	لاف- موگدر کن ب آ	1	Sentence completion Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.
b	ی اهنار رد محل مان ب سا ب- ب آمر گدر او ماشین نکیم. پ- نآار نازرادرک/زا	1	
c	ساتها فدرک/مب غل صورت ب اسحر بقار شها کداد.	1	
d	ت- هب مدرم مک دملرد کمک یم کدن. -در جهت ادعلت اجتمیم عات سا.	1 1	

Task/Exercise 7**Task specific guidance**

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

Task/Exercise 7

Question	Answer	Marks [10]	Guidance
a	فلا: نیزای ساسانآ ت سا/ مهمذیرت انبژر دروم سلتھاف رشب ت سا.	1	میاز ت فر شپ پ تعنص اب میاز قرب پیدی لوت ارب ه مستمیق در ادق با قی بل نی تس
b	ب: میاز ربق پیدی لوت ار هوانا یم گیری دن.	1	
c	پ: روشه یاف ر صم ر دست ربق / ڈا تی ری لماوع امن دن قی پ ا ه تم پی ذی / ضف ل زاس ی گنهر ف/ ورش ه ی ا اک ه ش نداد ف ر صم قرب	1	
d	ت: اطعلا زام میاز صمرف قرب لومزاخنه	1	
e	ث: اک شه ف ر صم قرب اپی ذی ندمآزه ی (زندگی)	1 1	
f	ج: حج م دی لوتر گم امتن اس باب نیزا ام دشاب	1	
g	چ: تراسخ فنی هراکخانه شهاک تولی د ابڈ ت فرل قی تم (تم هشما)	1 1 1	

Task/Exercise 8: Transfer of Meaning

Question	Answer	Marks [10]	Guidance	
			Content	Levels of response
1	قتري با دو هدي پي شديار بند يلو ارب Almost in 2 previous decades for the first time	2	Award two marks per translated section according to the grid below. This grid assesses Transfer of Meaning into English. Note that this grid integrates <i>Quality of Written Communication Strand (i)</i> descriptors. Exceptional responses and marks to award: 1. Candidates may answer in faultless English but may not transfer meaning accurately. Award either 0 or 1 mark, depending on level of inaccuracy in meaning. * 2. The transfer of meaning is accurate but contains significant spelling and/or grammar errors. Award 0 or 1 mark, depending on level of inaccuracy in English.	GRID H.2 TRANSFER OF MEANING 2 Accurate transfer of meaning. Faultless or virtually faultless grammar, punctuation and spelling in English. 1 Inconsistent transfer of meaning. Mostly accurate but there are errors and/or missed details. There are instances of error in grammar, punctuation and spelling in English. 0 Very limited transfer of meaning. A substantial number of elements misunderstood or missing. Significant error in grammar, punctuation and spelling in English.
2	يكي زاروستا يي زام حلي پسروي زرم اسحل ردي اهج ار ي مردى دبا. One of the villagers realized the rolling back the lake beach	2		
3	او ي مگديو ادت با هجوت م هديش هك بآد ص متر و هك مكي دوي تس متر قعب تس دشن He says at first I understand that water went back for 100 meters and then 200 meters	2		
4	سپ زام دتي، دگي ر طخ اسحل ار نمي نمدى. زا نآ زمذا هر هج هب هچايرد چشم ودختم After a while, I couldn't see the beach. After that, no matter how long I stared at the lake that	2		
5	هكاشيد هب ام ددرگوب، بي ف هيدوب و ينگر شدگنر بت It might come back, it was hopeless and it never come	2		

Task/Exercise 9

Question	Answer	Marks [5]	Guidance
a	فلا: بآ نآ رای سب مک هاش ت سا. / هیوس یا هبآ راشر ستر یم دنور. / بهو کیو تبدیل هاش ت سا.	1	هقطنمار هب رطخ یم انزادله باق لوبق ت سین.
b	ب: شکتارینی یمش هت سا. / هتس دی اها فوگ نیملرد لاح رپوزا بودن.	1	
c	پ: هفبمد هک ری هشی (لعت) ک شخ نذش هچا پرد چی ت س. / هواندای این فاج هع ت سمح ضدوش. / م ضووغار ری هشی ایب دنک. / این مسی لهار دنلاب دنک.	1	
d	ت: بآ ار مک هرک / رضم ت سا. ثعاب اجداصن یاعی شده هک نیزامن بآ هس دنت. / یکی زا یلادل ک شخ نذش ردی اچ ت سا / نبدی زادای برد.	1	
e	ث: خودش نابدو یم شدو / حی ت ایر شب ار زابین یم درب.	1	

Task/Exercise 10

Question	Answer	Marks [7]	Guidance
a	فلا: هک زایاج یدگر می‌ادنی / غتیی راج هک لیلاد بآ و هوا/ دندر پگنای هک زالحم کسونت خود هک یاج دگی ر یم رودن/ چوکر کدن دندر پگان	1	Multi-choice Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.
b	ب: رد لگ گیر / رحکت دندک یمن/	1	
c	پ: ردی لاب / رب یور	1	
d	ت: پردچا هوکی ر دبتیل هک/ آب هچا پرد ک شیخ هک ت سا/	1	
e	ث: اتفقا/ خبر یل یخدب / شمکل سبب اران بدو کنن هک / شیخ کندنش چا پردی ورامیه	1	
f	ج: هچا پردار هدنزر کند /	1	
g	چ: انصییعی هک هک آب دایز زاین ادرد	1	

Task11**Task specific guidance**

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

Task/Exercise 11

Question	Answer	Marks [10]	Guidance
a	فلا: شکتی سویرا یور یاها بآ رامویه دیذد یاها تسد پردن گنا مه اجر	1 1	
b	ب: ک شیخ ندش ردی ا هچ ار می شد ز ا پیش؟ ت سناد/ شپ ی ذیب؟ درک یولج گ شیخ شن دن ار ی م ش د؟ ت فرگ/ اقبل پی یر ی گش بود؟ هر حل ی وجدو دادر / آی ا ی م تونار دی ا هچ ار برادر گند؟	1 1 1	
c	پ: 1: نادنچ ی دیماد نرادن / فکر نمیکنن در شاطی بهت ردوش. 2: ی دگر راک ی ی من تذا ودر ک نوچ دیر ه ش سات. / م عمل مون ی ت س ب آ هب س ط ح ذ گ ش ه ت ر ب گ د در. / زه ی ه ن نا آ ل ا ب ت سا / ن ی د ن چ ه د ط و ل ی م ک د ش.	1 2	
d	ت: موگ ندش هوا / مکب دو بان ا ر ا ت ثوی ه ت شاد ی لو اهنت لدیل نی ت س. / یر ا د ق م ا ب ع ث ت غ ی ر آب و او ه ی م ش دو ی لو تنه ا لدیل نی ت س.	1	
e	ث: نوچ امنع یر خ ذت ب آ دور خ ه نا هب در هچای ی م ش ود.	1	

- Assessing **Quality of Language** across Section B
 - a. You will get a separate screen which will be the whole page for exercise 4, 5, 6, 7, 9, 10 and 11 (unannotated). Read all the answers again. You may use the green L marking tool to highlight good language to assist you in the application of Grid C.2. but it is not essential.
 - b. Apply Grid C.2 and enter the mark.
 - c. *PE to provide specific guidance on which exercises in Section B will provide best evidence for Quality of Language.*

GRID C.2	QUALITY OF LANGUAGE – ACCURACY 10 marks AO3
9-10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.
7-8	Language generally accurate. Shows a sound grasp of AS (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.

Task specific guidance

Mark one essay using the grids N, O, C.2 and F.2.

If a candidate has written more than one essay mark both essays in the normal way but enter the mark for the essay which has earned most marks over all.

Question	Indicative Content	Marks	Guidance
Task 12-19	No Indicative Content – personal response	[25]	<p>Grid N guidance</p> <p>3–4 – No specific example from TL = cap 4</p> <p>5–6 – Demonstration of originality and/or imagination – applies mainly to imaginative</p> <p>7–8 – Imaginative and/or original response to task – applies mainly to imaginative</p> <p>Grid O guidance</p> <p>6–9 – Straight narration = more 6/7 Evidence of some argument = more 8/9</p>

Task/Exercise 12-19 – Language (QoL) – Grids C.2 and F.2: [20 marks]

Question	Answer	Marks	Guidance
Task 12-19	Assess for Quality of Language using Grids C.2 and F.2 Appendix 1	[20]	<p>Read the whole response again and assess for Range (Grid F.2) first – i.e. vocabulary and structures. Then assess for Accuracy (Grid C.2). Key words have been highlighted in the grids below. Ignore final sentence of 3-4 band in Grid C.2, because vocabulary and structures have already been assessed under Grid F.2. If you wish, you may use the underlining tool (--) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential. Enter your mark.</p> <p>Grid C.2 guidance 0–2 – Errors ([e.g.] endings, verb forms, gender of common nouns). Frequent first [= <i>other</i>] language interference. 3–4 – Errors ([e.g.] endings, verb forms, gender of common nouns, adjectival agreements). Candidate’s first [= <i>other</i>] language. Meaning may be unclear; more wrong than right. 5–6 – Wrong/right = 50/50 7–8 – More right than wrong.</p> <p>Grid F.2 guidance 5–6 – [A range of] syntax and sentence structures appropriate to the [register of the] task. 7–8 – Effective = <i>good</i>. Reads easily. 9–10 – idiom ≠ <i>idioms</i>.</p>

APPENDIX 1

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

GRID O	STRUCTURE AND ANALYSIS 15 marks AO2
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13–15	The response displays genuine control and clarity. A very well- developed argument. Confident ability to develop an argument, analyse and evaluate, and draw conclusions.
10–12	Coherently structured and organised response. Points of view are linked in a logical sequence . Able to develop an argument , analyse and evaluate, and draw conclusions.
6–9	Structured and organised response. Points of view are mostly linked in a logical sequence . Shows some ability to develop an argument, analyse and evaluate and draw conclusions.
3–5	Shows some ability to structure and organise the response. Limited ability to develop an argument , analyse and evaluate, and draw conclusions.
0–2	Random organisation of the response. Limited attempt to develop an argument , analyse and evaluate, and draw conclusions.

GRID C.2	QUALITY OF LANGUAGE (ACCURACY) 10 marks AO3
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9–10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors .
7–8	Language generally accurate . Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
5–6	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent .
3–4	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
0–2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.

GRID F.2	QUALITY OF LANGUAGE (RANGE) 10 marks AO3
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9–10	Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence structures .
7–8	Effective use of a range of vocabulary and structures appropriate to the task, with little repetition. A positive attempt to introduce variety and to use a range of complex sentence structures (though not always able to maintain correct usage).
5–6	Attempts to extend the range of vocabulary , though still rather repetitive. Attempts to use more complex language with some success in producing a range of syntax and sentence structures appropriate to the task.
3–4	Use of a restricted range of vocabulary and structures. Frequent repetition of the same words and phrases. Some attempt (not necessarily successful) at the use of more complex sentence structures.
0–2	Only simple sentence patterns . Very limited vocabulary . Very limited range of structures .

APPENDIX 2

Transcripts of Listening Texts

Task/Exercise 1

[SETTING: Monologue]
(One Male voice)

Exercise 1:

نات سادگی عملی

ی مندمنو این رب خوشیندی ای؟ هنی ردی کی زاروستی اهل برغ ای ناز، یه روز
ادنش آله ازو کاسل مود نات سدک ندید اقاملعم برس هی شارت هم آرس
سلاک، سجا یب ج او خردن. لابت مدتی دوب هک یا هم یکی زاهمک هی سلاشون
هتذیر بود. هچب اه یهاگ رس برس او یماذتشن، منواروز هب روز گوش
گیری رتر یمشد.

رد جوباکنید واکچ هچبها سنبت هب موی رس اقام عملی، او ت فگ هک نم و نوا
یدرگاشمه شما مثل لگه و ت خردها سستی. سمزت نوزوماهوم یم هیر بر
دوب هارد میاد. دنچ نفر دی هک مه خوند تسانرب هولشن و بتراشن. اما
معملمشون ت فگ هک رس تون توت سمزون رس مایم خوره. رد جوباه هک
ارچ خوشدای نراکوهرک ت فگ ماودنرف ندبم نوزادگی نازموگ هوت و رس م
رازامذو نمهی.

دعب زاین واقع، مه هیجوری اون هچب بهتر دوش و مه بق هی شادرگا ت سدزا
راز او تمس خ شردر باشتن.

لابت حقیتق یب مودشن بچه، اهرادی دوب هکی ارب بهبو شدزاک یی بمپ را
مه بم جتوی زهش بود. راک نیا اومزگرا ابهوش، اگرچه یی بمپ را اشگ شدر رو
جلاع نکرد، مه یارب لاتیام یحور او دی فمدوب و مه ریس یقلاخادش یارب
هقب.

Task/Exercise 2

[SETTING: CONVERSATION]

(Two female voices)

مترنی 2:

سرادم خطلتای کت ی تیسنج؟

یزان- ارچ ام رد ایذار سرادم خمتل طرادنی؟م

سحر- دنچ علت ادهر. ساساسی ت سا آمی شزو شکور رب ادم رس کت سنجی یتیه. ی ل یخ زا درم مه زانظر علتی داق ونهر فگی خواسترا اون سینتن. فوات نم ی مخومادای ی رواکنم هک رد ب رخمه تدمیه هک تمخند یصص ی شزو طردبارهی نیا ضوموع فلات خا هقیلس دانر.

یزان- بجعت ی مکنم هک رد دین یا هت فر شیب چین حبثی شیب هموا.

سحر- ی ضعب زار ربسیه یا آمی را شنون داده هک رد سرادم خمتل ط علتدا هب نفس دلخرت شهاک ادیپ ی مکی وار سپ جدی فرگتن سرد ور لطم هب تعبیراشون ی مذنودو ارگنن مکت رمدانه و تردق من هب نظر بیذا.

هروط ی لکیار ب همهی وزوجواقی لکشم ندوخمای رد اقمبل سنج مخف لامه مکی هجوت به و سردحت لا عاشر ارق هب.

فوات رگارد ایذار مثله لاک ونکنی مه عفر هشب، دیابید سر بردرک و دید هک یا هتحبی هک فگتم، اب وتجه هب یا هو اب من قاطم ختلف، هفکیوزارت رو هب مودک طرف گنسی نتر میکی.

یزان- سپوت یرادنت هجی گیری ی مکنی هک هت هب رد ایذار همی نرشاطی بایق مبونه؟ هگم می شه آمو شزار زارپو شرم جاز دی؟ داین دجلی زاس ن صموه یع. هگم سردمه ی شخب زاماجه؟ ت سین هسردم ی متوهی من ب ساترنی حمی ط تجام ی عایار ب شن ت خا و ههافت ن یب دختار و ارسپ هشاب ی یارب لاثم جو ملاس وس هنزای می هارف می هس هک رد نوا دلخرت و ارسپ زیر رظی و اب نهارم ای ارت گرزب امکنامه کی را و همفکیر هت شادن شاب.

سحر- خوب، شمکالتی می هک رد ب رخم ماطر نذکیم بپی هیان ت س؛ ن تیهجی چندنی ههد هده شم و رادقم اقبل وتجه ژپوهش هیرام. نم فکر ی مکنی هگارد ایذار خوبنا هسردم رو خمتل ط ن نک هبت هور تتی بی نذب هک سلاک سردم خمتل ط هشاب ی لو عاست یا هگ ی دمثل گ نر رفتی ح و فاع لایت یافق و هانربادج هشاب؛ چون حمی ط لاکس سرمی ت هو و نظت را معلما شیب ت هو.

- تصافداً نم خافل نیا ن ظروشنی هم؛ عینی، ی ضعب زامدهسره ارد انگل ستنا سلاکه یا ادجنهدرک و همهی عاست یادی هگ شمترکه. نم مدوخاب نیا موافقت مو. شرک فوبکن هکی زان مد هسرایر گوه نم شی طقف دخت رهنوای رسپوهی باشه! رگا این محی ط رو هک هب یا جدا سردو سکر اتر

علتدا ودجان هب کمک هنکیم، رد سرادم اریان ای جدا نکنیم، همماج رد آهن راستش و میوادرب.

سحر- قبول رادم! هگا اجم هعی خبودا آهن نگر هشاب دیاب زامردم شروع هنک. فقط مگی م رد اسمیل هب این همی نباید بی گواد هب ب آزاد!

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