

Mark Scheme for June 2013

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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.

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

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Annotations

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.
- 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 email.
- Language marks: These are assessed separately – Grids C1,C2 and F2 – 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	Guidance
1	(a)	C	1	Multi-choice Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.
	(b)	B	1	
	(c)	C	1	
	(d)	A	1	
	(e)	A	1	
	(f)	C	1	
	(g)	B	1	
	(h)	B	1	
	(i)	A	1	
	(j)	C	1	
	(k)	B	1	
	(l)	A	1	
	(m)	B	1	
Total			13	

Task 2

Question		Answer	Marks	Guidance
2	(a)	tüketilir	1	Gap-fill The elements are scanned by the page. No annotation is necessary.
	(b)	hava şartları	1	
	(c)	katkı	1	
	(d)	güneşlidir	1	
	(e)	birlikte	1	
	(f)	istekli	1	
	(g)	yakın	1	
	(h)	tarıma	1	
	(i)	aletler	1	
	(j)	ulaşım	1	
	(k)	merkezlere	1	
	(l)	yapımında	1	
		Total	12	

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 Turkish get no marks.

Question		Answer	Marks	Guidance
3	(a)	They organise made-to-measure tours.	2	Accept: Designing tours according to person's needs, customer's wishes
	(b)	Because they are experienced.	1	Do not accept: only trusted, specialised
	(c)	These tours are planned to go to see the place where they were born and live.	2	Key words: Visit, born (birth place) and live (brought up, raised)
	(d)	Museum tours.	1	Accept: Museum Do not accept: Tours
	(e)	They learn along the journey (1) by visiting historical ruins (1)	2	Accept: by visiting (1) historical (ruins, places, points, attractions ...) (1) pass + explanation ; by seeing historical places Do not accept: pass
	(f)	Join in with the traditional (1) and musical entertaining (1)	2	Accept: Cultural events; musical entertainment, enjoyable, fun
	(g)	They are always full.	1	Accept: over hundred - demand
	(h)	To visit beautiful bays (1) on comfortable boats (1)	2	Accept: Coast of Turkey; Aegean Sea; beautiful views, tour on a boat Do not accept: if the answer only Ege Sea; beach sides
	(i)	They are used a lot in Ottoman art of painting.	2	Accept <i>motive</i> for motif, picture, images Important during Ottoman Empire (1 point) Do not accept Osmanlı
Total			15	

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	
				Accept	Do not accept
4	(a)	Hiç Türkiye’de bulunmadım, seyahat acentası müşterilerini havaalanında karşılıyor mu?		Kurum, tur firması (kampanyası), çalışanlar	Görüşme Kampanya yazan dil kalitesinden puan kaybedecek.
	(b)	Yazın Türkiye’nin güneyinde hava nasıl, yağmurluk ve şemsiye gerekiyor mu?		Yağmur ceketi	
	(c)	Aşı yaptırmam/olmam gerekir mi?		Aşı (2 puan), iğne (1 puan)	
	(d)	Ailemle gelmek istiyorum. Aileler için özel fiyat uygulaması (indirim) var mı/yapılıyor mu?			
	(e)	Turlarınız ve fiyatlarınız hakkında broşürünüzü (derginizi, kitapçık) gönderebilir misiniz?		Tur (1) fiyat (1) bilgi	
Total			10		

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

Question		Answer	Marks	Guidance	
5	(a)	7	1	1 mark for each correct answer This task is scanned in by the page. No annotations are necessary.	
	(b)	1	1		
	(c)	3	1		
	(d)	10	1		
	(e)	8	1		
	(f)	2	1		
	(g)	-			
	(h)	5	1		
	(i)	4	1		
	(j)	6	1		
	(k)	9	1		
		Total	10		

Task 6

Question		Answer	Marks	Guidance
6	(a)	C	1	Multi-choice Marks are entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.
	(b)	A	1	
	(c)	C	1	
	(d)	A	1	
	(e)	B	1	
	(f)	C	1	
	(g)	B	1	
	(h)	B	1	
	(i)	A	1	
	(j)	A	1	
Total			10	

Task 7**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.
- Familiarise 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**.
 - Marks are awarded on a point by point basis, according to the mark scheme.
 - Minimal (additional) irrelevance can be ignored BUT mindless copying (often long chunks) results in no marks for comprehension or QoL
 - 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 7

Question		Answer	Marks	Guidance	
				Accept	Do not accept
7	(a)	Halkı sağlık konusunda bilinçlendirmek için işleniyor.	1		
	(b)	Sigarayı bırakma kampanyaları, ucuz ücretli spor salonları, yürüyüş yolları, konferanslar.	2		
	(c)	Tedavi giderlerini azalır (1) insanlar mutlu yaşarlar. (1)	2		
	(d)	Hastalıkların tedavisinde (1) tanımında (1) yardımcıdır.	2	Tanı 1 tedavi/care 1	
	(e)	Genetik bilim sayesinde bütün hastalıkların tedavisi sağlanacaktır.	1	Tüm hastalıklar ortadan kalkacak. Tüm/bütün hastalıklar yakında tarih kitaplarına yazılacak	Bazı hastalıklar bitecek./Azalacak
	(f)	Alternatif tıbbın yararlı olduğunu düşünürler	1		
	(g)	Çünkü tedavi olanakları kısıtlıydı.	1		Her derde deva, halk bu ilaçlara inanırdı.
	(h)	Yan etkisi yoktur.	1	... en önemlisi yan etkisi yoktur.	
	(i)	Baharat ve bitki alıcıları artıyor (1) (bu nedenle) aktarların sayısı da artıyor. (1)	2	Aktarlar bitki ve baharatlar satarlar. (1)	
	(j)	Renkli resimler ve doğal taşlar.	1		'Renkli resim ve doğal taşlar' dan sadece biri olursa '0' puan.

Question		Answer	Marks	Guidance	
				Accept	Do not accept
	(k)	Büyü (1) ve dinsel tedavi (1)	2		
	(l)	Bazı insanlar büyü ve dinsel tedavinin psikolojik rahatsızlıkları iyi ettiği konusunda aynı görüşte değildir.	2	'Bazı insanlar' kabul ediyor. 1	
	(m)	Başarılı alternatif yöntemlerle modern tıp yöntemleri birlikte kullanılmalıdır.	2	Hem alternatif hem de modern tıp yöntemlerinin birleştirilmesidir	
		Total	20		

Assessing Quality of Language

- 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.
- Apply Grid C.2 and enter the mark.
- When candidates have left several questions unanswered, click on “fit height” to have an overall view.
 - If only 1/3 of the questions have been answered, the maximum mark for C2 is the 5/6 band
 - If only 2/3 of the questions have been answered, the maximum mark for C2 is the 7/8 band

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

Task 8**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 8a, 8b and then 8a + 8b again, but without the annotations in order to assess QoL.

Task 8a 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 (∧).
- 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.

Task 8(a)

Question		Indicative content	Marks	Guidance	
				Content	Levels of Response
8	(a)	Deniz Güneş'in çalıştığı şirkette tasarımcılık işine girer.(alınır).			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.
		Haftaya Cumartesi günü işe başlayacak.			
		Bu nedenle çok heyecanlı.			
		İşe giderken ne giyeceğini bmiyor.			
		Giyim kurallarını soruyor. (Bilgi almak istiyor.)			
		İş yerindeki giyimle ilgili kurallara karşı.			
		Rahat giysiler giyerse daha verimli çalışacağını düşünüyor.			
		Yeni iş yerindeki kılık kıyafetle ilgili kurallar olup olmadığı hakkında bilgi almak istiyor.			
		Güneş Deniz'in işe girmesine çok seviniyor.			
		Birlikte çalışmanın eğlenceli olacağını düşünüyor.			
		Şirket müdürünün giyime çok önem verdiğini belirtiyor..			
		Tasarımcı olarak sürekli müşterilerle görüşeceğini söylüyor.			
		Şirketlerin giyim seçimleri yaptıkları işe ve üretime göre değişir			
		Onların şirket elemanlarının abartısız, sade renklerde takım elbiseler giydiğini söylüyor.			
		Bu tarz giysiler çalışanların işlerinde ciddi ve yetkin olduğunu gösterdiğini söyler.			
		Hafta sonunda buluşup giysi alışverişine gitmelerini önerir. Başarılar diler.			
		Total	10		

Task 8(b) Response Grid J [20 marks]

Question		Answer	Marks	Content	Guidance
					Levels of Response
8	(b)	No Indicative Content – personal response	20	<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 8(a) + 8(b) – Language (QoL) – Grids C.2 and F.2: [20 marks]

Question	Answer	Marks	Guidance
Task 8a+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.

APPENDIX 2

Transcripts of Listening Texts

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Transcripts of Listening Texts

Alıştırma 1.

DENİZ FENERLERİ

Çoğumuz deniz ulaşımında önemli yer alan deniz fenerlerinin görevlerinin sadece denizcilere ışık ile yol göstermek olduğunu düşünürüz. Onların hava durumu hakkında rapor vermekte, sis düdüğü ile denizcileri sisli havaya karşı uyarmakta, deniz kazalarının kıyı emniyetine telefonla bildirilmesinde, kazazedelerin barındırılmasında kullanıldığını bilmeyiz. Tüm bu nedenlerden dolayı fenerler, denizciler tarafından 'vefalı dost' olarak tanımlanırlar.

Türkiye'de ilk fener 1562 yılında Kanuni Sultan Süleyman zamanında yapılmış Fenerbahçe feneridir ve yapıldığı dönem hakkında bize ipuçları verir.

Fenerler, denizcilere tehlikeyi işaret eden kayalıklara, adalara, dalgakıranlara yapılırlar ve buldukları yerlere göre nitelendirilirler. Bazı fenerlerin idaresi babadan oğula geçen bir sisteme bağlanmış ve bu uygulama günümüze kadar gelmiştir.

Uydu haberleşme sistemindeki gelişmeler, deniz fenerlerine duyulan gereksinimi giderek azaltmaktadır. Artık birçok ülkede deniz fenerleri bekçi olmaksızın uzaktan idare edilmekte ve bekçilerin konut olarak kullandıkları binalar, otel, dükkan ve lokanta gibi turistik amaçla kullanılmaktadır. Bu iş yerlerinden kazanılan gelir, fenerlerin bakımını sağlamak amacıyla kullanılır. Bazı fenerlerin müze haline getirilmesi de aynı amacı taşır. Bu değerli tarihi yapıların gelecek nesillere aktarılması çok önemlidir.

İstanbul'daki en önemli fenerlerden biri Batı Karadeniz'in turistik ilçesi Şile'deki fenerdir. Şile feneri, 1859 yılında deniz seviyesinden 60 metre yükseklikteki kayalar üzerine yapılmıştır. Yapı, genelde, yuvarlak tarzda yapılan fener biçiminden farklı olarak sekiz kenarlıdır. Gündüz iyi görülebilmesi için siyah beyaz yatay bantlar şeklinde boyası ile dikkat çekicidir. Fener yapıldığı yıldan beri ışık kaynağı dışında hiç değişikliğe uğramamıştır. Önceleri ışık için gaz kullanılırken artık elektrik enerjisinden yararlanılıyor.

Alıştırma 2.**ÇAY**

Türkiye’de çayın, günlük ve sosyal yaşamda önemli bir yeri vardır. Sabah kahvaltılarında, ikinci vaktinde, misafirliklerde, iş toplantılarında ilk akla gelen çaydır. Türkiye’de iklimi ve coğrafi konumu açısından çay en çok doğu Karadeniz bölgesinde yetiştirilir. Bu bölgede yetişen çayın beğenilmesinin nedeni, içinde hiç suni katkı maddesi olmayan toprakta, organik olarak yetiştirilmesidir. Çay fidanının büyüebilmesi için nemli, sıcak ve güneşli bir iklime ihtiyacı vardır. Bu yüzden çay bahçeleri tepelerin güney kısımlarında yer alır. Çay yaprakları genellikle kadınlar tarafından imcece usulü, yani hep birlikte yardımlaşarak toplanır. Kadınlar, birbirlerinden uzak mesafelerdeki evlerinden çıkarak yardım etmek istedikleri arkadaşlarının bahçesine gider, neşe ile türküler söyleyerek çay yapraklarını toplarlar. Evlerin birbirine uzak inşa edilmesi Karadeniz insanının birbirini sevmediği anlamına gelmez, tam tersi onlar dost canlısı insanlardır. Sadece yaşamlarını sağlamak için ekime elverişli yerler aramışlar ve buldukları yerlere evlerini yapmışlardır.

Eskiden elle toplanan çay yaprakları artık makaslarla kesilip, torbalara doldurulur. Bu torbalar engebeli tepelerdeki çay bahçelerinden taşımacılığın zor olması nedeniyle, mini teleferiklerle çay fabrikalarına yola çıkmak üzere toplama merkezlerine gönderilir. Eczacılıkta ilaç hammaddesi olarak kullanılan kafein çay yapraklarından elde edilmektedir.

Task 3

A TRAVEL AGENCY

Sunucu: Sayın Soydan sizin turlarınız neden farklı?

Soydan: Çünkü biz müşterilerimizin isteklerine göre turlar organize ederiz. Deneyimli rehberlerimiz tüm turlarımızda çok başarılı hizmetler sunarlar.

Sunucu: Konulu turlarınız da var. Bunlar nasıl oluyor?

Soydan: Bu turlar herhangi bir konuda planlanmış turlardır. Örneğin konumuz 'Ünlü şairlerimiz' ise onların doğdukları ve yaşadıkları yerleri ziyaret ederiz. İstanbul'da sinema, tiyatro ve konser izlemek için düzenlediğimiz turların yanı sıra en çok ilgi çeken müze turlarımız da var.

Sunucu: Ne gibi tarihi ve kültürel turlarınız var?

Soydan: Tarihi gezi olarak Türkiye'den Çin'e uzanan 'İpek yolu' gezimizi söyleyebilirim. Ziyaretçiler yol boyunca tarihi kalıntıları gezerek o dönem hakkında bir çok tarihi bilgi ediniyorlar. Kültürel gezilerimizin en güzel örneği Şanlı Urfa kentimizde yapılan geleneksel müzikli eğlence olan "sıra gecelerine" düzenlediğimiz gezilerdir.

Sunucu: Düzenlediğiniz turlara yeterince ilgi var mı?

Soydan: Hem de çok. Sadece İstanbul için hazırladığımız günlük tanıtım gezileri için yaklaşık 100 farklı turumuz var ve bu turlar her zaman dolu. Ege Denizi'nin güzel koylarını konforlu teknelerle gezmek için düzenlediğimiz bir haftalık 'Mavi Yolculuk' adlı turlar yabancı ziyaretçilerin çok ilgisini çekiyor.

Sunucu: Kurumunuzun adı neden 'Lale ve Karanfil'?

Soydan: Çünkü bu çiçekler Osmanlı resim sanatında çok kullanılan iki motiftir.

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