



GCE

Spanish

Unit **F722**: Listening, Reading and Writing 1

Advanced Subsidiary GCE

Mark Scheme for June 2014

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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

Annotation	Meaning
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Tick
	incorrect
	Repetition of idea
	Caret sign to show omission
	Unclear
	Extendable horizontal line
	Slash
	See later page or addition
	Benefit of doubt
	Benefit of doubt not given

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)	César	1	Multi-choice Use the green tick ✓ to annotate the scanned image. Place the tick next to the box which the candidate has answered correctly. 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. If 2 (or 3) boxes in the same row are ticked, do not award a mark for a correct answer. Correct answers only: no need to use crosses for incorrect answers. Enter the total number (counted on tick symbol on tool bar) of green ticks in the box.
	(b)	César	1	
	(c)	Sofía	1	
	(d)	Sofía	1	
	(e)	--	--	
	(f)	Lucas	1	
	(g)	--	--	
	(h)	Sofía	1	
	(i)	Lucas	1	
	(j)	César	1	
	(k)	Sofía	1	
	(l)	Lucas	1	
Total			10	

Task 2

Question	Answer	Marks	Guidance
2	b	1	<p>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.</p> <p>Correct answers only: no need to use crosses for incorrect answers.</p> <p>Mark the answer given in the box. If several answers are given outside the box – only mark the answer in the box. If the answer in the box is crossed out and another answer given outside the box, mark this.</p> <p>If the answer in the box is crossed out and several answers are given outside the box, mark only the answer nearest to the box.</p>
	c	1	
	e	1	
	f	1	
	h	1	
	i	1	
	k	1	
	m	1	
	n	1	
	p	1	
	Total	10	

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.
- Ignore spelling mistakes in English as long as the answer is clearly recognisable and unambiguous.

Question			Answer	Marks	Guidance	
					Accept	Do not accept
3	(a)	(i)	do you want to learn (to play) flamenco guitar	1	answers in any order flamencan guitar	to do flamenco flamingo (penalise once only)
		(ii)	do you want to improve your technique	1		
	(b)		(the world of) flamenco in depth	1		background
	(c)	(i)	specialist musicians	1	answers in any order specialised musicians	special music(al) specialists music is their speciality specialists in music specialised in music have lots of experience to teach great experience
		(ii)	very experienced in teaching	1		
	(d)	(i)	won't lose desire to learn	1	...enthusiasm for learning ...will / urge / ambition to learn	...the joy / fun of learning ...motivation for learning

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Question		Answer	Marks	Guidance	
				Accept	Do not accept
(e)	(i)	<u>individual</u>	1	<i>answers in any order</i> personalised / personal / taught personally	
	(ii)	<u>learn at your own pace</u>	1	speed / rate	rhythm
	(iii)	<u>during time available</u>	1	at suitable times for you / according to your free time / in your own time	you have a lot of time
(f)	(i)	<u>lessons in same building</u>	1	<i>answers in any order</i> ...same place	
	(ii)	<u>won't have to travel to classes</u>	1	go / walk far to classes move to go to classes not far from classes worry about / waste time getting to classes	rush
	(iii)	<u>not carrying the guitar on public transport</u>	1		
(g)		<u>teacher and level</u>	1		professor
(h)	(i)	<u>it is the birthplace</u>	1	where it comes from, etc. it was created / invented there	
	(ii)	<u>gypsy quarter</u> of the city	1	area / district / neighbourhood / part	region / town
Total			15		

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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 (λ).
- Use **BOD** with the tick (**BOD** ✓), if you had some doubt about awarding the point but decided to in the end.
- Use **NBOD** if you considered awarding the point but decided not to in the end.
- If a full point has been omitted, is incorrectly rendered or is rendered in a way that would be incomprehensible, use a cross (✕), either in the margin or in the body of text.
- 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. If you have used **BOD** or **NBOD** you may adjust the marks up or down.

Task 4 Communication points

Question		Answer	Marks	Guidance	
				Accept	Do not accept
4	1	I heard your advert on the radio		accept tu or su publicidad / promoción / campaña de publicidad / información	penalise 1 st person verb errors, on one occasion only eg escuchó adverto / campaña / noticia
	2	and I'm (really) interested in your courses.		clases	soy / estoy muy interesante / emocionante ...sus recursos
	3	I've been playing the guitar for three years		incorrect temporal clauses using present perfect eg he tocado la guitarra para tres años	estaba tocando la guitarra para tres años jugar la guitarra
	4	and am keen to learn a different style.		quiero etc minor misspellings of estilo manera nuevo	
	5	Is it possible for someone who isn't Spanish		...de España / extranjero / nativo etc. no soy español pero es posible que...	
	6	to be good at Flamenco?			
	7	Can you send (me) details of the courses?		minor misspellings of detalles mandar / dar	enviarle
	8	Does the cost include somewhere to stay?		residencia / habitación	la cuesta acomodación / estancia ... el precio de un hotel
	9	Will there be (other) social activities		hay	
	10	that students can take part in?		para los estudiantes que los estudiantes pueden disfrutar	atender
Total			10		

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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 red slash (/) or 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)	C	1	<p>Correct answers only: no need to use crosses for incorrect answers.</p> <p>Mark the answer given in the box. If several answers are given outside the box – only mark the answer in the box. If the answer in the box is crossed out and another answer given outside the box, mark this.</p> <p>If the answer in the box is crossed out and several answers are given outside the box, mark only the answer nearest to the box.</p>
	(b)	A	1	
	(c)	C	1	
	(d)	C	1	
	(e)	B	1	
	(f)	C	1	
	(g)	A	1	
	(h)	A	1	
	(i)	A	1	
	(j)	B	1	
Total			10	

Task 6**Task specific guidance**

The entire page appears on the screen twice: once for comprehension, once for you to assess to the QOL.

1. 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.
2. 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:

Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark. The ticks add up automatically and you insert the total out of 15 in the box on the right.

- If you hesitated and decided to give or not to give the benefit of the doubt, use the appropriate annotation: **BOD** or **NBOD**. It is not expected that you will have to use such annotations very often.
- 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 6

Question		Comprehension points	Marks	Guidance	
				Accept	Do not accept
6	(a)	ha tenido / tiene éxito en Internet	1	porque su sitio de web <u>es el más visitado</u> tiene una tienda en línea <u>que es muy popular</u>	<i>verbs in 1st person – penalise on one occasion only</i> <i>Otherwise correct answers can be invalidated eg ...y solo tiene 8 años</i>
	(b)	(para) comprar / ver etc. (verb needed) equipo de alta montaña OR <u>por</u> equipo de alta montaña tiene /les gusta equipo de alta montaña	1	...equipo de alpinismo / montañismo / para las montañas	visitan <u>para</u> equipo de alta montaña
	(c)	vendió / vendía botas de montaña	1	<i>pluperfect</i>	<i>verbs not in past tense</i> <i>lift</i> vendiendo botas de montaña cosas de montaña vendió botas
	(d)	fue a estudiar / estudió Turismo	1	estudiaba / ha/había estudiado	<i>verbs not in past tense</i>
		no lo acabó	1		
	(e)	no muchos / pocos	1	pocas personas reales	
	(f)	vende / empezó a vender sus productos en 40 países	1	muchos / tantos países	muchas empresas han querido comprar su compañía
	(g)	es imposible que tenga jefe	1	no está dentro de su mentalidad <u>tener</u> <u>jefe</u> / <u>ser empleado</u> no quiere (tener) jefe	no está dentro de su mentalidad quiere ser el jefe

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Question		Comprehension points	Marks	Guidance	
				Accept	Do not accept
	(h)	pasa demasiado tiempo trabajando / ha puesto su vida privada en segundo lugar	1	answers saying that his work / life balance is wrong	su vida personal es <u>menos importante</u> que su vida profesional
	(i)	(i) solo va cuando cree que le va a apasionar / encantar (<i>cine</i>)	1		...cree que la película es buena
		(ii) nunca va (<i>playa</i>)	1	no le interesa (nada) no le gusta nada cree que es una pérdida de tiempo	answers which imply that he does actually go to the beach no le gusta Ni hablar
	(j)	se siente capaz de <u>superar</u> cualquier cosa	1	superar cosas	se siente capaz de <u>hacer</u> cualquier cosa <u>superar</u> cualquier cosa <i>if what precedes it doesn't make sense</i> <i>lift</i> me siento capaz de superar cualquier cosa
	(k)	si todo le fuera mal	1	si su negocio le fuera mal si experimentara (experienciara) malas cosas <i>allow present tense</i> si su compañía deja de tener éxito si tiene fracaso con todo si todo se fuera mal	<i>lift</i> si alguna vez me fuera mal todo si <u>él</u> fuera mal todo
	(l)	no le interesa	1	poca / no mucha etc no quiere tener mucho dinero / ser rico	un poco
	(m)	no sabe (qué estará haciendo en 10 años) no tiene planes + hará algo que sea interesante	1		<i>lift</i> algo que en ese momento sea interesante
Total			15		

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3. Assessing **Quality of Language**

- a) You will get a separate screen which will be the whole page (unannotated). Read all the answers again. To assist you in the application of Grid C.2 you may use annotations: the green L marking tool to highlight good language, slash (/) or the underlining tool (⏟) for serious errors, 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.
- 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 7**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 (^).
- 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 more than 5 consecutive words should be counted as lifted language.

Task 7(a)

Point			Indicative content	Marks	Guidance	
					Content	
					Levels of Response	
7	(a)	1	main attractions are <u>speed</u> (of service) + huge <u>number of outlets</u>		<i>allow</i> la comida rápida es muy popular porque... = <i>main attractions</i>	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.
		2	<u>5000</u> (in Spain) + <u>increasing</u>		<i>precise number 5000 needed</i>	
		3	<u>success not only due to convenience</u>			
		4	<u>we like the taste</u> OR <u>we've all given in to / eaten an occasional hamburger / fast food</u>		<i>allow</i> a muchas personas les gustan las hamburguesas <u>de vez en cuando</u>	
		5	<u>consequence of changes in eating habits noticeable</u>			
		6	<u>one in two Spaniards overweight</u>		<i>refuse</i> el medio / la media de los españoles <i>refuse</i> son demasiado pesados <i>allow</i> sobrepeso (<i>misused as adj.</i>) / gordo	
		7	<u>cardiovascular disease main cause of death</u>		<i>insist on superlative – refuse</i> mucha gente ha muerto a causa de...etc	
		8	<u>adolescents (especially) keen on fast food</u>		<i>allow</i> jóvenes <i>allow</i> ...estos restaurantes / locales etc <i>refuse</i> niños	
		9	<u>cheap prices + long hours</u>			
		10	<u>spend many weekend afternoons / evenings there</u>		<i>allow</i> pasan mucho tiempo allí los fines de semana	
		11	<u>like atmosphere because different from home cooking</u>			

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		12	<u>don't care about future health (problems)</u>		<i>allow</i> they don't think about...etc.	
			Total	10		

Task 7(b) Response Grid J [20 marks]

Question		Answer	Marks	Guidance	
				Content	Levels of Response
7	(b)	No Indicative Content – personal response Don't credit a point of view which <u>completely</u> contradicts one which has been given earlier (use green ? notation)	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 plus (+) 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 of view.</p> <p>0-3 Very short. May not go beyond points of view already expressed in the original text.</p>

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

Question	Answer	Marks	Guidance
Task 7 (a)+(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 7a above). Lifted language is not credited for QoL – only content points and/or personal response.</p>

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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

Note for Document production team: This section of the mark scheme must stay in Portrait format until after the standardisation meeting.

Tarea 1

¿Es importante practicar un deporte?

- (M1) Me llamo Lucas y pienso que con tal que te mantengas sano, no es necesario hacer deporte. Yo como tres veces al día a la misma hora – con mucha ensalada y frutas, evitando las frituras. Siempre hago un mínimo de treinta minutos de actividades físicas cada día. Corro en un mismo sitio en mi cuarto. Voy a pie al trabajo y subo y bajo las escaleras sin utilizar el ascensor.
- (F) Soy Sofía y juego al baloncesto, que es muy bueno para la salud porque constantemente te estás ejercitando. Además, este deporte es bueno para la mente porque te ayuda a pensar rápido. También practico la natación, porque utilizas la mayoría de tus músculos y ejercitas tus pulmones y tu sistema cardiovascular. El saber nadar puede salvar tu vida y la de los demás.
- (M2) Hola, mi nombre es César. Creo que los españoles somos los mejores del mundo en los deportes principales. Aunque yo no soy fanático de hacer ejercicio, me encanta cuando los deportistas españoles ganan competiciones. Es como si alguien de mi familia ganara algo. Reconozco que este sentimiento no tiene sentido desde un punto de vista racional, pero las emociones suelen ser así.

Tarea 2

Una mujer habla de su adicción al tabaco

- (F) Empecé a fumar cuando yo tenía ocho años de edad. Mis padres y mis siete hermanos mayores eran fumadores, de forma que el tabaquismo yo lo llevo prácticamente en los genes.

De adulta, intenté dejar de usar la nicotina todos los días durante al menos veinte años. Nunca se me ocurrió que yo fuera una adicta. Nunca se me ocurrió que yo fuera incapaz de actuar ante una situación difícil. Tenía un millón y una excusas acerca de por qué seguía fumando: mi vida era demasiado estresante, alguien me hizo sentir mal, tenía un resfriado, etc. Me parecía mucho más aceptable tener una razón para no poder dejar de fumar... que pensar que no tenía suficiente fuerza de carácter para dejar de fumar.

Mis amigos escuchaban mis muchos planes para vencer a la nicotina. Después de una semana o dos, ellos me veían consumiéndola normalmente. Después de un tiempo, me avergonzaba mucho decirle a la gente que la iba a dejar.

Desesperada, como último recurso, comencé a asistir a las reuniones de Fumadores Anónimos, aunque fumando todavía durante meses. Luego sucedió el milagro. Ya no he consumido tabaco o nicotina en ninguna de sus formas durante cuatro años. Sigo frecuentando las reuniones.

Task 3**An advertisement for Olayo Residential College**

- (M)** ¿Quieres aprender a tocar la guitarra flamenca? ¿Quieres mejorar tu técnica de guitarra en este estilo? En Colegio Residencial Olayo te damos la posibilidad de conocer a fondo el mundo del flamenco a través de nuestros cursos de guitarra.

Ninguna otra escuela de guitarra te aportará tantos beneficios como nuestro colegio residencial.

Nuestros profesores de guitarra son músicos especializados con gran experiencia en la enseñanza. Así que te garantizamos que no perderás las ganas de aprender. Además, todos los cursos son personalizados, en los que aprenderás a tu ritmo, según tu tiempo disponible.

Aquí en Granada, nuestras clases de guitarra se imparten en el mismo edificio donde te alojarás. Por eso, no tendrás que desplazarte para ir a tus clases ni cargar con la guitarra en el transporte público. Además estarás con el profesor y en el nivel que tú elijas.

Andalucía es la región por excelencia para conocer y aprender esta música mundialmente conocida, ya que nació aquí. Aquí en Granada podrás disfrutar de espectáculos de flamenco en el barrio gitano de la ciudad.

Así que, ¡no lo dudes más y únete a Escuela Olayo para vivir tu pasión flamenca!

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