

Spanish

Advanced Subsidiary GCE

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

Mark Scheme for January 2012

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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

Annotation	Meaning
	Tick
	Development of point
	incorrect
	Large dot to show repetition
	Caret sign to show omission
	Unclear
	Highlight
	Lifting
	Slash
	Language better than mark implies
	Language not as good as mark implies
	Benefit of doubt
	Benefit of doubt not given
	Minus 1 (to show deduction of one mark)

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	Mark	Guidance
1	(a)	pasado	1	Gap-fill The elements are scanned by the page. Use ticks for correct sentences. Insert mark out of 10.
	(b)	se reunió	1	
	(c)	mente	1	
	(d)	antes	1	
	(e)	la mayoría de	1	
	(f)	ambiciones	1	
	(g)	no tuvo	1	
	(h)	quinto	1	
	(i)	trofeo	1	
	(j)	chilena	1	
Total			10	

Task 2

Question			Answer	Mark	Guidance
2			b	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. 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.
			f	1	
			g	1	
			h	1	
			i	1	
			l	1	
			m	1	
			q	1	
			r	1	
			t	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)	(1) different systems of <u>European education</u>	2	different ways of learning in Eur. the Eur. learning systems different Eur. teaching systems the different Eur. curricula	<i>without implication of more than one system of educ. eg how people in Eur. get taught what the students do after the curricula</i> <u>distinct methods</u> of teaching in Eur.
		(1) <u>what students do afterwards</u>			
	(b)	(1) <u>entry requirements</u>	2	<i>answers in any order</i> admission requirements what do they require what do you need / have to do to get into Sp. uni	grades needed to study at Sp. uni
		(1) if fees are <u>expensive</u>			

Question		Answer	Marks	Guidance	
				Accept	Do not accept
	(c)	(1) <u>when they leave / finish school</u> (1) students <u>live with parents</u>	2	stay at home etc parents like children to continue living with them	when they finish studying <u>while</u> / <u>until</u> they finish school students like to live with parents parents <u>insist</u> that children live at home
	(d)	(1) <u>flats expensive to rent with friend(s) / share</u>	1	property / accommodation / house etc ... to get / live in etc an apartment with friends	not many can live in a flat with friends <i>answers which imply single person renting</i>
	(e)	(1) <u>most popular</u> (1) do these <u>guarantee a job</u>	2	sought after / studied / requested / common work, employment etc do these provide good job prospects will these serve / allow / help you to get a job	solicited <u>how</u> these help to get a job if you are guaranteed a job (<i>no link to <u>subjects</u></i>)
	(f)	(1) <u>lots of unemployed (people) with qualifications</u>	1	qualified / educated etc people with no job lots of people unemployed despite having studied	lots of unemployment lots of people unemployed after they have left school / even though they study
	(g)	(1) <u>get a job</u> (1) thinks <u>studying a waste of time</u>	2	otherwise you spend all your time / life in the classroom	

Question		Answer	Marks	Guidance	
				Accept	Do not accept
	(h)	(1) use <u>old</u> (fashioned) <u>methods</u> (1) <u>too high student / staff ratio</u> (1) <u>lots of drop-outs</u>	3	<i>answers in any order</i> outdated etc don't finish studies etc <i>answers with few which convey the meaning eg</i> it's not just a few who drop out quite a few drop out	poor quality teaching use the same methods relation(s) / (-ship) <i>answers with few which don't make sense eg</i> they are not few of those who drop out
		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 (^).
 - 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	<u>Lovely to hear from you.</u>		<i>must convey some notion of pleasure</i> Qué gozo recibir tu mensaje ... por tu mensaje ... oírte escuchar Qué bien / bueno es / fue bueno <i>past or present, if verb used</i>	<u>Gracias</u> por tu mensaje fue simpático oír... es / está bien
	2	<u>Sorry I missed your call.</u>		Ojalá estuviera cuando llamaste (<i>has notion of regret</i>) Perdona por no haber cogido tu llamada ... tu llama <i>present tense eg ... no recibo tu llamada</i>	<i>wrong verb ending eg</i> perdió tu llamada (<i>don't penalise subsequent errors</i>) <i>other deviations eg ... tu llame</i>
	3	<u>I've downloaded some useful information</u>		He descargado / bajado / encontrado algo Tengo alguna información (útil)	He cargado...
	4	from a couple of <u>websites.</u>		desde un par de sitios web desde el internet	<i>singular eg</i> una página web
	5	<u>I hope this will help you.</u>		Espero que te resulte útil Espero que esto sea útil.	Me gustaría ayudarte Espero que ayudarás Creo que te ayudará
	6	Let <u>me know how you get on.</u>		<i>many ways of successful communication</i> <i>eg</i> Me encantaría saber los resultados de esta tarea Cuéntame .../ Dime ...	<i>and unsuccessful eg</i> Me dices si es bien o no
	7	<u>My parents want me to go to university</u>		A mis padres les gustaría que vaya a la universidad Mis padres quieren ...	

Question		Answer	Marks	Guidance	
				Accept	Do not accept
	8	but I <u>prefer to do</u> a <u>gap year</u> .		<p>prefiero esperar un año <i>answers which successfully amalgamate with next point eg</i> prefiero viajar por el mundo por un año quiero... un año libre / sin estudios / sabático / lejos de educación / (a)fuera de mis estudios / en blanco etc</p>	<p><i>idea not communicated eg</i> año exterior de escuela año extranjero año blanco</p>
	9	I'm <u>going to travel</u> round <u>the world</u>		voy a viajar y visitar otros países	
	10	<u>before</u> carrying on <u>studying</u> .		<p>antes de continuar con mis estudios antes de ir a la universidad antes de estudiar</p>	
		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 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	Mark	Guidance
5	(a)	8	1	<p>Matching interview answers to questions</p> <p>1 mark for each correct answer</p> <p>Use the green tick ✓ to annotate the scanned image. Place the tick next to the box which the candidate has answered correctly. Correct answers only: no need to use crosses for incorrect answers.</p> <p>Enter the total number (counted on tick symbol on tool bar) of green ticks in the box.</p>
	(b)	10	1	
	(c)	3	1	
	(d)	5	1	
	(e)	2	1	
	(f)	11	1	
	(g)	7	1	
	(h)	–	0	
	(i)	4	1	
	(j)	9	1	
	(k)	6	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		Answer	Marks	Guidance	
				Accept	Do not accept
6	(a)	fue única	1	<i>present / imperfect</i> fue algo que se puede hacer solo una vez opinó que no hay otra experiencia igual fue una experiencia singular / rara	<i>no verb</i> ... una experiencia importante / individual / especial / inolvidable un tiempo único
	(b)	para hacer / acceder / asistir a un curso etc	1	para estudiar para atender un curso (LA) para conseguir / participar en el Diploma de DPD porque el curso se debía hacer en Cuba porque fue un curso internacional había un curso de periodismo porque el Instituto (IPC) está en Cuba	
	(c)	le fue posible acceder / asistir al DPD / participar en el DPD	1	porque este curso es accesible a los socios del Círculo	
	(d)	desde hace 4 años	1	4 años <i>errors in structure eg desde 4 años / estaba trabajando 4 años</i> <i>(credit correct structures in QL)</i> empezó en Publímetro hace 4 años	<i>errors which change meaning eg</i> tuve 4 años / hace 4 años / hasta 4 años
	(e)	(le) mandó un correo (a Hernán)	1	<i>present / infinitive</i> envió una carta / un formulario / un correo electrónico / un mensaje sobre el curso	hizo un correo una letra
	(f)	ningún tiempo	1	no dudó ni un momento / poco tiempo / nada decidió inmediatamente / en seguida etc	en seguida etc (<i>without verb</i>) un poco de tiempo

Question		Answer	Marks	Guidance	
				Accept	Do not accept
	(g)	tenía vacaciones (coincidían con) en las fechas del curso	1 1	<i>answers in any order</i> sus vacaciones... / las vacaciones laborales... al mismo tiempo	 el mismo día
	(h)	el colega fue seleccionado también	1	otro colega asistió al curso	el colega seleccionó también
	(i)	en el DPD hacen una comparación entre Argentina y Uruguay	1	estudian las diferencias entre Argentina y Uruguay	<i>reject mindless copying</i> <i>reject without verb eg</i> en una comparación sobre el deporte en los medios entre Argentina y Uruguay
	(j)	conoció / descubrió / aprendió sobre etc la cultura (de Cuba) trabó amistades	1 1	<i>answers in any order</i> <i>infinitive</i>	<i>answers which don't make sense</i> <i>eg tiene que saber la cultura</i> habló con / conoció otros periodistas
	(k)	que se repita / repetir la experiencia / volver a Cuba	1	otra oportunidad como esa	
	(l)	hay que ser buen (periodista deportivo) + durante un período de tiempo / en los medios donde trabajas	1 1	<i>answers in any order</i> hay que tener experiencia	
		Total	15		

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
		PROBLEM			Grid I COMPREHENSION OF TEXT
7	1	<u>parents impose too many restrictions</u>		<i>must imply parents are <u>excessively</u> strict eg don't accept muy estrictos</i>	9-10 Consistently relevant information. Includes nearly all the points from the original passage. Shows a very clear understanding of the text
	2	<u>don't let him go out much</u> OR <u>treat him like a child</u>			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.
	3	<u>gets good / 90% marks / is good student</u> OR <u>more worried about social life / problems</u>			5-6 Some relevant information showing understanding of up to half of the points. There may be instances of lifting from the original passage.
	4	<u>wants them to understand him</u> OR be given <u>same freedom as friends</u>		<i>allow advice given in 2nd person – but beware lifting (= <u>more than 5</u> consecutive words)</i>	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.
	5	<u>write letter to parents explaining how you feel</u>		<i>don't allow letra (but don't penalise subsequently)</i>	0-2. No relevant information or supplies one or two relevant points from the original passage.
	6	explain <u>what you've gone through</u> OR how <u>important</u> it is for you <u>to go out</u>			
	7	letter should be <u>emotional</u> but <u>clearly explained</u> OR <u>take time / hours to write it</u>			
	8	<u>perfect presentation</u> will <u>reinforce importance</u>			
	9	<u>if you don't tell</u> your parents <u>they'll think you are responsible</u> / <u>just want to do homework</u> instead of <u>going out</u>			

Point		Indicative content	Marks	Guidance	
				Content	Levels of response
	10	they'll worry that <u>your studies will suffer</u> / <u>marks will go down</u>			
	11	<u>give them letter</u> , <u>go</u> to room and <u>wait</u>		<i>allow answers that imply separate rooms eg ... and <u>wait</u> for parents to <u>come</u> etc</i>	
	12	when they come <u>they'll be different</u>			
		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	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>

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

Question	Answer	Mark	Guidance
Task 7 (a)+(b)	Assess for Quality of Language using Grids C2 and F2 Appendix 1		<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>

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.

Task 1**La selección argentina de vóleybol**

La selección argentina de vóleybol inició su temporada 2012 este sábado por la mañana en Buenos Aires. En el primer entrenamiento del año, centraron su atención en la preparación para la Liga Mundial y la Copa del Mundo.

El entrenador Javier Sánchez dio una charla ante 11 de los jugadores y todo el personal técnico para definir las prioridades de la temporada. Esta charla inicial tuvo, además, la particularidad de que tomaron parte desde el exterior con videoconferencia cuatro de los jugadores. Más tarde casi todo el equipo trabajó en dos grupos en el gimnasio, en sesiones de pelota y pesas.

Mejorar los resultados del año pasado será uno de los objetivos del 2012 y el entrenador Sánchez opinó que este año habría progreso partido a partido, no solo ganar partidos en la primera parte de la temporada. Recordemos que Argentina finalizó en la quinta posición en la última Liga Mundial.

La selección argentina inaugurará su campaña en la Copa Lanzamiento, el torneo amistoso entre Argentina, Venezuela y Chile que se disputará a finales de mayo. El día 26 será el primer partido entre Chile y Argentina.

Task 2**La huelga del metro**

Los trabajadores del metro de Madrid tienen la intención de empezar una huelga a partir de este martes. Sin embargo, la dirección ha establecido unos servicios mínimos para los días de huelga. Los paros se celebrarán el martes 24, el jueves 26 y el lunes 30 de marzo, en horas punta - o sea de 7:00 a 9:00 de la mañana y de 6:00 a 8:00 de la tarde.

No obstante, estos días de huelga todavía no son definitivos. Hace dos días, la dirección del metro puso sobre la mesa una nueva propuesta que los trabajadores tendrán que considerar antes de votar si seguir con los paros o no.

Pero, ¿de qué se quejan los trabajadores? Escuchen las palabras del portavoz del sindicato de trabajadores del metro:

"El sindicato pide, entre otras cosas, una subida salarial de 180 euros para todos los trabajadores. Además, consideramos necesario que se creen 500 nuevos empleos y que se baje la edad de jubilación de los conductores de trenes.

También queremos una reducción del número de contratos a tiempo parcial y un aumento de los puestos a tiempo completo. De esta manera las horas extraordinarias - que el año pasado ascendieron a más de 50,000 – pasarán a formar parte de la semana laboral normal. Así los empleados tendrán los beneficios de un horario fijo.

Asimismo, exigimos el reconocimiento de enfermedades relacionadas con este tipo de trabajo y la revisión de lo(s) requerimientos físicos para los que quieren trabajar en el metro".

Task 3**Message from a South American friend**

Oye, soy Alicia. Tú conoces España. ¿Puedes ayudarme? Estamos haciendo una tarea en el instituto sobre los distintos sistemas de enseñanza europeos y lo que hacen los alumnos después. A mí me ha tocado investigar lo que pasa en España. Qué molesto, ¿no? Primero, me han mandado enterarme de lo que se requiere para ser admitida en una universidad española y de si son caras las cuotas para estudiar allá. ¿Sabes algo de eso?

He oído decir que en España es como aquí donde a los padres les gusta que sigas viviendo con ellos cuando terminas en el instituto. Supongo que allá te cobrarán demasiado para compartir con amigos el alquiler de algún apartamento. ¡Qué pena! Una vida así sería perfecta para mí.

En particular tengo que informarme de las asignaturas más solicitadas en España y de si garantizarán un empleo. Aquí tenemos un montón de gente desempleada aunque tienen estudios, ¿sabes? Personalmente, creo que es mucho mejor aceptar un trabajo si se te presenta la oportunidad, ¿no te parece? Es una pérdida de tiempo pasar toda tu vida en las aulas.

Y, una última cosa. ¿Qué opinan los estudiantes españoles de la calidad de la enseñanza secundaria? Aquí hay muchos que se quejan, diciendo que siguen usando métodos ya pasados de moda y con una relación demasiado alta de estudiantes por profesor. No son pocos los que dejan sus estudios. ¿Es igual allá?

Bueno, pues. Nada más. Ayúdame, por favor, estoy desesperada. Solo me quedan dos días para hacer todo esto...

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