

Spanish

Advanced Subsidiary GCE

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

Mark Scheme for January 2011

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of pupils of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, OCR Nationals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support which keep pace with the changing needs of today's society.

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.

© OCR 2011

Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annesley
NOTTINGHAM
NG15 0DL

Telephone: 0870 770 6622
Facsimile: 01223 552610
E-mail: publications@ocr.org.uk

General advice to Assistant Examiners on the procedures to be used**YOU WILL BE REQUIRED TO UNDERTAKE 10 PRACTICE SCRIPTS AND 10 STANDARDISATION SCRIPTS BEFORE STARTING TO MARK LIVE SCRIPTS.**

You should print out a copy of the paper and work through it yourself (using the transcript for the Listening activities) 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

- 1 The schedule of dates for the marking of this paper is very important. It is vital that you meet these requirements. If you experience problems then you must contact your Team Leader without delay.

- 2 The award of marks is not necessarily dependent on the specific wording in the detailed sheets which follow. Other wordings will score the marks, provided they are semantically equivalent. If the language used by the candidate conveys meaning and also answers the question, then the mark(s) should normally be credited for comprehension (c.f. "sympathetic native speaker / sympathetic examiner"). Use your professional judgement to apply the marking principles given in this mark scheme but if you are still in doubt about the validity of any answer, then consult your Team Leader by phone, the messaging system within SCORIS or e-mail.

- 3 Language marks: These are assessed separately – Grids C.2 and F.2 – See guidance in the detailed sheets below.

- 4 Where candidates give alternative answers, only the first one written, or the one on the line should be marked.

- 5 In addition to the award of 0 marks, there is a NR (No Response) option on SCORIS.
Award 0 marks
 - if there is any attempt that earns no credit.
Award NR (No Response)
 - if there is nothing written at all in the answer space
 - if there is any comment which does not in any way relate to the question being asked

- 6 **Abbreviations, annotations and conventions used in the detailed Mark Scheme.**
 - / alternative and acceptable answers for the same marking point
 - NOT** answers which are not worthy of credit
 - Allow** answers that can be accepted
 - INV** element of an answer which invalidates an otherwise valid answer
 - Principle** general guidance to the key idea
 - () words which are not essential to gain credit
 - underlined words must be present in answer to score a mark

7 **Annotations:** the following annotations are available on SCORIS.

	Correct point
	Unclear
	Incorrect point
	Omission
	Repetition
	Minus 1 to show deduction of one mark
	Benefit of the doubt
	No benefit of doubt given
	Lifting
.....	Highlighting can be used in Tasks 6 and 7 to show language lifted from the text
.....	Highlighting may also be used to indicate a harmless addition which does not distort the meaning. The colour of the highlight can be changed in Scoris.
	Red underline may be used to show language errors
	Language not as good as mark implies
	Language better than mark implies

8 The Comments box

You should only type in the comments box yourself when you have an additional object of the type described in [Appendix B of the Instructions for On-Screen Marking from Home - 2011](#). **Please do not use the comments box for any other reason.**

Any questions or comments you have for your team leader should be communicated by phone, SCORIS messaging system or e-mail.

9 Please send a **report** on the performance of the candidates to your Team Leader by the end of the marking period. The Assistant Examiner's Report Form (AERF) can be found on the Cambridge Assessment Support Portal. This should contain notes on particular strengths displayed, as well as common errors or weaknesses. Constructive criticisms of the question paper/mark scheme are also appreciated.

Section A: Listening and Writing			
Task 1:			
Q	Answers	M	Additional Comments
(a)	lejos	[1]	<p>Use the green tick ✓ to annotate the scanned image. Place the tick next to the box which the candidate has answered correctly.</p> <p>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)	raros	[1]	
(c)	peces	[1]	
(d)	nace	[1]	
(e)	dos	[1]	
(f)	clima	[1]	
(g)	convivir	[1]	
(h)	nuevos	[1]	
(i)	pensado	[1]	
(j)	visitar	[1]	

Task 2:			
Q	Answers	M	Additional Comments
(a)	16	[1]	<p>Use the green tick ✓ to annotate the scanned image. Place the tick next to the correct answer. Disregard spelling errors.</p> <p>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)	17	[1]	
(c)	3	[1]	
(d)	19	[1]	
(e)	10	[1]	
(f)	2	[1]	
(g)	6	[1]	
(h)	4	[1]	
(i)	7	[1]	
(j)	5	[1]	

Task 3 - Guidance

No need to add annotations when assessing this task, entering the mark should suffice. However...

- If you reject an unexpected response, place a cross (x) over the word / phrase that made you reject it.
- You may use ticks (✓), λ etc when marking if it helps concentration, but it is not essential
- Disregard harmless additions which do not invalidate the answer
- If candidate answers in Spanish, award no marks
- Underlined words are essential for the mark to be awarded

Task 3:				
Q	Answers	Allow	Do not allow	M
(a)	what motivates people (like us) to run / jog?	What is the reason / why...	other(s) people	[1]
(b)	it's one of the <u>best (better)</u> / <u>natural tranquilisers</u>	it's a <u>natural</u> (or <u>one of the best</u>) tranquiliser / way of relieving stress / relaxing / calming down / letting off steam / chilling out etc	makes you naturally feel good	[1]
(c)	<u>one of the more / most</u> pleasant (sports) <u>one of the more / most</u> healthy (sports) cheapest	agreeable / enjoyable / likeable / nice / pleasing	friendly / happy / social most pleasant / healthiest – if used without <i>one of the</i> (deduct 1 only) makes you healthier one of the sports to enjoy cheap / <u>one of the</u> cheapest / cheaper	[1] [1] [1]
(d)	running / it is a fashion / fad / trend / passing phase			[1]
(i)	she thinks running / it is here to stay	will always be (a) popular (sport)		[1]
(ii)	(allows / helps / can etc) you to know / understand your own body		look after	[1]

Q	Answers	Allow	Do not allow	M
(f) (i)	heart / body / lungs <u>work hard / to full capacity</u>	to high capacity / fully pulse = heart		[1]
(f) (ii)	must be / when / if <u>sustained</u> key to physical health	sustained / cardiovascular exercise is the key to physical health = 2 vital for physical health the important /essential thing for physical health	sustained cardiovascular <i>strength</i> sustainable / sustainably is good for physical health	[1] [1]
(g) (i)	the time (you run doesn't matter)	hour		[1]
(g) (ii)	(must have) a routine / discipline to do it / run to enjoy it		plan	[1]
(h)	<u>every</u> (day in the) afternoon(s) / evening(s)			[1]
(i)	if he has another commitment	conflict of interests / something else to do / (prior) engagement / other plans / arrangement / busy	another obligation / an obligation compromise is engaged meeting / appointment	[1]

Task 4 – Guidance

Read through the response and assess for communication first. 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. There are 10 components for 10 marks but it must not be 1 mark per correct component. The grid must be applied.

- **Annotations:** In the body of text, use a tick (✓) to show that a point has been fully and successfully conveyed. If you have some doubt about awarding the point, use the green question mark. 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 H.1 accurately and consistently.
- **Grid H.1:** Looking at the annotations, assess what proportion of the points has been conveyed. (See point 2 page 2)

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.

Task 4: Message			
Answer	Allow	Do not allow	[20]
1. I'd like to start running	quiero correr	3 rd person verb (penalise once only)	
2. hope you can give me some advice	apoyo /ayuda / información impersonal eg se puede aconsejarme	sing. verb a(d)viso	
3. I haven't done sport for some years		3 rd person verb (penalise once only)	
4. should I talk to my doctor (first)		3 rd person verb (penalise once only)	
5. When is the best time to run	horario / momento	tiempo	
6. what about food (<u>verb needed</u>)	¿qué comes? (= what does one eat)	¿qué acerca de / sobre la comida? ¿qué comidas?	
7. What sort of clothes do I need (<u>verb needed</u>)	necesitas (as above) qué me pongo / qué llevo / qué me visto (if no mention of clothes)	moda 3 rd person verb (penalise once only)	
8. can anyone recommend	pl. verb + omission of anyone / se puede recomendar	sing. verb + omission of anyone (deduct 1 only if mark already lost for <u>this</u> mistake in 2.)	
9. where I can buy them (<u>verb needed</u>)		3 rd person verb (penalise once only)	
10. Thanks for any suggestion(s).	ideas / contestaciones / ayuda / recomendaciones / información / sing. eg un consejo	indicaciones / lo que has sugerido etc	
10 marks for Communication – Grid H1			
10 marks for Quality of Language (Accuracy) - Grid C2			
Section A Total			[55]

GRID H.1	COMMUNICATION 10 marks AO2
0-2	Very little or no information conveyed.
3-4	Only a quarter of the points conveyed.
5-6	Half of the information successfully conveyed.
7-8	Three quarters of the points conveyed.
9-10	Most or all of the information successfully conveyed.

GRID C.2	QUALITY OF LANGUAGE – ACCURACY 10 marks AO3
0-2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
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.
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.
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.
9-10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

Section B: Reading and Writing			
Task 5:			
Q	Answer	M	Additional comments
(a)	6	[1]	
(b)	8	[1]	
(c)	7	[1]	
(d)	10	[1]	
(e)	3	[1]	
(f)	11	[1]	
(g)	5	[1]	
(h)	2	[1]	
(i)	-----		
(j)	9	[1]	
(k)	4	[1]	

Task 6 - Guidance

- 1 Print out a copy of the text so that you can easily spot instances of lifting from the original text.
- 2 Assessing comprehension / content: First 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.
 - d) If appropriate, candidates may answer with single words / short phrases.
 - e) 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.
 - f) Enter the mark in the box. No need to tick (✓) a correct answer, although ticks may be used if preferred.
 - g) For unexpected incorrect answers, put a cross (✗) over the word which invalidates the response. No need to use a cross for an answer that is clearly incorrect. Use it when you have had to think and decided not to award the mark or when something in the response invalidates an otherwise acceptable answer.
- 3 Assessing Quality of language
 - a) Read all the answers again. You may use the slash (/) to show errors if you find it makes it easier to apply Grid C.2, but it is not essential.
 - b) Apply Grid C.2 (see Task 4 for guidance) and enter the mark.
 - c) When applying Grid C.2, highlight and disregard language lifted verbatim from the text, (if this applies to every answer - ie none of own language used – award 0). If the remaining language answers up to 1/3 of the questions, the maximum mark for C.2 is the 5 – 6 band. If the remaining language answers up to 2/3 of the questions, the maximum mark for C.2 is the 7 – 8 band.
 - d) Apply the principle above if the candidate leaves questions unanswered.

Task 6 :				
15 marks - Comprehension of text				
10 marks - Quality of language – Grid C2				
Q	Answers	Allow	Do not allow	M
(a)	trabajaba en el sector inmobiliario / vendía casas, etc. (1)	<i>Disregard lifting but credit QoL Grid C2 candidates who attempt own words.</i> trabajó trabajo en el sector inmobiliario	present tense	[1]
(b)	aburrido (1)	<i>Opportunity for QoL Grid C2.</i> interesante + verb / no le interesaba	no le gusta(ba) / no lo disfrutaba no interesante	[1]
(c)	(2 from 3) quería un cambio tiene mucha más acción hace algo de servicio público	<i>Opportunity for QoL Grid C2.</i> este trabajo es completamente diferente hay acción es más interesante tiene un papel más importante tiene un papel mas emocionate		[2]
(d)	en el monte / bosque (must be spelt correctly) / (1)	<i>Disregard lifting but credit QoL Grid C2 candidates who attempt own words.</i> en sitios forestales en las grandes zonas de árboles	en los forestales / (grupos de) árboles / foresta	[1]
(e)	gana mucho dinero, etc (1)	<i>Opportunity for QoL Grid C2.</i>	se ha aumentado / es más alto	[1]
(f)	ha volado mucho, etc (1)		tiene responsabilidad de 10 helicópteros	[1]
(g)	porque tienen que tomarlas al instante (1)			[1]
(h)	lleva (contenedor de) agua (1)	tanque que se llena de agua	tiene agua	[1]
(i)	pierde mucho peso (bruscamente) (1)	rápidamente	sube rápidamente	[1]

Q	Answers	Allow	Do not allow	M
(j)	el helicóptero podría subir bruscamente (<i>bruscamente</i> or equivalent must appear in <u>one</u> of the answers) (1)		pueden perder el control puede ser peligroso	[1]
(k)	la practican (1)	con práctica		[1]
(l)	llenar los contenedores (1)	cuando los pilotos recogen el agua		[1]
(m)	utilizar la <u>máxima</u> potencia del helicóptero (1)	good paraphrase eg hacer girar los rotores lo más rápidamente posible	subir la potencia (máxima needed)	[1]
(n)	para sacar agua / para rellenar los contenedores / porque necesitan coger agua (action of <u>collecting</u> water needed) verb needed (1)		porque tienen agua están muy cerca del incendio	[1]

GRID C.2	QUALITY OF LANGUAGE - ACCURACY 10 marks AO3
0-2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
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.
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.
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.
9-10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

Task 7 - Guidance

- 1 Print out a copy of the text so that you can easily spot instances of lifting from the original text.
- 2 7(a)
 - a) **Annotations:** In the body of text, use a tick (✓) to show that a point has been fully and successfully conveyed. (Underlined expressions are essential). 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 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. (See mark scheme below)
 - b) **Grid I:** Looking at the annotations, assess what proportion of the points has been conveyed and apply Grid I.
 - 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 L at beginning and end of the lifted section. Only phrases of more than 5 consecutive words should be counted as lifted language.
- 3 7(b)
 - a) **Annotations:** Use the tick (✓) in the margin or in the body of text to show each opinion / personal response and to show a development / an extension of the opinion. NB: one opinion may have several extensions. Use green dot (●) in margin to show repetition.
 - b) **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.
- 4 7(a) + 7(b) – Language – **Grids C.2 and F.2:**
 - a) Read the whole answer 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. Add together and enter as one mark. 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 slash (/) the underlining tool (--) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential.
 - b) Ignore language lifted from the text when assessing language (See 2c above). Lifted language is not credited for QoL – only content points and/or personal response.

Section B: Reading and Writing		
Q	Answer	M
Task 7 : 10 marks - Comprehension of Text – Grid I 20 marks - Response to Text – Grid J 10 marks - Quality of language (Accuracy) – Grid C2 10 marks - Quality of Language (Range) – Grid F2		[50]
(a)	Possible points	
1	can <u>start aged 4 in Mexico</u>	
2	face <u>animals 10 times their weight / size</u>	
3	Paquito: <u>wants to be a star / famous</u> (don't allow <u>is famous</u>)	
4	wants to make money for family / improve family's circumstances etc.	
5	wants to pay for brothers' and sisters' education	
6	<u>in Spain</u> must be 12 to start bullfighter training	
7	from 12 can attend theory classes	
8	from 14 can train with animals	
9	from 16 can be matadors	
10	many Spaniards oppose / criticise / condemn etc.this / regard this as cruel / brutal etc	
11	and (others) question children's motivation	
12	(accuse / criticise) parents of projecting their own unfulfilled ambitions	
Section B Total		[85]

GRID I	COMPREHENSION OF TEXT 10 marks AO2	GRID J	RESPONSE TO TEXT 20 marks AO2
0-2	No relevant information or supplies one or two relevant points from the original passage.	0-3	Very short. May not go beyond points of view already expressed in the original text.
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.	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.
5-6	Some relevant information showing understanding of up to half of the points. There may be instances of lifting from the original passage.	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.
7-8	Relevant information showing understanding of up to two third of the points from the original passage. There may be one or two instances of lifting from the original passage.	12-15	Expresses points of view which are consistently developed and respond to the requirements of the task. Shows some originality and/or imagination.
9-10	Consistently relevant information. Includes nearly all the points from the original passage. Shows a very clear understanding of the text.	16-20	Responds with well developed points of view which show insight, originality and imagination.

Paper Total [140]

Grids I, J, C2 and F2 next page

GRID C.2	QUALITY OF LANGUAGE - ACCURACY 10 marks AO3
0-2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
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).
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.
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.
9-10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

GRID F.2	QUALITY OF LANGUAGE (RANGE) 10 marks AO3
0-2	Only simple sentence patterns. Very limited vocabulary. Very limited range of structures.
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.
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.
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).
9-10	Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence structures.

Transcripts of Listening texts

Tarea 1 Anuncio para *Ecoplaneta* – el Nuevo Parque Medioambiental

A tan solo quince minutos del centro de Madrid, en *Ecoplaneta* acaban de recrearse los ecosistemas más extraordinarios del mundo. Visítalo para vivir una experiencia única: aprende y disfruta en contacto directo con plantas y animales en nuestros distintos pabellones.

- en nuestro lago artificial, ve matar y comer su presa a más de doscientas pirañas;
- disfruta de más de cien pingüinos dentro de un agua casi congelada;
- asiste al nacimiento de la mariposa más grande del mundo;
- observa en la oscuridad de la noche pasear a una pareja de lince europeos;
- vive el calor y la lluvia de una tormenta tropical.

Ecoplaneta no es un simple parque temático, es una experiencia educativa. A los escolares les encantará. Aprenderán cómo todos compartimos nuestro mundo con las plantas y los animales. Cada día se muestran distintos animales y los niños pueden tocarlos.

¡En *Ecoplaneta* estás en contacto directo con las especies más exóticas e increíbles que nunca habías imaginado encontrar en Madrid!

¡Ven y pásatelo *Ecoplaneta*!

Tarea 2 Continúa el temporal

La tormenta de ayer jueves que ha dejado vientos con velocidades cercanas a los 200 km por hora en toda la Península se aleja rápidamente hacia Francia, aunque afectará, de forma más leve, hasta este mediodía a la costa mediterránea. Sin embargo, no vuelve el buen tiempo. Mañana, en la madrugada del sábado, entrará otra borrasca a la Península que dejará lluvias y descenso de temperaturas, con posibles nevadas en gran parte del territorio nacional.

Los fuertes vientos han costado ya la vida a seis personas; cuatro niños tras derrumbarse el techo de un polideportivo, un marinero evacuado de un barco que viajaba a la deriva, y un Guardia Civil golpeado por un árbol.

El temporal está creando numerosos problemas en el transporte público y ha obligado a cancelar 30 vuelos. El aeropuerto más afectado es el de Bilbao, donde se han anulado 7 vuelos de llegada y 12 de salida.

Task 3 The benefits of running

En tu opinión, ¿qué es lo que motiva a la gente como nosotros que corre por las calles?

En este mundo tan lleno de esfuerzo, tensión e inquietud, correr resulta uno de los mejores tranquilizantes naturales. Es uno de los deportes más agradables, uno de los más saludables y también el más barato. Yo no hago caso a los que dicen que el correr no es nada más que otra moda pasajera. ¿Y tú?

Yo creo que correr ha llegado para quedarse, y sobre todo porque permite llegar a un conocimiento del propio cuerpo. Mientras tú te aprovechas del aire fresco tu corazón y tus pulmones están funcionando a plena capacidad y todos sabemos que el esfuerzo cardiovascular sostenido es la clave de la salud física. Lo que necesitas es correr y estar en forma todo el año.

Y lo ideal, no es la hora del día en que lo hagas, sino que tengas una disciplina al hacerlo, una rutina. Hace 12 años que yo corro todos los días por la tarde, pero, cuando tengo algún compromiso a esa hora, lo hago a otra. Lo importante es hacerlo y por supuesto, disfrutarlo.

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

14 – 19 Qualifications (General)

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity



OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553