

Spanish

Advanced Subsidiary GCE

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

Mark Scheme for June 2011

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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.

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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
	Key point attempted
	Minus 1 to show deduction of one mark
	Benefit of the doubt
	No benefit of doubt given
	Good language
	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 better than mark implies
	Language not as good as 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)	B	[1]	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.
(b)	A	[1]	
(c)	A	[1]	
(d)	A	[1]	
(e)	A	[1]	
(f)	B	[1]	
(g)	A	[1]	
(h)	B	[1]	
(i)	C	[1]	
(j)	B	[1]	

Task 2:			
Q	Answers	M	Additional comments
(a)	19	[1]	Use the green tick ✓ to annotate the scanned image. Place the tick next to the correct answer.
(b)	17	[1]	Disregard spelling errors.
(c)	16	[1]	
(d)	1	[1]	Correct answers only: no need to use crosses for incorrect answers.
(e)	7	[1]	
(f)	3	[1]	Enter the total number (counted on tick symbol on tool bar) of green ticks in the box.
(g)	12	[1]	
(h)	14	[1]	
(i)	13	[1]	
(j)	15	[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	Answer	Allow	Do not allow	M
(a)	management / manager / director / administration (1)	he is the director / head	direction / reception / office	[1]
(b)	international / foreign guests / clients(1) who made positive comments (1) about service (received) in the hotel (1)	filled in form positively / gave positive review / feedback / opinions	international people contacts <i>present tense / future tense infinitive etc</i> eg to make favourable comments	[3]
(c)	say / write in own language (1) (why) they recommend hotel (1)		in their own words	[2]
(d)	in publicity / advertising etc (campaigns) (1)		publications / brochures	[1]
(e)	will change their lives (1)			[1]

Task 3:				
Q	Answer	Allow	Do not allow	M
(f)	3 from 4 magical experience <u>swim</u> with dolphins free / no extra cost in (new) marine park	like no other experience / it will be magical sea (life) park	unmissable magical opportunity aquatics/ aqua park / water / dolphin park / marina / maritime park	[3]
(g)	the dolphins approached her (1) when she signalled / made signs to them (1)	came up close / swam near to her	circled / surrounded / being close to dolphins she called them	[2]
(h)	unforgettable (1) because the dolphins are so / very affectionate (1)	loving	really enjoyed it any other adj. eg charismatic / cute / kind / sweet / friendly / lovely / adorable / caring etc	[2]

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]
Points to be covered			
1 (just) received your (phone) message	credit <i>acabar de</i> in QOL		
2 would like to enter competition	<i>entrar / formar parte de / estar incluidos en / inscribirnos</i>	<i>entre</i>	
3 how shall we send our comments?	<i>competición / concurso / oferta</i>	<i>la tarea</i>	
4 by post or by e-mail?	<i>notas / opiniones</i> <i>postal / carta / el cartero</i>	<i>mensajes</i>	
5 when is the deadline?	<i>internet / correos / email / emilio</i> <i>plazo / día / fecha + final / límite</i> <i>la última fecha en que podemos participar / para cuándo tenemos que haber mandado los comentarios</i>	<i>por el servicio postal</i>	
6 when is / are winner(s) announced?	<i>cuando termina el concurso</i>	<i>el dato</i> <i>el tiempo final</i> <i>cuando necesitamos mandarlos</i>	
7 we really enjoyed our stay at the hotel <i>past tense essential</i>	<i>si hemos ganado</i>		
8 and intend to return <u>soon</u>	<i>el tiempo / la visita / el alojamiento / la estancia / experiencia / vacaciones en el hotel</i>	<i>rápido / en el futuro</i> omission of 'soon'	
9 if we don't win (the competition)	<i>queremos / esperamos</i> <i>/ dentro de poco / en un futuro próximo</i>		
10 we'll (still) visit your new attraction	credit <i>todavía</i> in QOL		
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
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.

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:			
Q	Answer	M	Additional comments
(a)	C	[1]	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.
(b)	A	[1]	
(c)	B	[1]	
(d)	B	[1]	
(e)	A	[1]	
(f)	C	[1]	
(g)	B	[1]	
(h)	C	[1]	
(i)	C	[1]	
(j)	B	[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 (x) 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.

	Answers	Allow	Do not allow	M
Task 6 :				
15 marks – Comprehension of text				
10 marks – Quality of language – Grid C2				
(a)	diseña ropa (1)	diseñadora de ropa / <i>allow 1st person or infinitive etc.</i>	hace ropa / es un diseño de ropa	[1]
(b)	no tuvo una formación académica (formal) (1)	hay una falta en su carrera académica / la falta de educación puede ser útil / no fue a una academia <u>de costura / moda</u>	<i>anything that implies he didn't go to school / was a poor learner etc:</i> no la tuvo / no aprendió mucho en la escuela / no tuvo una educación escolar / para Fabián la educación no es muy importante / no tiene un nivel muy alto académico / tiene una falta de educación / no tiene una educación académica / no fue a la universidad	[1]
(c)	comenzó su carrera de diseñador (1)		empezó en su profesión	[1]
(d)	lo hizo por casualidad / no tenía la intención de ser diseñador (1)	por accidente / de manera casual / casualmente / era una decisión casual	<i>straight lift:</i> Lo hice por casualidad por suerte / por azar / fue muy casual	[1]
(e)	preparaba tapas (1)	allow preterite / present	vendía alimentos	[1]
(f)	era aficionado a la moda / al diseño (1)			[1]

	Answers	Allow	Do not allow	M
(g)	porque <u>la primera</u> fue un éxito (1) <i>must include some reference to success of 1st / previous / Bilbao collection</i>	la primera recibió mucha atención / porque sus creaciones anteriores fueron muy bien recibidas	estuvo muy contento con la primera	[1]
(h)	la hizo solo / por su parte (1)	trabajaba solo / no fue una colaboración		[1]
(i)	fue nombrado <u>Mejor Diseñador...</u> (1) <i>must include best designer + award / festival</i>	ganó el premio al Mejor Diseñador	ganó un premio	[1]
(j)	porque ha llegado en muy poco tiempo (1) <i>verbal construction needed</i>	rápidamente	ha llegado en una época muy pequeña	[1]
(k)	es de tela / material / seda + <u>reciclada</u> / o fue creado de un paracaídas (1)	materiales reciclados	ropa vieja / reciclada <i>beware of lift: la tela de un viejo paracaídas de seda</i>	[1]
(l)	en una boda (1)	cuando se casa una persona casamiento matrimonio	si es una novia	[1]
(m)		<i>Allow answers in any order.</i> de Fabián personalmente / ser cliente privado / por pedido del cliente	<i>online etc buying</i> por cargo	[2]
(i)	<u>encargar</u> la prenda / por encargo (1)			
(ii)	(ir a comprar en) la tienda <u>en Bilbao</u> (1)		una tienda que se llama Bilbao	
(n)	ha tenido que <u>aprender</u> por sí mismo. (1)	<i>allow por su mismo / él mismo etc for communication</i>		[1]

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 – 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 – ie 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	ambition / dream etc of <u>most / Europeans</u> <i>allow majority of Europe(ans) / want to learn 2nd lang. don't allow muchos</i>	
2	over half <u>think / consider</u> etc they're incapable (<i>don't allow are</i> incapable) or 44% manage to learn second language	
3	half (<i>allow muchos</i>) of these spend (whole) life trying <i>allow mucho tiempo</i>	
4	<u>more and more</u> important for careers <i>allow muy importante – but not just importante alone or la cosa más importante</i>	
5	English dominates	
6	all <u>top</u> jobs require <u>commercial</u> English	
7	three quarters / majority of jobs require <u>high level of</u> English <i>don't allow muchos</i>	
8	10% German, 7 % French, 1% Italian <i>allow generalisation – ...son mucho menos populares</i>	
9	English courses most sought after / most popular etc.	
10	in staff (development) courses / <u>company / business</u> etc (training) courses	
11	despite what companies say	
12	<u>recent</u> graduates don't think it's essential	
Section B Total		[85]

GRID I	COMPREHENSION OF TEXT 10 marks AO2
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 third 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.

GRID J	RESPONSE TO TEXT 20 marks AO2
16-20	Responds with well developed points of view which show insight, originality and imagination.
12-15	Expresses points of view which are consistently developed and respond to the requirements of the task. Shows some originality and/or imagination.
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.
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.
0-3	Very short. May not go beyond points of view already expressed in the original text.

Grids I, J, C2 and F2 next page

Paper Total [140]

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.

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

Tarea 1 Habla el prestigioso cocinero Aitor García

Yo nací en esta casa y abrí mi restaurante aquí en 1997. Aunque empecé a interesarme en la cocina cuando era niño, nunca pensé que llegaría a ser cocinero. Yo quería ser futbolista como todos los niños. Terminada la educación secundaria tenía que elegir entre estudiar o trabajar. Estudiar no me apetecía mucho, así que me metí en la escuela de hostelería de Málaga, que llevaba funcionando dos años y que ya tenía mucha fama. Allí descubrí mi vocación, y aprendí toda la base de la cocina tradicional.

Pero cuando realmente cambió mucho mi idea de la cocina fue cuando trabajé en un restaurante en París. Allí empecé a ver cómo se hacían cosas que ni se me hubieran pasado por la cabeza.

Fue allí que aprendí a poner pasión a la cocina, a amarla por encima de todo.

También, para crear nuevos platos, aprendí a buscar la inspiración en todo lo que me rodea. Por ejemplo, veo la silueta de un árbol en un momento concreto y me doy cuenta de que quizá podría hacer un postre con esa forma. No sé con exactitud si soy un artesano o un artista.

Tarea 2 El cambio de hora

Recordamos a nuestros señores oyentes que como todos los años en esta época, hay que cambiar los relojes. Este domingo a las tres de la mañana, volverán a ser las dos. Si viajan Vds en uno de los más de veinte trenes de largo recorrido de Renfe que circularán esa noche, prepárense para una espera de sesenta minutos en una estación. Sin embargo, como no hay prevista ninguna salida a esas horas, los aviones de Iberia no sufrirán el cambio.

El gobierno ha estimado que el cambio de hora significará un ahorro de iluminación del 5%, o sea más de seis euros por hogar. Esta medida se aplica después de una decisión de la Unión Europea en 1974, pero mucha gente dice que es más molesta que rentable. Más de la mitad de los trabajadores españoles encuestados han afirmado que el cambio de hora les afectará negativamente. Los expertos científicos están de acuerdo y declaran que tardamos hasta cinco días en adaptarnos físicamente, con el insomnio y los trastornos estomacales siendo los síntomas más frecuentes.

Task 3 Message from a hotel

Buenos días. Soy Diego Carrasco y trabajo en la dirección del Hotel Caribe. Quisiéramos ponernos en contacto con todos nuestros apreciados clientes internacionales que han rellenado con comentarios positivos la ficha sobre el servicio que han recibido en nuestro hotel. Quisiéramos llamar su atención sobre una oferta especial que no dejará de interesarles...

¿Les apetecería la oportunidad de disfrutar de otra estancia aquí en el Hotel Caribe? Bueno, lo que tienen que hacer es decirnos, en su propio idioma, por qué recomendarían el Hotel Caribe. Seleccionaremos los mejores comentarios para usar en nuestras futuras campañas publicitarias y, si ustedes están entre los ganadores del concurso, les ofreceremos como premio una experiencia que cambiará su vida.

Sin ningún gasto de su parte, vivirán ustedes la mágica experiencia de nadar con delfines en las aguas de nuestro nuevo parque marino. Escuchen el testimonio de una clienta entusiasmada:

Lo que más me gustó fue que los delfines se me acercaron cuando les hice señas. Pienso que es algo que nunca voy a olvidar porque estas criaturas son muy cariñosas.

Bueno. ¿A qué esperan? Escribannos hoy.

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

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

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