

**GCE**

**Spanish**

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

Advanced Subsidiary GCE

**Mark Scheme for June 2015**

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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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1. Annotations used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)

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.

## Section A: Listening and Writing

## Task 1:

Question	Answer	Marks [10]	Guidance
a	José	1	Multi-choice
b	José	1	
c	Inés	1	Use the green tick ✓ to annotate the scanned image. Place the tick next to the box which the candidate has answered correctly.
d	Santi	1	Correct answers only: no need to use crosses for incorrect answers.
e	Santi	1	<b>Allow a mark if a phrase is ticked more than once and includes the correct box.</b>
f	Carla	1	<b>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.</b>
g	José	1	
h	Inés	1	
i	Carla	1	Enter the total number (counted on tick symbol on tool bar) of green ticks.
j	Carla	1	

## Task 2

Question	Answer	Marks [10]	Guidance
(a)	C	1	<b>Multi-choice</b>  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.  <b>Enter the total number (counted on tick symbol on tool bar) of green ticks in the box.</b>
(b)	B	1	
(c)	C	1	
(d)	C	1	
(e)	B	1	
(f)	B	1	
(g)	A	1	
(h)	B	1	
(i)	B	1	
(j)	A	1	

## 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.
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Question	Answer	Marks	Guidance	
		[15]	Accept	Do not accept
a	(1) <b>Spain has some of <u>best places in world for star gazing</u></b>	1	sites / locations to observe the stars	<i>omission</i> in the world cities <i>omission</i> famous film directors life producer
	(1) <b>there's a route which <u>follows the (foot)steps of a famous film director</u></b>	1		
b	(1) <b><u>natural light(ing) / illumination</u></b>	1	all the parks are lit up naturally	
	(1) <b><u>clarity of night sky</u></b>	1	transparency clear / transparent night / nocturnal sky	unique sky

Question	Answer	Marks	Guidance	
			Accept	Do not accept
		[15]		
c	(1) <b><u>his place of birth</u></b>	1		
	(1) <b><u>locations of films</u></b>	1	scenes / sets recognise scenes from his films	<u>re-run / look through</u> scenes from his films scenario
	(1) <b><u>asking local people questions</u></b>	1	a film ( <i>not plural</i> ) neighbours ask the neighbours about your curiosities	scenery / scene etc ( <i>singular</i> ) ask <u>your</u> neighbours
d	(1) <b><u>farmers and archeologists</u></b>	1	cattlemen / herdsman	
e	(1) <b><u>legend of ghost of caves</u></b>	1	myth	
	(1) <b><u>search for gold in river(s)</u></b>	1	( <i>allow plurals, or mixture of singular and plural, as long as all 3 words are correct</i> )	find
	(1) <b><u>meet monks in (old) monasteries</u></b>	1	( <i>allow singulars, or mixture of singular and plural</i> )	nuns
f	(1) <b><u>charming accommodation</u></b>	1	<i>suitable qualifier needed</i> eg appealing accommodation / accommodation with character	lodgings that <u>you</u> love excellent
	(1) <b><u>traditional meals</u></b>	1	food	



Question	Answer	Marks	Guidance	
		[15]	Accept	Do not accept
g	(1) <b><u>interpreter / interpreting</u> for non-Spanish speakers</b>	1	translator / translating	interpretation(s) <i>answers which invalidate correct word eg</i> <u>interpreter</u> of different Castilian languages <u>translating</u> different Catalán languages
	(1) <b><u>information leaflets + interactive maps</u></b>	1	informative leaflets / brochures / handouts	leaflets ( <i>without qualifier</i> )

**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	
		[10]	Accept	Do not accept
1	My Film Studies teacher has asked		profesor / de (los) estudio(s) de (las) películas / cine / profesor de película / filmes	me ha preguntado ( <i>disregard for QL</i> ) maestro
2	me to email you.		quiere que... <i>allow informal (but penalise once if used inconsistently – consider point 5)</i> emilio	<i>omission of electrónico when needed</i>
3	He's thinking of taking		está pensando que llevará / tomar ( <i>allow</i> ) / traer / hacer (un viaje en grupo)	sacar / conducir un grupo...
4	a group of us on your Almodóvar tour.		le gustaría llevar... / quiere llevar... nuestro grupo... un grupo de estudiantes ( <i>without 1<sup>st</sup> person plural reference</i> ) un grupo de los alumnos en su clase... / tour / gira / excursion / viaje / experiencia	guiada
5	He liked your web site,		<i>allow (im)perfect, preterite or present if construction correctly formed</i> <i>allow omission of <u>an</u> if ell used</i> patina web	se gusta página / sitio ( <i>without web</i> )
6	but still needs to know a couple of things.		<i>omission of still</i> quiere <i>etc</i> saber encontrar / saber / conocer más información / detalles saber algo más / algunas (otras) cosas	

Question	Answer	Marks	Guidance	
		[10]	Accept	Do not accept
7	What's the minimum number		<p>cúantas personas son necesarias qué es...</p> <p>número más bajo / menor número / cifra mínima</p>	
8	to qualify for a student group discount?		<p><i>allow</i> calificar</p> <p><i>allow misspelling of</i> descuento <i>if recognizable eg</i> discuenta</p> <p>grupo <i>not needed if clearly plural</i></p> <p>...un precio más barato para un grupo de estudiantes / alumnos</p> <p>¿cuál es el número mínimo de estudiantes para recibir un descuento?</p> <p><i>(award both marks)</i></p>	
9	Will it be possible for us to stay		<p><i>allow present tense</i></p> <p>estar</p>	
10	<p>in a nearby hostel with (bed* and) breakfast?</p> <p><i>*not essential if 'stay in hostel' communicated</i></p>		<p>albergue / <u>hostel</u> / alojamiento / hotel barato / pensión con pensión cercano etc <i>must be included</i></p>	<p>hostelería / hotel / residencia hotel para jóvenes comida la comida de la mañana</p>

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

Question	Answer	Marks [10]	Guidance
a	9	1	<p><b>Multi-choice</b> Use the green tick ✓ to annotate the scanned image. Place the tick next to the box which the candidate has answered correctly. Only mark correct answers, irrespective of whether a number has been used twice.</p> <p>Tick correct answers only: no need to use crosses for incorrect answers.</p> <p><b>Enter the total number (counted on tick symbol on tool bar) of green ticks in the box.</b></p>
b	4	1	
c	-		
d	10	1	
e	2	1	
f	6	1	
g	11	1	
h	3	1	
i	7	1	
j	5	1	
k	8	1	

**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**.
    1. Marks are awarded on a point by point basis, according to the mark scheme.
    2. Minimal (additional) irrelevance can be ignored BUT mindless copying (often long chunks) results in no marks for comprehension or QoL.
    3. 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.



Question	Comprehension points	Marks	Guidance	
			Accept	Do not accept
		[15]		
a	(1) se estrenó en Internet	1	comenzó / nació en Internet	<i>1st person sing for 3rd person sing – penalise once only</i> <b>mostró la serie televisiva (no mention of primero)</b>
b	(1) se emitía durante las vacaciones (escolares / de invierno)	1		
c	(1) mirar / ver / observar las estrellas	1		<b>quizás habrían visitado la luna astronomía / actividades astronómicas</b>
d	(1) continuar sus estudios / ir a un colegio en la capital / urbano	1	sacar mejores notas en un colegio urbano	<i>lift</i> <b>sacaría mayor provecho yendo al colegio en la capital sacar mejor provecho primo</b>
e	(1) era su prima / eran primos	1	<i>present tense</i> es la hija de los tíos de Jorge	
f	(1) no conocía a nadie	1	no tenía amigos se encontraba entre desconocidos	<b>hay desconocidos</b> <i>wrong person eg no tuve amigos comenzó a mitad del curso</i>
g	(1) estaban acostumbrados a la vida de la capital	1	eran urbanos / de la capital	<i>answers which only focus on Jorge eg Jorge no conocía sus códigos (doesn't answer the question)</i> <b>los otros alumnos usaban códigos entre ellos</b>
h	(1) ya no tiene su habitación	1	debió cederle su habitación	<b>tuvo que compartir la habitación</b>
	(1) ya no la tratan como hija única	1	<i>answers which focus on loss of 'only child' status</i>	<b>un niño vivía en su casa</b>

Question	Comprehension points	Marks	Guidance	
			Accept	Do not accept
		[15]		
i	(1) amor / atracción	1	quería que fuera su novia / amaba a Silvia	le gustaba (mucho) pensaba que era preciosa
j	(1) se metió en varios grandes líos	1	empezó a causar problemas	<i>lift</i> se metieron en más de un gran lío
	(1) todo le iba muy mal en el colegio	1	empezó a sacar malas notas	
	(1) probó nuevas experiencias (any 2 from 3)	1	tuvo nuevas / diferentes experiencias	
k	(1) se burlaban de él / bromearon sobre él	1		<i>lift</i> tuvo que ser rescatado por una hermosa socorrista guardó / ahorró
l	(1) rescató a Jorge	1	salvó	
m	(1) que le aceptaran	1	aceptarle	<i>NB answers containing passive eg quería ser aceptado por... do not answer question</i>

3. Assessing **Quality of Language**

1. 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.
2. Apply Grid C.2 and enter the mark.
3. 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

<b>GRID C.2</b>	<b>QUALITY OF LANGUAGE – ACCURACY</b> <b>10 marks AO3</b>
<b>0-2</b>	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
<b>3-4</b>	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.
<b>5-6</b>	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.
<b>7-8</b>	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.
<b>9-10</b>	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

## 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 (λ).*
- 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.

Point	Indicative content	Marks	Guidance	
			Content	Levels of Response
		[10]		
1	<u>no tobacco sold but can smoke</u>			<b>Grid I</b> <b>COMPREHENSION OF TEXT</b> <b>9-10</b> Consistently relevant information. Includes nearly all the points from the original passage. Shows a very clear understanding of the text  <b>7-8</b> 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.  <b>5-6</b> Some relevant information showing understanding of up to half of the points. There may be instances of lifting from the original passage.  <b>3-4</b> 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.  <b>0-2.</b> No relevant information or supplies one or two relevant points from the original passage.
2	<u>members only</u>			
3	<u>€10 covers costs and activities</u>			
4	any 2 from 3: <u>tobacco sampling</u> OR <u>talks about the habit of smoking</u> OR <u>therapies about giving up</u>			
5	<u>not allowed to sell food and drink</u> OR <u>employ staff</u>			
6	<u>is next door to bar</u>		<i>allow cercano</i>	
7	<u>weekdays self-service</u>			
8	<u>weekends members act as waiters</u>			
9	<u>José doesn't smoke but doesn't mind others doing so</u>		<i>do not allow when José is confused with president</i>	
10	<u>joined because he knew (lots of) members</u>			
11	<u>chat / have a drink / play dominoes</u>		<i>disallow chatear</i>	
12	any 2 from 3 <u>neighbours happy because nobody smokes in street</u>		<i>disallow la gente etc unless it makes it clear they are local</i>	

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

Question	Answer	Marks	Guidance	
		[20]	Content	Levels of Response
	No Indicative Content – personal response		<p><b>Grid J:</b> Looking at the annotations, assess the quality of the response to the text and apply Grid J. NB: “imagination” and “insight” are interpreted conservatively. <i>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.</i></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p><b>GRID J RESPONSE TO TEXT</b></p> <p><b>16-20</b> Responds with well developed points of view which show insight, originality and imagination.</p> <p><b>12-15</b> Expresses points of view which are consistently developed and respond to the requirements of the task. Shows some originality and/or imagination.</p> <p><b>8-11</b> 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><b>4-7</b> 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><b>0-3</b> 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	Marks	Guidance
Task 7a+b	Assess for Quality of Language using Grids C2 and F2 Appendix 1	<b>[20]</b>	<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 <b>Task 7a</b> above). Lifted language is not credited for QoL – only content points and/or personal response.</p>

## APPENDIX 1

<b>GRID C.2</b>	<b>QUALITY OF LANGUAGE - ACCURACY 10 marks AO3</b>
<b>0-2</b>	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
<b>3-4</b>	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).
<b>5-6</b>	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.
<b>7-8</b>	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.
<b>9-10</b>	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

<b>GRID F.2</b>	<b>QUALITY OF LANGUAGE (RANGE) 10 marks AO3</b>
<b>0-2</b>	Only simple sentence patterns. Very limited vocabulary. Very limited range of structures.
<b>3-4</b>	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.
<b>5-6</b>	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.
<b>7-8</b>	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).
<b>9-10</b>	Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence 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

## ¿Es peligroso chatear?

**Inés** No lo hago mucho esto de chatear. Hoy en día no sabes quién está al otro lado del monitor. Cuando entro, suelo mentir en todo porque le tengo un miedo terrible. Hay programas que pueden ubicar tu lugar de origen y ha habido casos de secuestros.

**Santi** El viernes me entretuve tanto en un chat que llegué tarde a la escuela. El sábado no fui a un partido porque me quedé toda la tarde en el chat. Ayer domingo casi todo el día me la pasé en casa en el chat, y no hice nada de deberes.

**Carla** Chateo con todos. Siempre es bueno conocer más gente. Si me incomoda alguien, simplemente lo elimino. Hay muchos por ahí que son malos y solo quieren enviarte virus, pero esos los detecto rápido y los bloqueo.

**José** Creo que chatear en sí no es peligroso, solo pasar datos sí lo es. Puedes dar tu nombre, pero si tienes un apellido poco común entonces no se lo digas. Me encanta chatear para hablar de tal cantante o deportista. También intercambio conversaciones con personas no hispanohablantes.

## Task 2

## Protesta en un colegio

El pasado lunes un estudiante inició una huelga de hambre y se encadenó a las rejas de la entrada principal de su colegio. Según el estudiante, la directora del colegio le impidió el ingreso al centro escolar, tras decirle que era una mala imagen para el colegio. Además lo acusó de proferir insultos y amenazar, no solo a los profesores, sino también a los auxiliares.

El estudiante protesta por ser discriminado y haber sido suspendido del colegio por afeitarse por completo la cabeza. Se encuentra recostado sobre una silla y vistiendo la ropa informal con la que tomó por última vez clases, debilitado luego de tres días sin probar alimento. Tiene el apoyo de muchos compañeros y también de sus padres. Estos manifiestan que al tener 16 años ya es consciente de sus actos.

El presidente del consejo escolar se entrevistó con el estudiante para tratar de persuadirle que levantara su huelga. Le garantizó que sería admitido de nuevo, una vez que le creciera el pelo. Sin embargo, cuando se le ofreció esto, el estudiante puso como condición de su regreso la renuncia de la directora del colegio, a quien acusa de discriminación.

El presidente ha advertido que si el estudiante no se mueve de la entrada, hará una denuncia para que la policía lo desaloje. Debido al conflicto, hoy se han suspendido las clases en el colegio.

### Spain Beyond the Guide Book

¿Sabías que España cuenta con algunos de los mejores sitios del mundo para observar las estrellas?  
¿O que existe una ruta para seguir los pasos de un famoso director de cine? Ven a experimentar un turismo completamente diferente con *España fuera del guía*.

Contempla un cielo único en los denominados parques estelares. Verás que todos ellos tienen una iluminación natural y una transparencia del cielo nocturno que te dejarán con la boca abierta.

Haz un viaje de película. Experimenta la ruta que te permite conocer el lugar de nacimiento de Pedro Almodóvar, recorrer escenarios de sus filmes y preguntarles curiosidades a los vecinos.

Déjate asombrar por tradiciones de Navarra cuando te acompañen ganaderos y arqueólogos. Descubre la leyenda del fantasma de las cuevas; presencia la búsqueda de oro en los ríos; y visita los viejos monasterios donde conocerás a los propios monjes quienes te abrirán las puertas.

Cada viaje se puede adaptar en función de tus preferencias. Puedes decidir los servicios a contratar, como alojamientos con encanto, comidas de inspiración tradicional, o un intérprete para idiomas diferentes del castellano. Visita nuestro sitio web para ver folletos informativos y mapas interactivos. Organízalo todo a tu medida.

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