

CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

MARK SCHEME for the May/June 2013 series

0530 SPANISH (FOREIGN LANGUAGE)

0530/21

Paper 2 (Reading and Directed Writing),
maximum raw mark 65

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2013 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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1 General Marking Notes

2 General Marking Principles

2.1 Please note that it is not possible to list all acceptable alternatives in the Detailed Mark Scheme provided in Section 3. You will need to consider all alternative answers and unexpected approaches in candidates' scripts, make a decision on whether they communicate the required elements, in consultation with your Team Leader if necessary (or with your Product Manager if you are a single Examiner), and award marks accordingly.

The following marking principles underpin the detailed instructions provided in Section 3 of the Mark Scheme. **Where a decision is taken to deviate from these principles for a particular question, this will be specified in the Mark Scheme.**

2.2 Crossing out:

- (a) If a candidate changes his/her mind over an answer and crosses out an attempt, award a mark if the final attempt is correct.
- (b) If a candidate crosses out an answer to a whole question but makes no second attempt at it, mark the crossed out work.

2.3 Reading tasks: more than the stipulated number of boxes ticked/crossed by the candidate:

- (a) If more than one attempt is visible, but the candidate has clearly indicated which attempt is his/her final answer (e.g. by crossing out other attempts or by annotating the script in some way), mark in the usual way.
- (b) If two attempts are visible (e.g. two boxes ticked instead of the 1 box stipulated), and neither has been crossed out/discounted by the candidate, no mark can be awarded.
- (c) In questions where candidates are required to tick a number of boxes (e.g. tick the 6 true statements) the general rule to be applied is as follows: the number of 'extra' answers indicated by the candidate is deducted from the number of correct answers and the remaining number is the mark awarded, e.g. the candidate is required to tick 6 true statements, but instead ticks 8 statements. 5 of the 6 ticks are correctly placed, but 2 of the ticks are 'extras' (8 ticks placed by candidate minus 6 ticks required by rubric = 2). Therefore the candidate is awarded a mark of 3.

$$\begin{array}{r}
 5 \quad \text{number of correct ticks} \\
 -2 \quad \text{minus number of extra ticks} \\
 = 3
 \end{array}$$

- (d) Answers in pen do not take precedent over answers in pencil, e.g. if a candidate is asked to tick 1 box and ticks two, one in pen and the other in pencil, the mark cannot be awarded unless there is some explicit indication from the candidate as to which is his/her final answer.

2.4 Reading tasks: for questions requiring more than one element for the answer, (i) and (ii), where the answers are interchangeable:

Both correct answers on line 1 and line 2 blank = 2
 Both correct answers on line 1 and line 2 wrong = 1
 (or vice-versa)

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2.5 Reading tasks: answers requiring the use of Spanish (rather than a non-verbal response) should be marked for communication. Tolerate inaccuracies provided the message is clear.

- (a) 'If in doubt, sound it out': if you read what the candidate has written, does it sound like the correct answer?
- (b) Look-alike test: does what the candidate has written look like the correct answer?
- (c) Accept incorrect gender or person unless Mark Scheme specifies otherwise.
- (d) Accept incorrect possessive adjectives e.g. *mi, tu, su* etc., unless Mark Scheme specifies otherwise (in general, Section 2 accept, Section 3 consult Mark Scheme carefully).

2.6 Unless the Mark Scheme specifies otherwise, **do not accept incorrect Spanish if the word given means something else in Spanish.** (Incorrect Spanish which constitutes a word in any language other than Spanish is marked (i) on the basis of whether it is accepted or refused in the Mark Scheme and (ii) if not mentioned in the Mark Scheme, on the basis of 2.5 above).

2.7 Annotation used in the Mark Scheme:

- (a) INV = Invalidation and is used when additional material included by the candidate is judged to invalidate an otherwise correct answer thus preventing him/her from scoring the mark (INV = 0).
- (b) tc = 'tout court' and means that on its own the material is not sufficient to score the mark.
- (c) HA = harmless additional material which in conjunction with the correct answer does not prevent the candidate from scoring the mark.
- (d) BOD = Benefit of the Doubt and is used to indicate material considered by the Examiner and judged to be more correct than incorrect: the benefit of the doubt is given to the candidate and the mark is awarded.

2.8 No response and '0' marks

There is a NR (No Response) option in **scoris**.

Award NR (No Response):

- If there is nothing written at all in the answer space or
- If there is only a comment which does not in any way relate to the question being asked (e.g. 'can't do' or 'don't know') or
- If there is only a mark which isn't an attempt at the question (e.g. a dash, a question mark).

Award 0:

- If there is any attempt that earns no credit. This could, for example, include the candidate copying all or some of the question, or any working that does not earn any marks, whether crossed out or not.

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2.9 Extra material: Section 2, Exercise 1

In **Section 2, Exercise 1**, reward the candidate for being able to locate the answer in the passage. Do not worry about lifting unless a lift is specifically rejected in the Mark Scheme.

Unless the Mark Scheme states otherwise, ignore extra material given in an answer.

2.10 Extra material: Section 3

In **Section 3** it is the candidate's responsibility to answer questions in such a way as to demonstrate to the Examiner that s/he has understood the texts/questions. Where candidates introduce extra, irrelevant material to an otherwise correct answer the danger is that the Examiner is being forced to 'choose' the correct answer and s/he cannot be certain that the candidate has shown understanding. Where the Examiner is put in this position the mark cannot be awarded.

In **Section 3**, look for signs of genuine comprehension. Usually, candidates who lift **indiscriminately** fail to demonstrate comprehension and will not score the mark. However, **careful** lifting of the details required to answer the question does demonstrate comprehension and should be rewarded. The Detailed Mark Scheme (Section (3)) provides specific guidance but in cases not covered, the following general rules apply:

(a)	Extra material, mentioned in the Mark Scheme, which reinforces the correct answer or in itself constitutes an alternative correct answer:	this is acceptable and is not penalised
(b)	Extra material which constitutes an alternative answer, but which is not explicitly mentioned in the Mark Scheme:	the Examiner needs to decide, by consulting the text and the Team Leader if necessary whether the alternative answer constitutes: (i) an alternative correct answer, in which case this falls into category (a) and the answer should be rewarded (ii) or an answer which on its own would be refused, in which case this falls into category (c) and the answer should be refused
(c)	Extra material which constitutes an alternative answer specifically refused in the Mark Scheme:	this puts the Examiner in the position of having to 'choose' which is the candidate's 'final' answer – the Examiner cannot be sure what the candidate has understood – and the mark cannot be awarded
(d)	Extra material which distorts or contradicts the correct answer:	this affects communication – the Examiner cannot be sure what the candidate has understood – and the mark cannot be awarded
(e)	Extra material introduced by the candidate and which does not feature in the text:	this affects communication – the Examiner cannot be sure what the candidate has understood – and the mark cannot be awarded. It can sometimes be difficult to draw the line between what is a deduction made by an able candidate on the basis of what they have read and pure guesswork. Therefore where an answer of this sort occurs which is not covered in the Mark Scheme, Examiners should consult their Team Leader

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3 Detailed Mark Scheme

Sección 1

Ejercicio 1 Preguntas 1–5		
1	C	1
2	C	1
3	B	1
4	A	1
5	A	1
		[Total: 5]
Ejercicio 2 Preguntas 6–10		
6	E	1
7	C	1
8	A	1
9	F	1
10	D	1
		[Total: 5]
Ejercicio 3 Preguntas 11–15		
11	B	1
12	A	1
13	C	1
14	B	1
15	A	1
		[Total : 5]

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Ejercicio 4 Pregunta 16

COMMUNICATION: 1 mark per item up to a maximum of 3

APPROPRIATENESS OF LANGUAGE: 0, 1 or 2 marks according to grid

- Mark answers written in note form (e.g. where candidates answer ALL the questions but ignore the instruction to frame their answer as a message) as follows:
- (a) *montañas* (b) *padres* (c) *leer* = 1 for COMMUNICATION and 0 for APPROPRIATENESS
- Mark answers not written in the space provided exactly as those written in the correct space
- Estás en las montañas; estás con tus padres; pasas el tiempo a leer = 2 for COMMUNICATION (candidate loses mark for first “tú” but not for repeated error) and 0 for APPROPRIATENESS

Communication

ACCEPT	REFUSE
FOR COMMUNICATION ACCEPT ANY TENSE Spelling: use rules in 2.5, look alike, sound alike, etc	
<p>(a) DÓNDE ESTÁ EL CAMPING Accept <i>está / estoy / estamos + en la montaña/en las montañas / el bosque</i> Accept <i>está/estoy/estamos + en el bosque/en los bosques</i> Accept <i>voy a las montañas/a la montaña</i> Accept for COMMUNICATION (but not for LANGUAGE): <i>soy en la montaña/en las montañas / en el bosque/en los bosques</i> IGNORE: mention of a specific place, e.g. <i>estoy en Madrid en la montaña</i> (ignore “Madrid”, scores for “en la montaña”) IGNORE: preposition or lack of before “montaña(s)”, e.g. <i>estoy montaña</i> = 1</p>	<p>refuse <i>estoy en Madrid tc (no mention of montaña etc)</i></p> <p>refuse <i>estoy al camping tc (no mention of montaña etc)</i></p> <p>refuse <i>estoy en el camping tc (no mention of montaña etc)</i></p> <p>refuse <i>soy en el camping tc (no mention of montaña etc)</i></p> <p>refuse <i>vamos a conocer + place name</i></p>
<p>(b) CON QUIÉN ESTÁS Accept <i>estoy/estamos + con mis padres/ abuelos/tíos etc</i> Accept <i>estoy + con un hombre y una mujer</i> Accept <i>estoy + con mi hermano y mi madre</i> Accept <i>estoy + con mi hermana y mi padre</i> Accept: <i>soy/somos + con mis padres/abuelos/tíos etc</i> IGNORE: preposition or lack of before “padres”, e.g. <i>estoy mis padres</i> = 1</p>	<p>refuse <i>estoy con mi perro/mi gato</i></p> <p>refuse <i>estoy con mi hermana y mi madre</i></p> <p>refuse <i>estoy con mi hermano y mi padre</i></p> <p>refuse <i>estoy con Pedro y María (or any other names)</i></p>
<p>(c) CÓMO PASAS EL TIEMPO Accept <i>paso / pasamos + el tiempo a leer</i> Accept <i>leo / leemos, voy / vamos a leer</i> Accept: <i>me gustaría leer</i></p>	<p>refuse <i>any other activity</i></p> <p>refuse <i>estoy jugando or any other activity</i></p>

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<i>Appropriateness of language</i> NB: if candidates <u>do not attempt</u> one of the tasks they cannot score more than 1 mark for language.		<p>For LANGUAGE, consider only the parts of the candidate’s work for which you award a communication mark: Yo estar en la montaña. Estoy con mi perro. Yo leer = 2 for comm. + 0 for lang.</p> <p>For LANGUAGE accept any verb tense/ form as long as the sequence follows a logical fashion.</p> <p style="text-align: right;">[Total: 5]</p>
2	For the award of 2 marks, 2 verbs must be in appropriate tenses / forms. Minor errors (adjective endings, use of prepositions etc) are tolerated.	
1	There is some appropriate usage to reward. For the award of 1 mark, 1 verb must be in an appropriate tense.	
0	There are no examples of appropriate usage to reward. Where 0 awarded for Communication, 0 marks awarded for language.	

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Sección 2

Ejercicio 1 Preguntas 17–25

- In this exercise, reward the candidate for being able to locate the answer in the passage.
- **IGNORE EXTRA MATERIAL** (whether Spanish is accurate or inaccurate)
- **Accept lifting unless it is specifically refused in the Mark Scheme.**
- **READ SECTION 2: GENERAL MARKING PRINCIPLES, IN PARTICULAR 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9**
- **Accept *mi, mis, tu, tus, su, sus* etc and *él* throughout for Susana**

ACCEPT	REFUSE
17 (Susana) va al festival (de música) / <u>sus padres</u> la dejan ir al festival / va a ir a un festival de música 1	
18 (i) su hermana (ya) ha estado dos veces / (ella) ha estado dos veces / su hermana (también) va (a ir) 1	<u>Susana</u> (ya) ha estado dos veces
(ii) la hermana (de Susana)/ella les ha explicado (a sus padres) que el festival es muy tranquilo / la hermana (de Susana)/ella les ha explicado (a sus padres) que nunca hay problemas (en el festival/allí) / su hermana/ella les ha hablado de la seguridad en el festival / porque piensan sus padres que (existen muchas drogas y) es más seguro con su hermana cerca 1	nunca hay problemas allí
NB 2 correct answers on line 1, line 2 blank = 2; 2 correct answers on line 1, line 2 wrong = 1 (or vice versa)	
19 (sobre todo las) drogas (en los festivales) / el peligro de las drogas 1	<u>sobre todo del</u> problema de las drogas
20 estar con su/mi hermana <u>todo el tiempo</u> 1	estar con su/mi hermana tc no se preocupen, les he prometido estar con mi/su hermana todo el tiempo
21 trabajar (en la tienda de su tía para ganar el dinero necesario) / tendrá/tendré que trabajar / (con el dinero que ganó) por/para trabajar / es trabajando (para ganar (el) dinero) 1	
22 un saco de dormir / botas / un paraguas 1	lo esencial / un buen saco

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<p>23 (sentarse debajo de un) paraguas/sombrilla / (sentarnos debajo de un) paraguas / tienen paraguas / usar paraguas / podemos sentarnos debajo de un paraguas / (siempre traer) un paraguas / (un) paraguas</p> <p style="text-align: right;">1</p>	<p>si llueve mucho siempre podemos sentarnos debajo de un paraguas / podemos sentarnos</p>
<p>24 su grupo preferido participa/canta / para ver escuchar su grupo preferido/favorito</p> <p style="text-align: right;">1</p>	<p>para participar en el festival</p>
<p>25 (para) estar cerca / (para) ponerse adelante / (para) ver bien / (para) buscar un <u>buen</u> sitio / (entonces) ella puede ver <u>bien</u> el concierto</p> <p style="text-align: right;">1</p>	<p>para buscar un sitio tc / (entonces) ella puede ver el concierto</p>

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Ejercicio 2 Pregunta 26: Visita escolar a un museo

- **COMMUNICATION: 1 mark per item up to a maximum of 10**
 - **ACCURACY: up to 5 marks according to banded mark scheme**
- IGNORE TITLES, LETTER HEADINGS & ENDINGS FOR COMMUNICATION AND ACCURACY**

Communication : FOR COMMUNICATION BE TOLERANT OF VERBS / TENSES / SPELLING

- **Award marks flexibly across the tasks. HOWEVER, each of the 4 tasks, (a), (b), (c), (d) must be covered to get the 10 communication marks.**
If (a) or (b) or (c) or (d) is missing, the maximum communication mark is 9.
If 2 of (a) or (b) or (c) or (d) are missing, the maximum communication mark is 8.
- **LISTS = a maximum of 3 marks for communication: lists of 1–3 items = 1 mark; lists of 4 items = 2 marks; lists of 5–6 items = 3 marks**
Estudio francés, español e historia = 1 mark (1 verb = a list of 3)
- **ONLY REWARD EACH ELEMENT ONCE**

ACCEPT	REFUSE
(a) con quién vas a ir REWARD: 1 mark for who the candidate is going with: e.g. con mis amigos	
(b) si te gusta esta visita escolar o no, y por qué 1 mark for saying whether or not they like this school trip 1 mark for why ACCEPT: (no) me gusta esta visita escolar REWARD: reason why (whether or not it is clear that they like this trip or not)	
(c) cómo vas a pasar el día REWARD: 1 mark for when the visit is REWARD: what the candidate is going to do on the school trip, e.g. voy a sacar fotos, voy a ver muchas cosas	
(d) cómo sería tu visita escolar ideal REWARD: what the candidate's ideal school trip would be like, e.g. iría al extranjero	

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Accuracy

5	Straightforward vocabulary and structure. The style of writing is basic, but reasonably coherent. Use of a limited range of verbs, generally successful. More accuracy than inaccuracy.
4	Basic vocabulary and structure. Some awareness of verb usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed.
3	Very basic vocabulary and structure. Little awareness of verb usage (e.g. infinitives regularly used instead of finite verbs). Despite regular errors, the writing often conveys some meaning.
2	A few phrases or short sentences are accurate enough to be recognisable. Very simple sentence structure.
1	Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.
0	Nothing accurate enough to be comprehensible.

[Total: 15]

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Sección 3

Look for signs of genuine comprehension. Usually, candidates who lift **indiscriminately** fail to demonstrate comprehension and will not score the mark. However, **careful** lifting of the details required to answer the question does demonstrate comprehension and should be rewarded. The Detailed Mark Scheme (Section (3)) provides specific guidance but in cases not covered, see General Marking Principles, Section 2.10.

Ejercicio 1 Preguntas 27–32

1 Mark per question for True or False

1 Mark for correcting False statement (27, 29, 30, 32)

First award marks for the True/False element and then award marks for the justification of the False statements.

	VERDADERO	FALSO	
27	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
28	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
29	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
30	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
31	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
32	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1

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ACCEPT: CHECK FALSO IS TICKED	REFUSE MERE ADDITION OF NEGATIVE
<p>27 (aún) hay (muchas) cosas para descubrir (en ciertos rincones del planeta/en nuestro planeta) / hay muchas cosas para descubrir en nuestro planeta / según los científicos hay cosas para descubrir (en ciertos rincones del planeta) 1</p>	<p>no sabemos todo sobre nuestro planeta / <u>pero</u> (aún) hay cosas para descubrir (en ciertos rincones del planeta)</p>
<p>29 (se parecía) a un extraterrestre / le/lo hizo pensar en/a un extraterrestre / se/le/lo parecía (como) un extraterrestre / Juan pensó que es/fue un extraterrestre / le/lo hizo pensar que el murciélago es/era/fue un extraterrestre 1</p>	<p>Juan no dice que el murciélago se parecía a uno de los compañeros de la expedición / <u>me</u> hizo pensar en un extraterrestre / <u>es/fue</u> un extraterrestre / fue un extraterrestre / pienso/piensa que el murciélago es/era/fue un extraterrestre</p>
<p>30 para Juan es una suerte trabajar con las revistas / (Juan) tiene la gran suerte de trabajar (junto) con (las) revistas (internacionales) / (a Juan) le gusta trabajar con las revistas / así Juan trabaja con los mejores fotografías / a él/a Juan le gusta porque los fotografías sacan muy buenas fotos 1</p>	<p>A Juan no (le/lo) molesta trabajar con las revistas / mejores fotografías / muchas de ellas le/lo financian / (muchas veces) tenemos/tienen la gran suerte de trabajar junto con (las) revistas (internacionales) / gran suerte de trabajar con las revistas / el grupo tiene la gran suerte de trabajar con las revistas</p>
<p>32 no es su especialidad / otros científicos tienen planes para el futuro / otros científicos van a investigar el océano (no Juan) / los océanos no son su especialidad / hay científicos de otra especialidad que investigarán sobre los océanos / hay científicos de otra especialidad, no la suya 1</p>	<p>(en el futuro) Juan no tiene planes para investigar los océanos / hay científicos de otra especialidad / hay científicos de otra especialidad, no la mía</p>

[Total: 10]

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Ejercicio 2 Preguntas 33–40

ACCEPT	REFUSE
<p>33 (porque la isla) vive del turismo / porque es muy popular (para los turistas) / es una isla del turismo internacional / es una importante región para practicar la vela / (es) una de las más populares de las islas griegas que viven del turismo internacional 1</p>	<p>por las prácticas de vela / por las románticas vistas / allí disfrutaban de románticas vistas</p>
<p>34 (i) destruirá las vistas (románticas) / destruirá el lugar / las turbinas van a destruir el lugar / las grandes torres (girando como helicópteros) van a destruir(lo) todo 1</p>	<p>vistas románticas tc / van a destruirlo todo</p>
<p>(ii) nadie vendrá aquí/allí/allá / habrá menos turistas 1</p>	
<p>35 (por) los (poderosos) vientos (que agitan el Mar Egeo / hay/hace mucho viento (en las isla/en Grecia) 1</p>	<p>las islas son muy adecuadas para la instalación de nuevas turbinas / hay los poderosos vientos y es porque es una importante región para practicar la vela</p>
<p>36 es una energía limpia / hay que/tienen que ver las turbinas como símbolos de la energía limpia (no como feroces gigantes / dicen que tenemos que ver las turbinas (de viento) como símbolos de la energía limpia 1</p>	<p>tenemos que ver las turbinas de viento no como feroces gigantes sino también como símbolos de la energía limpia) / tenemos que ver las turbinas (de viento) como símbolos de la energía limpia / son símbolos de la energía limpia (y no feroces gigantes) / sino como símbolos de la energía limpia</p>
<p>37 molestará/molestar a los turistas / molestará/molestar a los turistas y a los habitantes / molestará/molestar a los habitantes / molestia para (los habitantes y) los turistas / a los turistas no les gustarán el ruido que hacen/harán (las turbinas) 1</p>	<p>la molestia constante tc / molestar tc / a los habitantes les preocupa / a los habitantes les preocupa el ruido de las turbinas y la molestia constante / el ruido preocupa a los turistas</p>

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<p>38 (van a) manifestar(se) (ante el parlamento) / van a viajar a la capital a manifestar(se) / ir a la capital y/para manifestar(se) / un viaje (a la capital) para manifestar(se) / van a manifestar(se) ante el parlamento / han distribuido folletos e irán a la capital para/a manifestar(se) / darán/harán una visita a la capital / viajarán a la capital / irán a la capital ante el parlamento / (han distribuido folletos y) tienen planes para un viaje a la capital / van al parlamento 1</p>	<p>(van a) distribuir folletos (en la isla) / (ya) han distribuido folletos (en la isla)</p>
<p>39 (las turbinas) atraerán (a) más turistas (por ser tan atractivas) 1</p>	<p><u>la verdad es</u> que las turbinas atraerán a más turistas (por ser tan atractivas)</p>
<p>40 (i) <u>las turbinas</u> son (muy/tan) atractivas 1</p>	<p>ser atractivas / tan atractivas / atractivas</p>
<p>(ii) se construirá un museo del viento (en la isla) / el museo del viento sería/será muy interesante / los turistas visitarán/vendrán para visitar el museo (del viento) / el museo del viento atraerá a personas interesadas por/en la tecnología / los que se interesan por la tecnología visitarán el museo (del viento) 1</p>	<p>visitarán el museo del viento / (necesitamos) reducir las emisiones (de carbón) / (necesitamos) combatir el cambio climático / los turistas se interesan por/en la tecnología / visitar el museo del viento / construir el museo del viento / museo del viento</p>

[Total: 10]