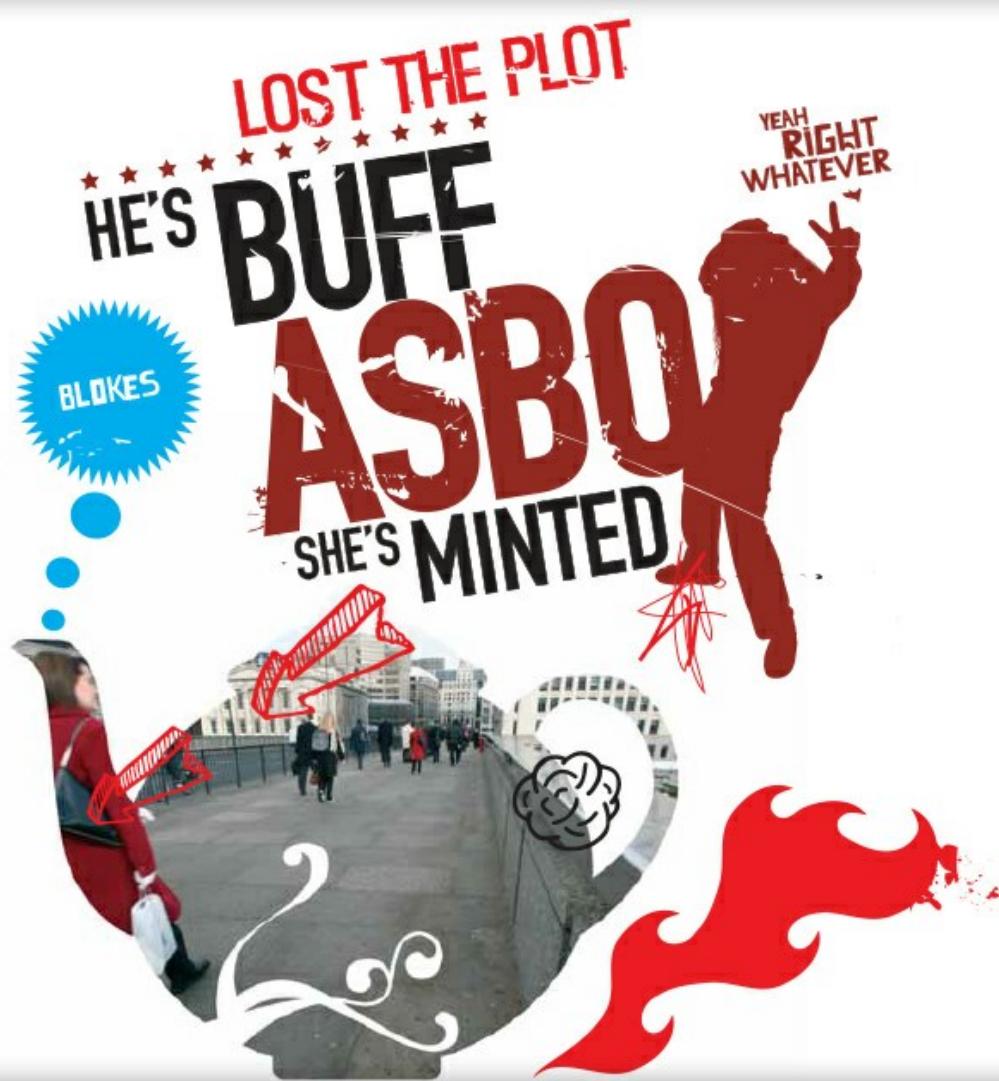


## English for Spanish Speakers - Elementary: Level 2

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# **English for Spanish Speakers**

**Elementary: Level 2**



English for Spanish Speakers - Elementary: Level 2

1<sup>st</sup> edition

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# Course Overview

Level 2	Topic	Aim	Language Focus	Skills
<b>Lesson 1</b>	Detalles personales Personal details	Ayudarlo a hablar su Ud. mismo y sobre otros	Formación de preguntas y presente simple	Escuchar y hablar
<b>Lesson 2</b>	Describir personas Describing people	Describir la apariencia de las personas	Adjetivos de apariencia	Escuchar y hablar
<b>Lesson 3</b>	Indicaciones Directions	Pedir y dar indicaciones	Preposiciones, indicaciones.	Escuchar y hablar
<b>Lesson 4</b>	Interiores de casas House interiors	Describir los interiores de casas	Preposiciones de lugar y vocabulario de muebles	Escribir, hablar y escuchar
<b>Lesson 5</b>	Familia y parientes Family and relations	Capacitar al estudiante a discutir familias	Vocabulario, posesivos, 'have got'	Hablar
<b>Lesson 6</b>	Actividades y vida social Activities and social life	Para hablar sobre lo que le gusta hacer y con qué frecuencia	Like doing, adverbios de frecuencia, expresiones de tiempo	Hablar y escuchar
<b>Lesson 7</b>	El colegio School	Hablar sobre sus años escolares	Vocabulario escolar expresar reglas	Escribir, hablar y escuchar
<b>Lesson 8</b>	Mi Ciudad Natal My home town	Describir ciudades y sus instalaciones y locales.	Comodidades de la ciudad; Presente Simple; preguntas	Hablar, escuchar
<b>Lesson 9</b>	Vestimenta Clothes	Para hablar sobre vestimenta y accesorios	Vestimenta y accesorios; materiales y colores	Escuchar, escribir, hablar
<b>Lesson 10</b>	Hacer planes Making plans	Hablar sobre hacer planes	'going to'	escuchar, leer y hablar
<b>Lesson 11</b>	Hablando sobre el pasado Talking about the past	hablar sobre el pasado usando el pasado simple	pasado simple	escuchar, leer y hablar
<b>Lesson 12</b>	Salud Health	Hablar sobre las salud y maneras de mantenerse saludable	Partes del cuerpo, problemas de salud y curas	Leer, escuchar y hablar

<b>Lesson 13</b>	El clima y las estaciones The weather and seasons	Hablar sobre el clima y lo hace sentir	El tiempo, las estaciones, los sentimientos	Escuchar y hablar
<b>Lesson 14</b>	¿Alguna vez ha...? Have you ever...?	Hablar sobre experiencias personales	Presente perfecto, pasado participio, pasado simple	Escuchar y hablar
<b>Lesson 15</b>	Transporte Transport	Hablar sobre medios de transporte y con qué frecuencia los usa	presente simple, modos de transporte, expresiones temporales	escuchar, leer y hablar
<b>Lesson 16</b>	Trabajos Jobs	Hablar sobre trabajos	Vocabulario y expresiones relacionados con el trabajo	Escuchar, leer y hablar
<b>Lesson 17</b>	Animales Animals	Hablar sobre mascotas y animales de su país	Vocabulario sobre animales, incluyendo partes de un animal	Leer, escuchar y hablar
<b>Lesson 18</b>	Dinero Money	Hablar sobre dinero	Precios, expresiones relacionadas con el dinero, adverbios de frecuencia	Escuchar, leer y hablar
<b>Lesson 19</b>	Comida Food	Hablar sobre comida y bebida	Vocabulario relacionado con comida, sustantivos contables y no contables	Escuchar y hablar
<b>Lesson 20</b>	Estilo de vida Lifestyle	Hablar sobre su estilo de vida y cómo le gustaría mejorarla	<i>Would + infinitivo</i> suficiente/demasiado/insuficiente	Escuchar y hablar

# Lesson 1: Detalles personales

Level 2	Topic	Aim	Language Focus	Skills
Lesson 1	Detalles personales Personal details	Ayudarlo a hablar su Ud. mismo y sobre otros	Formación de preguntas y presente simple	Escuchar y hablar

## Estudio individual (Self-study)

1. Lea el texto sobre Eva y haga tome notas sobre el texto en la sección 1.  
Read the text about Eva and make notes on the text in section 1.
2. Conecte las preguntas en la sección 2 con las notas en la sección 1.  
Match the questions in section 2 to the topics in section 1.
3. Escriba las respuestas a las preguntas en la sección 2. Intente recordar las respuestas. No mire hacia atrás en el text form 1.  
Write the answers to the questions in section 2. Try to remember the answers. Don't look back at the text from 1.
4. Responda las preguntas Ud. mismo.  
Answer the same questions for yourself.
5. Complete la tabla de verbos para el presente simple.  
Complete the verb table for the present simple.
6. Escriba 5 oraciones sobre Eva usando los verbos de la tabla de verbos.  
Write 5 sentences about Eva using the verbs from the verb table.
7. Escriba 5 oraciones sobre Ud. usando los verbos de la tabla de verbos.  
Write 5 sentences about yourself using the verbs from the verb table.
8. Corrija los errores en la hoja de corrección de errores.  
Correct the mistakes on the error correction sheet.

## Out There

Use las preguntas que ha practicado para averiguar información sobre su compañero de conversación de Inglés.

Use the questions you have practised to find out information about your English conversation partner.

Conteste cualquier pregunta que le haga su compañero de conversación de *Out There*.

Answer any questions your English conversation partner might ask you.

## 1.1 Task Sheet 1

### Exercise 1

Lea el texto sobre Eva y tome notas para los temas de abajo.

Read the text about Eva and make notes for the topics below.

“Hi, my name’s Eva Lombardi and I come from Italy. I’m 28 and I’m a hotel manager. I want to learn English because it is very important for my job. I live in Rome with my husband and my three children”

- Name
- Age
- Job
- Nationality
- Home city
- Family

### Exercise 2

Conecte las preguntas de abajo con los temas del Ejercicio 1 y escríbalos en la tabla.

Match the questions below to the topics in Exercise 1 and write them in the table.

Question	Topic
1. How old are you?	
2. Where do you live?	
3. Do you have any children?	
4. What’s your name?	
5. Are you married?	
6. Where are you from?	
7. What do you do?	

## 1.2 Task Sheet 2

### Exercise 3

Ahora complete la información sobre **Eva**. No mire el texto, intente recordar!

Now complete the information for **Eva**. Don't look at the text; try to remember!

	<b>Eva</b>
What's your name?	
How old are you?	
What do you do?	
Where are you from?	
Where do you live?	
Are you married?	
Do you have any children?	

### Exercise 4

Ahora complete la información sobre Ud mismo.

Now complete the information for yourself.

	<b>You</b>
What's your name?	
How old are you?	
What do you do?	
Where are you from?	
Where do you live?	
Are you married?	
Do you have any children?	

**Exercise 5**

Complete los números faltantes sobre la tabla de verbos y adjetivos posesivos.

Complete the missing numbers on the verb and possessive adjective table.

verb	present simple			possessive adjectives			
	I	You	He/She	I	You	He	She
<b>be</b>	am	1.	2.	my	7.	his	8.
<b>live</b>	3.	4.	lives				
<b>have</b>	5.	have	6.				

**Exercise 6**

Use los verbos de arriba para hacer 5 oraciones sobre Eva.

Use the verbs above to make 5 sentences about Eva.

e.g. *Eva is 28. She is from Italy.*

- 1.
- 2.
- 3.
- 4.
- 5.

**Exercise 7**

Use los verbos de arriba para hacer 5 oraciones sobre Ud. mismo.

Use the verbs above to make 5 sentences about yourself.

e.g. *I am 32. I am from London.*

- 1.
- 2.
- 3.
- 4.
- 5.

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### 1.3 Task Sheet 3

#### Exercise 8

Estas oraciones son incorrectas. Rescríbalas de la forma correcta.

These sentences are incorrect. Rewrite them in the correct way.

1. Where are you come from?
2. Where are you live?
3. I am cook.
4. Are you come from Cardiff?
5. I have 2 sister and 4 brother.
6. What age is you?
7. What you job?
8. How old do you?
9. Do you a barman?
10. Do you live Edinburgh?
11. You are secretary?

**Well done, you have now finished the preparation for the speaking practice task.**

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## 1.4 Task Sheet 4

### **Out There task**

Hablará con sus compañeros de conversación de *Out There* sobre Ud. mismo y les hará preguntas sobre ellos. Ya ha practicado las formas de preguntar y el vocabulario clave en el material de preparación.

You are going to talk to your *Out There* conversation partners about yourself and ask them questions about themselves. You have practised the question forms and some key vocabulary in the preparation material.

#### **Antes de llamar a sus compañeros de conversación de *Out There*:**

**Before you call your *Out There* conversation partner(s):**

1. Lea la tarea cuidadosamente.

Read the task carefully.

2. ¿La entiende? Si no, léala nuevamente.

Do you understand it? If you do not, read it again.

3. ¿Está listo para llamar a sus compañeros?

Are you ready to call your partners?

4. Llámelos y preséntese.

“Hi, my name is [inserte su nombre aquí], I’m learning English, can I ask you some questions about you?”

Call and introduce yourself:

“Hi, my name is [insert your name here], I’m learning English, can I ask you some questions about you?”

5. Diga ‘thank you’...y comience la tarea.

Say ‘thank you’...and begin the task.

6. Recuerde escribir las respuestas de sus compañeros y pídale que usen el casillero de ‘chat’ para deletrear las palabras y frases que no entiende.

Remember to write your partners’ answers down and ask them to use the ‘chat’ box to spell words and phrases you don’t understand.

7. Recuerde que puede grabar sus conversaciones y escucharlas de nuevo!

Remember you can record your conversations and listen to them again!

## Ready?

Para hablar con sus compañeros de conversación de *Out There* y averiguar información sobre ellos usando las preguntas que ha practicado. Tome notas para los temas de abajo e intente escribir oraciones completas, por ejemplo: *His name is James. He is 34.*

Talk to your *Out There* conversation partners and find out information about them by using the questions you have practised. Make notes for the topics below and try to write full sentences e.g. *His name is James. He is 34.*

Conteste las preguntas que le hagan sus compañeros.

Answer any questions that your partners might ask you.

- Name
- Age
- Job
- Nationality
- Home city
- Family

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I was a construction supervisor in the North Sea advising and helping foremen solve problems

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## 1.5 Answer Key

1. Name – Eva Lombardi; Age – 28; Job – Hotel Manager; Nationality – From Italy;  
Home city – Rome; Family – Married and three children
2. How old are you? = Age; Where do you live? = Home city; Do you have any children? = Family; What's your name? = Name; Are you married? = Family; Where are you from? = Nationality; What do you do? = Job
3. What's your name? Eva Lombardi; How old are you? 28; What do you do? Hotel Manager;  
Where are you from? Italy; Where do you live? Rome; Are you married? Yes; Do you have  
any children? Yes, 3
4. Answers depend on your information
5. 1. are; 2. is; 3. live; 4. live; 5. have; 6. has; 7. your; 8. her
6. Possible answers:  
  
Her name is Eva Lombardi; She is 28; She is a hotel manager; She is from Italy; She lives in  
Rome; She is married; She has three children.
7. Possible answers:  
  
My name is \_\_\_\_\_; I am (number); I am a (job); I am from (country); I live in (city);  
I am married/not married; I have (number) children or I have no children.
8. 1. Where are you come from? = Where do you come from? or Where are you from?  
2. Where are you live? = Where do you live?  
3. I am cook = I am a cook.  
4. Are you come from Cardiff? = Do you come from Cardiff?  
5. I have two sister and four brother. = I have two sisters and four brothers.  
6. What age is you? = How old are you?  
7. What you job? = What is your job?  
8. How old do you? = How old are you?  
9. Do you a barman? = Are you a barman?  
10. Do you live Edinburgh? = Do you live in Edinburgh?  
11. You are secretary? = Are you a secretary?

# Lesson 2: Describir personas

Level 2	Topic	Aim	Language Focus	Skills
Lesson 2	Describir personas Describing people	Describir la apariencia de las personas	Adjetivos de apariencia	Escuchar y hablar

## Estudio individual (Self-study)

1. Mire las 4 imágenes sobre la Hoja de Tareas 1 y conecte las descripciones con las imágenes.  
Look at the 4 pictures on Task Sheet 1 and match the descriptions to the pictures.
2. Mire las expresiones usadas para describir a las personas en el Casillero de Expresiones 1 sobre la Hoja de Tareas 2. Coloque las 4 expresiones del casillero debajo del Casillero de Expresiones 1 en los 4 espacios.  
Look at the expressions used to describe people in Expressions Box 1 on Task Sheet 2. Put the four expressions from the box below Expressions Box 1 into the four spaces.
3. Complete las 6 oraciones sobre la Hoja de Tareas 3 con las palabras faltantes.  
Complete the six sentences on Task Sheet 3 with the missing words.
4. Conecte las 6 preguntas a la izquierda con las respuestas a la derecha.  
Match the six questions on the left to the answers on the right.
5. Cambie las preguntas del Ejercicio 4 a preguntas con 'you'.  
Change the questions from Exercise 4 to questions with 'you'.
6. Conteste las preguntas del Ejercicio 5 con información sobre Ud.  
Answer the questions from Exercise 5 with information about you.

## Out There

Dé una descripción de Ud. mismo a sus Compañeros de Conversación de *Out There* en el Ejercicio 6. Luego hágales preguntas sobre su aspecto usando su trabajo en el Ejercicio 5 para ayudarlo. Give your *Out There* Conversation Partner(s) a description of yourself like in Exercise 6. Then ask them some questions about how they look using your work in Exercise 5 to help you.

Sus compañeros de conversación de *Out There* describirán tres imágenes. Ud. tiene que decirles cuál de las cuatro imágenes fue la única que no describieron.

Your *Out There* Conversation Partner(s) are going to describe three pictures. You have to tell them which of the four pictures was the only one they didn't describe.

## 2.1 Task Sheet 1

### Exercise 1

Conecte las cuatro imágenes con las cuatro descripciones de abajo.

Match the four pictures to the four descriptions below.

Picture 1



12

Picture 2



30-9

Picture 3



80-9

Picture 4



30+

Person A) He is tall and slim. He has brown eyes and short, brown hair. He has tanned skin.

He is in his thirties. He is handsome.

= Picture \_\_\_\_\_

Person B) She is short and chubby. She has fair skin and blue eyes and medium length, blonde hair. She is young. She is pretty.

= Picture \_\_\_\_\_

Person C) He is tall and thin. He has black eyes, dark skin and short, grey hair. He is in his eighties. He is ordinary looking.

= Picture \_\_\_\_\_

Person D) She is tall and thin. She has green eyes and short, red hair. She is over thirty. She is ugly.

= Picture \_\_\_\_\_

## 2.2 Task Sheet 2

### Exercise 2

Mire las expresiones en el Casillero de Expresiones 1 para describir a las personas. Abajo de la Caja de Expresiones 1, hay un casillero con cuatro expresiones. Colóquelas en los espacios del Casillero de Expresiones 1.

Look at the expressions in Expression Box 1 for describing people. Below Expression Box 1, there is a box with four expressions. Put them in the spaces in Expression Box 1.

### Expressions Box 1

Height	Weight	Face and Head (verb = have)	Age	Looks
He is tall	He is slim	She has blue/black/green/brown/hazel (a mix of green and brown) eyes.	He is 25.	She is pretty/beautiful. (normally for women)
He is medium height	She is thin (negative word)	He has black/brown/blonde/red/grey hair.	He is 25 years old.	He is handsome. (normally for men)
He is 1.7 metres tall	He is medium build	He has light/dark brown eyes.	She is in her twenties/thirties/forties/fifties/sixties/seventies/eighties.	He is ugly. (men or women)
1)	2)	3)	4)	She is ordinary looking.
	He is fat (negative word)	She has short/medium length/long hair.	He is over fifty.	
	He weighs 65 kilos.	She has fair/tanned/olive/dark skin.	She is under thirty.	
		He has a beard/moustache.		
		She has glasses/earrings.		

She looks young/middle aged/old.

She is short.

She has light/dark blonde hair.

She is chubby.

## 2.3 Task Sheet 3

### Exercise 3

Complete las oraciones de abajo con la información faltante.

Complete the sentences below with the missing information.

1. Very \_\_\_\_\_ people are often good at basketball.
2. Models are usually very \_\_\_\_\_.
3. Is her skin dark? No, it's \_\_\_\_\_.
4. He's only 12. He's quite \_\_\_\_\_.
5. People who eat lots of food are normally \_\_\_\_\_.
6. He might be 23 or 25 I'm not sure but I know he is \_\_\_\_\_.

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**Exercise 4**

Conecte las preguntas con las respuestas.

Match the questions to the answers.

- |                              |  |
|------------------------------|--|
| 1. How tall is your brother? | A) He is quite slim.                           |
| 2. Is he slim or chubby?     | B) He weighs 65 kilos.                         |
| 3. How much does he weigh?   | C) He has blue eyes and blonde hair.           |
| 4. What does he look like?   | D) He is very tall. He is 2 metres 10 cm tall. |
| 5. How old is he?            | E) No, he is quite ordinary looking.           |
| 6. Is he good looking?       | F) He is 32.                                   |

**Exercise 5**

Cambie las preguntas de arriba a preguntas con 'you', por ej. How tall are you?

Change the questions above into questions with 'you' e.g. How tall are you?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

**Exercise 6**

Conteste las preguntas de arriba y brinde información sobre Ud. por ej. I am 1 metre 82 cm tall.

Answer the questions above and give information about you e.g. I am 1 metre 82 cm tall.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

**Well done, you have now finished the preparation for the speaking practice task.**

## 2.4 Task Sheet 4

### **Out There task**

Ud. hablará con sus compañeros de conversación de *Out There* sobre su apariencia y les preguntará sobre las suyas. Ud. ha practicado las formas de preguntas y vocabulario clave en el material de preparación. You are going to talk to your *Out There* conversation partners about yourself and ask them questions about themselves. You have practised the question forms and some key vocabulary in the preparation material.

### **Antes de llamar a sus compañeros de conversación de *Out There*:**

**Before you call your *Out There* conversation partner(s):**

1. Lea la tarea cuidadosamente.  
Read the task carefully.
2. ¿La entiende? Si no, léala nuevamente.  
Do you understand it? If you do not, read it again.
3. ¿Está listo para llamar a sus compañeros?  
Are you ready to call your partners?



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**4. Llámelos y preséntese.**

"Hi, my name is [inserte su nombre aquí], I'm learning English, can I ask you some questions about you?"

Call and introduce yourself:

"Hi, my name is [insert your name here], I'm learning English, can I ask you some questions about you?"

**5. Diga 'thank you'...y comience la tarea.**

Say 'thank you'...and begin the task.

**6. Recuerde escribir las respuestas de sus compañeros y pídale que usen el casillero de 'chat' para deletrear las palabras y frases que no entiende.**

Remember to write your partners' answers down and ask them to use the 'chat' box to spell words and phrases you don't understand.

**7. Recuerde que puede grabar sus conversaciones y escucharlas de nuevo!**

Remember you can record your conversations and listen to them again!

**Ready?**

Primero, brinde a sus Compañeros de Conversación de *Out There* una descripción de Ud. mismo como en el Ejercicio 6. Luego pregúntele sobre su apariencia usando su trabajo en el Ejercicio 5 para ayudarlo. First, give your *Out There* Conversation Partners a description of yourself as in Exercise 6. Then ask them some questions about how they look using your work in Exercise 5 to help you.

Envíe este pack a sus compañeros de conversación usando el programa y pídale que vayan a esta página (5).

Send this pack to your conversation partner using the software and ask them to go to this page (5).

Pídale a sus compañeros de conversación que describan tres de las cuatro imágenes de abajo. Ud. tiene que decirles cuál de las cuatro imágenes fue la única que no describieron. Escuche atentamente y pídale a sus compañeros que repitan cualquier palabra que no oye bien.

Ask your English conversation partners to describe three of the four pictures below. You have to tell them which picture was the only one they didn't describe. Listen carefully and ask your partners to repeat any words you don't hear properly.

Picture 1Picture 2Picture 3Picture 4

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## 2.5 Answer Key

1. Picture 1 Person B; Picture 2 Person A; Picture 3 Person C; Picture 4 Person D;
2. 1. She is short; 2. She is chubby; 3. She has light/dark blonde hair; 4. She looks young/middle aged/old
3. 1. tall; 2. beautiful/pretty; 3. fair; 4. young; 5. fat/chubby; 6. in his twenties.
4. 1 D; 2 A; 3 B; 4 C; 5 F; 6 E
5. 1 How tall are you?; 2 Are you slim or chubby?; 3 How much do you weigh?; 4 What do you look like?; 5 How old are you?; 6 Are you good looking?
6. Example answer: 1 I am 1 metre 82 cm tall; 2 I am slim; 3 I weigh 85 kilos; 4 I have dark brown hair and blue eyes. 5 I am 37; 6 I am ordinary looking

### ***Out There task***

7. Picture 1 He is short and thin. He has brown hair and dark blue eyes. He is over fifty. He is ordinary looking;

Picture 3 She is tall and slim; She has long dark brown hair, dark brown eyes and dark skin. She is in her thirties. She is beautiful.

Picture 4 He is short and chubby. He has blonde hair and brown eyes. He is over twenty. He is handsome.

Picture 2 She is short, fat and ugly. She has long red hair. She is under 30.

# Lesson 3: Indicaciones

Level 2	Topic	Aim	Language Focus	Skills
Lesson 3	Indicaciones Directions	Pedir y dar indicaciones	Preposiciones, indicaciones.	Escuchar y hablar

## Estudio individual (Self-study)

1. Mire la tabla sobre la Hoja de Tareas 1 con preposiciones de lugar y conecte la preposición con la imagen para describir la posición del círculo negro en relación al cuadrado blanco.  
Look at the table on Task Sheet 1 with prepositions of place. Match the preposition with the picture to describe the position of the balls in relation to the boxes or the tables.
2. Ahora mire el mapa de English Town en la Hoja de Tareas 2. Debajo del mapa hay algunas descripciones de las posiciones de distintos edificios. ¿Cuáles descripciones son verdaderas y cuáles son falsas?  
Now look at the map of English Town on Task Sheet 2. Under the map are some descriptions of the positions of different buildings. Which descriptions are true and which are false?
3. En la Hoja de Tareas 3, escriba 3 oraciones describiendo las posiciones de los edificios en el mapa.  
On Task Sheet 3, write three sentences describing the positions of the buildings in the map.
4. Mire el mapa de English Town y lea las indicaciones de cómo llegar de la iglesia a la estación de tren.  
Look at the map of English Town and read the directions of how to get from the church to the train station.
5. Mire las expresiones usadas en el Ejercicio 4. Hay más en el Casillero de Expresiones 1 pero cuatro están mezcladas. ¿Puede reordenar las letras para formar expresiones de indicaciones?  
Look at the expressions used in Exercise 4. There are more in Expressions Box 1 but four are mixed up. Can you rearrange the letters to make expressions of directions?
6. Mire el mapa de English Town y lea las indicaciones. ¿Puede resolver dónde termina la viaje? Use el ejemplo para ayudarlo.  
Look at the map of English Town and read the directions. Can you work out where the journey finishes? Use the example to help you.
7. Escriba las indicaciones y diga como llegar a uno de los puntos del mapa. También describa la ubicación final usando preposiciones de lugar. Use el ejemplo en el Ejercicio 6 para ayudarlo.  
Write directions and say how to get to one of the points on the map. Also describe the final location using prepositions of place. Use the example in Exercise 6 to help you.

### Out There

Dé indicaciones a sus compañeros de conversación *Out There* y diga cómo llegar a diferentes puntos del mapa. También describa la ubicación final usando preposiciones de lugar.

Give directions to your *Out There* conversation partner(s) and say how to get to different points on the map. Also describe the final location using prepositions of place.

Use el ejemplo en el Ejercicio 6 para ayudarlo. Escuche a sus compañeros darle indicaciones y dígales a qué puntos del mapa llega.

Use the example in Exercise 6 to help you. After that, listen to your partner(s) give you directions and tell them which points on the map you arrive at.

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### 3.1 Task Sheet 1

#### Exercise 1

Use las preposiciones de lugar sobre la izquierda para describir la posición del círculo negro de la derecha.

Use the prepositions of place on the left to describe the position of the blue ball.

above	below	in front of	behind	on	in	between	next to
-------	-------	-------------	--------	----	----	---------	---------



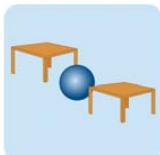
a. \_\_\_\_\_



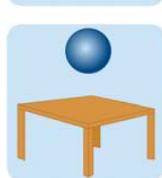
e. \_\_\_\_\_



b. \_\_\_\_\_



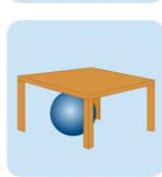
f. \_\_\_\_\_



c. \_\_\_\_\_



g. \_\_\_\_\_



d. \_\_\_\_\_



h. \_\_\_\_\_

### 3.2 Task Sheet 2

#### Exercise 2

Mire el mapa de English Town y las descripciones de las posiciones de los edificios. Diga Cuáles descripciones son verdaderas  y cuáles son falsas.

Look at the map of English Town and the descriptions of the positions of the buildings. Say which descriptions below are true  and which are false.

#### English town



1. Central Shop is between the train station and Main Park.
2. The church is next to the post office.
3. Main Park is above the train station.
4. Main Park is between the hospital and Central Shop.
5. The train station is below Central Shop.
6. Green lane is between Palm Avenue and Station Street.
7. The post office is in front of the tube station.
8. The church is behind the tube station.

### 3.3 Task Sheet 3

#### Exercise 3

Mire el mapa de English Town y escriba 3 oraciones describiendo posiciones de los edificios.

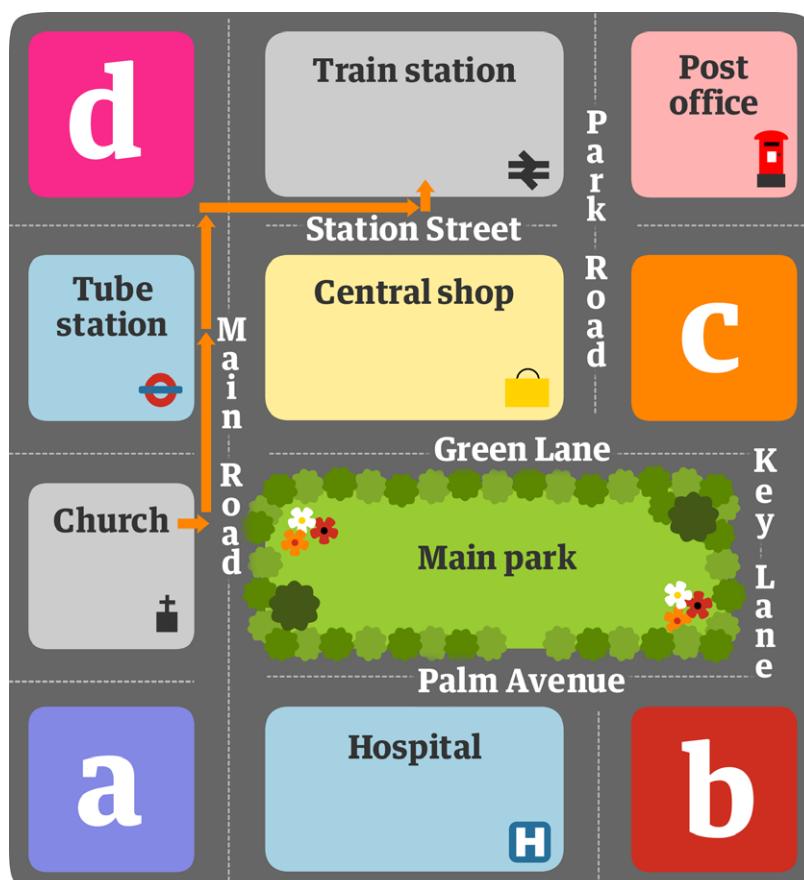
Look at the map of English Town and write three sentences describing the positions of the buildings.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

#### Exercise 4

Mire el mapa de English Town y lea las indicaciones de cómo llegar de la iglesia a la estación de tren.  
Look at the map of English Town and read the directions of how to get from the church to the train station.

**Go out of the church and turn left. Walk up Main Road and cross Green Lane. Go past the tube station and turn right on Station Street. Turn left into the train station**



### 3.4 Task Sheet 4

#### Exercise 5

Mire las expresiones usadas en las indicaciones de arriba. Hay más en el Casillero de Expresiones 1 pero cuatro están mezcladas. ¿Puede reordenar las letras para formar expresiones de indicaciones?

Look at the expressions used in the directions above. There are more in Expressions Box 1 but four are mixed up. Can you rearrange the letters to make expressions of directions?

#### Expression Box 1

Directions	Reference points
Go/walk straight ahead	At the tube station, <b>runt hirgt</b>
Turn back	After the hospital, turn left
Turn left/right	Go/walk past the tube station
Take the first street <b>no het telf</b>	Go/walk north/ east/south/west
<b>kate eht descon retest</b> on the right	<b>srocs teh doar</b>


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**Answers**

<i>no het telf</i>	<i>kate eht descon retest</i>	<i>runt hirgt</i>	<i>srocs teh doar</i>
1)	2)	3)	4)

**Exercise 6**

Mire el mapa de English Town y lea las siguientes indicaciones. ¿Puede resolver dónde termina la viaje? Use el ejemplo para ayudarlo.

Look at the map of English Town and read the following directions. Can you work out where the journey finishes? Use the example to help you.

Example: Go out of point A and turn left. At Palm Avenue, turn right. Take the first street on the left and cross Green lane. You are in front of Central Shop. Where are you?

Answer = Point C

- 1) Go out of point B and turn right. At Palm Avenue, turn left. Take the first street on the right. Go up Main Road and go straight ahead. Cross Green Lane. At Station Street, turn left and then turn right. You are next to the tube station and the train station. Where are you?
- 2) Go out of the post office and turn left. Walk down Park Road and cross Station Street. At Green Lane, turn left and then take the first right down Key Lane. You are next to the hospital. Where are you?
- 3) Go out of Main Park and turn right down Green Lane. Take the first street on the left and walk up Park Road. At Station Street, turn left. Walk down Station Street and take the first turn on the left. Go down Main Road and take the second street on the left. Turn right. You are in front of the church and next to the hospital. Where are you?

**Exercise 7**

Escriba indicaciones y diga como llegar a uno de los puntos del mapa. También describa la ubicación final usando preposiciones de lugar. Use el ejemplo en el Ejercicio 6 para ayudarlo.

Write directions and say how to get to one of the points on the map. Also describe the final location using prepositions of place. Use the example in Exercise 6 to help you.

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**Well done, you have now finished the preparation for the speaking practice task.**

### 3.5 Task Sheet 5

#### ***Out There task***

Ud. hablará con sus compañeros de conversación de *Out There* sobre ubicaciones. Practicará dar indicaciones a lugares reales o con referencia al mapa en el material de preparación.

You are going to talk to your *Out There* conversation partner(s) about locations. You are going to practice giving directions to places – either real places or with reference to the map in the preparation material.

Copie y pegue el mapa sobre la Hoja de Tareas 2. (envíe vía mensaje de texto a su compañero antes comenzar la tarea).

Forward the Self-study pack material to your *Out There* conversation partner(s) so they have a copy of the map.

#### **Antes de llamar a sus compañeros de conversación de *Out There*:**

**Before you call your *Out There* conversation partner(s):**

1. Lea la tarea cuidadosamente.  
Read the task carefully.
2. ¿La entiende? Si no, léala nuevamente.  
Do you understand it? If you do not, read it again.

> Apply now

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3. ¿Está listo para llamar a sus compañeros?  
Are you ready to call your partners?
4. Llámelos y preséntese.  
“Hi, my name is [inserte su nombre aquí], I’m learning English, can I ask you some questions about you?”  
Call and introduce yourself:  
“Hi, my name is [insert your name here], I’m learning English, can I ask you some questions about you?”
5. Diga ‘thank you’...y comience la tarea.  
Say ‘thank you’...and begin the task.
6. Recuerde escribir las respuestas de sus compañeros y pídale que usen el casillero de ‘chat’ para deletrear las palabras y frases que no entiende.  
Remember to write your partners’ answers down and ask them to use the ‘chat’ box to spell words and phrases you don’t understand.
7. Recuerde que puede grabar sus conversaciones y escucharlas de nuevo!  
Remember you can record your conversations and listen to them again!

Dé indicaciones a sus compañeros de conversación *Out There* y diga cómo llegar a diferentes puntos del mapa. También describa la ubicación final usando preposiciones de lugar. Use el ejemplo en el Ejercicio 6 para ayudarlo.

Give directions to your *Out There* conversation partner(s) and say how to get to different points on the map. Also describe the final location using prepositions of place. Use the example in Exercise 6 to help you.

Luego, escuche a sus compañeros darle indicaciones y dígales a qué puntos del mapa llega.  
After that, listen to your partner(s) give you directions and tell them which points on the map you arrive at.

### 3.6 Answer Key

#### Task Sheet 1

1. a. next to; b. on; c. above; d. below; e. in; f. between; g. in front of; h. behind

#### Task Sheet 2

2. 1. True; 2. False; 3. False; 4. True; 5. False; 6. True; 7. False; 8. True

#### Task sheet 3

3. Example sentence: Main Park is between the hospital and Central Shop

#### Task Sheet 4

5. 1 on the left; 2 take the second street; 3 turn right; 4 cross the road
6. 1 Point D, 2 Point B; 3 Point A
7. See example in Exercise 6

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# Lesson 4: Interiores de casas

Level 2	Topic	Aim	Language Focus	Skills
<b>Lesson 4</b>	Interiores de casas House interiors	Describir los interiores de casas	Preposiciones de lugar y vocabulario de muebles	Escribir, hablar y escuchar

## *Estudio individual (Self-study)*

1. Conecte la descripción de los ambientes de la izquierda con los nombres de los ambientes de la derecha.  
Match the descriptions of the rooms on the left to the names of the rooms on the right.
2. Complete las oraciones con los nombre de los diferentes tipos de mueble.  
Complete the sentences with names of different kinds of furniture.
3. Intente nombrar los ambientes a partir de sus descripciones usando el vocabulario que practicó arriba.  
Try to name the rooms from their descriptions using the vocabulary you have practised above
4. Estudie la gramática para there is y there are. Use la gramática para completar la tabla.  
Study the grammar for there is and there are. Use the grammar to complete the table.
5. Usando preposiciones de lugar describa la posición del círculo negro con respecto al cuadrado blanco.  
Using prepositions of place describe the position of the balls in relation to the boxes or tables.
6. Conecte los adjetivos que describen los ambientes con sus opuestos.  
Match the adjectives which describe rooms with their opposite.
7. Escriba una descripción de uno de los ambientes de su casa.  
Write a description of one of the rooms in your house

## *Out There*

Describa tres de los ambientes de su casa a sus compañeros de conversación de *Out There* y conteste cualquier pregunta que le hagan.

Describe three of the rooms in your house to your *Out There* conversation partner(s) and answer any questions that they might ask you.

## 4.1 Task Sheet 1

### Exercise 1

Conecte las descripciones con los nombres de los ambientes.

Match the descriptions to the names of *rooms*.

A place where you sleep	bathroom
A place where you cook	garage
A place where you watch TV	kitchen
A place where you have a shower	lounge
A place where you work at home	hall
A place where you eat	bedroom
A place where you park your car	study
A place just inside the front door	dining room

### Exercise 2

Use las palabras de muebles del casillero para completar las oraciones de abajo:

Use the *furniture* words from the box to complete the sentences below:

<b>dishwasher</b>	<b>fridge</b>	<b>washing machine</b>	<b>bookshelf</b>	<b>table</b>
<b>sink</b>	<b>armchair</b>	<b>sofa</b>	<b>desk</b>	<b>bed</b>

1. At night I sleep in my \_\_\_\_\_.
2. I have my dinner at the \_\_\_\_\_.
3. I prepare my lessons at my \_\_\_\_\_.
4. I put my dirty clothes in the \_\_\_\_\_.
5. After I eat, I put my plate in the \_\_\_\_\_.
6. I brush my teeth at the \_\_\_\_\_.
7. I lie on the \_\_\_\_\_ while I watch TV...
8. ...or sit in an \_\_\_\_\_ in the lounge.
9. I put food in the \_\_\_\_\_.
10. I put all my books on the \_\_\_\_\_.

**Exercise 3**

Usando los nombres de los ambientes de arriba y los nombres de los muebles, intente identificar estos dos ambientes a partir de sus descripciones.

Using the names of the rooms above and the names of the furniture, try to identify these two rooms from their descriptions.

1. In this room, there are lots of bookshelves and there is a computer in the corner on a desk.

There is a small CD player so I can listen to music when I work.

Name of room \_\_\_\_\_

2. In this room, there is a TV in the corner and a small table in front of it. There is a sofa and two big armchairs where I sit when I watch TV.

Name of room \_\_\_\_\_

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## 4.2 Task Sheet 2

### Language note

En Inglés, cuando hablamos de objetos dentro de un lugar usamos siempre *there is* para hablar de un objeto (singular) y *there are* para hablar de más de un objeto (plural).

In English, when we talk about the objects inside a place we always use *there is* to talk about one object (singular) and *there are* to talk about more than one object (plural).

Por ejemplo si está hablando de dos sillas en una habitación se dice "There are two chairs in the room".

En Ingles NO ES NATURAL decir: "The room has two chairs".

For example if you are talking about two chairs in a room you say "There are two chairs in the room".

It is NOT NATURAL in English to say: "The room has two chairs".

### Exercise 4

Complete la tabla de abajo con las formas positiva y negativa de preguntas con *there is* / *there are*.

Complete the table below with the positive, negative and question forms of *there is* / *there are*.

	<b>There is</b>		<b>There are</b>
(+)	There is....	(+)	<b>1)</b>
(-)	<b>2)</b>	(-)	There are not.... / There aren't....
(?)	Is there ...?	(?)	<b>3)</b>

**Exercise 5**

Use las preposiciones de lugar abajo para describir la posición de la bola azul.

Use the prepositions of place below to describe the position of the blue ball.

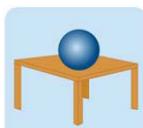
**above      below      in front of      behind      on      in      between      next to**



a. \_\_\_\_\_



e. \_\_\_\_\_



b. \_\_\_\_\_



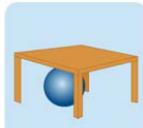
f. \_\_\_\_\_



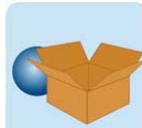
c. \_\_\_\_\_



g. \_\_\_\_\_



d. \_\_\_\_\_



h. \_\_\_\_\_

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### 4.3 Task Sheet 3

#### Exercise 6

Conecte los opuestos de estos adjetivos que describen los ambientes.

Match the opposites of these adjectives that describe rooms.

<b>big</b>	<b>cold</b>	<b>crowded</b>	<b>ugly</b>	<b>cosy</b>	<b>messy</b>
<b>comfortable</b>	<b>bare</b>	<b>pretty</b>	<b>uncomfortable</b>	<b>tidy</b>	<b>small</b>

Ahora describa uno de los ambientes de su casa. Practique usando there is/there are, nombres de muebles y los adjetivos de arriba. Vea un ejemplo en la lista de Respuestas.

Now describe one of the rooms in your house. Practise using there is/there are, names of furniture and the adjectives above. See the Answer key for an example.

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**Well done, you have now finished the preparation for the speaking practice task.**

## 4.4 Task Sheet 4

### **Out There task**

Ud. hablará con sus compañeros de conversación de *Out There* sobre su hogar. Usando There is... y There are... y los adjetivos y palabras de muebles que ha aprendido, Ud. describirá tres de los ambientes de su hogar.

You are going to talk to your *Out There* conversation partner(s) about your home. Using There is... and There are... and the adjectives and furniture words you have learned, you are going to describe three of the rooms in your home.

### **Antes de llamar a sus compañeros de conversación de *Out There*:**

#### **Before you call your *Out There* conversation partner(s):**

1. Lea la tarea cuidadosamente.

Read the task carefully.

2. ¿La entiende? Si no, léala nuevamente.

Do you understand it? If you do not, read it again.

3. ¿Está listo para llamar a sus compañeros?

Are you ready to call your partners?

4. Llámelos y preséntese.

“Hi, my name is [inserte su nombre aquí], I’m learning English, can I ask you some questions about you?”

Call and introduce yourself:

“Hi, my name is [insert your name here], I’m learning English, can I ask you some questions about you?”

5. Diga ‘thank you’...y comience la tarea.

Say ‘thank you’...and begin the task.

6. Recuerde escribir las respuestas de sus compañeros y pídale que usen el casillero de ‘chat’ para deletrear las palabras y frases que no entiende.

Remember to write your partners’ answers down and ask them to use the ‘chat’ box to spell words and phrases you don’t understand.

7. Recuerde que puede grabar sus conversaciones y escucharlas de nuevo!

Remember you can record your conversations and listen to them again!

## 4.5 Answer Key

### Task Sheet 1

1. A place where you sleep = bedroom; A place where you cook = kitchen; A place where you watch TV = lounge; A place where you have a shower = bathroom; A place where you work at home = study; A place where you eat = dining room; A place where you park your car = garage; A place just inside the front door= hall
2. At night I sleep in my bed; I have my dinner at the table; I prepare my lessons at my desk; I put my dirty clothes in the washing machine; After I eat, I put my plate in the dishwasher; I brush my teeth at the sink; I lie on the sofa while I watch TV; or sit in an armchair in the lounge; I put food in the fridge; I put all my books on the bookshelf.
3. Room 1: study; Room 2: Lounge

### Task Sheet 2

4. 1. There are; 2. There is not / There isn't; 3. Are there...?
5. a. next to; b. on; c. above; d. below; e. in; f. between; g. in front of; h. behind

### Task Sheet 3

6. Big ≠ Small; Cold ≠ Cosy; Crowded ≠ Bare; Ugly ≠ Pretty; Messy ≠ Tidy; Comfortable ≠ Uncomfortable

### Task Sheet 4

7. Answer will depend on the room you talk about.

Example: My dining room is big. There is a table and there are 12 chairs. There are bookshelves and there are lots of books. The room is white and the furniture is black and red. It is a very pretty room.

# Lesson 5: Familia y parientes

Level 2	Topic	Aim	Language Focus	Skills
<b>Lesson 5</b>	Familia y parientes Family and relations	Capacitar al estudiante a discutir familias	Vocabulario, posesivos, 'have got'	Hablar

## Estudio individual (Self-study)

1. Mire el árbol genealógico de los Green y aprenda el vocabulario sobre familias.  
Look at the Green family tree and learn the family vocabulary.
2. Termine las oraciones usando el vocabulario de familia del árbol genealógico.  
Finish the sentences using the family vocabulary from the family tree
3. Practique usando la expresión “in-law” para hablar sobre la familia de su esposa o marido.  
Practise using the expression “in-law” to talk about the family of your wife or husband.
4. Eche un vistazo a la forma correcta de usar el posesivo en Inglés, es decir intente usarlo para cambiar determinadas oraciones que no son corregidas.  
Have a look at the correct way to use the possessive in English i.e., 's. Try using it to change some sentences which are not correct.
5. Dibuje su árbol genealógico como el de la familia Green. Si tiene una familia grande no ponga todos sus tíos, tías y primos. Sólo los que ve seguido!  
Draw your family tree like the Green family tree. If you have a big family then don't put all your uncles, aunts and cousins. Just the ones you see all the time!
6. Escriba sobre su familia usando el verbo y el vocabulario “have” que aprendió en esta lección.  
Write about your family using the verb “have got” and the vocabulary you have learnt in this lesson.

## Out There

Describa su familia a su compañero de conversación de *Out There*. Escuche la descripción de su familia y dibuje su árbol genealógico. Hágale algunas preguntas sobre su familia.

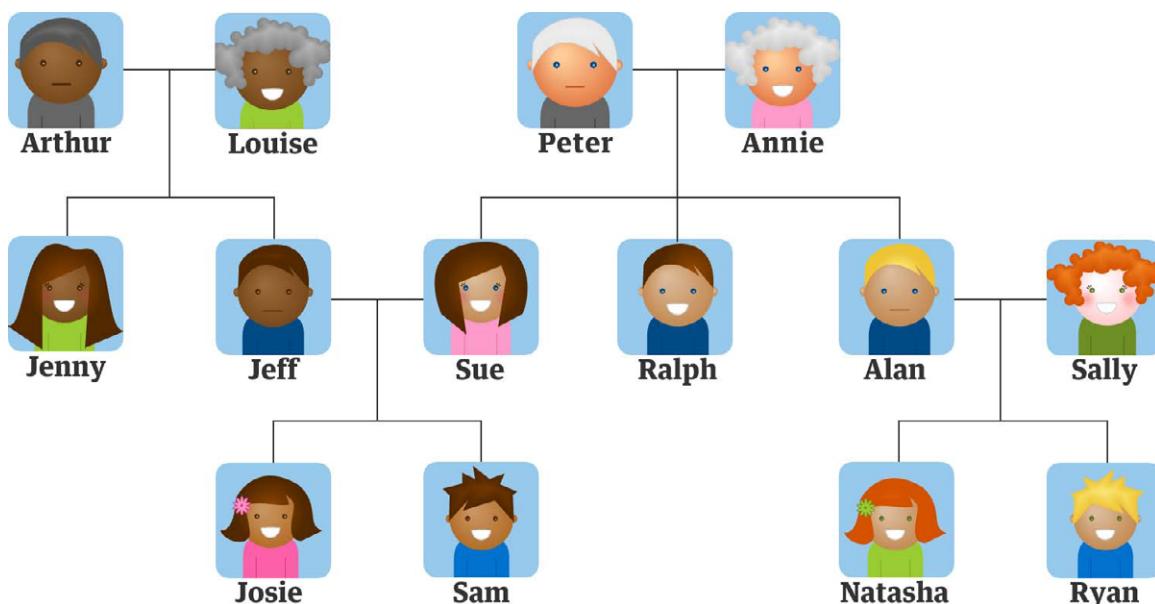
Describe your family to your English conversation partner. Listen to the description of his/her family and draw the family tree. Ask him/her some questions about his/her family.

## 5.1 Task Sheet 1

### Exercise 1

Mire el árbol genealógico de Jeff y Sue Green y aprenda el vocabulario sobre familias.

Look at the family tree for Jeff and Sue Green and learn the family vocabulary.



Sue is Jeff's **wife** and Josie and Sam's **mother**.

Jeff is Sue's **husband** and Josie and Sam's **father**.

Sue and Jeff are Josie and Sam's **parents**.

Peter and Annie are Sue's **parents**.

Jenny is Jeff's **sister**.

Josie is Sue and Jeff's **daughter**. Sam is their **son**.

Josie is Sam's **sister**. Sam is Josie's **brother**.

Peter is Josie and Sam's **grandfather**. Annie is their **grandmother**.

Peter and Annie are Josie and Sam's **grandparents**.

Josie is Peter and Annie's **granddaughter**. Sam is their **grandson**.

Ralph and Alan are Sue's **brothers** and Josie and Sam's **uncles**.

Jenny and Sally are Josie and Sam's **aunts**.

Josie is Jenny, Ralph, Alan and Sally's **niece**. Sam is their **nephew**.

Natasha and Ryan are Josie and Sam's **cousins**.

## 5.2 Task Sheet 2

### Exercise 2

Mire el árbol genealógico de Jeff y Sue y complete las oraciones.  
Look at the family tree for Jeff and Sue and finish the sentences.

e.g. Natasha is Ryan's **sister**.

1. Ryan is Natasha's \_\_\_\_\_
2. Sue is Natasha's \_\_\_\_\_
3. Jeff is Ryan's \_\_\_\_\_
4. Annie is Ryan's \_\_\_\_\_
5. Peter is Sue's \_\_\_\_\_
6. Ryan is Jeff's \_\_\_\_\_
7. Natasha is Jeff's \_\_\_\_\_
8. Jenny is Natasha's \_\_\_\_\_
9. Arthur is Sam's \_\_\_\_\_
10. Louise is Jeff's \_\_\_\_\_

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**Exercise 3**

También podemos hablar sobre la familia de nuestro esposo o esposa usando la expresión ‘in-law’.  
We can also talk about the family of our husband or wife using the expression ‘in-law’.

For example, my wife’s brother is my ‘brother-in-law’ and my mother is my wife’s ‘mother-in-law’.

Use la expresión ‘in-law’ para el ejercicio de abajo.

Use the expression ‘in-law’ for the exercise below.

1. Ralph and Alan are Jeff's \_\_\_\_\_
2. Sally is Ralph and Sue's \_\_\_\_\_
3. Arthur is Sue's \_\_\_\_\_
4. Louise is Sue's \_\_\_\_\_
5. Jeff is Peter's \_\_\_\_\_
6. Sue is Arthur's \_\_\_\_\_

Notice the use of ‘s for possession: *Natasha is Ryan’s sister*. We do NOT say ‘She is the sister of Ryan’.

Singular noun(s) + ‘s My friend’s house.  
Plural noun + ‘ My parents’ house.

**Exercise 4**

Estas oraciones están incorrectas. Escríbalas en la forma POSESIVA correcta.

These phrases are incorrect. Write them in the correct POSSESSIVE form.

The house of my uncle	<b>My uncle’s house</b>
The car of my parents	
The job of my sister	
The car of my friend	
The flat of Paul	
The favourite colour of Jon	
The new computers of my friends	
The umbrella of my uncle	

### 5.3 Task Sheet 3

#### Exercise 5

Dibuje su árbol genealógico. Si tiene una familia grande no ponga todos sus tíos, tías y primos. Sólo los que ve seguido!

Draw your family tree. If you have a big family then don't put all your uncles, aunts and cousins. Just the ones you see all the time!



Ahora escriba sobre su familia.

Now write about your family.

e.g. I have got one brother and two sisters. My brother's name is Jack....

**Well done, you have now finished the preparation for the speaking practice task.**

## 5.4 Task Sheet 4

### **Out There Task**

Ud. hablará con sus compañeros de conversación de *Out There* sobre su familia. Usando *I have...* y las palabras de familias que ha estado practicando en el material de preparación, explique su árbol genealógico a su(s) compañero(s), por ej.: I have 3 sisters. Their names are Trish, Jen and Pippa.

You are going to talk to your *Out There* conversation partners about your family. Using *I have...* and the family words you have been practising in the preparation material, explain your family tree to your partner(s), e.g. I have 3 sisters. Their names are Trish, Jen and Pippa.

### **Antes de llamar a sus compañeros de conversación de *Out There*:**

#### **Before you call your *Out There* conversation partner(s):**

1. Lea la tarea cuidadosamente.

Read the task carefully.

2. ¿La entiende? Si no, léala nuevamente.

Do you understand it? If you do not, read it again.

3. ¿Está listo para llamar a sus compañeros?

Are you ready to call your partners?

4. Llámelos y preséntese.

“Hi, my name is [inserte su nombre aquí], I’m learning English, can I ask you some questions about you?”

Call and introduce yourself:

“Hi, my name is [insert your name here], I’m learning English, can I ask you some questions about you?”

5. Diga ‘thank you’...y comience la tarea.

Say ‘thank you’...and begin the task.

6. Recuerde escribir las respuestas de sus compañeros y pídale que usen el casillero de ‘chat’ para deletrear las palabras y frases que no entiende.

Remember to write your partners’ answers down and ask them to use the ‘chat’ box to spell words and phrases you don’t understand.

7. Recuerde que puede grabar sus conversaciones y escucharlas de nuevo!

Remember you can record your conversations and listen to them again!

**Ready?**

Pídale a sus compañeros de conversación que describa su árbol genealógico. Hágale algunas preguntas sobre sus familias.

Ask your *Out There* conversation partners to describe their family tree. Ask them some questions about their families.

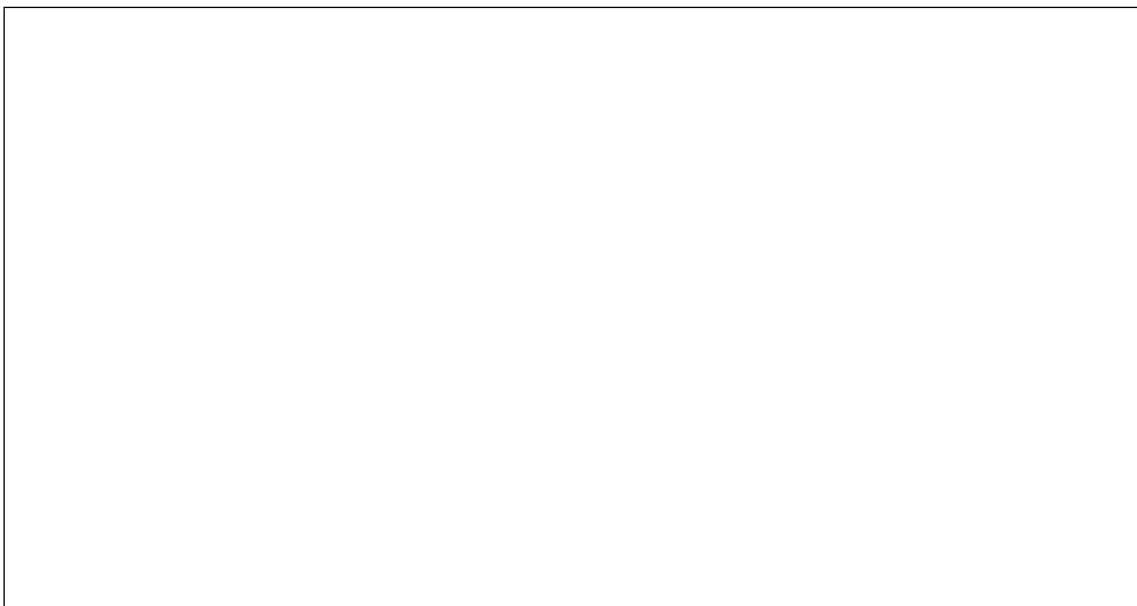
Preguntas ejemplo:

Example questions:

1. How many brothers and sisters do you have?
2. What is the name of your brother/sister etc.?
3. Where do your brothers and sisters/ parents etc. live?
4. What does your brother do?

Si puede, dibuje el árbol genealógico de su compañero de conversación de *Out There* en el espacio provisto abajo.

If you can, draw your *Out There* conversation partner's family tree in the space provided below.



## 5.5 Answer Key

### Task Sheet 2

2. Ryan is Natasha's brother; Sue is Natasha's aunt; Jeff is Ryan's uncle; Annie is Ryan's grandmother; Peter is Sue's father; Ryan is Jeff's nephew; Natasha is Jeff's niece; Jenny is Natasha's aunt; Arthur is Sam's grandfather; Louise is Jeff's mother
3. Ralph and Alan are Jeff's brothers-in-law; Sally is Ralph and Sue's sister-in-law; Arthur is Sue's father-in-law; Louise is Sue's mother-in-law; Jeff is Peter's son-in-law; Sue is Arthur's daughter-in-law
4. My parents' car; My sister's job; My friend's car; Paul's flat; Jon's favourite colour; My friends' new computers; My uncle's umbrella.



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# Lesson 6: Actividades y vida social

Level 2	Topic	Aim	Language Focus	Skills
<b>Lesson 6</b>	Actividades y vida social Activities and social life	Para hablar sobre lo que le gusta hacer y con qué frecuencia	Like doing, adverbios de frecuencia, expresiones de tiempo	Hablar y escuchar

## Estudio individual (Self-study)

1. Mire la lista de actividades en el Ejercicio 1 sobre la Hoja de Tareas 1. Tilde las actividades que le gusta hacer y tache las cosas que no le gusta hacer.
2. Ahora mire las expresiones en el Casillero de Expresiones 1 que le ayudarán a decir cuánto le gusta hacer estas actividades (Ejercicio 2). Ahora coloque las actividades del Ejercicio 1 en el orden que disfruta hacerlas.  
Now look at the expressions in Expression Box 1 which will help you say how much you like doing these activities (Exercise 2). Now put the activities from Exercise 1 in the order that you enjoy doing them.
3. Mire la lista de expresiones en el Ejercicio 3. Estas son todas expresiones que usamos en Inglés para describir con qué frecuencia hacemos una actividad.  
Look at the list of expressions in Exercise 3. These are all expressions that we use in English to describe how often we do an activity.
4. Elija de las seis expresiones en el Casillero de Expresiones 2. Vea si puede colocarlas en los seis espacios en el Ejercicio 3.  
Choose from the six expressions in Expression Box 2. See if you can put them in the six spaces in Exercise 3.
5. Mire la lista de actividades que le gusta hacer del Ejercicio 1. Ahora para el Ejercicio 5 en la Hoja de Tareas 2, escriba en el espacio junto a la actividad con qué frecuencia le gusta hacer la actividad.  
Look back at your list of activities that you like doing from Exercise 1. Now for Exercise 5 on Task Sheet 2, write in the space next to the activity how often you like doing the activity.
6. Usando todas las expresiones que ha aprendido, escriba tres oraciones sobre las actividades que le gusta hacer. Diga cuánto le gustan y con qué frecuencia las hace. Intente agregar información extra como dónde las hace y con qué frecuencia. También recuerde mirar el casillero de Gramática 1 para ver cómo se usan las expresiones.  
Using all of the expressions you have learnt, write three sentences about activities you like doing. Say how much you like them and how often you do them. Try to add some extra information like where you do it and how often you do it. Also remember to look at Grammar Box 1 to see how to use the expressions.
7. Lea sobre Angélica en la Hoja de Tareas 3 y luego complete la tabla con su información.  
Read about Angelica on Task Sheet 3 and then fill in the table with her information.

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### Out There

Cuéntele a sus compañeros de conversación de *Out There* sobre las actividades que disfruta hacer. Diga cuánto le gusta hacer estas actividades, con qué frecuencia las hace y alguna información extra. Luego, escuche las 5 actividades que les gusta hacer a ellos y complete la tabla.

Tell your *Out There* conversation partners about the activities you enjoy doing. Say how much you like doing these activities, how often you do them and some extra information. After that, listen to the five activities they like doing and fill in the table.



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## 6.1 Task Sheet 1

### Exercise 1

¿Qué le gusta hacer? Mire esta lista y tilde  todas las cosas que le gusta hacer y tache  las cosas que no le gusta hacer.

What do you like doing? Look at this list and tick  all the things you like doing and cross  all the things you don't like doing.

- |                          |                          |
|--------------------------|--------------------------|
| 1. going to school/work  | <input type="checkbox"/> |
| 2. seeing your friends   | <input type="checkbox"/> |
| 3. seeing a film         | <input type="checkbox"/> |
| 4. going out for a drink | <input type="checkbox"/> |
| 5. going out for a meal  | <input type="checkbox"/> |
| 6. going for a run       | <input type="checkbox"/> |
| 7. cooking dinner        | <input type="checkbox"/> |
| 8. going to the gym      | <input type="checkbox"/> |

### Exercise 2

¿Cuánto le gusta hacer estas actividades? Aquí hay algunas expresiones que puede usar para decir cuánto le gusta hacer algo. Coloque la actividades del Ejercicio 1 en el orden que les gusta.

How much do you like doing these activities? Here are some expressions you can use to say how much you like doing something. Put the activities from Exercise 1 in the order in which you like them.

### Expression Box 1

_____	adore (= really, really like)
_____	love (= really like)
_____	like
_____	don't really like
_____	don't like
_____	hate (= really don't like)
_____	can't stand (= really, really don't like)

(See Grammar Box 1 in Exercise 6 to see how to use these expressions)

## 6.2 Task Sheet 2

### Exercise 3

Observe las diferentes maneras que puede contar con qué frecuencia hace algo en Inglés.

Look at the different ways you can talk about how often you do something in English.

<u>General Time Expression</u>	<u>Specific Time Expression</u>	<u>Adverb of frequency</u>
every + day	in the + morning	always
once a + week	in the + afternoon	often
twice a + fortnight (=2 weeks)	in the + evening	sometimes
three times a + month	at + night	not very often
_____	_____	_____
_____	_____	_____
_____	_____	_____



(See Grammar Box 1 in Exercise 6 to see how to use these expressions.)

### Exercise 4

Tome las seis expresiones del casillero de abajo y colóquelas en los 6 espacios de arriba.

Take the six expressions from the box below and put them in the six spaces above.

### Expression Box 2

four times a + year never	on + the weekend every other + week (= one week yes, one week no)	hardly ever on + Mondays
------------------------------	---	-----------------------------

(See Grammar Box 1 in Exercise 6 to see how to use these expressions)

**Exercise 5**

Usando las expresiones de los Ejercicios 3 y 4 escriba junto a las actividades que le gusta hacer con qué frecuencia las realiza.

Using the expressions from Exercise 3 and 4 write next to the activities you like doing how often you do those activities.

- |                          |                          |       |
|--------------------------|--------------------------|-------|
| 1. going to school/work  | <input type="checkbox"/> | _____ |
| 2. seeing your friends   | <input type="checkbox"/> | _____ |
| 3. seeing a film         | <input type="checkbox"/> | _____ |
| 4. going out for a drink | <input type="checkbox"/> | _____ |
| 5. going out for a meal  | <input type="checkbox"/> | _____ |
| 6. going for a run       | <input type="checkbox"/> | _____ |
| 7. cooking dinner        | <input type="checkbox"/> | _____ |
| 8. going to the gym      | <input type="checkbox"/> | _____ |



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### 6.3 Task Sheet 3

#### Exercise 6

Ahora use todas las expresiones que aprendió para armar 3 oraciones sobre 3 actividades que le gusta realizar. Recuerde decir cuánto le gusta la actividad y con qué frecuencia la realiza. Además agregue información extra sobre la actividad como dónde la realiza y con quién.

Now use all of the expressions you have learnt to make three sentences about three of the activities you like doing. Remember to say how much you like the activity and how often you do it. Also add some extra information about the activity like where you do it or who you do it with.

Mire en el casillero de Gramática 1 las reglas sobre cómo usar las expresiones.

Look at Grammar Box 1 for the rules on how to use the expressions.

Example sentences: I love going to the cinema. I go to the cinema every week and I go with my girlfriend.

I hate going to the gym. I never go to the gym because it is very boring.

#### Grammar Box 1

##### Saying how much you like something

All the expressions such as adore, despise etc. have a -ing verb after them.

e.g. adore + going, despise + seeing

##### Saying how often you do something

If you use a time expression, it goes at the end of the sentence. e.g. I go to the cinema every other week.

If you use an adverb of frequency, it goes before the verb. e.g. I hardly ever go out for a meal.

If the verb is 'to be', then it goes before the verb e.g. I am always late.

Your 3 sentences

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**Exercise 7**

Lea sobre Angélica y luego complete la tabla con su información.

Read about Angelica and then fill in the table with her information.

My name is Angelica and I am Spanish. I live in Bilbao with my boyfriend. I adore exercise and I go to the gym every day in the centre of Bilbao. I also love going to the cinema. I go three or four times a week when my boyfriend is working late. I like seeing my friends on the weekend and we often meet up on a Friday night and go for cocktails. I love going for cocktails! I like cooking but I never cook dinner because my boyfriend is a professional chef!

	How often does she do it?	How much does she like it?	Extra information
go out for a drink			
go to the gym			
see a film			
see her friends			
cook dinner			

**Well done, you have now finished the preparation for the speaking practice task.**

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## 6.4 Task Sheet 4

### **Out There Task**

Ud. hablará con sus compañeros de conversación de *Out There* sobre las actividades que disfruta. Usando los adverbios de frecuencia que ha estado practicando, diga con qué frecuencia las realiza, por ej. *I always play tennis on Saturday morning*.

You are going to talk to your *Out There* conversation partners about activities you enjoy. Using the adverbs of frequency you have been practising, say how often you do these activities, e.g. *I always play tennis on Saturday morning*.

#### **Antes de llamar a sus compañeros de conversación de *Out There*:**

**Before you call your *Out There* conversation partner(s):**

1. Lea la tarea cuidadosamente.

Read the task carefully.

2. ¿La entiende? Si no, léala nuevamente.

Do you understand it? If you do not, read it again.

3. ¿Está listo para llamar a sus compañeros?

Are you ready to call your partners?

4. Llámelos y preséntese.

“Hi, my name is [inserte su nombre aquí], I’m learning English, can I ask you some questions about you?”

Call and introduce yourself:

“Hi, my name is [insert your name here], I’m learning English, can I ask you some questions about you?”

5. Diga ‘thank you’...y comience la tarea.

Say ‘thank you’...and begin the task.

6. Recuerde escribir las respuestas de sus compañeros y pídale que usen el casillero de ‘chat’ para deletrear las palabras y frases que no entiende.

Remember to write your partners’ answers down and ask them to use the ‘chat’ box to spell words and phrases you don’t understand.

7. Recuerde que puede grabar sus conversaciones y escucharlas de nuevo!

Remember you can record your conversations and listen to them again!

**Ready?**

Ahora pregúntele a sus compañeros de conversación de *Out There* sobre las actividades que ellos disfrutan y complete la tabla de abajo. Recuerde, necesitará hacer preguntas como estas:

Now ask your *Out There* conversation partners about the activities they enjoy and fill in the table below. Remember, you will need to ask questions like these:

*How often do you...go out for a drink?*

*How much do you like it?*

Activity	How often does your partner do it?	How much does your partner like it?	Extra information
go out for a drink			
go to the gym			
see a film			
see your friends			
cook dinner			

*Can you tell me about some activities you enjoy doing?*

*How often do you do it?*

*How much do you like it?*

## 6.5 Answer Key

### Task Sheet 2

3. 1. Frequency + Time Period = Four times a + year & Every other + week;
2. Specific time/day = On + the weekend & On + Mondays;
3. Adverb of frequency = Hardly ever & Never.

### Task Sheet 3

7. go out for a drink = love, every Friday, drinks cocktails with friends; go to the gym = adore, every day, in the centre of Bilbao; see a film = love, 3 or 4 times a week, when her boyfriend works late; see her friends = like, on the weekend/on Fridays, they go for cocktails; cook dinner = like, never, her boyfriend is a professional chef.

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# Lesson 7: El colegio

Level 2	Topic	Aim	Language Focus	Skills
Lesson 7	El colegio School	Hablar sobre sus años escolares	Vocabulario escolar expresar reglas	Escribir, hablar y escuchar

## Estudio individual (Self-study)

1. Hoja de Tareas 1, Ejercicio 1. Lea el texto sobre las experiencias escolares de John. Complete la tabla sobre sus colegios. Verifique sus respuestas en la lista de respuestas.  
Task Sheet 1, Exercise 1. Read the text about John's school experiences. Complete the table about his schools. Check your answers in the key.
2. Ejercicio 2. Decida cuál frase en cada lista es incorrecta. Verifique sus respuestas en la lista de respuestas.  
Task Sheet 1, Exercise 2. Decide which phrase in each list is wrong. Check your answer in the key.
3. Hoja de Tareas 2. Ejercicio 1. Lea los textos cortos y decida qué materia está describiendo cada persona. Verifique sus respuestas en la lista de respuestas.  
Task Sheet 2, Exercise 1. Decide which school subject each person is talking about. Check your answer in the key.
4. Ejercicio 2. Lea el texto sobre un día en el colegio y decida cuántas horas los alumnos estudiaron cada día. Luego subraye las oraciones que describen las reglas del colegio, y tome nota sobre las reglas de su colegio, usando "had to" y "couldn't".  
Task Sheet 2, Exercise 2. Read the text about a school day and decide how many hours the pupils studied every day. Then underline the sentences describing school rules, and make notes about rules at your school, using "had to" and "couldn't".
5. Hoja de Tareas 3. Coloque las palabras en orden para formar preguntas sobre el colegio. Verifique sus respuestas en la lista de respuestas.  
Task Sheet 3. Put the words in order to make questions about school. Check your answers in the key.
6. Preparación para la tarea de *Out There* – prepárese para hablar sobre su propia educación y prepare preguntas para hacer a sus compañeros de conversación.  
Preparation for the *Out There* task. Be ready to talk about your own education, and prepare questions to ask your conversation partners.

### Out There

Hable con sus compañeros de conversación de *Out There* sobre su tiempo en el colegio, y hágales preguntas sobre sus experiencias en el colegio.

Talk to your *Out There* conversation partners about your time at school, and ask them questions about their experiences at school.

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## 7.1 Task Sheet 1

### Exercise 1

Lea el relato de John sobre su experiencia en el colegio en Inglaterra y tome notas en la tabla.

Luego verifique sus respuestas en la lista de respuestas.

Read John's account of his experience at school in England and make notes in the table.

Then check your answers in the Answer Key.

Age	School	Subjects or activities

When I was three I went to nursery school. We didn't have to work. We spent all day playing games and drawing pictures. It was great fun and I loved it. In the afternoon all the children had to lie down and have a rest, and then at the end of the day the teacher always told us a story before we went home.

I started primary school when I was five. The children still played a lot, but we had to do more work too. We learned to read and write, and we did arithmetic. I loved that because I'm good at working with numbers. Sometimes we had little tests, and my marks were always top for number-work. My favourite lesson was cooking. I remember once we made chocolate biscuits for our parents.

At eleven we moved to secondary school. That was a much bigger school, and at first it was frightening. In my school we had to wear a uniform – a blue sweater and grey trousers. Studying was more serious. We had different teachers for each subject and they gave us a lot of homework. My favourite subjects were science and computer technology. I spent 5 years at secondary school, and there were a lot of important exams.

Some people left school to get a job when they were sixteen, but I moved to the local college to do my A-level exams in biology, maths and English. I passed them when I was eighteen, and then I went to university to study medicine for 6 years. Now I'm a doctor.

**Exercise 2**

Una frase en cada grupo es incorrecta. Subraye el error. Luego verifique sus respuestas en la lista de respuestas.

One phrase in each group is wrong. Underline the mistake. Then check your answers in the Answer Key.

1. Pass an exam

Make an exam

Fail an exam

Do an exam

4. Tell a story

Read a story

Say a story

2. Attend school

Go to school

Visit school

5. Wear a uniform for school

Put on a uniform for school

Use a uniform for school

3. Do homework

Make homework

Write homework

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## 7.2 Task Sheet 2

### Exercise 3

¿Cuál era su materia favorita en el colegio?

What was your favourite school subject?

Lea las siguientes declaraciones y decida de qué materia escolar está hablando cada persona. Luego verifique sus respuestas en la lista de respuestas.

Read the following texts and decide which school subject each person is talking about. Then check your answers in the key.

1. I loved learning about things that happened in the past. I wasn't very interested in kings and queens. I wanted to know how normal people lived hundreds of years ago – what they ate and wore, what their houses were like.
2. I liked doing experiments with electricity and things. We once made a little hot air balloon, and it went up about 10 metres. It was very exciting.
3. I was interested in learning about other places in the world – the climate, the people, and how different places are.
4. When I was eight years old I went to France, but I couldn't understand a word of French. I decided I wanted to be able to speak to people in different countries. So I studied French, German and Russian.
5. I loved anything to do with computers. We had a good computer suite at school, and I learned basic programming.
6. I liked learning about living things. I was interested in plants and animals, and we studied both. But I didn't like cutting up dead animals.
7. I liked anything logical, particularly working with numbers – arithmetic, algebra, geometry.
8. I loved drawing and painting, so that was my favourite subject.

**Exercise 4**

Lea este texto sobre el día escolar de Mary. ¿Cuántas horas estudiaban los alumnos cada día?

Read this text about Mary's day in school. How many hours did the pupils study each day?

At secondary school we had to arrive at quarter to nine in the morning. If we were late, we couldn't go into class until the second lesson, and we got a black mark on our report. If we behaved badly in class, the teacher punished us. Sometimes we had to do extra work or stay in school for an hour at the end of the day.

Twice a week we had a school assembly for all the pupils in the hall, and the head teacher gave us school news. We had lessons all morning until half past twelve, and then we had lunch. Some people had lunch in the school canteen, but the food was horrible, so I always took sandwiches. We couldn't eat or drink in class. In the lunch hour we had to go out into the playground, but if it was raining we could sit in the classroom and talk.

In the afternoon we had lessons until 3.30. On Friday afternoons we had to do PE (physical education) or games. I enjoyed playing basketball, and it was a good way to finish the week. We always got a lot of homework to do in the evenings, especially when we were preparing for exams.

***Had to/couldn't***

Mary talks about school rules.

- **We had to arrive** at quarter to nine. (have to/had to + verb = obligation)
- **We couldn't eat** in the classroom (can't/couldn't + verb = prohibition)

Subraye otros ejemplos de reglas en el texto. Verifique sus respuestas en la lista de respuestas.

Underline other examples of rules in the text. Check your answers in the Answer Key.

¿Cuando Ud. iba al colegio, había reglas?

Tome nota sobre las reglas de su colegio, usando "have to" y "can't" (en tiempo pasado si ya terminó el colegio!)

When you were at school, were there any rules?

Make notes about rules at your school, using "have to" and "can't" (in the past if you have finished school!)

I had to.....

I couldn't.....

### 7.3 Task Sheet 3

#### Exercise 5

Aquí hay algunas preguntas sobre el colegio. Coloque las palabras en el orden correcto.

Here are some questions about school. Put the words in the correct order.

e.g. you school did to go ? = Did you go to school?

1. go did Where school to you? \_\_\_\_\_
2. did many go How you schools to? \_\_\_\_\_
3. were How school you you when started old? \_\_\_\_\_
4. old you How finished were you school when? \_\_\_\_\_
5. you wear to uniform Did a have? \_\_\_\_\_
6. your What subjects favourite were? \_\_\_\_\_
7. subjects What you hate did? \_\_\_\_\_
8. teacher Did punish ever you the? \_\_\_\_\_
9. start time morning did the you school What in? \_\_\_\_\_
10. every many you How study day did hours? \_\_\_\_\_
11. have age did important you exams What? \_\_\_\_\_
12. sport you at do school Did? \_\_\_\_\_

Ahora verifique sus respuestas en la Lista de Respuestas.

Now check your answers in the Answer Key.

**Well done, you have now finished the preparation for the speaking practice task.**

## 7.4 Task Sheet

### ***Out There* Task**

Ud. hablará con sus compañeros de conversación *Out There* sobre su experiencia en el colegio y les preguntará sobre la de ellos.

You are going to talk to your *Out There* conversation partners about your experience of school, and ask them about their experience of school.

#### **Antes de llamar a sus compañeros de conversación de *Out There*:**

**Before you call your *Out There* conversation partner(s):**

1. Lea la tarea cuidadosamente.

Read the task carefully.

2. ¿La entiende? Si no, léala nuevamente.

Do you understand it? If you do not, read it again.

3. ¿Está listo para llamar a sus compañeros?

Are you ready to call your partners?

4. Llámelos y preséntese.

“Hi, my name is [inserte su nombre aquí], I’m learning English, can I ask you some questions about you?”

Call and introduce yourself:

“Hi, my name is [insert your name here], I’m learning English, can I ask you some questions about you?”

5. Diga ‘thank you’...y comience la tarea.

Say ‘thank you’...and begin the task.

6. Recuerde escribir las respuestas de sus compañeros y pídale que usen el casillero de ‘chat’ para deletrear las palabras y frases que no entiende.

Remember to write your partners’ answers down and ask them to use the ‘chat’ box to spell words and phrases you don’t understand.

7. Recuerde que puede grabar sus conversaciones y escucharlas de nuevo!

Remember you can record your conversations and listen to them again!

**Ready?**

Luego piense en preguntas para hacer a sus compañeros de conversación sobre sus colegios. Ud. puede usar algunas de las preguntas del material de preparación y agregar su propias preguntas.

Then think of questions to ask your conversation partners about their schools. You can use some of the questions from the preparation material, and add your own.

Mire los textos en las Hojas de Tareas 1 y 2. Tome notas para prepararse para hablar de la misma manera sobre sus propias experiencias. (Recuerde que si aún va al colegio, necesita el tiempo presente, no el pasado).

Look at the texts on Task Sheets 1 and 2. Make notes so that you are ready to talk about your own experiences in the same way. (Remember if you are still at school, you need the present, not the past tense).

Prepárese para hablar sobre los distintos colegios a los que fue, las materias que estudió, el cronograma de clases y las reglas del colegio.

Be ready to talk about the different schools you went to, the subjects you studied, the school timetable and the school rules.

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## 7.5 Answer Key

1.	Age	School	Subjects or activities
	3 to 5	Nursery school	Playing games, drawing pictures, having a rest, listening to stories
	5 to 11	Primary school	Reading, writing, arithmetic, cooking, tests, playing
	11 to 16	Secondary school	Science, computer technology, exams
	16 to 18	Local college	Biology, maths, English, A level exams
	18 to 24	University	Medicine

2. 1 Make an exam 2 Visit school 3 Make homework 4 Say a story 5 Use a uniform for school
3. 1 history 2 physics 3 geography 4 languages 5 intermediate technology (IT) 6 biology  
7 mathematics (maths) 8 art
4. Mary studied from 8.45–12.30 and from 1.30–3.30 ( 5 hours 45 minutes each day)

**Mary:** “At secondary school **we had to arrive** at quarter to nine in the morning. If we were late, **we couldn't go into class** until the second lesson, and we got a black mark on our report. If we behaved badly in class, the teacher punished us. Sometimes **we had to do extra work or stay in school** for an hour at the end of the day.

“Twice a week we had a school assembly for all the pupils in the hall, and the head teacher gave us school news. We had lessons all morning until half past twelve, and then we had lunch. Some people had lunch in the school canteen, but the food was horrible, so I always took sandwiches. **We couldn't eat or drink in class.** In the lunch hour **we had to go out into the playground**, but if it was raining we could sit in the classroom and talk.

“In the afternoon we had lessons until 3.30. On Friday afternoons **we had to do PE** (physical education) or games. I enjoyed playing basketball, and it was a good way to finish the week. We always got a lot of homework to do in the evenings, especially when we were preparing for exams.”

5. Where did you go to school?

How many schools did you go to?

How old were you when you started school?

How old were you when you finished school?

Did you have to wear a uniform?

What were your favourite subjects?

What subjects did you hate?

Did the teacher ever punish you?

What time did you start school in the morning?

How many hours did you study every day?

What age did you have important exams?

Did you do sport at school?

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# Lesson 8: Mi Ciudad Natal

Level 2	Topic	Aim	Language Focus	Skills
Lesson 8	Mi Ciudad Natal My home town	Describir ciudades y sus instalaciones y locales.	Comodidades de la ciudad; Presente Simple; preguntas	Hablar, escuchar

## Estudio individual (Self-study)

1. Lea la descripción sobre de dónde viene Martin en la Hoja de Tareas 1. Llamaremos el lugar de donde alguien viene su ciudad natal. La ciudad natal de Martin es Londres.  
Read the description of where Martin comes from on Task Sheet 1. We call the place a person comes from their home town. Martin's home town is London.
2. Conecte las definiciones de las palabras numeradas en la descripción de la ciudad natal de Martin en la Hoja de Tareas 1.  
Match the definitions to the numbered words in the description of Martin's home town on Task Sheet 1.
3. Conteste las preguntas sobre la ciudad natal de Martin en la Hoja de Tareas 1. Conteste las preguntas con oraciones completas e intente no leer la descripción nuevamente.  
Answer the questions about Martin's home town on Task Sheet 1. Answer the questions in full sentences and try not to read the description again.
4. Mire las definiciones de vocabulario usado para describir las ciudades natales de la gente en la Hoja de Tareas 2. Complete las letras faltantes para adivinar las palabras.  
Look at the definitions of vocabulary used to describe people's home towns on Task Sheet 2. Fill in the missing letters to guess the words.
5. Mire las expresiones en las 4 categorías en la Hoja de Tareas 3. Intente agregar una expresión a cada una de las 4 categorías del casillero.  
Look at the expressions in the four categories on Task Sheet 3. Try to add one expression to each of the four categories from the box.
6. Escriba sobre su ciudad natal en el espacio provisto sobre la Hoja de Tareas 3 usando las expresiones que ha aprendido y siguiente el ejemplo dado.  
Write about your hometown in the space provided on Task Sheet 3 using the expressions you have learnt and following the example given.

***Out There***

Hable con sus compañeros de conversación de *Out There* y cuéntelos sobre su ciudad natal. Luego hágales preguntas sobre sus ciudades natales usando las preguntas provistas.

Talk to your *Out There* conversation partners and tell them about your home town using your description from Exercise 6. Then ask them some questions about their home town using the questions provided.

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## 8.1 Task Sheet 1

### Exercise 1

Lea la descripción de abajo.

Read the description below:

#### Talking about your home town

My name is Martin and I live in London. In fact, I live right in the centre of London. There are lots of shops, offices and 1) flats in front of my house. The shops include a bank, 2) a newsagent, 3) a chemist, a post office, a card shop, a clothes shop and 4) a hairdresser. There is also a market near my house that is open at lunchtime with many 5) stalls including a flower stall and a fruit stall. There are several cafés, 6) pubs and restaurants and there is also a shop which sells London's famous food: fish and chips. Behind my house there is a school and down the road there is a park. There is lots of 7) public transport near my house because the house is near a bus stop and there is also 8) a Tube station and a train station a short walk away.

My area is very 9) busy in the day because of all the offices and shops nearby but there are not many other houses so it is very 10) peaceful in the evenings and at weekends. I love living there because in the summer I can walk to the park or spend time in my garden and relax in the sun.

### Exercise 2

Mire la descripción de arriba y conecte las palabras numeradas con sus definiciones de abajo.

Look at the description above and match the numbered words with their definitions below:

a newsagent	very quiet, it makes you feel relaxed	a chemist	small tables in the market where you put the things you want to sell
a Tube station	somewhere you can buy a newspaper or a magazine	a hairdresser	a shop where you can buy medicine
flats	ways to travel that everyone can use if they pay	busy	it describes when people have lots to do or a lot is happening
peaceful	the British word for apartments	pubs	a shop where you pay someone to cut or style your hair
public transport	the British name for an underground station	stalls	the British name for a bar where you can buy alcohol

## 8.2 Task Sheet 2

### Exercise 3

Conteste las preguntas sobre la ciudad natal de Martin usando oraciones enteras.

Answer the questions about Martin's home town using full sentences:

1. Where does Martin live?
2. What kinds of shops are there near Martin's house?
3. When is the market open?
4. What kind of transport is there near Martin's house?
5. When is Martin's home town busy?
6. Why does Martin love living in his home town?

### Exercise 4

Lea las definiciones y complete las letras faltantes para adivinar las palabras usadas para describir las ciudades natales de la gente.

Read the definitions and fill in the missing letters to guess the words used to describe people's home towns:

s _ p _ _ m _ _ ket	a shop where you can buy everything from clothes to food or even CD players
d _ l _ c _ t e _ _ en	a shop where you can buy very high-quality and expensive meat and cheese
gr _ _ n _ _ oc _ _ s	a shop where you can only buy fruit and vegetables
b _ _ ch _ _ s	a shop where you can only buy meat
h _ sp _ _ al	the place you go when you have a serious medical problem
d _ ct _ _ s' s _ _ g _ _ y	the place where you go when you have a minor medical problem
f _ _ e st _ t _ _ n	the place where firemen work
p _ l _ ce st _ _ ion	the place where police work
d _ nt _ _ s' s _ _ g _ _ y	the place where you go if you have a problem with your teeth
ch _ _ ch	the place where you go to think about God

### 8.3 Task Sheet 3

#### Exercise 5

Estudie las expresiones de abajo y vea si puede agregar una expresión más a cada categoría del casillero de abajo.

Study the expressions below and add one more expression to each category from the box underneath:

<b>Location</b>	<b>Type of town</b>	<b>Facilities</b>	<b>Atmosphere</b>
in the north	industrial	museum	fun
in the east	historical	shopping centre	lively
in the south	modern	hospital	relaxing
in the west	countryside	school	busy
1)	2)	3)	4)

central	car park
calm	cosmopolitan

#### Exercise 6

Escriba algo sobre su ciudad natal usando las expresiones de arriba. Siga el ejemplo dado. Ud. usará esta descripción como parte de su tarea de *Out There*.

Write something about your home town using the expressions above. Follow the example given. You will use this description as part of your *Out There* task.

e.g. I am from Barcelona. Barcelona is the capital of Catalonia and it is in the south of Spain. It is a very cosmopolitan city and there are all kinds of shops and facilities. It is a very lively and fun city.

**Well done, you have now finished the preparation for the speaking practice task.**

## 8.4 Task Sheet 4

### **Out There Task**

Ud. hablará con sus compañeros de conversación *Out There* sobre su ciudad natal y les preguntará sobre las suyas.

You are going to talk to your *Out There* conversation partners about your home town and ask them about their home town.

#### **Antes de llamar a sus compañeros de conversación de *Out There*:**

**Before you call your *Out There* conversation partner(s):**

1. Lea la tarea cuidadosamente.

Read the task carefully.

2. ¿La entiende? Si no, léala nuevamente.

Do you understand it? If you do not, read it again.

3. ¿Está listo para llamar a sus compañeros?

Are you ready to call your partners?

4. Llámelos y preséntese.

“Hi, my name is [inserte su nombre aquí], I’m learning English, can I ask you some questions about you?”

Call and introduce yourself:

“Hi, my name is [insert your name here], I’m learning English, can I ask you some questions about you?”

5. Diga ‘thank you’...y comience la tarea.

Say ‘thank you’...and begin the task.

6. Recuerde escribir las respuestas de sus compañeros y pídale que usen el casillero de ‘chat’ para deletrear las palabras y frases que no entiende.

Remember to write your partners’ answers down and ask them to use the ‘chat’ box to spell words and phrases you don’t understand.

7. Recuerde que puede grabar sus conversaciones y escucharlas de nuevo!

Remember you can record your conversations and listen to them again!

**Ready?**

Primero, mire el Ejercicio 6 para ayudarlo a hablar sobre su ciudad natal.

First, look at Exercise 6 to help you to talk about your home town.

Use las preguntas de abajo (y cualquier otra que se le ocurra) para averiguar sobre los lugares de donde vienen sus compañeros.

Use the questions below (and any more you can think of) to find out about the places your partners come from:

Where do you live?

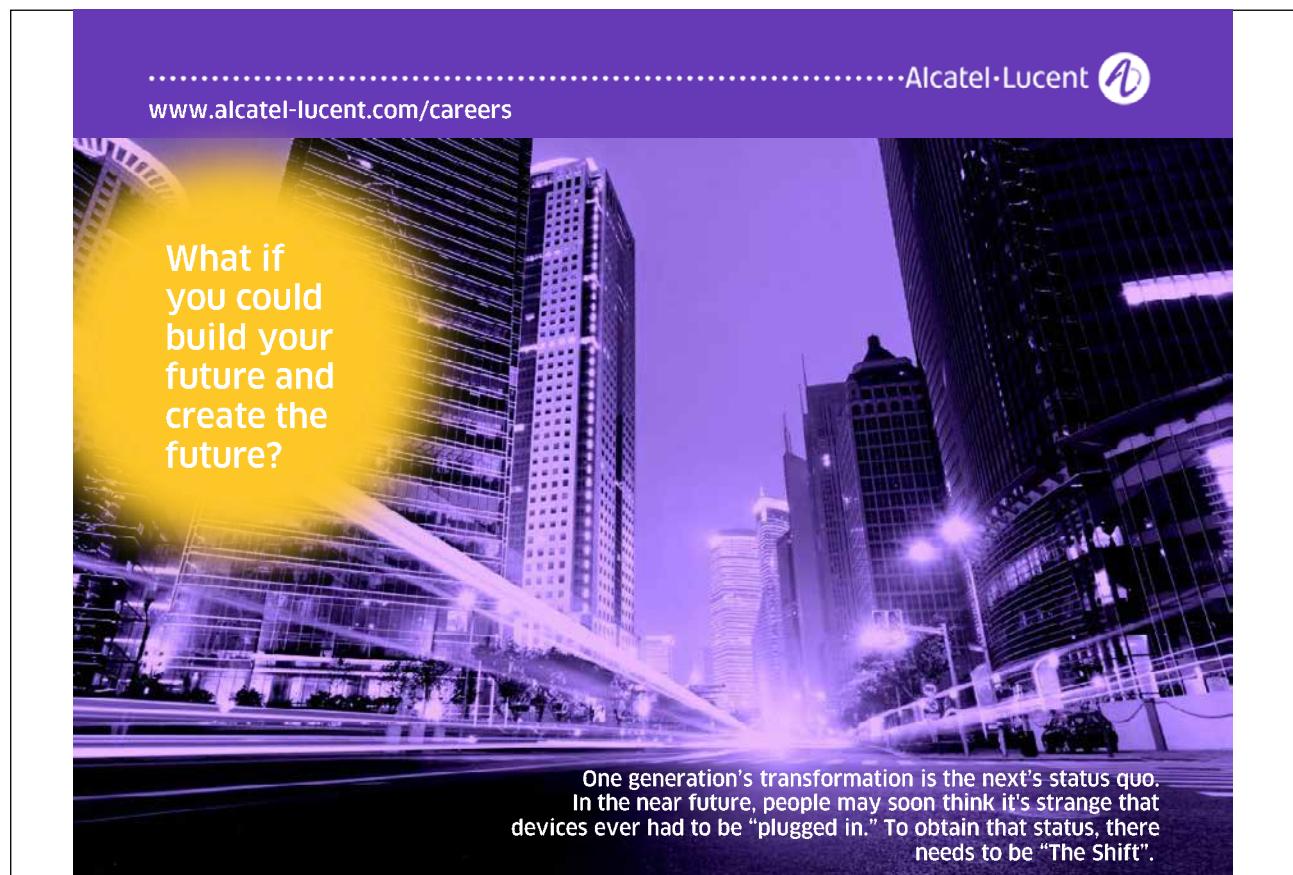
Is it in the north, south, east or west?

Do you live in a town, in the countryside, or in the centre of a city?

Is your home town industrial, historical or modern?

What facilities does it have?

What is the atmosphere like?



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## 8.5 Answer Key

2. a newsagent: somewhere you can buy a newspaper or a magazine  
a Tube station: the British name for an underground station  
flats: the British word for apartments  
peaceful: very quiet, it makes you feel relaxed  
public transport: ways to travel that everyone can use if they pay  
a chemist: a shop where you can buy medicine  
a hairdresser: a shop where you pay someone to cut or style your hair  
busy: it describes when people have lots to do or a lot is happening  
pubs: the British name for a bar where you can buy alcohol  
stalls: small tables in the market where you put the things you want to sell
3. 1) Martin lives in London  
2) There is a bank, a newsagent, a chemist, a mobile phone shop, a card shop, a clothes shop and a hairdresser near his house  
3) The market is open at lunchtime  
4) There are buses, tube trains and trains near Martin's house  
5) Martin's hometown is busy during the day  
6) Martin loves living in London because in the summer he can walk to the park or spend time in his garden and relax in the sun
4. 1) supermarket  
2) delicatessen  
3) greengrocers  
4) butchers  
5) hospital  
6) doctors' surgery  
7) fire station  
8) police station  
9) dentists' surgery  
10) church
5. 1) central  
2) cosmopolitan  
3) car park  
4) calm

# Lesson 9: Vestimenta

Level 2	Topic	Aim	Language Focus	Skills
Lesson 9	Vestimenta Clothes	Para hablar sobre vestimenta y accesorios	Vestimenta y accesorios; materiales y colores	Escuchar, escribir, hablar

## Estudio individual (Self-study)

1. Piense en la vestimenta que tiene puesto. ¿Puede describirla en Inglés?  
Think about the clothes you are wearing. Can you describe them in English?
2. Mire la Hoja de Tareas 1. Ud. aprenderá a hablar sobre vestimenta y accesorios.  
Look at Task Sheet 1. Match the clothes and accessories with the pictures.
3. Escuche al hombre describiendo sus ropas y escriba lo que escucha.  
Listen to the man describing his clothes and write down what you hear.
4. Ejercicio 4. Mire la imagen y escriba una descripción de lo que la mujer tiene puesto.  
Exercise 4. Look at the picture and write a description of what the woman is wearing.
5. Mire la Hoja de Tareas 2. Conecte los materiales y los colores con las vestimentas y accesorios. Look at Task Sheet 2.  
Look at Task Sheet 2. Match the materials and the colours to the clothes and accessories.
6. Escriba oraciones sobre las imágenes.  
Write sentences about the pictures.
7. Ahora vaya a la tarea *Out There*.  
Now go to the *Out There* task.

## Out There

Hable con su compañeros de *Out There* sobre su vestimenta y accesorios favoritos. Explique por qué le gusta.

Talk to your *Out There* partners about your favourite clothes and accessories. Explain why you like them.

Pregúntele a su compañeros de *Out There* sobre su vestimenta y accesorios favoritos. Use las preguntas en el Ejercicio 7 para ayudarlo.

Ask your *Out There* partners about their favourite clothes and accessories. Use the questions in Exercise 7 to help you.

## 9.1 Task Sheet 1

### Exercise 1

Vestimenta y accesorios.

Clothes and accessories:



Conekte la vestimenta y los accesorios en la imagen con los sustantivos de abajo.

Match the *clothes* and *accessories* in the picture with the nouns below:

a hat	<b><input type="checkbox"/></b>	a coat	<input type="checkbox"/>	a jacket	<input type="checkbox"/>	shoes	<input type="checkbox"/>
trainers	<input type="checkbox"/>	a scarf	<input type="checkbox"/>	a watch	<input type="checkbox"/>	glasses	<input type="checkbox"/>
sunglasses	<input type="checkbox"/>	socks	<input type="checkbox"/>	boots	<input type="checkbox"/>	gloves	<input type="checkbox"/>
a suit	<input type="checkbox"/>	a tie	<input type="checkbox"/>	a shirt	<input type="checkbox"/>	a belt	<input type="checkbox"/>
a skirt	<input type="checkbox"/>	a dress	<input type="checkbox"/>	trousers	<input type="checkbox"/>	jeans	<input type="checkbox"/>
shorts	<input type="checkbox"/>	a top	<input type="checkbox"/>	a T-shirt	<input type="checkbox"/>	necklace	<input type="checkbox"/>
sweater/jumper	<input type="checkbox"/>						

Verifique sus respuestas en la lista de respuestas.

Check your answers in the Answer Key.

### Exercise 2

Escuche al hombre de la imagen describiendo su vestimenta y conteste esta pregunta:

Listen to the man in the audio describing his clothes and answer this question:

Why is the man wearing a suit?

Escuche nuevamente. Escriba las vestimentas y accesorios que oye.

Listen again. Write down the clothes and accessories that you hear:

---



---



---



---

Verifique sus respuestas en la lista de respuestas.

Check your answers in the Answer Key.

### Exercise 3

Escuche y repita toda la vestimenta y accesorios del Ejercicio 1

Listen and repeat all of the clothes and accessories in Exercise 1.

#### Language note

a pair of

We can use a *pair of* with some clothes and accessories when they have two separate or connected parts,  
e.g. a pair of socks/shoes, a pair of shorts/trousers, a pair of glasses/sunglasses.

**Exercise 4**

Ahora escriba una descripción de lo que tiene puesto la mujer de la imagen.

Now write a description of what the woman in the picture is wearing:



The woman is wearing

---



---



---



---



---



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## 9.2 Task Sheet 2

### Exercise 5

Conecte los *materiales* y los *colores* con la vestimenta y los accesorios.

Match the *materials* and the *colours* to the clothes and accessories:

wool	leather	cotton	denim	plastic	gold	fur	silver	silk	linen	
blue	white	black	green	red	purple	pink	grey	orange	brown	yellow



a. shoes	f. glasses
b. jumper	g. tie
c. jacket	h. skirt
d. watch	i. suit
e. necklace	j. coat

Verifique sus respuestas en la lista de respuestas.

Check your answers in the Answer Key.

#### Language note

We can use 'made of' to talk about materials, e.g. 'My skirt is made of cotton.'

**Exercise 6**

Escriba oraciones sobre las imágenes.

Write sentences about the pictures,

e.g. 'My favourite shoes are made of brown leather.'

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Escuche algunas oraciones de ejemplo. Apunte a la imagen correcta.

Listen to some example sentences. Point to the correct picture.

**Exercise 7**

Piense en su vestimenta y accesorios favoritos. Ud. los describirá y hablará sobre ellos a su compañero de conversación de *Out There*. Tome algunas aquí para ayudarlo. Piense sobre estas preguntas:

Think about your favourite clothes and accessories. You are going to describe them and talk about them to your *Out There* conversation partner. Write some notes here to help you. Think about these questions:

1. What material are they made of?
2. What colour are they?
3. Where did you get them?
4. When do you wear them?
5. Why do you like them?
6. Were they expensive or do they have sentimental value?

**Well done, you have now finished the preparation for the speaking practice task.**

### 9.3 Task Sheet 3

#### ***Out There Task***

Piense en su vestimenta y accesorios favoritos. Ud. los describirá y hablará sobre ellos a su compañero de conversación de *Out There*.

Think about your favourite clothes and accessories. You are going to describe them and talk about them to your *Out There* conversation partners.

#### **Antes de llamar a sus compañeros de conversación de *Out There*:**

**Before you call your *Out There* conversation partner(s):**

1. Lea la tarea cuidadosamente.

Read the task carefully.

2. ¿La entiende? Si no, léala nuevamente.

Do you understand it? If you do not, read it again.

3. ¿Está listo para llamar a sus compañeros?

Are you ready to call your partners?

4. Llámelos y preséntese.

“Hi, my name is [inserte su nombre aquí], I’m learning English, can I ask you some questions about you?”

Call and introduce yourself:

“Hi, my name is [insert your name here], I’m learning English, can I ask you some questions about you?”

5. Diga ‘thank you’...y comience la tarea.

Say ‘thank you’...and begin the task.

6. Recuerde escribir las respuestas de sus compañeros y pídale que usen el casillero de ‘chat’ para deletrear las palabras y frases que no entiende.

Remember to write your partners’ answers down and ask them to use the ‘chat’ box to spell words and phrases you don’t understand.

7. Recuerde que puede grabar sus conversaciones y escucharlas de nuevo!

Remember you can record your conversations and listen to them again!

**Ready?**

Cuéntele a su compañeros de *Out There* sobre su vestimenta y accesorios favoritos. Explique por qué les gusta. Use las notas que tomó en el Ejercicio 7 para ayudarlo.

Tell your *Out There* partners about your favourite clothes and accessories. Explain why you like them. Use the notes that you made in Exercise 7 to help you.

Pregúntele a su compañeros de *Out There* sobre su vestimenta y accesorios favoritos. Use las preguntas en el Ejercicio 7 para ayudarlo.

Ask your *Out There* partners about their favourite clothes and accessories. Use the questions in Exercise 7 to help you.

Ellos tienen vestimenta y accesorios con valor sentimental. Pídale que le cuente sobre ellos.

Do they have any clothes or accessories with sentimental value? Ask them to tell you about them.

***Out There* notes****New words and expressions:**

## 9.4 Answer Key

1. a) a coat; b) a jacket; c) shoes; d) trainers; e) a scarf; f) socks; g) boots; h) a hat; i) gloves; j) a suit; k) a tie; l) a shirt; m) a skirt; n) a dress; o) trousers; p) jeans; q) shorts; r) a top; s) a T-shirt; t) a sweater/jumper; u) a belt; v) a watch; w) glasses; x) sunglasses; y) necklace
2. Because he is going to a job interview.  
suit; shirt; socks; shoes; belt; tie; jeans; T-shirt

5.

a. shoes – leather, brown	f. glasses – plastic, black
b. jumper – wool, red, white	g. tie – silk, purple, green, pink
c. jacket – denim, blue	h. skirt – cotton (wool), orange, yellow, pink
d. watch – gold, white, yellow (gold)	i. suit – linen, white
e. necklace – silver, grey (silver)	j. coat – wool, fur, grey, white

1 a; 2 b; 3 j; 4 h; 5 c; 6 f; 7 g; 8 d; 9 e; 10 i



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# Lesson 10: Hacer planes

Level 2	Topic	Aim	Language Focus	Skills
<b>Lesson 10</b>	Hacer planes Making plans	Hablar sobre hacer planes	'going to'	escuchar, leer y hablar

## *Estudio individual (Self-study)*

1. Piense en las cosas que planea hacer hoy y el fin de semana. ¿Puede hablar sobre ellas en Inglés?  
Think about the things you plan to do today and at the weekend. Can you talk about them in English?
2. Mire la Hoja de Tareas 1. Ud. aprenderá a usar 'going to' para hablar sobre planes futuros.  
Look at Task Sheet 1. You are going to learn to use 'going to' to talk about future plans.
3. Mire la Hoja de Tareas 2. Ud. practicará hablar sobre planes futuros.  
Look at Task Sheet 2. You are going to practise talking about future plans.
4. Ahora vaya a la tarea *Out There*.  
Now go to the *Out There* task.

## ***Out There***

Hable sobre sus planes futuros con su compañero de conversación de *Out There*.  
Talk about your future plans with your *Out There* conversation partner.

Pregúntele a su compañero de conversación sobre sus planes futuros.  
Ask your *Out There* conversation partner about their future plans

## 10.1 Task Sheet 1

## Exercise 1

Hacer planes.

Making plans.



Conecte los verbos de abajo con las imágenes.

Match the verbs below to the pictures:

go for a meal	listen to music	play a computer game	go on a plane	go skiing
go to the cinema	read a book	get married	go shopping	send a text

a.	f.
b.	g.
c.	h.
d.	i.
e.	j.

Verifique sus respuestas en la lista de respuestas.

Check your answers in the Answer Key.

## Exercise 2

### Grammar note

We use 'be going to + verb' to talk about plans we have made e.g. *I am going to go to the cinema tonight. Would you like to come?*

Mire las imágenes en el Ejercicio 1 nuevamente. ¿Qué cosas hará hoy? Escriba oraciones.

Look at the pictures in Exercise 1 again. Which things are you going to do today? Write sentences.

Example: I am **going to read** a book.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## Exercise 3

Carlos es un estudiante que se mudó a Sud Africa. El mandó una carta a su amigo Luis explicando lo que planea hacer para mejorar sus Inglés mientras está allá. Escuche a su amigo leyendo la carta y haga una lista de las cosas que Carlos planea hacer.

Carlos is a student who has moved to South Africa. He has sent a letter to his friend Luis explaining what he is planning to do to improve his English while he is away. Listen to his friend reading the letter and make a list of the things Carlos plans to do.

Example: He's going to visit the local university.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Ahora lea la carta para verificar sus respuestas en la Lista de Respuestas.

Now read the letter in the Answer Key to check your answers.

## 10.2 Task Sheet 2

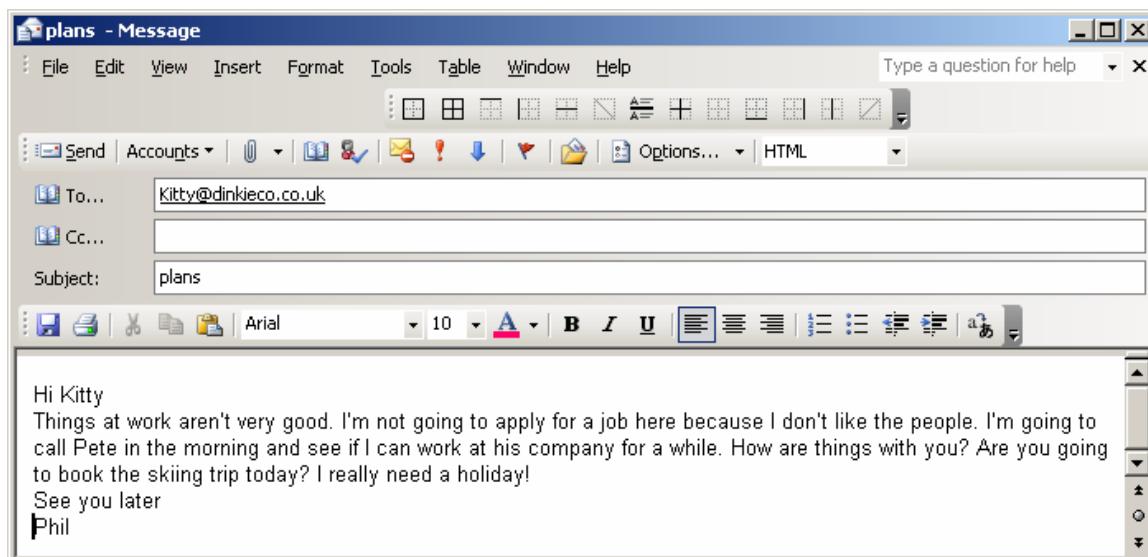
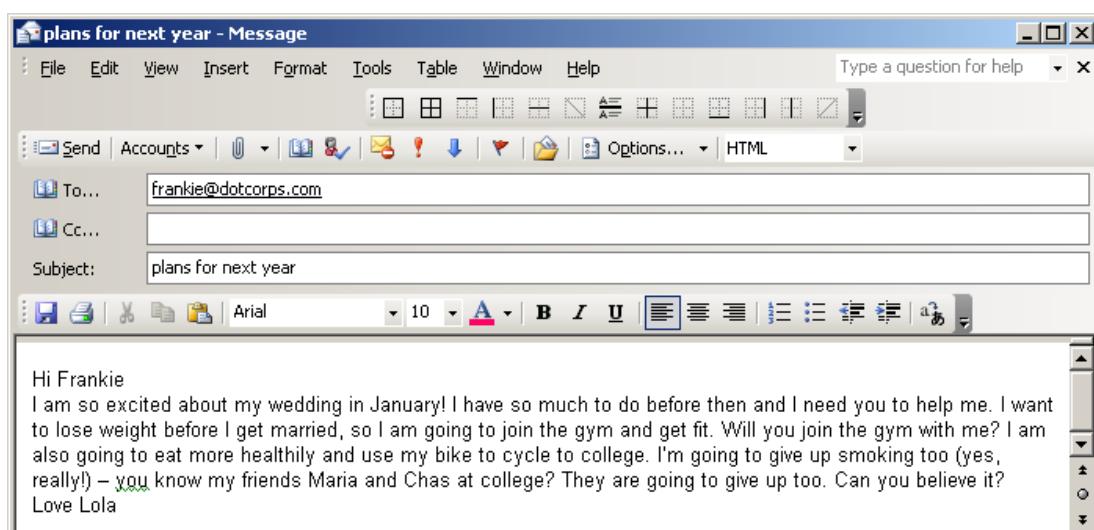
### Exercise 4

Hablando sobre sus planes para el futuro.

Talking about your plans for the future.

Lea los correos electrónicos sobre los planes futuros y marque las declaraciones Verdadero [T] o Falso [F].

Read the emails about future plans and mark the statements True [T] or False [F]:



1. Frankie is going to get married.
2. Lola wants to get fit.
3. Maria and Chas smoke.
4. Lola is going to give up smoking.
5. Lola works at a cycle shop.
6. Phil enjoys his job.
7. Phil would like a different job.
8. Pete is skiing.
9. Phil wants Kitty to book a holiday.
10. Phil doesn't get along with Pete.

Verifique sus respuestas en la lista de respuestas.

Check your answers in the Answer Key.



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**Exercise 5**

Complete las oraciones con la forma correcta de los verbos en el casillero.

Complete the sentences with the correct form of the verbs in the box:

<b>lose weight</b>	<b>have a baby</b>	<b>move house</b>	<b>give up smoking</b>
<b>improve your English</b>	<b>go</b>	<b>go to the cinema</b>	<b>have my hair cut</b>

1. We're **going to go to the cinema** this evening to watch the new James Bond film.
2. My sister \_\_\_\_\_! I can't wait to be an uncle.
3. I'm \_\_\_\_\_ this summer. I don't fit into my bikini.
4. Where \_\_\_\_\_ for your next holiday?
5. How \_\_\_\_\_ this summer? Are you going to spend some time in an English-speaking country?
6. He's \_\_\_\_\_ in the autumn. He has a new job and it is too far to travel from here.
7. I'm \_\_\_\_\_ at 3.00pm. It's too long.
8. John is \_\_\_\_\_ because it's expensive and unhealthy.

Escuche y verifique sus respuestas.

Listen and check your answers.

¿Qué planes tiene Ud. para el futuro? Tome notas. ¿Puede explicar las razones de sus planes?

What plans do you have for the future? Write notes. Can you explain your reasons for the plans?

Ud. hablará con sus compañeros de conversación de *Out There* sobre sus planes futuros.

You are going to talk about your future plans with your *Out There* conversation partners.

**Piense sobre estas preguntas:**

**Think about these questions:**

1. What are you going to do today?
2. What are you going to do this weekend?
3. What are you going to do before the end of this year?

**Piense en los siguientes temas:**

**Think about these topics:**

Work, study, enjoying yourself, holidays, travel, your appearance, money, your family, your health

**Well done, you have now finished the preparation for the speaking practice task.**

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### 10.3 Task Sheet 3

#### **Out There Task**

Ud. hablará con sus compañeros de conversación de *Out There* sobre sus planes futuros. Piense en los planes que tiene para hoy y los planes que tiene para el futuro en general. También piense en las razones por las cuales tiene estos planes.

You are going to talk about your future plans with your *Out There* conversation partner. Think about the plans you have for today and plans you have for the future in general. Also think about the reasons why you have these plans.

**Antes de llamar a sus compañeros de conversación de *Out There*:**

**Before you call your *Out There* conversation partner(s):**

1. Lea la tarea cuidadosamente.  
Read the task carefully.
2. ¿La entiende? Si no, léala nuevamente.  
Do you understand it? If you do not, read it again.
3. ¿Está listo para llamar a sus compañeros?  
Are you ready to call your partners?

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**4. Llámelos y preséntese.**

"Hi, my name is [inserte su nombre aquí], I'm learning English, can I ask you some questions about you?"

Call and introduce yourself:

"Hi, my name is [insert your name here], I'm learning English, can I ask you some questions about you?"

**5. Diga 'thank you'...y comience la tarea.**

Say 'thank you'...and begin the task.

**6. Recuerde escribir las respuestas de sus compañeros y pídale que usen el casillero de 'chat' para deletrear las palabras y frases que no entiende.**

Remember to write your partners' answers down and ask them to use the 'chat' box to spell words and phrases you don't understand.

**7. Recuerde que puede grabar sus conversaciones y escucharlas de nuevo!**

Remember you can record your conversations and listen to them again!

**Think about these questions:**

What are you going to do today?

What are you going to do this weekend?

What are you going to do before the end of this year?

**Think about these topics:**

Work, study, enjoying yourself, holidays, travel, your appearance, money, your family

**Ready?**

Cuéntele a su compañero de conversación sobre sus planes para el futuro.

Tell your conversation partner about your future plans.

Pídale a sus compañeros de conversación de *Out There* que le cuente sobre los planes que ellos tienen para el futuro. Use las preguntas y los temas en el Ejercicio 5 para ayudarlo.

Ask your *Out There* conversation partner to tell you about any plans they have for the future. Use the questions and topics in Exercise 5 to help you.

Pídale a su compañero que le explique cualquier palabra que no entienda.  
Ask your partner to explain any words you don't understand.

¿Sus planes son similares?  
Are your plans similar?

**New words and expressions:**

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## 10.4 Answer Key

1. a) get married; b) go to the cinema; c) read a book; d) listen to music; e) go for a meal; f) go skiing; g) go on a plane; h) send a text; I) play a computer game; j) go shopping

3.

Dear Luis,

How are you? How are the lessons going? I arrived in Cape Town a couple of weeks ago and it's fantastic. It's such a beautiful city! I'm living in a small flat near the harbour. From the balcony I have a view of the sea and from the kitchen window I can see Table Mountain.

You know that I came here to continue my English studies. I haven't started any courses yet but tomorrow I'm going to visit the local university to see if it offers any part-time English courses. I'm also going to try to get a part-time job in a café or restaurant because then I can speak English a lot more. I'm going to listen to the radio a lot because I still find listening to English quite difficult.

I'm going to read too. I'm going to read a newspaper every day and I'm also going to buy some novels and read them in English. Do you know any good English novels? I'm also going to write a weblog in English – that's a good way to practise my written English. I hope you're going to read it on the internet!

Hope to hear from you soon,  
Carlos

4. 1. F; 2. T; 3. T; 4. T; 5. F; 6. F; 7. T; 8. F; 9. T; 10. F
5. 1. We're going to go to the cinema this evening to watch the new James Bond film.  
 2. My sister is going to have a baby! I can't wait to be an uncle.  
 3. I'm going to lose weight this summer. I don't fit into my bikini.  
 4. Where are you going to go for your next holiday?  
 5. How are you going to improve your English this summer? Are you going to spend some time in an English-speaking country?  
 6. He's going to move house in the autumn. He has a new job and it is too far to travel from here.  
 7. I'm going to have my hair cut at 3.00 pm. It's too long.  
 8. John is going to give up smoking because it's expensive and unhealthy.

# Lesson 11: Hablando sobre el pasado

Level 2	Topic	Aim	Language Focus	Skills
<b>Lesson 11</b>	Hablando sobre el pasado Talking about the past	hablar sobre el pasado usando el pasado simple	pasado simple	escuchar, leer y hablar

## *Estudio individual (Self-study)*

1. Piense en las cosas que hizo el fin de semana pasado. ¿Puede hablar sobre ellas en Inglés?  
Think about the things you did last weekend. Can you talk about them in English?
2. Mire la Hoja de Tareas 1. Ud. aprenderá a hablar sobre el pasado usando el tiempo ‘past simple’.  
Look at Task Sheet 1. You are going to learn to talk about the past using the past simple tense.
3. Mire la Hoja de Tareas 2. Ud. practicará hablar sobre el pasado.  
Look at Task Sheet 2. You are going to practise talking about the past.
4. Ahora vaya a la tarea *Out There*.  
Now go to the *Out There* task.

## *Out There*

Hable con sus compañeros de conversación de *Out There* sobre las cosas que ellos hicieron en momentos específicos en el pasado.

Talk to your *Out There* conversation partners about things they did at specific times in the past.

Pídale a sus compañeros de conversación de *Out There* que le cuenten lo que hicieron en momentos específicos en el pasado.

Ask your *Out There* conversation partners to tell you about what they did at specific times in the past.

## 11.1 Task Sheet 1

### Exercise 1

Hablando sobre el pasado.

Talking about the past

Lea las oraciones de abajo y tilde [✓] las que ocurrieron en el pasado.

Read the sentences below and tick [✓] the ones that happened in the past:

1. I have a sore throat.
2. She went to school early this morning.
3. I enjoyed the film last night.
4. Ricky flew to New York for work.
5. I didn't like the salad.
6. I want a necklace for my birthday.
7. We were late for the appointment.
8. I had three meetings at work this morning.
9. Everyone stayed at the Sheraton hotel.
10. Sam doesn't want to come out tonight.

Verifique sus respuestas en la lista de respuestas.

Check your answers in the Answer Key.

Mire las oraciones con tildes [✓]. ¿Qué tiempo es usado?

Look at the sentences with ticks [✓]. Which tense is used?

**Exercise 2****Grammar note**

We use the past simple tense for events and actions that took place at a specific time in the past which are now finished e.g. *I stayed in a hotel last night. I went to the cinema last Saturday.*

*Regular verbs*

We form the past simple tense of verbs by adding -ed to the basic form:  
enjoy – enjoyed, play – played, stay – stayed, walk – walked

If a verb ends in a consonant + -y, we removed the -y and add -ied:  
cry – cried, study – studied, try – tried

*Irregular verbs*

Many common verbs have irregular past simple forms. Here are some of the most common:

be – was/were, buy – bought, do – did, eat – ate, find – found, get – got, give – gave, go – went, have – had, hear – heard, make – made, read – read, see – saw, take – took, write – wrote

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Complete las oraciones con el pasado simple de los verbos dados. Escuche y verifique sus respuestas.  
 Complete the sentences with the past simple form of the verbs given. Listen and check your answers.

1. I \_\_\_\_\_ to the gym last night. (go)
2. Myra \_\_\_\_\_ a headache so she didn't come to the restaurant. (have)
3. My friends went out but I \_\_\_\_\_ at home. (stay)
4. We \_\_\_\_\_ the film until 11pm. (watch)
5. I \_\_\_\_\_ computer games with my brother. (play)
6. I \_\_\_\_\_ the newspaper last night before dinner. (read)
7. My friends \_\_\_\_\_ some new CDs at the weekend. (buy)
8. I \_\_\_\_\_ some emails last night because I \_\_\_\_\_ too busy at work to do them. (write/be)
9. We \_\_\_\_\_ our lunch outside because the weather was so nice. (eat)
10. I \_\_\_\_\_ until 9 pm last night because I have some exams next month. (study)

### Exercise 3

#### Grammar note

When we form negatives and questions in the simple past tense, the verb 'do' changes to 'did' but the main verb does not change e.g. *Did you stay in a hotel last night? Did they go to the cinema? We didn't go out on Saturday night. I didn't like the food at the restaurant.*

Escuche los tres diálogos cortos. Unos amigos están discutiendo lo que hicieron el fin de semana. Para cada diálogo, cirucule las tres actividades que oye.

Listen to three short dialogues. Friends are discussing what they did at the weekend. For each dialogue, circle the three activities you hear.

<b>Dialogue 1:</b> watch TV	do homework,	eat an Italian meal,	go for a walk
<b>Dialogue 2:</b> go out for a meal	study	read the paper	cook lunch
<b>Dialogue 3:</b> do some shopping	have a bath	go to Bath	go to the pub

Verifique sus respuestas en la lista de respuestas.

Check your answers in the Answer Key.

**Exercise 4**

Mire los diálogos del Ejercicio 3 abajo. Subraye los verbos del tiempo pasado simple. No olvide las negativas y las preguntas!

Look at the dialogues from Exercise 3 below. Underline the verbs in the past simple tense. Don't forget the negatives and questions:

Joanne: Hi, Kim.

Kim: Oh, hello Joanne. How are you?

Joanne: Fine, thanks. I didn't see you on Saturday. Where were you?

Kim: I didn't feel very good. I was at home. I decided not to go to the party. I just watched TV and did some homework. Not very exciting! I went for a short walk... just to the shop to get some milk – but that was all. Did you go to the party?

Joanne: Yes, I did. There were a lot of people there. A lot of Spanish and Italian students. It was fun.

Pat: Good morning.

Ed: Good morning. How was your weekend?

Pat: Fine thanks. Not very busy. Quite relaxing. The usual things...I cooked lunch for some friends on Sunday which was nice. I went out for a meal with Sally on Friday evening and studied most of Saturday. I have an exam next month!

Tess: Hi Paulo!

Paulo: Hi Tess! I haven't seen you for a while.

Tess: I was away this weekend. I went to Bath to visit my sister. She's at university there.

Paulo: What did you do there?

Tess: Actually, we had a great time: we did some shopping on Saturday afternoon and then went to the pub in the evening.

Paulo: Great.

Verifique sus respuestas en la lista de respuestas.

Check your answers in the Answer Key.

**Exercise 5**

Mire las oraciones en el Ejercicio 2. ¿Hizo algunas de estas actividades:

Look at the sentences in Exercise 2. Did you do any of these activities:

yesterday?

last week?

last month?

Escriba las oraciones que son verdaderas para Ud. Brinde detalles.

Write sentences that are true for you. Give details:

Example: I bought some CDs last month. I gave one to my sister for her birthday. She likes Snow Patrol.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

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## 11.2 Task Sheet 2

### Exercise 6

Hablando sobre el pasado.

Talking about the past

Coloque estas palabras en el orden correcto para hacer preguntas sobre el pasado.

Put these words in the correct order to make questions about the past.

- a) you/ nice/ have/ did/ weekend?/ a
- b) you/ do/ yesterday?/ what/ did
- c) did/ last/ do/ you/ on/ what/ holiday?/ your

Verifique sus respuestas en la lista de respuestas.

Check your answers in the Answer Key.

Lea las respuestas a las preguntas. Quién contesta cuál pregunta? Escriba la letra A, B o C.

Llene los espacios con los verbos del pasado simple.

Read answers to the questions. Who answers which question? Write the letter A, B or C.

Fill in the gaps with verbs in the past simple.



Yes, thank you! I had a really good weekend. It was very busy but a lot of fun. I went out with some friends on Saturday. We \_\_\_\_\_ some shopping in town. We went to a music shop and I \_\_\_\_\_ some CDs and a DVD. We \_\_\_\_\_ lunch in a small Mexican restaurant. It's a great place and it \_\_\_\_\_ very busy on Saturday.



It was a long time ago! I didn't go on holiday last year because I had a new job. Two years ago I \_\_\_\_\_ skiing in Switzerland. The scenery \_\_\_\_\_ beautiful and I really \_\_\_\_\_ skiing. I \_\_\_\_\_ with my family and we \_\_\_\_\_ in a chalet in the mountains.



I was at work until 8pm but I \_\_\_\_\_ out in the evening. I \_\_\_\_\_ a meal for my boyfriend and we went to the pub for a drink. We \_\_\_\_\_ some friends in the pub and talked about our plans for a trip to Barcelona in the summer.

Verifique sus respuestas en la lista de respuestas.

Check your answers in the Answer Key.

¿Qué hiciste el fin de semana? Escribe notas. ¿Puede darnos más detalles?

What did you do last weekend? Write notes. Can you give details?

Piense en algo que usted hizo en el pasado que le gustaría decirle a sus parejas *Out There* conversación, por ejemplo, un día de fiesta o una noche. Escribe notas.

Think about something you did in the past that you would like to tell your *Out There* conversation partners, e.g. a holiday or a night out. Write notes.

Think about these things:

What did you do?

Where did you go?

How did you feel?

Who were you with?

**Well done, you have now finished the preparation for the speaking practice task.**



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### 11.3 Task Sheet 3

#### ***Out There Task***

Hable con sus compañeros de conversación de *Out There* sobre las cosas que ellos hicieron en momentos específicos en el pasado. Si desea, explique que ha estado practicando en el tiempo ‘past simple’.

Talk to your *Out There* conversation partners about things at specific times in the past. If you like, explain that you have been practising the past simple tense.

#### **Antes de llamar a sus compañeros de conversación de *Out There*:**

**Before you call your *Out There* conversation partner(s):**

1. Lea la tarea cuidadosamente.

Read the task carefully.

2. ¿La entiende? Si no, léala nuevamente.

Do you understand it? If you do not, read it again.

3. ¿Está listo para llamar a sus compañeros?

Are you ready to call your partners?

4. Llámelos y preséntese.

“Hi, my name is [inserte su nombre aquí], I’m learning English, can I ask you some questions about you?”

Call and introduce yourself:

“Hi, my name is [insert your name here], I’m learning English, can I ask you some questions about you?”

5. Diga ‘thank you’...y comience la tarea.

Say ‘thank you’...and begin the task.

6. Recuerde escribir las respuestas de sus compañeros y pídale que usen el casillero de ‘chat’ para deletrear las palabras y frases que no entiende.

Remember to write your partners’ answers down and ask them to use the ‘chat’ box to spell words and phrases you don’t understand.

7. Recuerde que puede grabar sus conversaciones y escucharlas de nuevo!

Remember you can record your conversations and listen to them again!

**Ready?**

Usando las notas del Ejercicio 6, cuéntele a sus compañeros sobre lo que hicieron el fin de semana pasado y en algún momento específico del pasado. Brinde todos los detalles que pueda.

Using your notes from Exercise 6, tell your partners about what you did last weekend and at some specific time further in the past. Give as many details as you can.

Luego pídale a sus compañeros de conversación de *Out There* que le cuenten sobre lo que hicieron el fin de semana o ayer y en algún momento más lejano del pasado.

Then ask your *Out There* conversation partners to tell you about what they did at the weekend or yesterday and at some further time in the past.

Hágales preguntas para averiguar más sobre sus experiencias. Use preguntas con 'did'.

Ask them questions to find out more about their experiences? Using questions with 'did'.

Pídale a su compañero que le expliquen cualquier palabra que no entienda.

Ask your partners to explain any words you don't understand.

**New words and expressions:**

## 11.4 Answer Key

1. 1. I have a sore throat.
2. She went to school early this morning. ✓
3. I enjoyed the film last night. ✓
4. 4 Ricky flew to New York for work. ✓
5. I didn't like the salad. ✓
6. I want a necklace for my birthday.
7. We were late for the appointment. ✓
8. I had three meetings at work this morning. ✓
9. Everyone stayed at the Sheraton hotel. ✓
10. Sam doesn't want to come out tonight.

Tense = past simple

2. 1 went; 2 had; 3 stayed; 4 watched; 5 played; 6 read; 7 bought; 8 wrote/was; 9 ate; 10 studied
3. Dialogue 1: watch TV, do homework, go for a walk  
 Dialogue 2: go out for a meal, study, cook lunch  
 Dialogue 3: do some shopping, go to Bath, go to the pub



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## 4. Dialogue 1

A: Hi, Kim.

B: Oh, Hello, Joanne. How are you?

A: Fine, thanks. I **didn't see** you on Saturday. Where **were** you?

B: I **didn't feel** very good. I **was** at home. I **decided** not to go to the party. I just **watched** TV and **did** some homework. Not very exciting! I **went** for a short walk...just to the shop to get some milk – but that **was** all.... **Did you go** to the party?

A: Yes, I **did**. **There were** a lot of people there. A lot of Spanish and Italian students. It was fun.

## Dialogue 2

A: Good morning.

B: Good morning. How **was** your weekend?

A: Fine thanks. Not very busy. Quite relaxing. The usual things.... I **cooked** lunch for some friends on Sunday which **was** nice. I **went** out for a meal with Sally on Friday evening and **studied** most of Saturday. I have an exam next month!

## Dialogue 3

A:Hi Paulo!

B: Hi Tess! I haven't seen you for a while.

A: I **was** away this weekend. I **went** to Bath to visit my sister. She's at university there.

B: What **did you do** there?

A: Actually, we **had** a great time: we **did** some shopping on Saturday afternoon and then **went** to the pub in the evening.

B: Great.

## 6. A Did you have a nice weekend?

B What did you do yesterday?

C What did you do on your last holiday?

- A Yes, thank you! I had a really good weekend. It was very busy but a lot of fun. I went out with some friends on Saturday. We **did** some shopping in town. We went to a music shop and I **bought** some CDs and a DVD. We **ate** lunch in a small Mexican restaurant. It's a great place and it **wasn't** very busy on Saturday.
- C It was a long time ago! I didn't go on holiday last year because I had a new job. Two years ago I **went** skiing in Switzerland. The scenery **was** beautiful and I really **enjoyed** skiing. I **went** with my family and we **stayed** in a chalet in the mountains.
- B I was at work until 8pm but I **went** out in the evening. I **cooked** a meal for my boyfriend and we went to the pub for a drink. We **saw** some friends in the pub and talked about our plans for a trip to Barcelona in the summer.

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# Lesson 12: Salud

Level 2	Topic	Aim	Language Focus	Skills
Lesson 12	Salud Health	Hablar sobre las salud y maneras de mantenerse saludable	Partes del cuerpo, problemas de salud y curas	Leer, escuchar y hablar

## Estudio individual (Self-study)

1. Partes del cuerpo. Etiquete las partes del cuerpo con las palabras del casillero. Luego verifique sus respuestas en la lista de respuestas.  
 Task Sheet 1: parts of the body. Label the parts of the body with the words in the box. Then check your answers in the key.
2. Problemas de Salud. Escuche 6 conversaciones cortas sobre problemas de salud. Tome nota sobre el problema, su causa y una solución. Conecte la primera mitad de cada oración con la segunda mitad que corresponde. Coloque las palabras de la lista en la columna de abajo.  
 Task Sheet 2: health problems. Listen to six short conversations about health problems. Make notes about the problem, its cause, and a solution. Match the first half of each sentence with the correct second half. Put the words from the list in the correct column below.
3. ¿Una vida saludable? Lea el texto y decida si el que escribe tiene una vida saludable. Mire las respuestas del texto y escriba preguntas que generen esas respuestas.  
 Task Sheet 3: a healthy life? Read the text and decide if the writer has a healthy life. Look at the answers from the text and write questions that produce those answers.

## Out There

Piense en preguntas para hacerle a sus compañeros de conversación de *Out There* para averiguar sobre sus actitudes hacia la salud y estilo de vida saludable.

Think of questions to ask your *Out There* conversation partners to find out about their attitudes to health and a healthy lifestyle.

## 12.1 Task Sheet 1

### Exercise 1

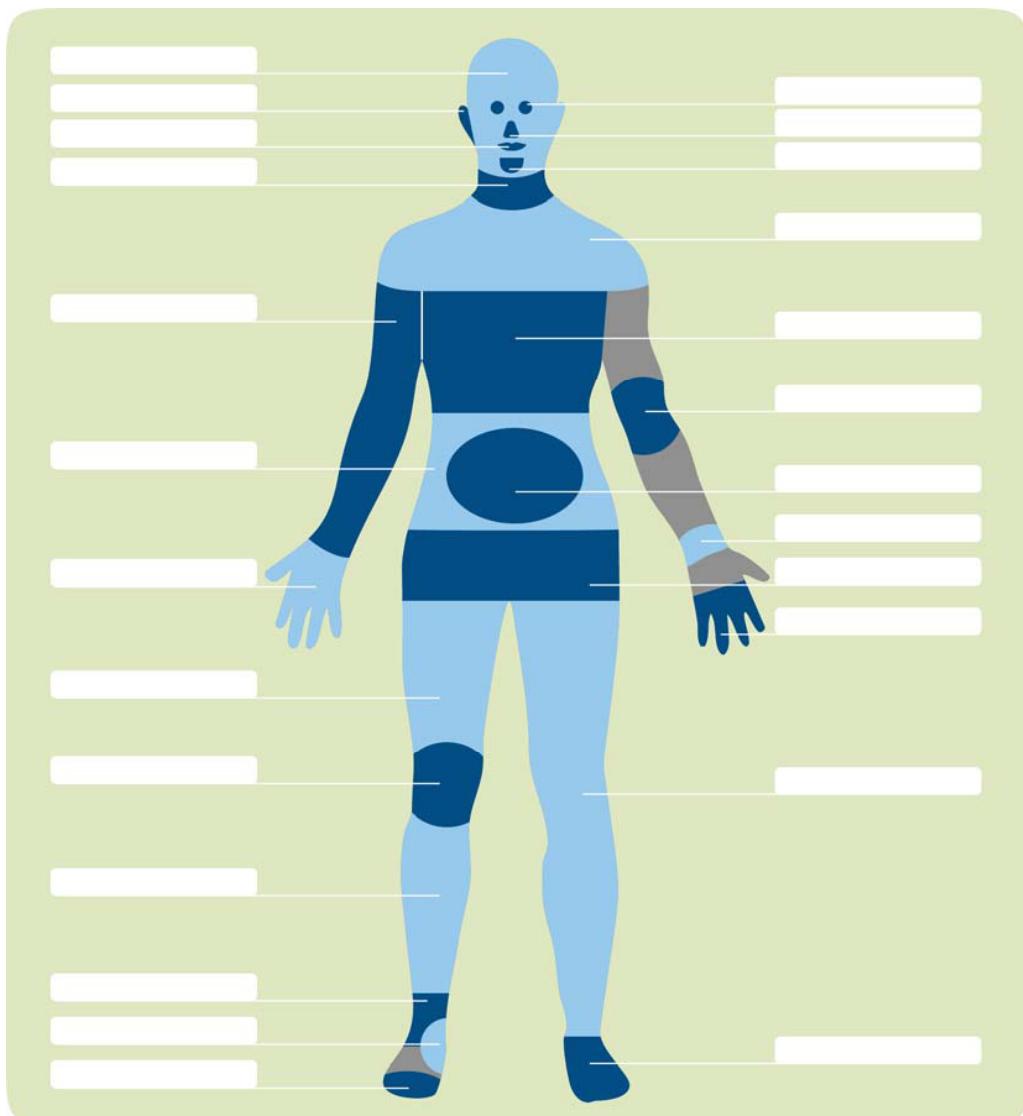
Partes del cuerpo.

Parts of the body.

Escriba las partes del cuerpo en el siguiente diagrama a continuación, verifique sus respuestas en la clave:

Write the parts of the body on the diagram below then check your answers in the key:

ankle	ear	hand	leg	shoulder
arm	elbow	head	mouth	thigh
stomach	eye	heel	nose	toes
chest	fingers	hip	neck	waist
chin	foot	knee	shin	wrist



## 12.2 Task Sheet 2

### Exercise 2

Problemas de Salud.

Health problems.

Escuche los siguientes diálogos sobre salud, y complete la tabla de abajo.

Listen to the following dialogues about health, and complete the table below:

Problem	Cause of problem	Solution
1.		
2.		
3.		
4.		
5.		
6.		

Verifique sus respuestas en la lista de respuestas – también puede mirar el texto y escuchar nuevamente.

Check your answers in the answer key – you can look at the text and listen again too.

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**Exercise 3**

Conecte estas mitades de oraciones. Luego verifique sus respuestas en la lista de respuestas.

Match these halves of sentences. Then check your answers in the key:

1. John's arm was in plaster for four months	a. after he talked for three hours at the meeting.
2. When Susan cut her finger on some glass	b. I had a very high temperature.
3. The politician had a very bad sore throat	c. but he didn't go to the dentist because he was afraid.
4. He's always got a cough	d. when he broke it by falling out of a tree.
5. Mary's allergic to milk products	e. and he had a bad bruise on his cheek.
6. When I got flu	f. because he smokes 30 cigarettes a day.
7. Lucy has a scar on her stomach	g. her mother put a bandage on it.
8. Tony had terrible toothache	h. but it was only a sprain, and it was better after two days.
9. A football hit Peter in the face	i. so she can't eat cheese or butter.
10. My wrist was very swollen and I thought it was broken	j. because she had an appendicitis operation when she was 10.

**Exercise 4**

Coloque cada una de estas palabras en la columna correcta de abajo. Luego verifique sus respuestas en la lista de respuestas.

Put each of these words into the correct column below. Then check your answers in the key:

backache	a scar	aches	stomach-ache
hurts	awful	a stiff neck	terrible
a sore throat	a black eye	swollen	a cough
sick	sprained	toothache	a high temperature
broken	flu	bruised	ill

I've got (+ problem)	I feel (+ adjective)	My ankle is (+ adjective)	My leg (+ verb)

**Exercise 5**

¿Una vida saludable?

A healthy life?

Este hombre está hablando sobre su salud. Lea y decida si tiene un estilo de vida saludable. ¿El estilo de vida suyo es más o menos saludable que el de él?

This is a man talking about his health. Read it and decide if he has a healthy lifestyle. Is your life style more or less healthy than his?

'I think I'm a fairly healthy person. I usually catch one cold a year, but it hardly ever stops me going to work. I sometimes get a sore throat and lose my voice, and that's a problem because I'm a teacher. But then I generally take strong cough medicine, and my voice always comes back after 24 hours. If I get a cold or a headache, I generally drink lots of tea and take a couple of pills – paracetamol is good.'

'I don't often need time off work. Being ill and staying in bed is boring, and I'd rather go to work if I can. Last year I had three days off when I got flu, but that's very unusual for me.'

'I eat healthily. I don't eat much meat, but I love all fruit and vegetables, and I eat at least five a day, like the doctor says you should. In the summer I eat a lot of salads, and in winter I often make thick vegetable soup.'

'Unfortunately I'm very fond of chocolate, and I know that's not healthy. I try not to eat it every day, but I do like it. I don't take vitamins or anything like that, because I think my diet is good.'

'I think exercise is very important if you want to be healthy. I'm not interested in sport, but I go swimming regularly, and that always makes me feel good. I also try to walk as much as possible. I've got a car, but I don't use it much around the town. I walk to work every day, half an hour each way, so that means I get an hour's exercise every day. If I drive, for example when the weather is really bad, I don't feel nearly as energetic at work.'

'When I was a teenager I used to smoke quite a lot, but I gave up because my chest was bad and I was coughing a lot. I feel much better since I stopped smoking, but I still miss cigarettes. I sometimes eat sweets when I really want a cigarette.'

'I don't often get ill, but I have quite a lot of little accidents. Maybe I'm careless. Last week I cut myself when I was chopping vegetables for dinner. I broke my arm two years ago when I fell down in the street. And I've got a scar on my arm from when a dog bit me.'

Estas son respuestas del texto. ¿Puede escribir preguntas que generan estas respuestas?

These are answers from the text. Can you write the questions that will give these answers?

**Answer**

e.g. One

1. Yes, sometimes.
2. I take strong cough medicine.
3. I take paracetamol.
4. Three days.
5. Because I had flu.
6. Five a day.
7. Salads.
8. I go swimming and I walk.
9. An hour a day.
10. I used to, but I stopped.
11. Yes, I broke my arm two years ago.
12. Yes, I've got one on my arm.

**Question**

How many colds do you usually catch a year?

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Ahora verifique sus respuestas en la Lista de Respuestas.

Now check your questions in the Answer Key.

**Well done, you have now finished the preparation for the speaking practice task.**

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## 12.4 Task Sheet 4

### ***Out There Task***

Ud. hablará con sus compañeros de conversación de *Out There* sobre la salud y una vida saludable. Esté listo para contarles sobre su salud y su estilo de vida. Puede usar el texto en la Hoja de Tareas 3 para sacar ideas.

You are going to talk to your *Out There* conversation partners about health and healthy living. Be ready to tell them about your own health and lifestyle. You can use the text on Task Sheet 3 for ideas.

#### **Antes de llamar a sus compañeros de conversación de *Out There*:**

**Before you call your *Out There* conversation partner(s):**

1. Lea la tarea cuidadosamente.

Read the task carefully.

2. ¿La entiende? Si no, léala nuevamente.

Do you understand it? If you do not, read it again.

3. ¿Está listo para llamar a sus compañeros?

Are you ready to call your partners?

4. Llámelos y preséntese.

"Hi, my name is [inserte su nombre aquí], I'm learning English, can I ask you some questions about you?"

Call and introduce yourself:

"Hi, my name is [insert your name here], I'm learning English, can I ask you some questions about you?"

5. Diga 'thank you'...y comience la tarea.

Say 'thank you'...and begin the task.

6. Recuerde escribir las respuestas de sus compañeros y pídale que usen el casillero de 'chat' para deletrear las palabras y frases que no entiende.

Remember to write your partners' answers down and ask them to use the 'chat' box to spell words and phrases you don't understand.

7. Recuerde que puede grabar sus conversaciones y escucharlas de nuevo!

Remember you can record your conversations and listen to them again!

Esté listo para contarles sobre su salud y su estilo de vida. Puede usar el texto en la Hoja de Tareas 3 para sacar ideas.

Be ready to tell them about your own health and lifestyle. You can use the text on Task Sheet 3 for ideas.

Puede contarles sobre lo que hace cuando se enferma. ¿Suele ir a trabajar si se siente mal o se va a la cama? ¿Qué curas tiene para dolencias comunes como resfriados y jaquecas?

You can tell them about what you do when you get ill. Do you usually go to work if you feel ill, or do you go to bed? What cures do you have for common illnesses like colds and headaches?

Prepárese para contarles sobre sus dieta y su ejercicio. ¿Come saludablemente o come mucha comida que hace mal? ¿Hace suficiente ejercicio? ¿Qué clase de ejercicio hace?

Be ready to tell them about your diet and your exercise. Do you eat healthily, or do you eat a lot of food that is bad for you? Do you take enough exercise? What kind of exercise do you take?

¿Ha tenido accidentes o huesos rotos? ¿Tiene alguna cicatriz interesante?

Have you had any accidents, or broken any bones. Do you have any interesting scars?

Piense en preguntas que puede hacer a sus compañeros de conversación. Puede usar algunas de la Hoja de Tareas 3.

Think of questions that you can ask your conversation partners. You can use some from Task Sheet 3.

Tenga cuidado cuando pregunta, porque la salud puede ser un tema sensible.

Be careful what you ask, because health can be a sensitive topic.

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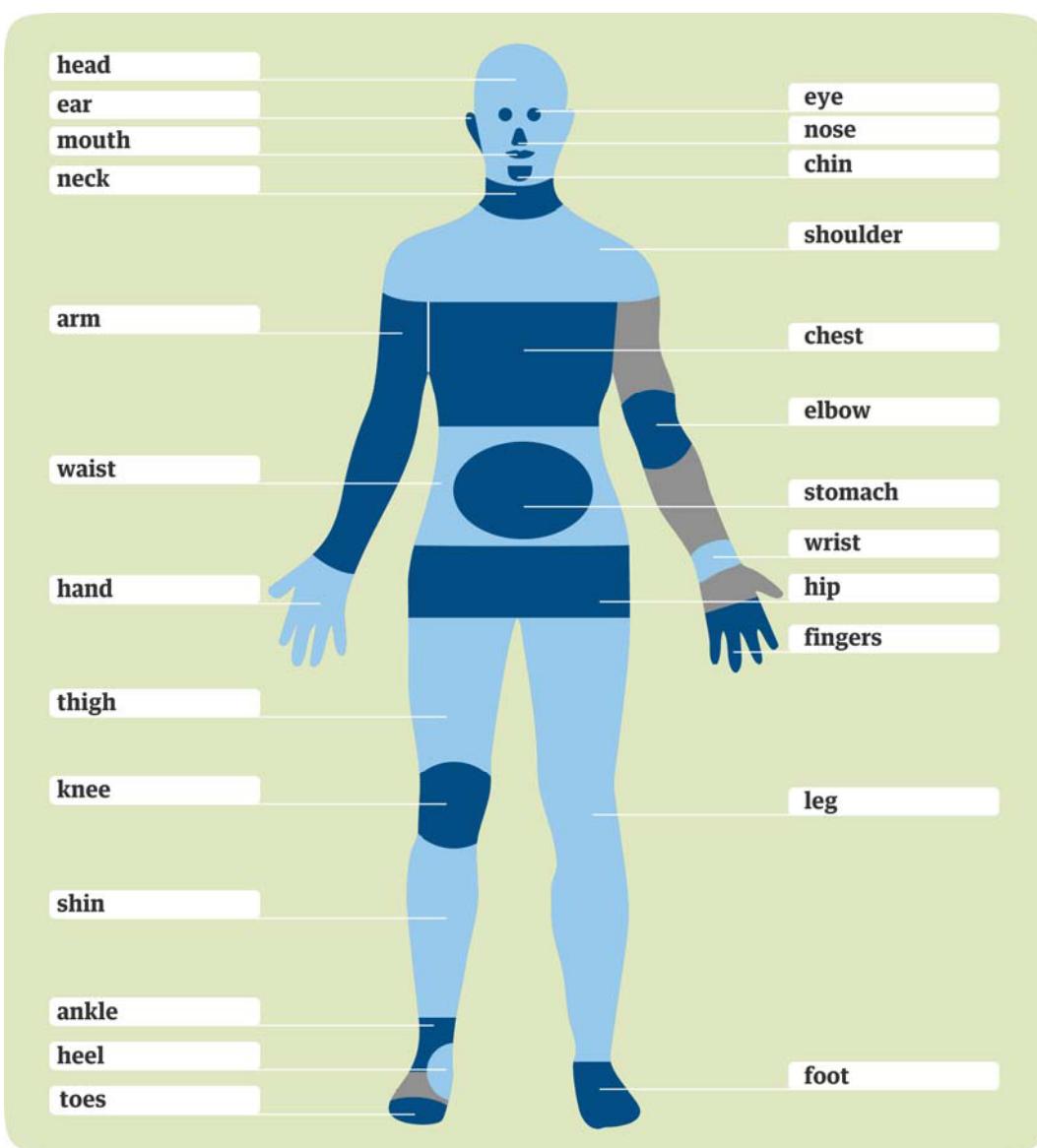
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## 12.5 Answer Key

### 1. Task Sheet 1



2.	Problem	Cause of problem	Solution
1.	Headache	Too much coffee and studying	A walk, fresh air and an early night
2.	Backache	Working in the garden	Rest
3.	A swollen knee	Playing football	Ice, warm salty water
4.	A black eye	Running into a lamp-post	Raw steak
5.	A stiff neck	Driving with car window open	Keep it warm, aspirin, neck massage
6.	Stomach-ache	Eating strawberries	Don't eat, drink water.

1. A What's the matter, Bill? You look terrible.  
B Yes, I feel it too. I've got an awful headache. I think I've been drinking too much coffee.  
I've been working hard for my exams and drinking coffee to keep awake. But I feel so bad that I can't do any more reading.  
A The best thing you could do is go for a walk in the fresh air, and then go to bed early.  
You won't do well in your exams if you don't get enough sleep.
2. A I can hardly move today. It took me ages to get out of bed this morning. I've got terrible backache.  
B Why? What have you been doing?  
A It was such nice weather yesterday that I spent all day working in the garden, planting vegetables.  
B That's a silly thing to do! If you're doing heavy work like that, you should never do more than an hour at a time, especially if you're not used to it. You'd better rest your back for a few days – make sure you don't lift anything.
3. A What's up with you? You're walking very strangely.  
B Yes. I pulled my knee when I was playing football yesterday. It's all swollen.  
A It looks bad. When I hurt my ankle, I put ice on it, and it brought the swelling down, and it felt much better.  
B Maybe I'll try that. Last night I bathed it in warm salty water, and that helped it a bit.
4. A You look as if you've been in the wars. Where did you get that black eye?  
B I was running for the bus yesterday, and I wasn't looking, and I ran into a lamp-post.  
A It's a really bad bruise – it must hurt a lot. You're lucky you didn't break your nose!  
B Yes, I know. I felt really stupid. And at work everyone was making jokes about it, and asking if I won the fight! I tried putting raw steak on it, because that's what people say you should do, but it didn't do much good.
5. A I've got such a stiff neck today – I can't turn my head to the left at all.  
B Why? What have you been doing?  
A I drove to London last night with my car window open, and I think it was just the wind on my neck. It was OK yesterday, but I couldn't move it when I woke up this morning.  
B There's not much you can do for a stiff neck – keep it warm and take an aspirin I suppose.  
A If it goes on, I might have to go and have a neck massage – someone told me they were wonderful.

6. A You look green. What's wrong?  
 B I've got awful stomach-ache. I had strawberries for lunch, and they just didn't agree with me. I think I'm going to throw up.  
 A Yes, you've got to be careful about eating too much fruit. A lot of people are allergic to strawberries. You'd better not eat for the rest of the day – and only drink water till your stomach settles.

3. 1d 2g 3a 4f 5i 6b 7j 8c 9e 10h

4.

I've got (+ problem)	I feel (+ adjective)	My ankle is(+ adjective)	My leg (+ verb)
backache a sore throat a scar a black eye flu a stiff neck toothache stomach-ache a cough a high temperature	sick awful terrible ill	broken sprained bruised	hurts aches

5. 1. Do you ever get sore throats?  
 2. What do you do if you get a sore throat or lose your voice?  
 3. What do you do if you get a headache?  
 4. How many days did you have off work last year?  
 5. Why did you have days off work?  
 6. How much fruit and vegetables do you eat.  
 7. What do you eat in summer?  
 8. What exercise do you do/take?  
 9. How much do you walk?  
 10. Do you smoke?  
 11. Have you ever broken any bones?  
 12. Do you have any scars?

# Lesson 13: El clima y las estaciones

Level 2	Topic	Aim	Language Focus	Skills
<b>Lesson 13</b>	El clima y las estaciones The weather and seasons	Hablar sobre el clima y lo hace sentir	El tiempo, las estaciones, los sentimientos	Escuchar y hablar

## Estudio individual (Self-study)

1. Piense en los diferentes tipos de clima y cómo lo hacen sentir.  
Think about different types of weather and how they make you feel.
2. Mire la Hoja de Tareas 1. Ud. va repasar las estaciones y algunas ‘weather words’.  
Look at Task Sheet 1. You are going to revise the seasons and some ‘weather words’.
3. Mire la Hoja de Tareas 2. Ud. va a practicar hablando sobre las estaciones y el clima y como lo hacen sentir los diferentes climas.  
Look at Task Sheet 2. You are going to practise talking about seasons and the weather and how different weather makes you feel.
4. Ahora vaya a la tarea *Out There*.  
Now go to the *Out There* task.

## Out There

Pregúntele a sus compañeros de conversación de *Out There* sobre las estaciones en sus países y qué tipos de clima tienen en las estaciones.

You are going to talk to your *Out There* conversation partners about the seasons in their country and what kinds of weather they have.

Cuéntele a sus compañeros de conversación de *Out There* sobre el clima y las estaciones en su país y qué le gusta y no le gusta sobre cada estación.

You are going to tell them about the weather and the seasons in your country and what you like and don't like about each season.

### 13.1 Task Sheet 1

#### Exercise 1

Las estaciones y el clima.

Seasons and the weather

Ordenes las letras para deletrear las cuatro estaciones.

Unscramble the letters to spell the four seasons:

1. girpns \_ \_ \_ \_ \_
2. rsumem \_ \_ \_ \_ \_
3. tmnuau \_ \_ \_ \_ \_
4. etirwn \_ \_ \_ \_ \_

Verifique sus respuestas en la lista de respuestas.

Check your answers in the Answer Key.

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...I finally learned to speak it in just six lessons"

Jane, Chinese architect

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**Exercise 2**

Conekte las palabras con las imágenes.

Match the weather words to the pictures:

**snowy   sunny   rainy/wet   icy   cold   cloudy   hot   warm   stormy   windy   humid**



a.



b.



c.



d.



e.



f.



g.



h.



i.



j.



k.

Verifique sus respuestas en la lista de respuestas.

Check your answers in the Answer Key.

Escuche el informe del tiempo. Conekte los símbolos del tiempo con las ciudades correctas.

Listen to the weather report. Match the weather symbols to the correct cities:



1. Rome

2. London

3. Paris

Verifique sus respuestas en la lista de respuestas.

Check your answers in the Answer Key.

**Exercise 3**

Piense en el clima en cada una de las estaciones de su país. Escriba algunas notas en los cuatro casilleros de abajo. Use algunas de las expresiones para ayudarlo:

Think about the weather in each of the seasons in your country. Write some notes in the four boxes below. Use some of these expressions to help you:

It rains/snows...It doesn't rain/snow

There's a lot of rain/snow

It's hot/cold/warm/cloudy/sunny

We have lots of storms/sunshine...We don't have much snow/rain

<i>season:</i> _____	<i>season:</i> _____
<i>season:</i> _____	<i>season:</i> _____

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## 13.2 Task Sheet 2

### Exercise 4

Hablando sobre el clima.

Talking about the weather.

Escuche a cuatro personas hablando sobre la temporada favorita. Complete las temporadas y conteste las preguntas.

Listen to four people talking about their favourite season. Fill in the seasons and answer the questions:

What can Marisa see from her flat?

What does John say about the weather in his favourite season?

Where does Kate live?

Why does Dave like the sun?

#### favourite season

- |           |       |
|-----------|-------|
| 1. Marisa | _____ |
| 2. John   | _____ |
| 3. Kate   | _____ |
| 4. Dave   | _____ |

### Exercise 5

Mire el diálogo del Ejercicio 4 abajo. Subraye las palabras/expresiones que describen sentimientos.

Look at the listening script from Exercise 4 below. Underline the words/expressions describing feelings.

Hi, I'm Marisa. I'm Italian but I live and work in Edinburgh. Scotland is a beautiful country. It's very different from my home town but I love it here. I particularly like the winter because Christmas is so magical. I can see snow on the hills from my flat and I love to wrap up warm in a big coat and scarf and go walking. Some of my friends here feel depressed in the winter because it is cold and the evenings are dark, but I don't!

Hello, I'm John. Spring is definitely my favourite season. It makes me feel happy and excited to see all the plants in my garden begin to grow again. The evenings are light and the days are sunny and warm. I have more energy in the spring and I spend more time outside which makes me feel more healthy.

Hi, I'm Kate. I'm from London but I live in New England in the US. The autumn is famous here because of the beautiful colours of the leaves on the trees. Autumn is called 'fall' here. It is such a beautiful season – definitely my favourite. The weather gets cold and it often rains but I like it. I suppose some people feel sad when the leaves on the trees turn orange because it's the end of summer, but not me! The autumn makes me feel calm and relaxed.

Hello, I'm Dave, I love the sun! It makes me feel happy. I like to feel the sun on my face and I feel more confident when I have a suntan. Everyone is relaxed and sociable when the weather is good and everyone wants to go out and have a good time. Summer is the best season by far!

Verifique sus respuestas en la lista de respuestas.

Check your answers in the Answer Key.

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**Exercise 6**

Piense en su estación favorita. Escriba un párrafo sobre su estación favorita contestando estas preguntas:  
Think about your favourite season. Write a paragraph about your favourite season answering these questions:

- What is your favourite season?
- Why do you like it?
- What is the weather like?
- How does it make you feel?

My favourite season is

---

---

---

---

**Exercise 7**

Piense en cosas que le gusta y cosas que no le gusta de Spring, Summer, Autumn y Winter. Incluya detalles sobre el clima. Tome notas.

Think about things you like and things you don't like about spring, summer, autumn and winter. Include details about the weather. Write notes:

---

---

---

---

---

---

---

---

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---

---

---

**Well done, you have now finished the preparation for the speaking practice task.**

### 13.3 Task Sheet 3

#### **Out There Task**

Pregúntele a sus compañeros de conversación de *Out There* sobre las estaciones en sus países y qué tipos de clima tienen en las estaciones.

You are going to talk to your *Out There* conversation partners about the seasons in their country and what kinds of weather they have.

Cuéntele a sus compañeros de conversación de *Out There* sobre el clima y las estaciones en su país y qué le gusta y no le gusta sobre cada estación.

You are going to tell them about the weather and the seasons in your country and what you like and don't like about each season.

#### **Antes de llamar a sus compañeros de conversación de *Out There*:**

**Before you call your *Out There* conversation partner(s):**

1. Lea la tarea cuidadosamente.  
Read the task carefully.
2. ¿La entiende? Si no, léala nuevamente.  
Do you understand it? If you do not, read it again.

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3. ¿Está listo para llamar a sus compañeros?  
Are you ready to call your partners?
4. Llámelos y preséntese.  
“Hi, my name is [inserte su nombre aquí], I’m learning English, can I ask you some questions about you?”  
Call and introduce yourself:  
“Hi, my name is [insert your name here], I’m learning English, can I ask you some questions about you?”
5. Diga ‘thank you’...y comience la tarea.  
Say ‘thank you’...and begin the task.
6. Recuerde escribir las respuestas de sus compañeros y pídale que usen el casillero de ‘chat’ para deletrear las palabras y frases que no entiende.  
Remember to write your partners’ answers down and ask them to use the ‘chat’ box to spell words and phrases you don’t understand.
7. Recuerde que puede grabar sus conversaciones y escucharlas de nuevo!  
Remember you can record your conversations and listen to them again!

### Ready?

Usando sus notas del Ejercicio 3, cuéntele a sus compañeros de *Out There* sobre el clima en su país en cada estación. Usando su trabajo en los Ejercicios 6 y 7, cuéntele sobre su estación favorita y su clima. Using your notes from Exercise 3, tell your *Out There* partners about the weather in your country in each season. Using your work in Exercises 6 and 7, tell them about your favourite season and its weather.

Explique cómo la estación/ el clima lo hace sentir. Cuéntele a sus compañeros sobre su clima menos favorito y cómo lo hace sentir.

Explain how the season/weather makes you feel. Tell your partners about your least favourite kind of weather and how it makes you feel.

Luego pídale a sus compañeros de conversación de *Out There* que le cuenten sobre las estaciones en sus países. Pregúntele sobre su clima favorito y menos favorito.

Then ask your *Out There* conversation partners to tell you about the seasons and the weather in their country. Ask them about their favourite and least favourite kind of weather.

¿Cómo los hace sentir los distintos climas? Puede usar las preguntas en el Ejercicio 5 para ayudarlo.  
How does different weather make them feel? You can use the questions in Exercise 5 to help you.

¿Prefiere el clima de su país o el de ellos?  
Do you prefer the weather in your country or their country?

Pídale a sus compañeros que le expliquen cualquier palabra que no entienda.

Ask your partners to explain any words you don't understand.

**New words and expressions:**

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### 13.4 Answer Key

#### Task Sheet 1

1. 1. Spring; 2. Summer; 3. Autumn; 4. Winter
2. a. sunny; b. cloudy; c. rainy/wet; d. snowy; e. icy; f. cold; g. hot; h. humid; i. stormy; j. windy; k. warm
3. Rome:



London:



Paris:



#### Task Sheet 2

4. 1. Marisa – Winter; 2. John – Spring; 3. Kate – Autumn/Fall; 4. Dave – Summer
5. Hi, I'm Marisa. I'm Italian but I live and work in Edinburgh. Scotland is a beautiful country. It's very different from my home town but I love it here. I particularly like the winter because Christmas is so magical. I can see snow on the hills from my flat and I love to wrap up warm in a big coat and scarf and go walking. Some of my friends here feel **depressed** in the winter because it is cold and the evenings are dark, but I don't!

Hello, I'm John. Spring is definitely my favourite season. It makes me feel **happy** and **excited** to see all the plants in my garden begin to grow again. The evenings are light and the days are sunny and warm. I have more energy in the spring and I spend more time outside which makes me feel more **healthy**.

Hi, I'm Kate. I'm from London but I live in New England in the US. The autumn is famous here because of the beautiful colours of the leaves on the trees. Autumn is called 'fall' here. It is such a beautiful season – definitely my favourite. The weather gets cold and it often rains but I like it. I suppose some people feel **sad** when the leaves on the trees turn orange because it's the end of summer, but not me! The autumn makes me feel **calm** and **relaxed**.

Hello, I'm Dave, I love the sun! It makes me feel **happy**. I like to feel the sun on my face and I feel more **confident** when I have a suntan. Everybody is **relaxed** and **sociable** when the weather is good and everyone wants to go out and have a good time. Summer is the best season by far!


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# Lesson 14: ¿Alguna ves ha...?

Level 2	Topic	Aim	Language Focus	Skills
<b>Lesson 14</b>	¿Alguna ves ha...? Have you ever...?	Hablar sobre experiencias personales	Presente perfecto, pasado participio, pasado simple	Escuchar y hablar

## *Estudio individual (Self-study)*

1. Piense en algo inusual que ha hecho en su vida o algo que le gustaría hacer. ¿Podría preguntarle en Inglés a alguien si alguna vez lo hizo?  
Think about something unusual you have done in your life or something you would like to do. Could you ask someone in English if they have ever done it?
2. Mire la Hoja de Tareas 1. Ud, aprenderá a preguntar y hablar sobre experiencias personales.  
Look at Task Sheet 1. You are going to learn how to ask and talk about personal experiences.
3. Mire la Hoja de Tareas 2. Ud. practicará el uso del pasado perfecto y el pasado simple para hablar sobre experiencias pasadas.  
Look at Task Sheet 2. You are going to practise using the past perfect and past simple to talk about past experiences.
4. Ahora vaya a la tarea *Out There*.  
Now go to the *Out There* task.

## *Out There*

Pregúntele a sus compañeros de conversación de *Out There* sobre experiencias que han tenido.  
Ask your *Out There* conversation partners about experiences they have had.

Pídale a sus compañeros de conversación de *Out There* que le pregunten sobre las experiencias suyas.  
Ask your *Out There* conversation partners to ask you some questions about your experiences.

## 14.1 Task Sheet 1

### Exercise 1

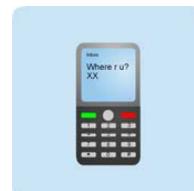
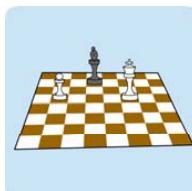
Experiencias personales.

Personal experiences.

Conecte las preguntas con las imágenes y llene con el verbo correcto del casillero.

Match the questions to the pictures and fill in the correct verb from the box:

eaten	been	failed	played	ridden	sent
-------	------	--------	--------	--------	------



1. Have you ever \_\_\_\_\_ to Paris?
2. Have you ever \_\_\_\_\_ a pizza?
3. Have you ever \_\_\_\_\_ a horse?
4. Have you ever \_\_\_\_\_ chess?
5. Have you ever \_\_\_\_\_ an exam?
6. Have you ever \_\_\_\_\_ a text message?

Verifique sus respuestas en la lista de respuestas.

Check your answers in the Answer Key.

Escriba respuestas a las preguntas que son verdaderas para Ud usando 'Yes, I have' o 'No, I haven't'.

Write answers to the questions that are true for you using 'Yes, I have' or 'No, I haven't'.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

**Exercise 2**

¿Cuál es el tiempo verbal mostrado en las preguntas del Ejercicio 1?

What is the tense shown in the questions in Exercise 1? When do we use 'Have you ever...?'

Verifique sus respuestas en la lista de respuestas.

Check your answers in the Answer Key.

**Grammar**

Remember, many common verbs have irregular past participles,

e.g. be – been, see – seen, have – had, give – given, do – done, go – been/gone, fly – flown, run – run.

Can you think of any more? Note them here.

Complete las oraciones usando el presente perfecto de los verbos dados.

Complete the sentences using the present perfect form of the verbs given:

Example: Kate **has never been** to London. (x/ go)

1. Marie \_\_\_\_\_ to Old Trafford many times. (go)
2. My brother \_\_\_\_\_ on a plane. (x/ fly)
3. I \_\_\_\_\_ the rules of cricket. (x/ understand)
4. They \_\_\_\_\_ Robbie Williams in concert, but they have all of his CDs. (x/ see)
5. I \_\_\_\_\_ Indian food but I don't like it. (try)
6. Anthony \_\_\_\_\_ a motorbike but I haven't. (ride)
7. I \_\_\_\_\_ Hamlet. (read)
8. My friend \_\_\_\_\_ the London Marathon. (run)

Verifique sus respuestas en la lista de respuestas.

Check your answers in the Answer Key.

**Exercise 3**

Corrija las seis oraciones. Dos oraciones son correctas.

Correct six sentences. Two sentences are correct.

1. I have never went to the theatre.
2. Have you ever saw a famous film star?
3. They haven't never visited my country.
4. Have you ever read a novel by Jane Austen?
5. He has sending a text message to his manager.
6. Has she ever meet your husband?
7. They have failed their exams again.
8. You haven't ever came to my house.

Verifique sus respuestas en la lista de respuestas.

Check your answers in the Answer Key.



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## 14.2 Task Sheet 2

### Exercise 4

Hablando sobre experiencias pasadas.

Talking about past experiences.

Mire las imágenes y haga preguntas con *Have you ever...?* y los verbos en el casillero. Recuerde colocar los verbos en el tiempo correcto.

Look at the pictures and make questions with ‘Have you ever...?’ and the verbs in the box. Remember to put the verbs into the correct tense:

get lost	go to a wedding	buy a car	stay up all night
move house	call an ambulance	meet a famous person	have an accident
	sleep outdoors	travel abroad	



- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Verifique sus respuestas en la lista de respuestas.

Check your answers in the Answer Key.

Escuche las preguntas y repítalas.

Listen to the questions and repeat them.

The graphic features the BI logo in a blue square at the center. Radiating from it are various colored bars representing different academic programs: Business, Strategic Marketing Management, International Business, Leadership & Organisational Psychology, Shipping Management, Financial Economics, and Business again. Below the logo, the text "BI NORWEGIAN BUSINESS SCHOOL" is displayed, with "BI" in a larger blue square.

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**Exercise 5**

Escuche a Sergio hablando sobre tres experiencias personales. ¿Cuál de estas preguntas en el Ejercicio 4 él contesta?

Listen to Sergio talking about three personal experiences. Which of the questions in Exercise 4 does he answer?

Verifique sus respuestas en la lista de respuestas.

Check your answers in the Answer Key.

**Exercise 6**

Mire el diálogo del Ejercicio 5. Subraye los verbos. ¿Qué tiempos verbales se usan? ¿Porqué?

Look at the recording script from Exercise 5. **Underline** the verbs. Which tenses are used? Why?

Sergio: Yes, I have! A woman drove into my car in a supermarket car park. I didn't see her – I just heard a loud crash. I was angry, but the woman said she was sorry and gave me her name and address.

Sergio: No, I haven't. I have always lived in this house. I lived with a family in Vancouver for a month last year but I have never moved house.

Sergio: Yes, I have. When I was 10 I went on a camping holiday with my school. We went to the country and we stayed in tents. We were away for three days. It was very cold at night and I wanted to be at home in my warm bed!

**Exercise 7**

Elija una de las preguntas del Ejercicio 4 que Ud. hizo. Escriba un corto párrafo explicando lo que pasó. Choose one of the things in Exercise 4 that you have done. Write a short paragraph explaining what happened.

Example: 'I have been to a wedding. My sister got married last September. It was a great day!

The weather was sunny and warm...'

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**Well done, you have now finished the preparation for the speaking practice task.**

### 14.3 Task Sheet 3

#### **Out There Task**

Ud. hablará con sus compañeros de conversación de *Out There* experiencias que han tenido. Hará preguntas con Have you ever...? Les pedirá más información sobre sus experiencias.

You are going to talk to your *Out There* conversation partners about experiences they have had. You are going to ask questions with 'Have you ever...?' and ask for more information about their experiences.

Puede usar preguntas como:

You can use questions like:

- Have you ever...?
- What happened?
- What was it like?
- Where were you?
- What did you do?
- How did you feel?

#### **Antes de llamar a sus compañeros de conversación de *Out There*:**

**Before you call your *Out There* conversation partner(s):**

1. Lea la tarea cuidadosamente.  
Read the task carefully.
2. ¿La entiende? Si no, léala nuevamente.  
Do you understand it? If you do not, read it again.
3. ¿Está listo para llamar a sus compañeros?  
Are you ready to call your partners?
4. Llámelos y preséntese.  
 "Hi, my name is [inserte su nombre aquí], I'm learning English, can I ask you some questions about you?"  
 Call and introduce yourself:  
 "Hi, my name is [insert your name here], I'm learning English, can I ask you some questions about you?"
5. Diga 'thank you'...y comience la tarea.  
Say 'thank you'...and begin the task.
6. Recuerde escribir las respuestas de sus compañeros y pídale que usen el casillero de 'chat' para deletrear las palabras y frases que no entiende.  
Remember to write your partners' answers down and ask them to use the 'chat' box to spell words and phrases you don't understand.
7. Recuerde que puede grabar sus conversaciones y escucharlas de nuevo!  
Remember you can record your conversations and listen to them again!

**Ready?**

Pregúntele a su compañero de conversación de *Out There* sobre sus experiencias pasadas. Puede usar sus preguntas del Ejercicio 4 si desea. Pídale que le cuenten más sobre las experiencias que más le interesan. Luego pídale que le cuenten sobre una experiencia muy memorable (buena o mala).

Ask your *Out There* conversation partners about their past experiences. You can use your questions from Exercise 4 if you like. Ask them to tell you more about the experiences you are most interested in. Then ask them to tell you about a very memorable experience (good or bad).

Pídale a sus compañeros de conversación de *Out There* que le hagan preguntas usando Have you ever...? Ask your *Out There* conversation partners to ask you some questions using Have you ever...?

Pídale a sus compañeros que le expliquen cualquier palabra que no entienda.

Ask your partners to explain any words you don't understand.

**New words and expressions:**

#### 14.4 Answer Key

1. 1. Have you ever been to Paris?
2. Have you ever eaten a pizza?
3. Have you ever ridden a horse?
4. Have you ever played chess?
5. Have you ever failed an exam?
6. Have you ever sent a text message?

2. The present perfect tense

We use 'Have you ever...?' to ask about experiences in the past but not at a specific time, i.e. at some point up to now.

1. Marie has been to Old Trafford many times.
2. My brother has never flown on a plane.
3. I have never understood the rules of cricket.
4. They have never seen Robbie Williams in concert, but they have all of his CDs.
5. I have tried Indian food but I don't like it.
6. Anthony has ridden a motorbike but I haven't.
7. I have read Hamlet.
8. My friend has run the London Marathon.

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3. 1. I have never been to the theatre.  
 2. Have you ever seen a famous film star?  
 3. They haven't ever visited my country.  
 4. Have you ever read a novel by Jane Austen? (correct)  
 5. He has sent a text message to his manager.  
 6. Has she ever met your husband?  
 7. They have failed their exams again. (correct)  
 8. You haven't ever come to my house.
4. 1. Have you ever got lost?  
 2. Have you ever been to a wedding?  
 3. Have you ever bought a car?  
 4. Have you ever stayed up all night?  
 5. Have you ever moved house?  
 6. Have you ever called an ambulance?  
 7. Have you ever met a famous person?  
 8. Have you ever had an accident?  
 9. Have you ever slept outdoors?  
 10. Have you ever travelled abroad?
5. Have you ever had an accident?  
 Have you ever moved house?  
 Have you ever slept outdoors?
6. Sergio: Yes, I **have!** A woman **drove** into my car in a supermarket car park. I **didn't see** her – I just **heard** a loud crash. I **was** angry, but the woman said she **was** sorry and **gave** me her name and address.
- Sergio: No, I **haven't**. I **have always lived** in this house. I **lived** with a family in Vancouver for a month last year but I **have never moved** house.
- Sergio: Yes, I **have**. When I **was** 10 I **went** on a camping holiday with my school. We **went** to the country and we **stayed** in tents. We **were** away for three days. It **was** very cold at night and I **wanted** to be at home in my warm bed!

The past simple describes events that took place at a specific time in the past and are now finished.

The present perfect is used to talk about events that happened at some point in the past which relate to the present.

# Lesson 15: Transporte

Level 2	Topic	Aim	Language Focus	Skills
Lesson 15	Transporte Transport	Hablar sobre medios de transporte y con qué frecuencia los usa	presente simple, modos de transporte, expresiones temporales	escuchar, leer y hablar

## Estudio individual (Self-study)

- Piense en diferentes medios de transporte que usa en una semana típica. ¿Podría hablar en Inglés sobre el transporte que use y con qué frecuencia lo usa?  
Think about the different modes of transport you use in a typical week. Could you talk about the transport you use, and how often you use it, in English?
- Mire la Hoja de Tareas 1. Ud. va a repasar algunos medios de transporte y algunas expresiones temporales.  
Look at Task Sheet 1. You are going to revise some modes of transport and some time expressions.
- Mire la Hoja de Tareas 2. Ud. practicará hablar sobre los medios de transporte que usa.  
Look at Task Sheet 2. You are going to practise talking about the modes of transport you use.
- Ahora vaya a la tarea *Out There*.  
Now go to the *Out There* task.

## Out There

BUD. les contará a sus compañeros de conversación de *Out There* sobre los medios de transporte en su área que usa. Les dirá con qué frecuencia los usa y dónde viaja con ellos. Dirá qué le gusta o no le gusta sobre ellos.

You are going to tell your *Out There* conversation partners about modes of transport in your area that you use. You are going to tell them how often you use different modes of transport and where you travel on them. And what you like or don't like about them.

Ud. preguntará a sus compañeros de conversación sobre los medios de transporte en su área, con qué frecuencia los usas y qué les gusta o no les gusta.

You are going to ask your conversation partners about the modes of transport in their area, how often they use them and what they like or don't like.

## 15.1 Task Sheet 1

### Exercise 1

Medios de transporte.

Modes of transport

Mire los medios de transporte en el casillero y complete las oraciones.

Look at the modes of transport in the box and complete the sentences:

<b>train</b>	<b>Tube</b>	<b>plane</b>	<b>car</b>	<b>bus</b>
<b>ferry</b>	<b>bike</b>	<b>taxi</b>	<b>motorbike</b>	<b>tram</b>

1. I'm tired. I rode my \_\_\_\_\_ to work this morning.
2. I don't like travelling by \_\_\_\_\_. I don't like being under the ground.
3. I caught the number 78 \_\_\_\_\_ to town. It was a double-decker!
4. My mother doesn't like my new \_\_\_\_\_. She says it is too fast and too dangerous.
5. I don't drive my \_\_\_\_\_ to work because it is too difficult to find a parking space.
6. I was at the station at 8 o'clock to catch the \_\_\_\_\_ to Edinburgh.
7. I like travelling to France by \_\_\_\_\_ if the sea isn't rough.
8. My \_\_\_\_\_ landed at Heathrow on time.
9. Have you ever been on the \_\_\_\_\_ in London? It's like a train that travels through the street.
10. I arrived at the airport at 11 o'clock so I took a \_\_\_\_\_ home. I don't like travelling on trains or buses at night.

Escuche y verifique sus respuestas.

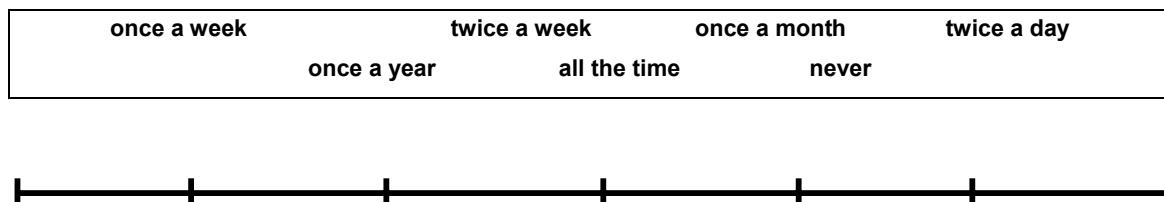
Listen and check your answers.

## 15.2 Task Sheet 2 (continued)

### Exercise 2

Mire las expresiones temporales en el casillero. Ordénelas sobre la línea temporal desde el menos frecuente al más frecuente.

Look at the time expressions in the box. Arrange them on the timeline from the least often to the most often:



Verifique sus respuestas en la lista de respuestas.

Check your answers in the Answer Key.

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Elija cinco de los medios de transporte en el Ejercicio 1. Escriba oraciones que son verdaderas sobre Ud. sobre la frecuencia con que las usa.

Choose five of the modes of transport in Exercise 1. Write sentences that are true for you about how often you use them, e.g. 'I ride my bike about once a month.'

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### Exercise 3

Escuche a Gina hablando sobre los medios de transporte que ella usa. Conteste las preguntas.

Listen to George talking about the modes of transport he uses. Answer the questions:

1. How does George travel to work?
2. How often does George catch a bus?
3. When does George travel by tram?
4. How often does George travel by plane?
5. What does George like to do on her bike?
6. Why doesn't George travel by taxi?

Verifique sus respuestas en la lista de respuestas.

Check your answers in the Answer Key.

### 15.3 Task Sheet 2

#### Exercise 4

Hablando sobre modos de transporte.

Talking about modes of transport

Lea el recuento de Gabriella sobre la vida en Londres. Marque las declaraciones como verdaderas (T) o falsas (F).

Read Gabriella's account of life in London. Mark the statements true (T) or false (F).

I like living in London but I sometimes feel nervous on public transport. Since the bombing on July 7<sup>th</sup> I don't like travelling by Tube. I don't like it when the Tube trains stop in tunnels because it is dark and I feel trapped. I quite like travelling by bus because you can see the famous buildings in London and watch people walking in the streets. My favourite buses are the double-deckers because they are so famous and it's fun to sit on the top deck. I never drive in London because there are so many cars and everyone is always in a hurry. I like taking taxis when I go out in the evening because I feel safe, but they are very expensive so I often use the tram. I fly home to Milan once a month to visit my family and tell them all about my life in London!

1. Gabriella doesn't enjoy travelling by Tube.
2. She feels nervous in taxis.
3. Gabriella doesn't like sitting on the top deck of double-decker buses.
4. She always travels by taxi in the evenings.
5. Gabriella sees her family every month.
6. She travels to Italy by plane.
7. Gabriella cannot drive a car.
8. She enjoys looking out of the window when she travels by bus.

Verifique sus respuestas en la lista de respuestas.

Check your answers in the Answer Key.

**Exercise 5**

Piense sobre qué medios de transporte usa cuando hace estas cosas:

Think about what modes of transport you use when you do these things:

- travel to work or school
- go to the supermarket
- visit your family
- go on holiday
- go out with friends

Escriba oraciones que son verdaderas para Ud.

Write sentences that are true for you.

e.g 'I go to school by car. My father drives me there.'

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Exercise 6**

Escriba preguntas sobre el transporte para las respuestas de abajo:

Write questions about transport for the answers below:

1. Twice a week.
2. To work every morning.
3. By bus.
4. Yes, I do.
5. Never.
6. Yes, I have.
7. Because it's bad for the environment.
8. Because there are too many people.

Escuche algunas preguntas de ejemplo.

Listen to some example questions.

**Well done, you have now finished the preparation for the speaking practice task.**

## 15.4 Task Sheet 3

### **Out There Task**

Ud. les contará a sus compañeros de conversación de *Out There* sobre los medios de transporte en su área que usa. Les dirá con qué frecuencia los usa y dónde viaja con ellos. Dirá qué le gusta o no le gusta sobre ellos.

You are going to tell your *Out There* conversation partners about modes of transport in your area that you use. You are going to tell them how often you use different modes of transport and where you travel on them. And what you like or don't like about them.

Ud. preguntará a sus compañeros de conversación sobre los medios de transporte en su área, con qué frecuencia los usas y qué les gusta o no les gusta.

You are going to ask your conversation partners about the modes of transport in their area, how often they use them and what they like or don't like.

"I studied English for 16 years but...  
...I finally learned to speak it in just six lessons"

Jane, Chinese architect

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**Antes de llamar a sus compañeros de conversación de *Out There*:****Before you call your *Out There* conversation partner(s):**

1. Lea la tarea cuidadosamente.

Read the task carefully.

2. ¿La entiende? Si no, léala nuevamente.

Do you understand it? If you do not, read it again.

3. ¿Está listo para llamar a sus compañeros?

Are you ready to call your partners?

4. Llámelos y preséntese.

“Hi, my name is [inserte su nombre aquí], I’m learning English, can I ask you some questions about you?”

Call and introduce yourself:

“Hi, my name is [insert your name here], I’m learning English, can I ask you some questions about you?”

5. Diga ‘thank you’...y comience la tarea.

Say ‘thank you’...and begin the task.

6. Recuerde escribir las respuestas de sus compañeros y pídale que usen el casillero de ‘chat’ para deletrear las palabras y frases que no entiende.

Remember to write your partners’ answers down and ask them to use the ‘chat’ box to spell words and phrases you don’t understand.

7. Recuerde que puede grabar sus conversaciones y escucharlas de nuevo!

Remember you can record your conversations and listen to them again!

**Ready?**

Cuéntele a sus compañeros de conversación de *Out There* sobre los medios de transporte en su área que Ud. usa. Dígales con qué frecuencia los usa y dónde viaja con ellos. Dirá qué le gusta o no le gusta sobre ellos. Use su trabajo en las hojas de tareas para ayudarlo.

Tell your *Out There* conversation partners about modes of transport in your area that you use. Tell them how often you use different modes of transport and where you travel on them. And what you like or don’t like about them. Use your work on the task sheets to help you.

Pregunte a sus compañeros de conversación sobre los medios de transporte en su área, con qué frecuencia los usan y qué les gusta o no les gusta. Pídale a sus compañeros que le expliquen cualquier palabra que no entienda.

Ask your conversation partners about the modes of transport in their area, how often they use them and what they like or don't like about them. Ask your partners to explain any words you don't understand.

**New words and expressions:**



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## 15.5 Answer Key

1. 1. I'm tired. I rode my bike to work this morning.  
2. I don't like travelling by Tube. I don't like being under the ground.  
3. I caught the number 78 bus to town. It was a double-decker!  
4. My mother doesn't like my new motorbike. She says it is too fast and too dangerous.  
5. I don't drive my car to work because it is too difficult to find a parking space.  
6. I was at the station at 8 o'clock to catch the train to Edinburgh.  
7. I like travelling to France by ferry if the sea isn't rough.  
8. My plane landed at Heathrow on time.  
9. Have you ever been on the tram in London? It's like a train that travels through the street.  
10. I arrived at the airport at 11 o'clock so I took a taxi home. I don't like travelling on trains or buses at night.
2. Never – once a year – once a month – once a week – twice a week – twice a day – all the time
3. 1. By Tube  
2. About twice a week  
3. When she stays out late – about once a month  
4. Twice a year  
5. Riding her bike through the parks to the shops  
6. It's too expensive
4. 1. T; 2. F; 3. F; 4. F; 5. T; 6. T; 7. F; 8. T
6. 1. How often do you go to the supermarket?  
2. When do you travel by bus?  
3. How do you get to the office?  
4. Do you like travelling by train?  
5. How often do you ride a bike?  
6. Have you ever ridden a motorbike?  
7. Why don't you fly very often?  
8. Why don't you like travelling by Tube at rush hour?

# Lesson 16: Trabajos

Level 2	Topic	Aim	Language Focus	Skills
<b>Lesson 16</b>	Trabajos Jobs	Hablar sobre trabajos	Vocabulario y expresiones relacionados con el trabajo	Escuchar, leer y hablar

## *Estudio individual (Self-study)*

1. Piense en su trabajo. ¿Le puede decir a alguien en Inglés a qué se dedica para vivir?  
Think about your job. Could you tell someone what you do for a living in English?
2. Mire la Hoja de Tareas 1. Ud. va a repasar algunos trabajos comunes y aprender algunas expresiones útiles relacionadas con el trabajo.  
Look at Task Sheet 1. You are going to revise some common jobs and learn some useful job-related expressions.
3. Mire la Hoja de Tareas 2. Ud. practicará hablar sobre su trabajo y hará preguntas sobre el trabajo de alguien.  
Look at Task Sheet 2. You are going to practise talking about your job and make questions to ask about someone else's job.
4. Ahora vaya a la tarea *Out There*.  
Now go to the *Out There* task.

## *Out There*

Cuéntele a sus compañeros de conversación de *Out There* sobre su trabajo. Describa lo que hace y lo que le gusta y no le gusta sobre su trabajo.

Tell your *Out There* conversation partners about your job. Describe what you do and what you like and don't like about your job.

Pregúntele a su compañero de conversación de *Out There* sobre sus trabajos. Pídale que le den detalles y que le digan lo que les gusta y no les gusta.

Ask your *Out There* conversation partners about their jobs. Ask them to give you details and tell you what they like and don't like.

## 16.1 Task Sheet 1

### Exercise 1

Mire las descripciones y conéctelas con el trabajo correcto.

Look at the descriptions and match them to the correct job:

1. She types letters.	a. He's a computer programmer.
2. He teaches maths.	b. He's a waiter.
3. She checks teeth.	c. She's a flight attendant.
4. He cuts hair.	d. She's a dentist.
5. He serves meals in a restaurant.	e. He's a DJ.
6. He helps people when they are ill.	f. He's a maths teacher.
7. He plays music in a club or on the radio.	g. She's a sales assistant.
8. She works in a shop.	h. She's a PA.
9. She serves drinks on a plane.	i. He's a doctor.
10. He writes computer software.	j. He's a hairdresser.

Verifique sus respuestas en la lista de respuestas.

Check your answers in the Answer Key.

Escuche las oraciones 1–10 y a–j y tildelas [✓] a medida que las oye.

Listen to the sentences 1–10 and a–j and tick them [✓] as you hear them.



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**Exercise 2**

Escuche a las tres personas hablar sobre sus empleos. Conteste las preguntas para cada interlocutor.  
Listen to three people talking about their jobs. Answer the questions for each speaker:

What is his/her job?

What does he/she like about the job?

What does he/she not like about the job?

Verifique sus respuestas en la lista de respuestas.

Check your answers in the Answer Key.

**Exercise 3**

Complete las oraciones con los verbos relacionados con el trabajo.

Complete the sentences with the work-related verbs:

1. I don't like my job because I \_\_\_\_\_ my colleagues. (x/ get along with)
2. She's an accountant so she \_\_\_\_\_. (be good with numbers)
3. My mother was a fantastic nurse because she \_\_\_\_\_, especially children.  
(be good with people)
4. All the people who work in this gym have to \_\_\_\_\_ because they teach exercise classes. (be fit)
5. They \_\_\_\_\_ but they love their jobs. (x/ earn good money)
6. Maria \_\_\_\_\_ so she is training to be an IT consultant. (be good with computers)
7. We \_\_\_\_\_ because we have children at school. (work flexible hours)
8. I don't want the job because you have to \_\_\_\_\_. I only want to work in the mornings. (work long hours)

Verifique sus respuestas en la lista de respuestas.

Check your answers in the Answer Key.

## 16..2 Task Sheet 2

### Exercise 4

Piense en su trabajo. Usando algunas de las expresiones en el Ejercicio 3, escriba oraciones que son verdaderas para Ud.

Think about your job. Using some of the expressions in Exercise 3, write sentences that are true for you:

- 1.
- 2.
- 3.
- 4.

### Exercise 5

Reordene las palabras para formar preguntas sobre trabajos.

Rearrange the words to form questions about jobs:

1. do/ What/ do/ you/ ?
2. like/ Do/ you/ job/ your/ ?
3. in/ team/ Do/ work/ you/ a/ ?
4. like/ What/ your/ are/ colleagues/ ?
5. you/ get / Do/ with/ along/ your/ boss/ ?
6. you/ work/ from/ Can/ home/ ?
7. you/ Do/ long/ work/ hours/ ?
8. money/ you/ earn/ Do/ good/ ?
9. you/ Are/ with/ good/ numbers/ ?
10. is/ thing/ about/ best/ the/ What/ job/ your/ ?

Verifique sus respuestas en la lista de respuestas.

Check your answers in the Answer Key.

**Exercise 6**

Conteste las preguntas en el Ejercicio 5. Brinde detalles y razones.

Answer the questions in Exercise 5. Give details and reasons:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

**Well done, you have now finished the preparation for the speaking practice task.**

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### 16.3 Task Sheet 3

#### ***Out There Task***

Ud. hablará con sus compañeros de conversación de *Out There* sobre trabajos.

You are going to talk to your *Out There* conversation partners about jobs.

#### **Antes de llamar a sus compañeros de conversación de *Out There*:**

**Before you call your *Out There* conversation partner(s):**

1. Lea la tarea cuidadosamente.

Read the task carefully.

2. ¿La entiende? Si no, léala nuevamente.

Do you understand it? If you do not, read it again.

3. ¿Está listo para llamar a sus compañeros?

Are you ready to call your partners?

4. Llámelos y preséntese.

"Hi, my name is [inserte su nombre aquí], I'm learning English, can I ask you some questions about you?"

Call and introduce yourself:

"Hi, my name is [insert your name here], I'm learning English, can I ask you some questions about you?"

5. Diga 'thank you'...y comience la tarea.

Say 'thank you'...and begin the task.

6. Recuerde escribir las respuestas de sus compañeros y pídale que usen el casillero de 'chat' para deletrear las palabras y frases que no entiende.

Remember to write your partners' answers down and ask them to use the 'chat' box to spell words and phrases you don't understand.

7. Recuerde que puede grabar sus conversaciones y escucharlas de nuevo!

Remember you can record your conversations and listen to them again!

#### **Ready?**

Cuéntele a sus compañeros de conversación de *Out There* sobre su trabajo. Describa lo que hace y lo que le gusta y no le gusta sobre su trabajo. Use algunas de las expresiones en el Ejercicio 3 y sus respuestas en el Ejercicio 4 para ayudarlo.

Tell your *Out There* conversation partners about your job. Describe what you do and what you like and don't like about your job. Use some of the expressions in Exercise 3 and your answers in Exercise 4 to help you.

Usando las preguntas en el Ejercicio 5, pregúntele a sus compañeros de conversación de *Out There* sobre sus trabajos. Pídale que le den detalles y que le digan lo que les gusta y no les gusta.

Using the questions in Exercise 5, ask your *Out There* conversation partners about their jobs. Ask them to give you details and tell you what they like and don't like.

¿Quién tiene el trabajo más interesante?

Who has the most interesting job?

Pídale a sus compañeros que le expliquen cualquier palabra que no entienda.

Ask your partners to explain any words you don't understand.

**New words and expressions:**

**CHALLENGING PERSPECTIVES**

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## 16.4 Answer Key

1. 1. h; 2. f; 3. d; 4. j; 5. b; 6. i; 7. e; 8. g; 9. c; 10. a
  
2. 1. He's a waiter.  
2. He likes talking to the guests.  
3. He doesn't like getting up early.
  
1. She's a PA.  
2. She doesn't like arranging the conference or dealing with problems at the conference.  
3. She likes working with her boss.
  
1. He's a flight attendant.  
2. He likes visiting countries and working with his colleagues.  
3. He doesn't like getting home late at night or delays.
  
1. I don't like my job because I don't get along with my colleagues.  
2. She's an accountant so she is good with numbers.  
3. My mother was a fantastic nurse because she was good with people, especially children.  
4. All the people who work in this gym have to be fit because they teach exercise classes.  
5. They don't earn good money but they love their jobs.  
6. Maria is good with computers so she is training to be an IT consultant.  
7. We work flexible hours because we have children at school.  
8. I don't want the job because you have to work long hours. I only want to work in the mornings.
  
5. 1. What do you do?  
2. Do you like your job?  
3. Do you work in a team?  
4. What are your colleagues like?  
5. Do you get along with your boss?  
6. Can you work from home?  
7. Do you work long hours?  
8. Do you earn good money?  
9. Are you good with numbers?  
10. What is the best thing about your job?

# Lesson 17: Animales

Level 2	Topic	Aim	Language Focus	Skills
Lesson 17	Animales Animals	Hablar sobre mascotas y animales de su país	Vocabulario sobre animales, incluyendo partes de un animal	Leer, escuchar y hablar

## Estudio individual (Self-study)

1. Conecte los nombres de los animales con las imágenes. Luego coloque los animales en la columna correcta de la tabla, de acuerdo a si son mascotas, domesticados o salvajes. Agregue los animales extras en la tabla.  
Match the names to the animals in the pictures. Then put the animals in the correct column of the table, according to whether they are pets, domesticated or wild. Add the extra animals to the table.
2. Lea las descripciones y decida qué animal es. Complete las oraciones con la palabra correcta para una parte de un animal.  
Read the descriptions and decide what animal it is. Complete the sentences with the correct word for part of an animal.
3. Describiendo sus mascotas. Lea el texto sobre mascotas y complete la tabla. Tome nota sobre sus propias mascotas.  
Describe your pets. Read the text about pets, and complete the table. Make notes about your own pets.
4. Prepárese para hablar a sus compañeros de conversación sobre animales y mascotas en su país y piense en preguntas para hacerles.  
Prepare to talk to your conversation partners about animals and pets in your country, and think of questions to ask them.
5. Ahora vaya a la tarea *Out There*.  
Now go to the *Out There* task.

## Out There

Hable con sus compañeros de conversación de *Out There* sobre mascotas y animales en cada uno de sus países.

Talk to your *Out There* conversation partners about pets and animals in your country.

## 17.1 Task Sheet 1

### Exercise 1

¿Cuántos de estos animales puede nombrar? Conecte sus nombres con las imágenes, luego verifique sus respuestas en la lista de respuestas.

How many of these animals can you name? Match their names to the pictures, and then check your answers in the Answer Key:

cow	tiger	elephant	deer	fox
camel	parrot	horse	sheep	snake
lion	mouse	rabbit	giraffe	tortoise.



--	--	--	--	--



--	--	--	--	--



--	--	--	--	--

Coloque los animales en la columna correcta de abajo. Algunos pueden estar en dos columnas.

Put the animals in the correct column below. Some may be in two columns:

Pets (They live in the house. People have them for pleasure)	Domesticated animals (They live on farms and people use them)	Wild animals (They live in a natural habitat)

Agregue estos animales a la columna correcta de arriba.

Add these animals to the correct column above:

- Cat
- Pig
- Dog
- Guinea pig
- Wolf
- Kangaroo
- Monkey
- Bear

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## 17.2 Task Sheet 2

### Exercise 2

¿Qué animales describen estas personas?

What animals are these people describing?

1. They are the biggest members of the cat family. They live in India and they've got black and yellow stripes.
2. They are reptiles. A lot of people are afraid of them. They can be dangerous if they bite you, but some are harmless. They live all over the world, especially in hot countries. They're long and thin.
3. They are very beautiful animals, and a lot of people had them before cars were invented. People ride them.
4. These animals are useful in the desert because they can live for a long time without water. People ride them and use them to carry things. They have big humps.
5. These animals can be black, brown or white. We eat them, and we get milk from them.
6. These birds can live to be very old. Sometimes they learn to talk.
7. These reptiles can also live to be very old. People sometimes keep small ones as pets. They move very slowly, and they have a big shell on their back.
8. This animal is the biggest land animal in the world. In India they are sometimes domesticated, but in Africa they are wild. They are famous for their long trunks, which are very useful when they want to pick something up.
9. People keep these as pets. The wild ones can be a problem for farmers, because they eat grass and vegetables. They have very long ears and big teeth.
10. These live in Australia, and they are very good at jumping. They can travel very quickly.
11. These live in Africa. They have very long necks, so they can eat leaves from high trees.
12. These are sometimes kept as pets, but the wild ones can be a problem in the house, because they eat our food. It's a good idea to keep a cat if you don't like them.

**Exercise 3**

Coloque las palabras en las oraciones correctas de abajo. Luego verifique sus respuestas en la lista de respuestas.

Put these words into the correct sentences below. Then check your answers in the Answer Key:

<b>tail</b>	<b>feathers</b>	<b>fur</b>	<b>beak</b>	<b>whiskers</b>	<b>paw</b>	<b>wings</b>	<b>claws</b>
-------------	-----------------	------------	-------------	-----------------	------------	--------------	--------------

1. Birds have two \_\_\_\_\_ so that they can fly.
2. A bird's \_\_\_\_\_ can be many different colours.
3. A bird doesn't have a mouth. It has a \_\_\_\_\_.
4. Cats and monkeys both have a long \_\_\_\_\_.
5. After a cat has eaten, it usually washes itself with its front \_\_\_\_\_.
6. When a cat is angry, it often scratches you with its \_\_\_\_\_.
7. Some people use the \_\_\_\_\_ of animals to make expensive winter coats.
8. Cats have long sensitive \_\_\_\_\_ on each side of their face.

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### 17.3 Task Sheet 3

#### Exercise 4

Describiendo sus mascotas.

Describing your pets.

Sue escribe sobre sus mascotas. Lea el texto y complete la tabla de abajo. Luego verifique sus respuestas en la lista de respuestas.

Sue is writing about her pets. Read the text and complete the table below then check your answers in the Answer Key:

'I have a dog and a cat. The cat is called Sooty. I've had him since he was a kitten, but he's getting old now. He's fourteen years old. He's black and white, with a white face, white paws, and a white front. His fur is very short and smooth, and he washes himself a lot. He's got very long whiskers. When he was young he used to catch a lot of birds, but now he's too old and lazy. He spends nearly all day asleep on the sofa.'

'My dog is called Dolly. She's a cocker spaniel, and she's six years old. She's black and she's got long floppy ears, a long nose and big beautiful eyes with long eyelashes. She's rather stupid, but she's a very happy dog, and she loves everybody. She wags her tail all the time, and she likes going for long walks and playing with her ball. She loves food and she's rather fat. Once she ate a big chocolate cake that I left on the kitchen table, and she was very sick.'

'When I was young, I had a goldfish. I won it at a fair, and I called it James, after my cousin. It was black and orange. I kept it in a little aquarium in the bathroom. It wasn't very interesting. It swam round and round for two years, and then one day it died. I think I gave it too much to eat.'

	Cat	Dog	Fish
Name			
Age			
Colour and description			
Character			
Habits (past and present)			

Tome nota sobre sus propias mascotas.

Make similar notes about your own pets.

**Well done, you have now finished the preparation for the speaking practice task.**

## 17.4 Task Sheet 4

### **Out There Task**

Ud. hablará con sus compañeros de conversación de *Out There* sobre sus mascotas y sobre los animales en general.

You are going to talk to your *Out There* conversation partners about your pets and about animals in general.

#### **Antes de llamar a sus compañeros de conversación de *Out There*:**

**Before you call your *Out There* conversation partner(s):**

1. Lea la tarea cuidadosamente.

Read the task carefully.

2. ¿La entiende? Si no, léala nuevamente.

Do you understand it? If you do not, read it again.

3. ¿Está listo para llamar a sus compañeros?

Are you ready to call your partners?

4. Llámelos y preséntese.

"Hi, my name is [inserte su nombre aquí], I'm learning English, can I ask you some questions about you?"

Call and introduce yourself:

"Hi, my name is [insert your name here], I'm learning English, can I ask you some questions about you?"

5. Diga 'thank you'...y comience la tarea.

Say 'thank you'...and begin the task.

6. Recuerde escribir las respuestas de sus compañeros y pídale que usen el casillero de 'chat' para deletrear las palabras y frases que no entiende.

Remember to write your partners' answers down and ask them to use the 'chat' box to spell words and phrases you don't understand.

7. Recuerde que puede grabar sus conversaciones y escucharlas de nuevo!

Remember you can record your conversations and listen to them again!

**Ready?**

Cuéntele a su compañero sobre mascotas y animales de su país.

Tell your partner about pets and animals in your country.

Piense en las siguientes preguntas, y prepárese para hablar sobre ellos.

Think about the following questions, and prepare to talk about them.

Have you got any pets now, or have you had an animal in the past?

Have you got any interesting stories about your pets?

What other pets do people keep in your country?

Which animals are the best pets? Why?

Which are the worst pets? Why?

What different pet would you like to have?

Are there many farm animals in your country?

What are the most common ones?

Which ones do you like best?

What wild animals are there in your country?

Do you ever see them?

Do you have wild animals in the city or only in the country?

Are there any dangerous animals in your country?

Prepare preguntas para hacer a sus compañeros de conversación sobre las mascotas de ellos y los animales en general de sus países. Puede usar las preguntas de arriba y piense en otras.

Prepare questions to ask your conversation partners about their pets and animals in general in their country. You can use the questions above, and think of others.

## 17.5 Answer Key

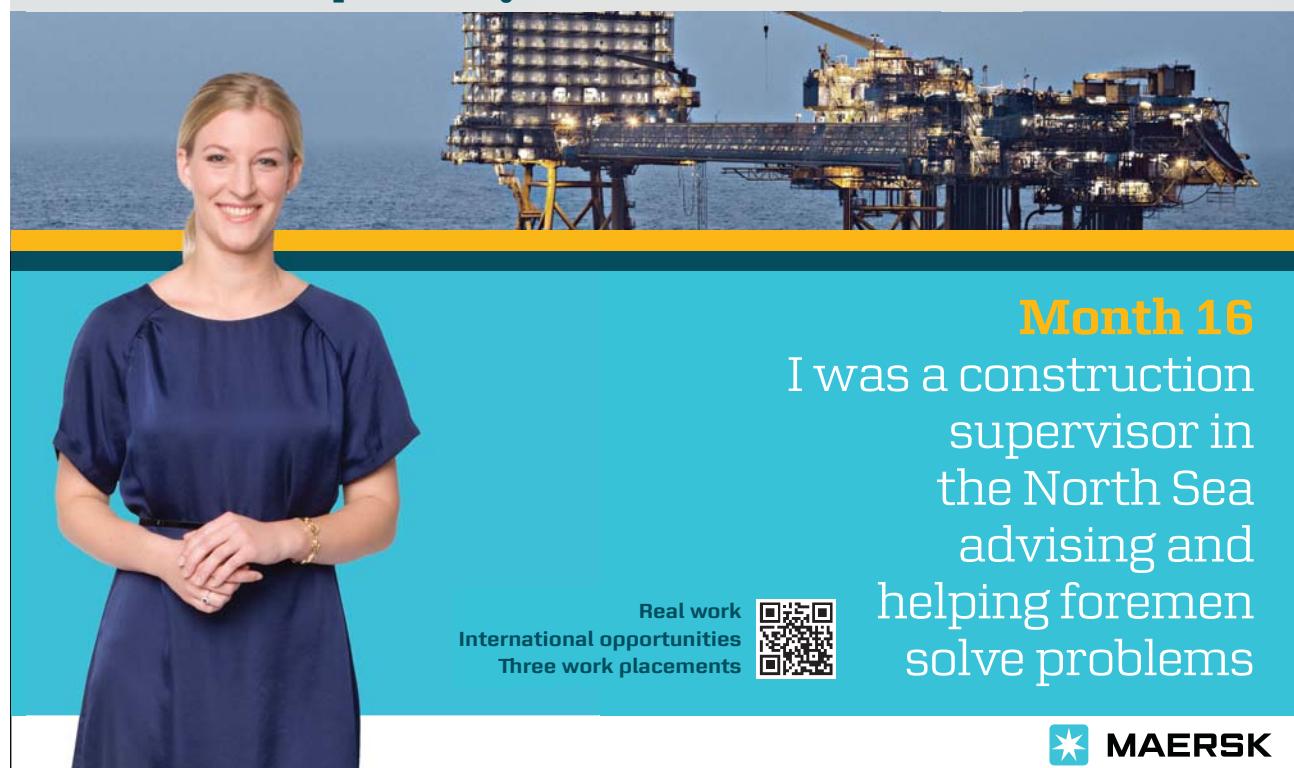
1. (left to right, top to bottom)

lion elephant fox cow camel tiger sheep giraffe snake tortoise parrot horse mouse deer rabbit

Pets (They live in the house. People have them for pleasure)	Domesticated animals (They live on farms and people use them)	Wild animals (They live in a natural habitat)
parrot snake mouse rabbit tortoise cat dog guinea pig monkey	cow elephant camel horse sheep pig	tiger elephant deer fox parrot snake lion mouse camel giraffe tortoise wolf kangaroo monkey bear

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2. 1. tiger 2. snake 3. horse 4. camel 5. cow 6. parrot 7. tortoise 8. elephant 9. rabbit  
10. kangaroo 11. giraffe 12. mouse (plural "mice")
3. 1. wings 2. feathers 3. beak 4. tail 5. paw 6. claws 7. fur 8. whiskers
- 4.

	<b>Cat</b>	<b>Dog</b>	<b>Fish</b>
<b>Name</b>	Sooty	Dolly	James
<b>Age</b>	14	6	2 when it died
<b>Colour and description</b>	Black, white face, paws and front. Short smooth fur and long whiskers	Black, long ears, long nose, long eyelashes, big eyes.	Black and orange
<b>Character</b>	Lazy	Stupid, friendly, happy, greedy	Not interesting
<b>Habits (past and present)</b>	(past) catching birds (present)washing, sleeping	Wagging tail Going for walks Playing with ball Eating	Swimming round and round

# Lesson 18: Dinero

Level 2	Topic	Aim	Language Focus	Skills
Lesson 18	Dinero Money	Hablar sobre dinero	Precios, expresiones relacionadas con el dinero, adverbios de frecuencia	Escuchar, leer y hablar

## Estudio individual (Self-study)

1. Piense sobre en qué gasta dinero cada día, semana y mes. ¿Podría hablar en Inglés sobre cómo gasta su dinero?  
Think about what you spend money on each day, week and month. Could you talk about how you spend your money in English?
2. Mire la Hoja de Tareas 1. Ud. va a repasar números/precios y aprenderá algunas expresiones útiles relacionadas con el dinero. También repasará adverbios de frecuencia.  
Look at Task Sheet 1. You are going to revise numbers/prices and learn some useful money-related expressions. You are also going to revise adverbs of frequency.
3. Mire la Hoja de Tareas 2. Ud. practicará hablar sobre en qué gasta dinero.  
Look at Task Sheet 2. You are going to practise talking about what you spend money on.
4. Ahora vaya a la tarea *Out There*.  
Now go to the *Out There* task.

## Out There

Cuéntele a sus compañeros de conversación de *Out There* cómo gasta su dinero cada mes y cómo son sus hábitos de gastos en general.

Tell your *Out There* conversation partners how you spend your money each month and about your spending habits in general.

Pregúntele a su compañero de conversación de *Out There* sobre sus hábitos de gastos de dinero.

Ask your *Out There* conversation partners about their general spending habits.

## 18.1 Task Sheet 1

### Exercise 1

Cuánto cuesta?

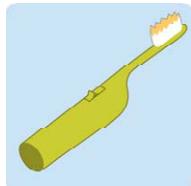
How much does it cost?



a. \_\_\_\_\_



d. \_\_\_\_\_



b. \_\_\_\_\_



e. \_\_\_\_\_



c. \_\_\_\_\_



f. \_\_\_\_\_

Mire las imágenes y conéctelas con los precios.

Look at the pictures and match them to the prices:

1. £8.99
2. £99.00
3. £2.05
4. £7,500
5. 45p
6. £1100

Verifique sus respuestas en la lista de respuestas.

Check your answers in the Answer Key.

**Exercise 2**

Escuche y repita los precios. Escuche las oraciones y escriba el precio que oye en cada una.

Listen and repeat the prices. Listen to the sentences and write down the price you hear in each:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Verifique sus respuestas en la lista de respuestas.

Check your answers in the Answer Key.

Mire el guión en la guía de respuestas. Encuentre y **subraye** las palabras cost y pay. ¿Cuál es la diferencia de significado?

Look at the listening script in the Answer Key. Find and **underline** the words cost and pay. What's the difference in meaning?

**"I studied English for 16 years but...  
...I finally learned to speak it in just six lessons"**

Jane, Chinese architect

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**Exercise 3**

Complete las oraciones con las palabras relacionadas con dinero y las expresiones en el casillero.

Complete the sentences with the money-related words and expressions in the box:

<b>cost</b>	<b>price</b>	<b>expensive</b>	<b>on sale</b>	<b>good value</b>
<b>salary</b>	<b>mortgage</b>	<b>cash</b>	<b>credit card</b>	<b>cheque</b>
<b>direct debit</b>			<b>save</b>	<b>shop around</b>

1. I changed job because the new company offered a higher \_\_\_\_\_.
2. I pay my mobile phone bill by \_\_\_\_\_. The money is taken from my bank account every month.
3. The iPod was \_\_\_\_\_ but it still cost £179!
4. I don't use \_\_\_\_\_ very often. I use my debit card to buy most things.
5. I paid for the TV on my \_\_\_\_\_ because I didn't have enough money in the bank.
6. I sometimes write a \_\_\_\_\_ in a restaurant but usually I pay with a card.
7. The meal was \_\_\_\_\_. We had a lot of excellent dishes and it didn't cost too much.
8. We are going to buy a flat in the centre of the city. We have arranged a \_\_\_\_\_ with the bank.
9. I never buy designer clothes – they are too \_\_\_\_\_.
10. I love that jacket! How much did it \_\_\_\_\_?
11. Excuse me. I can't see the \_\_\_\_\_ of this dress.
12. I can't go out this month because I need to \_\_\_\_\_ money.
13. I look in lots of shops before I buy something. I \_\_\_\_\_ to get the best price.

Escuche y verifique sus respuestas.

Listen and check your answers.

## 18.2 Task Sheet 2

### Exercise 4

Hablando sobre dinero.

Talking about money.

Piense en el dinero que gasta cada día, mes y año. Usando algunas de las palabras relacionadas con el dinero expresiones en el Ejercicio 3, escriba oraciones que son verdaderas para Ud.

Think about the money you spend every day, month and year. Using some of the money-related words and expressions in Exercise 3, write sentences that are true for you.

Example: I spend about £7 every day on lunch and take-out coffees.

every day:

- 1.
- 2.

every month:

- 1.
- 2.

every year:

- 1.
- 2.

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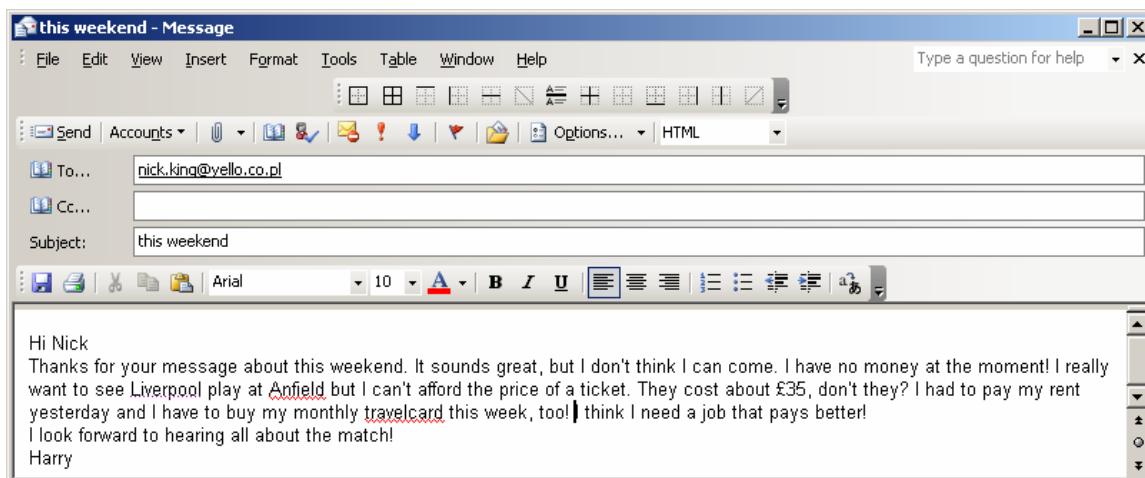


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**Exercise 5**

Lea el correo electrónico de Harry a su amigo, Nick. Marque las declaraciones 1–6 como verdaderas (T) o falsas (F).

Read the email from Harry to his friend, Nick. Mark statements 1–6 true (T) or false (F):



1. Harry has to pay a mortgage every month.
2. Harry doesn't enjoy watching football.
3. Harry is not going to the football match.
4. Harry does not have enough money to buy a ticket for the football match.
5. Harry wants to earn more money.
6. A travelcard costs £35.

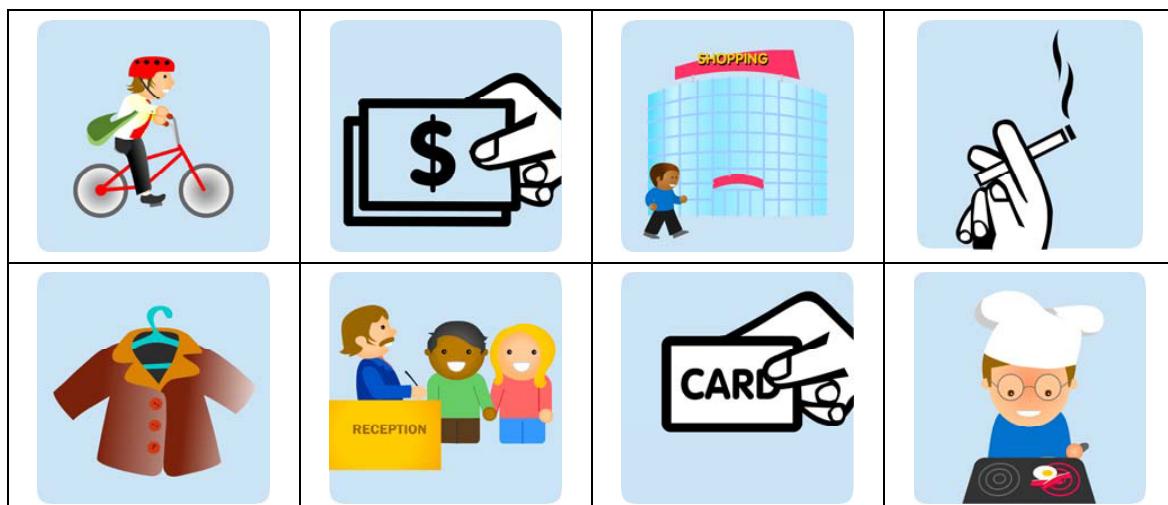
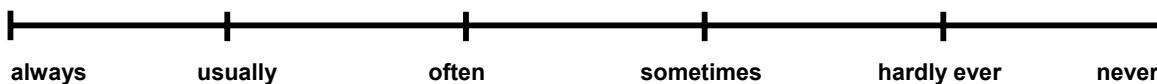
Verifique sus respuestas en la lista de respuestas.

Check your answers in the Answer Key.

**Exercise 6**

Usando los 'adverbios de frecuencia' y apuntes de abajo, escriba oraciones que son verdaderas para Ud. Brinde detalles.

Using the 'adverbs of frequency' and prompts below, write sentences that are true for you. Give details:



Example: I **often** cycle to work. It's cheaper than taking the train and it keeps me fit.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

**Exercise 7**

Mire la tabla de cosas en que la gente suele gastar su dinero cada mes. Conteste las preguntas de abajo.  
Look at the table of things people often spend money on per month. Answer the questions below.

transport	bills	fitness	clothes/shoes
computer games	drinking/smoking	rent/a mortgage	the cinema and concerts
music	meals out	make-up and hair	mobile phone calls and texts

1. Which of these things do you spend money on each month?
2. How much money do you spend?
3. What other things do you spend money on?
4. Are you good at saving money?
5. What do you save money for?
6. What things do you shop around for?
7. What things do you buy online?

**Well done, you have now finished the preparation for the speaking practice task.**

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### 18.3 Task Sheet 3

#### **Out There Task**

Ud. hablará con sus compañeros de conversación de *Out There* sobre el dinero y cómo gastarlo.

You are going to talk to your *Out There* conversation partners about money and how you spend it.

#### **Antes de llamar a sus compañeros de conversación de *Out There*:**

**Before you call your *Out There* conversation partner(s):**

1. Lea la tarea cuidadosamente.

Read the task carefully.

2. ¿La entiende? Si no, léala nuevamente.

Do you understand it? If you do not, read it again.

3. ¿Está listo para llamar a sus compañeros?

Are you ready to call your partners?

4. Llámelos y preséntese.

“Hi, my name is [inserte su nombre aquí], I’m learning English, can I ask you some questions about you?”

Call and introduce yourself:

“Hi, my name is [insert your name here], I’m learning English, can I ask you some questions about you?”

5. Diga ‘thank you’...y comience la tarea.

Say ‘thank you’...and begin the task.

6. Recuerde escribir las respuestas de sus compañeros y pídale que usen el casillero de ‘chat’ para deletrear las palabras y frases que no entiende.

Remember to write your partners’ answers down and ask them to use the ‘chat’ box to spell words and phrases you don’t understand.

7. Recuerde que puede grabar sus conversaciones y escucharlas de nuevo!

Remember you can record your conversations and listen to them again!

Cuéntele a sus compañeros de conversación de *Out There* cómo gasta su dinero cada mes y cómo son sus hábitos de gastos en general.

Tell your *Out There* conversation partners how you spend your money each month and about your spending habits in general.

Usando las preguntas en el Ejercicio 7, pregúntele a sus compañeros de conversación de *Out There* sobre sus trabajos. Pídale que le brinden detalles y razones. Pregúntele sobre su hábitos generales de gastos: ¿En qué disfrutan gastar su dinero? ¿Compran cosas en línea? ¿Son cuidadosos con su dinero? ¿Ahorran dinero? ¿En qué?

Using the questions in Exercise 7, ask your *Out There* conversation partners about how they spend their money each month. Ask them to give you details and reasons. Ask them about general spending habits: What do they enjoy spending money on? Do they buy things online? Are they careful with money? Do they save money? What for?

Pídale a sus compañeros que le expliquen cualquier palabra que no entienda.

Ask your partners to explain any words you don't understand.

**New words and expressions:**

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future and  
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### 18.3 Answer Key

1. 1. b; 2. a; 3. d; 4. c; 5. f; 6. e
2. 1. £900
2. €100
3. £7.99
4. 78p/ 89p
5. £21,000
6. \$250.
7. £75
8. £60
9. £30
10. £600

#### Listening script:

1. I pay £900 a month for my mortgage.
2. I bought these shoes in Spain. They cost €100.
3. How much are these headphones? – They're only £7.99.
4. All the black pens are 78p. The red pens are 89p.
5. My brother's new car was £21,000.
6. I ordered these on the internet. They cost \$250.
7. My supermarket shopping costs me about £75 a week.
8. I thought the meal was good value. It cost about £60 for everyone.
9. How much do you spend on petrol each month? Not much. I don't use my car very often. About £30.
10. My gym membership costs £600 a year.

3. 1. I changed job because the new company offered a higher salary.
2. I pay my mobile phone bill by direct debit. The money is taken from my bank account every month.
3. The iPod was on sale but it still cost £179!
4. I don't use cash very often. I use my debit card to buy most things.
5. I paid for the TV on my credit card because I didn't have enough money in the bank.
6. I sometimes write a cheque in a restaurant but usually I pay with a card.
7. The meal was good value. We had a lot of excellent dishes and it didn't cost too much.
8. We are going to buy a flat in the centre of the city. We have arranged a mortgage with the bank.
9. I never buy designer clothes – they are too expensive.
10. I love that jacket! How much did it cost?
11. Excuse me. I can't see the price of this dress.
12. I can't go out this month because I need to save money.
13. I look in lots of shops before I buy something. I shop around to get the best price.

1. F; 2. F; 3. T; 4. T; 5. T; 6. F

# Lesson 19: Comida

Level 2	Topic	Aim	Language Focus	Skills
Lesson 19	Comida Food	Hablar sobre comida y bebida	Vocabulario relacionado con comida, sustantivos contables y no contables	Escuchar y hablar

## Estudio individual (Self-study)

- Piense en la comida y bebida por la que su país es famoso y su comida y bebida favorita.  
¿Podría hablar sobre sus comidas favoritas en Inglés?  
Think about the food and drinks that your country is famous for and your favourite food and drinks. Could you talk about your favourite foods in English?
- Mire la Hoja de Tareas 1. Ud. repasará vocabulario sobre comida y bebida y sobre sustantivos contables y no contables.  
Look at Task Sheet 1. You are going to revise some food and drink vocabulary and countable and uncountable nouns.
- Mire la Hoja de Tareas 2. Ud. practicará hablando sobre comida que le gusta y no le gusta y sus hábitos para comer.  
Look at Task Sheet 2. You are going to practise talking about food that you like and don't like and your eating habits.
- Ahora vaya a la tarea *Out There*.  
Now go to the *Out There* task.

## Out There

Cuéntele a sus compañeros de conversación de *Out There* sobre la comida que le gusta y no le gusta comer. Tell your *Out There* conversation partners about food you like and dislike and your eating.

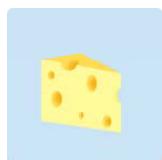
Preguntele a sus compañeros de conversación de *Out There* sobre sus hábitos para comer, la comida que le gusta y que no le gusta.

Ask your *Out There* conversation partners about their eating habits, food they like and dislike.

## 19.1 Task Sheet 1

## Exercise 1

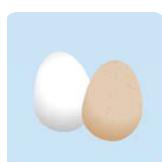
Comida y bebida. Reorden las letras para deletrear comidas y escríbalas debajo de la imagen correcta.  
Food and drink. Unscramble the letters to spell the foods and write them beneath the correct picture.



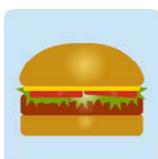
a.	b.	c.	d.	e.	f.
----	----	----	----	----	----



g.	h.	i.	j.	k.	l.
----	----	----	----	----	----



m.	n.	o.	p.	q.	r.
----	----	----	----	----	----



s.	t.	u.	v.
----	----	----	----

raedb	ecehse	apats	atmoot	ihcenkc
opoatt	eirc	gges	mate	ilvoe ilo
asfdooe	ladas	ifhs	uitrf	zipza
ugraphmbre	pichs	lilchi	ccltaoeho	gatlveele

Escuche y verifique sus respuestas.

Listen and check your answers.

**Exercise 2**

Reordene las letras para deletrear bebidas y escribalas debajo de la imagen correcta.

Unscramble the letters to spell the drinks and write them beneath the correct picture.



a.

b.

c.

d.

e.

f.



g.

h.

eldeamno

eta

erbe

ecoeff

rawte

einw

renoga ijecu

imlk

Escuche y verifique sus respuestas.

Listen and check your answers.



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Sources: Keuzegids Master ranking 2013; Elsevier 'Beste Studies' ranking 2012; Financial Times Global Masters in Management ranking 2012

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**Exercise 3****Language note**

Countable and uncountable nouns

Remember, nouns can be countable or uncountable in English.

'a sandwich' = countable noun.

You can say 'one sandwich', 'two sandwiches', etc.

'water' = uncountable noun

You cannot say 'one water', 'two waters', etc.

We say 'some water': *I want some water. Or I want a glass of water.*

Mire las palabras de comidas y bebidas abajo. Escríbalas en la columna correcta de la tabla.

Look at the food and drink words below. Write them in the correct column of the table.

<b>apple</b>	<b>wine</b>	<b>tea</b>	<b>fruit</b>	<b>chocolate</b>	<b>cheese</b>
<b>egg</b>	<b>chip</b>	<b>pizza</b>	<b>pasta</b>	<b>hamburger</b>	<b>cake</b>
<b>coffee</b>	<b>rice</b>	<b>meat</b>	<b>milk</b>	<b>tomato</b>	<b>bread</b>

<b>countable</b>	<b>uncountable</b>

Nota: Hay ocasiones en que podemos decir 'I want a coffee' or 'I'd like three coffees, please. ¿Cuándo sería correcto, qué piensa?

Note: There are occasions when we can say 'I want a coffee' or 'I'd like three coffees, please. When would this be correct, do you think?

Verifique sus respuestas en la lista de respuestas.

Check your answers in the Answer Key.

**Exercise 4**

Lea el párrafo. Circule las comidas y bebidas. ¿Cuáles son contables y cuáles no contables? ¿Hay algunos que son ambos contables y no contables?

Read the paragraph. Circle the foods and drinks. Which are countable and which are uncountable? Are there any that are both countable and uncountable?

Yesterday I had lunch with my mother. She doesn't usually eat much in the day. She had a sandwich, some fizzy water and a small coffee. I was hungry, so I ordered a hamburger with chips and a glass of wine. On our way home, we both had an ice-cream, too. Then we went to the supermarket: I bought some milk, some coffee and some bananas.

Verifique sus respuestas en la lista de respuestas.

Check your answers in the Answer Key.



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## 19.2 Task Sheet 2

### Exercise 5

Hablando sobre hábitos de alimentación.

Talking about eating habits

Escuche a cuatro personas hablando sobre sus hábitos para comer. Escriba notas en los casilleros.

Listen to four people talking about their eating habits. Write notes in the boxes.

1. Sam

2. Henna

3. Pat

4. Nina

Verifique los significados de las palabras **subrayadas** en las preguntas de abajo. Conteste las preguntas de sus apuntes si puede. Use el guión de audio de la lista de respuestas para contestar cualquier pregunta que no puede contestar de sus apuntes.

Check the meanings of the **underlined** words in the questions below. Answer the questions from your notes if you can. Use the audio script in the Answer Key to answer any questions you can't answer from your notes.

1. Who is a **vegetarian**?
2. Who eats **unhealthy** food?
3. Who eats a lot of **fast food**?
4. Who likes **eating out**?
5. Who likes **cooking** food at home?
6. Who likes **spicy** food?
7. Who drinks a lot of **alcohol**?
8. Who likes **fizzy** drinks?
9. Who like **sweet** food?
10. Who eats **take-away** food?

Verifique sus respuestas en la lista de respuestas.

Check your answers in the Answer Key.

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**Exercise 6**

Usando el guión de audio del Ejercicio 5 para ayudarlo, escriba un párrafo similar sobre sus propios hábitos para comer.

Using the audio script from Exercise 5 to help you, write a similar paragraph about your own eating habits.

**Exercise 7**

Escriba preguntas de los apuntes.

Write questions from the prompts.

1. like/spicy food
2. drink/alcohol
3. eat/healthy food
4. be/vegetarian
5. eat/a lot of/meat
6. eat out/restaurants
7. enjoy/cook
8. favourite/food
9. like/foreign food
10. favourite/restaurant

**Well done, you have now finished the preparation for the speaking practice task.**

### 19.3 Task Sheet 3

#### **Out There Task**

Ud. hablará con sus compañeros de conversación de *Out There* sobre comida y bebida.

You are going to talk to your *Out There* conversation partners about food and drink.

**Antes de llamar a sus compañeros de conversación de *Out There*:**

**Before you call your *Out There* conversation partner(s):**

1. Lea la tarea cuidadosamente.

Read the task carefully.

2. ¿La entiende? Si no, léala nuevamente.

Do you understand it? If you do not, read it again.

3. ¿Está listo para llamar a sus compañeros?

Are you ready to call your partners?

4. Llámelos y preséntese.

"Hi, my name is [inserte su nombre aquí], I'm learning English, can I ask you some questions about you?"

Call and introduce yourself:

"Hi, my name is [insert your name here], I'm learning English, can I ask you some questions about you?"

5. Diga 'thank you'...y comience la tarea.

Say 'thank you'...and begin the task.

6. Recuerde escribir las respuestas de sus compañeros y pídale que usen el casillero de 'chat' para deletrear las palabras y frases que no entiende.

Remember to write your partners' answers down and ask them to use the 'chat' box to spell words and phrases you don't understand.

7. Recuerde que puede grabar sus conversaciones y escucharlas de nuevo!

Remember you can record your conversations and listen to them again!

#### **Ready?**

Cuéntele a sus compañeros de conversación de *Out There* sobre la comida que le gusta y no le gusta comer y sus hábitos para comer usando su escritura en el Ejercicio 6.

Tell your *Out There* conversation partners about food you like and dislike and your eating habits using your writing in Exercise 6.

Usando las preguntas en el Ejercicio 7, pregúntele a sus compañeros de conversación de *Out There* sobre sus hábitos para comer. Pídale que le brinden detalles. Pregúntele sobre la comida que les gusta y no les gusta. Pídale a sus compañeros de conversación de *Out There* que le cuenten sobre la comida y bebida por las que son famosos sus países.

Using the questions in Exercise 7, ask your *Out There* conversation partners about their eating habits. Ask them to give you details. Ask them about food they like and dislike. Ask your *Out There* conversation partners to tell you about the food and drinks that their countries are famous for.

Si puede, discuta sobre cocina nacional y regional en su país y hable sobre cualquier plato famoso de su país/ región.

If you can, discuss national and regional cooking in your country and talk about any famous dishes from your country/region.

Pídale a sus compañeros que le expliquen cualquier palabra que no entienda.

Ask your partners to explain any words you don't understand.

**New words and expressions:**

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## 19.4 Answer Key

1. a. cheese; b. tomato; c. fruit; d. vegetables; e. olive oil; f. pizza; g. chocolate; h. salad; i. potato; j. chips; k. pasta; l. rice; m. eggs; n. chicken; o. meat; p. fish; q. sandwich; r. a hot chilli; s. seafood; t. hamburger; u. cake; v. bread
2. a. orange juice; b. tea; c. coffee; d. milk; e. water; f. beer; g. wine; h. lemonade
- 3.

countable	uncountable
apple; egg; chip; pizza; hamburger; cake; tomato	wine; tea; fruit; chocolate; cheese; pasta; coffee; rice; meat; milk; bread

We say I want *a coffee* when we are talking about one cup of coffee, especially in a restaurant or a coffee shop.

4. a sandwich [C]; fizzy water [U]; a small coffee [C]; a hamburger [C]; chips [C]; a glass of wine [C]; an ice-cream[C]; milk [U]; coffee [U]; bananas [C].
5. 1. Henna; 2. Pat; 3. Pat; 4. Sam; 5. Henna; 6. Sam; 7. Pat; 8. Pat; 9. Nina; 10. Sam

### Listening script:

I don't cook meals at home. I like to eat out in restaurants with my friends.

Sometimes I have take-away food from the Chinese restaurant – I eat it in the living room watching TV! I eat a lot of foreign food – Chinese and Thai are my favourites. I love spicy food – the more chilli the better! I never eat fast food. I don't like hamburgers and chips and things like that. I like meat and vegetables but I don't like fish. I eat salad for lunch every day and a lot of fruit. I don't drink alcohol – I prefer orange juice and water.

I don't earn much money so I eat at home. It's cheaper to cook food at home and I enjoy it. I don't eat meat or fish, so I make a lot of dishes with vegetables and cheese. Fast food is cheap, but I don't buy it because it isn't healthy. Most fast food has meat in it too.

I don't think I eat very well. I am always so busy – I don't have time to cook healthy food. I eat a lot of fast food – burgers and chips and things like that. I like fizzy drinks and beer, too. I drink beer at home at the weekend and in the pub with my work friends every night. I don't eat many vegetables and I don't like salad.

I think I have a balanced diet. I eat meat but not every day. I like salad and fruit and try to drink a lot of water. I love chocolate and cakes and ice cream and things like that, but I don't eat them often. I eat fruit every day and I don't drink much alcohol – two or three glasses of wine at the weekend, maybe.

7. 1. Do you like spicy food?
2. Do you drink alcohol?
3. Do you eat healthy food?
4. Are you a vegetarian?
5. Do you eat a lot of meat?
6. Do you eat out in restaurants?
7. Do you enjoy cooking?
8. What's your favourite food?
9. Do you like foreign food?
10. What's your favourite restaurant?

# Lesson 20: Estilo de vida

Level 2	Topic	Aim	Language Focus	Skills
<b>Lesson 20</b>	Estilo de vida Lifestyle	Hablar sobre su estilo de vida y cómo le gustaría mejorarla	<i>Would + infinitivo</i> suficiente/ demasiado/insuficiente	Escuchar y hablar

## Estudio individual (Self-study)

1. Piense en su estilo de vida. ¿Podría hablar sobre estilos de vida en Inglés?  
Think about your lifestyle. Could you talk about your lifestyle in English?
2. Mire la Hoja de Tareas 1. Ud. practicará las palabras *enough*, *too much* y *not enough* con relación a su estilo de vida.  
Look at Task Sheet 1. You are going to practise the words *enough*, *too much* and *not enough* in relation to your lifestyle.
3. Mire la Hoja de tareas 2. Ud. va a practicar hablando sobre su estilo de vida y cómo le gustaría mejorarla.  
Look at Task Sheet 2. You are going to practise talking about your lifestyle and how you would like to improve it.
4. Ahora vaya a la tarea *Out There*.  
Now go to the *Out There* task.

## Out There

Cuéntele a sus compañeros de conversación de *Out There* sobre su estilo de vida usando *too much* y *enough*. ¿Cómo le gustaría mejorar su estilo de vida?

Tell your *Out There* conversation partners about your lifestyle using *too much* and *not enough*. How would you like to improve your lifestyle?

Pregúntele a sus compañeros de conversación de *Out There* sobre sus estilos de vida.

Ask your *Out There* conversation partners about their lifestyles.

## 20.1 Task Sheet 1

## Exercise 1

Conecte las imágenes con las palabras en el casillero. Escriba la palabra correcta debajo de cada imagen.  
Match the pictures to the words in the box. Write the correct word under each picture:

drink water	sleep	travel	work	exercise	relax
smoke	see my children	spend time with friends	earn money	read	
play computer games		eat healthy food	drink coffee		
practise my English		spend money	go out	recycle	



a.	b.	c.	d.	e.	f.
g.	h.	i.	j.	k.	l.
m.	n.	o.	p.	q.	r.

Verifique sus respuestas en la lista de respuestas.

Check your answers in the Answer Key

**Exercise 2**

Piense en su estilo de vida. Coloque las palabras del Ejercicio 1 en la tabla de abajo de manera que sea verdadero para Ud.

Think about your lifestyle. Put the words from Exercise 1 in the table below so it is true for you:

<b>enough</b>	<b>not enough</b>	<b>too much</b>

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**Exercise 3**

Escuche a Oliver hablando sobre su estilo de vida. Marque las actividades de abajo con *E* (enough), *NE* (not enough) y *TM* (too much).

Listen to Oliver talking about his lifestyle. Mark the activities below *E* (enough), *NE* (not enough) and *TM* (too much).

work	earn money
sleep	go out with friends
see my children	drink coffee
exercise	go on holiday

Verifique sus respuestas en la lista de respuestas.

Check your answers in the Answer Key.

**Exercise 4**

Usando la tabla en el Ejercicio 2, escriba un párrafo sobre su estilo de vida usando *enough*, *not enough* y *too much*. Use el guión de audio del Ejercicio 3 en la lista de respuestas para ayudarlo si desea.

Using the table in Exercise 2, write a paragraph about your lifestyle using *enough*, *not enough* and *too much*. Use the audio script from Exercise 3 in the Answer Key to help you if you like:

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## 20.2 Task Sheet 2

### Exercise 5

Hablando sobre mejorar su estilo de vida.

Talking about improving your lifestyle

Escriba declaraciones usando would like + infinitive en respuesta a lo siguiente:

Write statements using *would like* + infinitive in response to the following:

Examples: I don't sleep enough. I *would like* to sleep more.

I eat a lot of chips. I *would like* to eat more healthy foods.

1. I always work at weekends. \_\_\_\_\_
2. I speak English once a month. \_\_\_\_\_
3. I smoke. \_\_\_\_\_
4. I haven't been on holidays for three years. \_\_\_\_\_
5. I usually stay at home on Saturday evening. \_\_\_\_\_
6. I don't exercise. \_\_\_\_\_

Luego verifique sus respuestas en la lista de respuestas.

Check the sample answers in the Answer Key.

### Exercise 6

Elija la respuesta correcta a las siguientes preguntas:

Choose the correct answer to the following questions:

1. Would you like more free time?  
a Yes, I'd.                  b Yes, I would.                  c Yes, I would like.
2. Would she like to finish work earlier?  
a Yes, she'd.                  b Yes, she would.                  c Yes, she does.
3. Do you smoke?  
a Yes, I do.                  b Yes, I would.                  c Yes, I would smoke.
4. Would you like to do more exercise?  
a No, I wouldn't.            b No, I'd not.                  c No, I not like.
5. Would they like to eat more vegetables?  
a Yes, they are.            b Yes, they would.                  c Yes, they'd.
6. Would he like to spend more time with his family?  
a Yes, he would like.        b Yes, he does.                  c Yes, he would.

Verifique sus respuestas en la lista de respuestas.

Check your answers in the Answer Key

**Exercise 7**

Usando las columnas *not enough* y *too much* en la tabla en el Ejercicio 2, forme oraciones usando *would like + infinitive* sobre su estilo de vida.

Using the not enough and too much columns in the table in Exercise 2, make sentences using would like + infinitive about your lifestyle.

Example: I would like to earn more money!

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**Well done, you have now finished the preparation for the speaking practice task.**

"I studied English for 16 years but...  
...I finally learned to speak it in just six lessons"

Jane, Chinese architect

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## 20.3 Task Sheet 3

### **Out There Task**

Ud. hablará con sus compañeros de conversación de *Out There* sobre su estilo de vida.

You are going to talk to your *Out There* conversation partners about your lifestyle.

#### **Antes de llamar a sus compañeros de conversación de *Out There*:**

**Before you call your *Out There* conversation partner(s):**

1. Lea la tarea cuidadosamente.

Read the task carefully.

2. ¿La entiende? Si no, léala nuevamente.

Do you understand it? If you do not, read it again.

3. ¿Está listo para llamar a sus compañeros?

Are you ready to call your partners?

4. Llámelos y preséntese.

“Hi, my name is [inserte su nombre aquí], I’m learning English, can I ask you some questions about you?”

Call and introduce yourself:

“Hi, my name is [insert your name here], I’m learning English, can I ask you some questions about you?”

5. Diga ‘thank you’...y comience la tarea.

Say ‘thank you’...and begin the task.

6. Recuerde escribir las respuestas de sus compañeros y pídale que usen el casillero de ‘chat’ para deletrear las palabras y frases que no entiende.

Remember to write your partners’ answers down and ask them to use the ‘chat’ box to spell words and phrases you don’t understand.

7. Recuerde que puede grabar sus conversaciones y escucharlas de nuevo!

Remember you can record your conversations and listen to them again!

### **Ready?**

Cuéntele a sus compañeros de conversación de *Out There* sobre su estilo de vida usando *too much* y *not enough*. ¿Cómo le gustaría mejorar su estilo de vida?

Tell your *Out There* conversation partners about your lifestyle using *too much* and *not enough*. How would you like to improve your lifestyle?

Usando su trabajo en la hoja de tareas 1, pregúntele a sus compañeros de conversación de *Out There* sobre sus estilos de vida. Pídale que le brinden detalles. ¿Qué es lo que hacen demasiado e insuficiente? ¿Qué les gustaría hacer más o menos para mejorar sus estilos de vida?

Using your work in Task Sheet 1, ask your *Out There* conversation partners about their lifestyles. Ask them to give you details. What do they do *too much* and *not enough*? What would they like to do *more* or *less* to improve their lifestyles?

Pídale a sus compañeros que le expliquen cualquier palabra que no entienda.

Ask your partners to explain any words you don't understand.

**New words and expressions:**



**What do you want to do?**

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## 20.6 Answer Key

1. a. sleep; b. work; c. exercise; d. relax; e. spend time with friends; f. see my children; g. travel; h. eat healthy food; i. smoke; j. drink coffee; k. drink water; l. read; m. play computer games; n. recycle; o. practise my English; p. spend money; q. go out; r. earn money
3. work TM; sleep E; see my children NE; exercise E; earn money E; go out with friends NE; drink coffee TM; go on holiday E

### Listening script:

I work in Brighton. I have my own business so it is always busy. I spend too much time in the office and often work at weekends. My wife gets angry because I don't usually get home before 9 pm and we don't eat dinner together. I see my children in the morning before work but I never see them in the evenings. They are asleep when I get home. I would like to see more of my children and read them stories at night. I do go to the gym three times a week and I often cycle to work, so I do enough exercise, I think. I drink too much coffee though – at least four cups a day! Too much coffee is bad for you. I sleep well. I get eight hours of sleep a night – it's important for me to get enough sleep so I go to bed quite early. I would like to go out and see friends more, but everyone is busy and a lot of my friends live too far away. My wife and I go on holiday quite often – we like to ski in winter and visit family in Spain in the summer. I don't think my lifestyle is perfect, but I am building a business and I earn good money – enough to live a nice life in Brighton. I can't complain!

5.     1. I always work at weekends. I would like to spend more time at home.
2. I speak English once a month. I would like to speak more English.
3. I smoke. I would like to give up smoking.
4. I haven't been on holiday for three years. I would like to go on holiday more often.
5. I usually stay at home on Saturday evening. I would like to go out more.
6. I don't exercise. I would like to do more exercise.
  
6.     1. b; 2. b; 3. a; 4. a; 5. b; 6. c

## Do your Out There Task speaking practice using Helpouts by Google



The screenshot shows a Google Helpouts listing. At the top, there are two tabs: "Live version" and "New version: Pending review". On the right, there are buttons for "Add intro video" and "Edit". Below the tabs, there's a thumbnail image showing various people in different settings like classrooms and restaurants. To the right of the thumbnail, the title "Learn English Helpout" and the provider "Jason West • Education & Careers" are listed. A short description follows: "If you want to learn English and speak English comfortably I can help you. I can prove I have helped a typical beginner speaker to improve by three...". Below the description are buttons for "Edit", "Promote", and "Delete", and a rating of "★★★★★ 15". On the far right, the price "£2.50", duration "15 minutes", and next available time "15 Nov 2013 at 11:00" are displayed.

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