

**LXS003\_1**

**Getting started with Spanish 3**

**About this free course**

This free course is an adapted extract from the Open University course developed from extract parts of [LXS003 - Beginners Spanish 3: ¡Adelante!](http://www.open.ac.uk/courses/short-courses/lxs003).

This version of the content may include video, images and interactive content that may not be optimised for your device.

You can experience this free course as it was originally designed on OpenLearn, the home of free learning from The Open University –

[Getting started with Spanish 3](https://www.open.edu/openlearn/languages/getting-started-spanish-3/content-section-overview)

There you’ll also be able to track your progress via your activity record, which you can use to demonstrate your learning.

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**Introduction**

## Introduction

***¡Adelante!*** Let's keep moving!

Start of Figure



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End of Figure

This is the third beginners Spanish course, Getting started with Spanish 3. You might have already gone through the previous courses in this program or you might be joining us now for the first time. Regardless, we hope you enjoy the course and find it useful.

This two-week course offers you a follow up to your learning journey. Each week comprises 3–4 hours of interactive activities, explanations, exercises and tips about language-learning. It’s a good idea to keep notes either on paper in a notebook or on your preferred digital device; in any case each week you’ll be encouraged to add to your own personal phrase book and decide how best you can go about memorising and practising key phrases and vocabulary. There is also a weekly quiz for you to practise what you’ve been learning.

You’ll start by learning how to make invitations or suggestions, but first of all, take some time to decide how you’ll allocate your time to your studies. Learning Spanish, like learning any language, is a gradual process; it’s often described as ‘a marathon, not a sprint.’ ‘Little and often’ is the best approach, so if at all possible, spread your 3–4 hours over the week, rather than spending on it one whole afternoon or evening. This will give you plenty of opportunities to revisit vocabulary and language structures, to revise quickly what you did last time and above all to practise and consolidate. This is the best way to learn vocabulary and perfect your accent.

**Developing your speaking skills**

By now, you should start feeling more confident with your listening, and in this course we would like you to pay particular attention to ways to develop your speaking skills. Here’s some advice on how to do that.

The first thing to do, is to try to speak Spanish as often as you can. You might say that’s impossible, because you don’t know any Spanish speakers! Well, when going about your daily life, you can try talking to yourself in Spanish in your head – this will help you anchor your learning into real-life, meaningful contexts.

On the other hand, if one of your motivations for learning Spanish is to speak to people, the best way you can practise that is to… speak to people! Have you got any Spanish-speaking friends you can practise what you are learning with? Are there any Spanish meetups near where you live? Or you might want to find language exchange partners online, using a free online exchange platform? It might feel a bit daunting, but the sooner you start practising your speaking, the more fluent and comfortable you will feel!

After studying this course, you should be able to:

* greet people in different contexts
* invite friends to go out with you, and accept or decline their invitations
* find preferred ways of recording and organising new vocabulary
* interpret information from tone and intonation
* hold formal conversation over the phone, and leave messages.

## Open Centre for Languages and Cultures

This course has been developed from extracts of [LXS003 Beginners Spanish 3: ¡Adelante!](http://www.open.ac.uk/courses/short-courses/lxs003). The Open University have launched a dedicated learning centre called [The Open Centre for Languages and Cultures](http://wels.open.ac.uk/oclc). OpenLearn is supporting this project and is providing extracted units of all courses on The Open Centre in our dedicated [Language and Cultures Hub](https://www.open.edu/openlearn/languages/learning-languages/open-centre-languages-and-cultures).

The Open Centre for Languages and Cultures is the exciting new home for non-accredited language and intercultural communication short courses. You can study a wide range of language and language related subjects with us anywhere in the world, in any time zone, whatever your motivation – leisure, professional development or academic.

It’s the one stop shop for engaging with languages, professional communication and intercultural dialogue.

Our short courses allow us to be agile and responsive to the needs of learners who want to be part of a global society. We offer non-accredited short courses in a range of subjects including modern languages, and languages for business and the workplace. We are also leading the way in developing short courses for academic research methods and pre-sessional English with IELTS, which will be available for registration in due course.

The Open Centre for Languages and Cultures is an international leader in online language learning and intercultural communications, built on our pioneering pedagogy and research.

**What makes the Open Centre different?**

* The OU is the leader in online learning and teaching with a heritage of more than 50 years helping student achieve their learning ambitions.
* The short courses are underpinned by academic rigour and designed by native speakers experienced in producing engaging materials for online learning of languages and cultures.
* The graduating nature of the courses means that learners can build up their language and skills over time.
* Learners will also gain a better understanding of the culture(s) associated with the language(s) they study enabling the development of intercultural communication skills.
* Learners can mix and match the short courses and study more than one course at a time.

Once this course is complete you will be directed to OpenLearn's hub for language content where you will be able to build on your newly found language skills.

Now that you’re fully prepared, it’s time to start on [Week 1](https://www.open.edu/openlearn/ocw/mod/oucontent/olink.php?id=108300&targetdoc=Week+1%3A+How+to+say+hello+and+goodbye).

**Week 1 How to say hello and goodbye**

## Introduction

¡Bienvenido/a a semana 1! Welcome to Week 1!

Start of Figure



[View description - Uncaptioned Figure](" \l "Unit2_Session1_Description1)

End of Figure

This week, you will find out how to describe a variety of different social events. You will then learn about accepting and declining invitations (and how to give reasons for saying no), which you will be encouraged to practise out loud to reinforce your learning. In addition, there will be some tips around recording and organising vocabulary for your later revision – you should consider the approach that will work best for you, as this is a crucial element of language learning.

Enjoy the week!

This OpenLearn course is an adapted extract from the Open University course [LXS003 Beginners Spanish 3: ¡Adelante!](http://www.open.ac.uk/courses/short-courses/lxs003)

## 1 Vocabulary for events and activities

Begin with this activity, which asks you to categorise different events. The choices are evento deportivo, evento artístico and evento social – meaning sport, artistic or social.

Start of Activity

**Activity 1**

Start of Question

Decide the category into which each event falls. You may need to look some words up in the dictionary.

1. una exposición fotográfica

End of Question

Evento deportivo

Evento artístico

Evento social

[View answer - Part](" \l "Unit2_Session2_Interaction1)

Start of Question

2. una boda

End of Question

Evento deportivo

Evento artístico

Evento social

[View answer - Part](" \l "Unit2_Session2_Interaction2)

Start of Question

3. una fiesta de cumpleaños

End of Question

Evento deportivo

Evento artístico

Evento social

[View answer - Part](" \l "Unit2_Session2_Interaction3)

Start of Question

4. un partido de fútbol

End of Question

Evento deportivo

Evento artístico

Evento social

[View answer - Part](" \l "Unit2_Session2_Interaction4)

Start of Question

5. una carrera de Fórmula 1

End of Question

Evento deportivo

Evento artístico

Evento social

[View answer - Part](" \l "Unit2_Session2_Interaction5)

Start of Question

6. un concierto de música clásica

End of Question

Evento deportivo

Evento artístico

Evento social

[View answer - Part](" \l "Unit2_Session2_Interaction6)

Start of Question

7. una despedida de soltero

End of Question

Evento deportivo

Evento artístico

Evento social

[View answer - Part](" \l "Unit2_Session2_Interaction7)

Start of Question

8. una obra de teatro

End of Question

Evento deportivo

Evento artístico

Evento social

[View answer - Part](" \l "Unit2_Session2_Interaction8)

Start of Question

9. ir de copas

End of Question

Evento deportivo

Evento artístico

Evento social

[View answer - Part](" \l "Unit2_Session2_Interaction9)

Start of Question

10. un torneo de tenis

End of Question

Evento deportivo

Evento artístico

Evento social

[View answer - Part](" \l "Unit2_Session2_Interaction10)

End of Activity

## 2 Recording and organising vocabulary

It is useful to find what system of recording and organising vocabulary works best for you. Here are some suggestions that you may want to try:

Start of Reading

* grouping vocabulary and phrases according to topic (furniture, clothes, a particular hobby that you are interested in, etc.)
* word families: trabajo (work), trabajador (worker), trabajar (to work), trabajoso (laborious), etc.
* grouping according to structure or use, e.g. sequence organisers: primero (first), después (later), luego (then), finalmente (lastly), etc.
* collocations, i.e. words that tend to go together, like un calor espantoso (a terrible heat)

(Adapted from Hurd and Murphy (2005), pp. 113–14)

End of Reading

Here is an example of how you may note down the various phrases in which you can find the verb ir.

Start of Figure

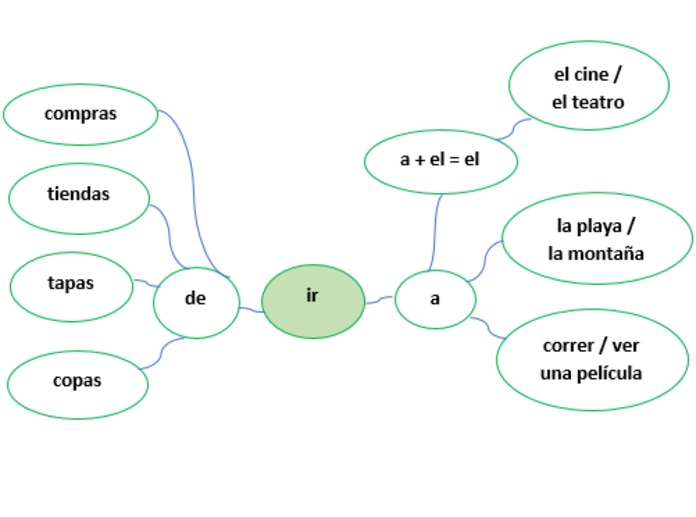


Figure 1 Example of a vocabulary mind map

[View description - Figure 1 Example of a vocabulary mind map](" \l "Unit2_Session3_Description1)

End of Figure

## 3 Interpreting tone and intonation

A lot of information is conveyed by tone and intonation, so even if you do not understand everything that the other speaker is saying, you may be able to gather from their tone and intonation whether they are accepting or declining your suggestion, as you would do in your own language.

In the following activity, you will listen to some short dialogues, and answer some questions about the details.

Start of Table

|  |  |
| --- | --- |
| **Vocabulario** |  |
| ponen | verb used for saying what film is on (poner) |
| la peli | short for película (film) |

End of Table

Start of Activity

**Activity 2**

Start of Question

Listen to each clip and answer the questions beneath. You will be asked which activities are being suggested, and whether the invitations are accepted or not.

End of Question

Start of Question

Start of Media Content

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[View transcript - Uncaptioned interactive content](" \l "Unit2_Session4_Transcript1)

End of Media Content

End of Question

Start of Question

1. Select the activity that is being suggested:

End of Question

Ir a un partido de baloncesto

Ir a una fiesta

Ir al cine

Ir al fútbol

[View answer - Part](" \l "Unit2_Session4_Interaction1)

Start of Question

2. Select whether the invitation was accepted or not:

End of Question

Accepted

Declined

[View answer - Part](" \l "Unit2_Session4_Interaction2)

Start of Question

Start of Media Content

Audio content is not available in this format.

[View transcript - Uncaptioned interactive content](" \l "Unit2_Session4_Transcript2)

End of Media Content

End of Question

Start of Question

3. Select the activity that is being suggested:

End of Question

Ir a un partido de baloncesto

Ir a una fiesta

Ir al cine

Ir al fútbol

[View answer - Part](" \l "Unit2_Session4_Interaction3)

Start of Question

4. Select whether the invitation was accepted or not:

End of Question

Accepted

Declined

[View answer - Part](" \l "Unit2_Session4_Interaction4)

Start of Question

Start of Media Content

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[View transcript - Uncaptioned interactive content](" \l "Unit2_Session4_Transcript3)

End of Media Content

End of Question

Start of Question

5. Select the activity that is being suggested:

End of Question

Ir a un partido de baloncesto

Ir a una fiesta

Ir al cine

Ir al fútbol

[View answer - Part](" \l "Unit2_Session4_Interaction5)

Start of Question

6. Select whether the invitation was accepted or not:

End of Question

Accepted

Declined

[View answer - Part](" \l "Unit2_Session4_Interaction6)

Start of Question

Start of Media Content

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[View transcript - Uncaptioned interactive content](" \l "Unit2_Session4_Transcript4)

End of Media Content

End of Question

Start of Question

7. Select the activity that is being suggested:

End of Question

Ir a un partido de baloncesto

Ir a una fiesta

Ir al cine

Ir al fútbol

[View answer - Part](" \l "Unit2_Session4_Interaction7)

Start of Question

8. Select whether the invitation was accepted or not:

End of Question

Accepted

Declined

[View answer - Part](" \l "Unit2_Session4_Interaction8)

End of Activity

## 4 Making suggestions

To make suggestions the following expressions are used, all followed by the verb in the infinitive.

Start of Table

|  |  |
| --- | --- |
| ¿**Te apetece** ir al cine? | Do you fancy going to the cinema? |
| ¿**Te gustaría** ir a la fiesta de aniversario de mis padres? | Would you like to go to my parents’ anniversary party? |
| ¿**Quieres** ir al museo? | Do you want to go to the museum? |

End of Table

Another way of making a suggestion is by using the first person plural to include both the speaker and the other person.

Start of Table

|  |  |
| --- | --- |
| ¿Vamos a la playa? | Shall we go to the beach? |

End of Table

Start of Activity

**Activity 3**

Start of Question

Using the information given below, try to write out full questions asking someone whether they want to go with you to these events. You can write in the boxes below, or in a notebook or similar. Use the day and activity given, and make up a possible time, as in the example.

You can then practise asking the questions aloud. You may want to record yourself and then listen to it.

Start of Quote

**Example**

Suggestion given: lunes / exposición fotográfica

You might say: ¿Te gustaría ir a una exposición fotográfica el lunes a las cinco de la tarde?

End of Quote

1. martes / el cine

End of Question

*Provide your answer...*

Start of Question

1. miércoles / un concierto de Shakira

End of Question

*Provide your answer...*

Start of Question

1. jueves / un partido de tenis

End of Question

*Provide your answer...*

Start of Question

1. viernes / la obra de teatro La extraña pareja

End of Question

*Provide your answer...*

Start of Question

1. sábado / una verbena

End of Question

*Provide your answer...*

Start of Question

1. domingo / el partido de fútbol Real Madrid–Sevilla

End of Question

*Provide your answer...*

End of Activity

## 5 La verbena

Start of Figure



[View description - Uncaptioned Figure](" \l "Unit2_Session6_Description1)

End of Figure

Verbenas are popular celebrations that take place in the evening on certain days of the year. One of the most famous is the Verbena de la Paloma in Madrid, which takes place on 15 August. The image of the Virgin, la Virgen de la Paloma, is taken in a procession through the decorated streets, where there is theatre, music and dance as well as stalls that sell churros (fried dough, often dusted with sugar) and other food.

Decide whether the following statement is true or false.

Start of Activity

**Activity 4**

Start of Question

La verbena de la Paloma es una celebración muy popular de Bilbao que se celebra en verano.

End of Question

Verdadero

Falso

[View answer - Part](" \l "Unit2_Session6_Interaction1)

End of Activity

## 6 Accepting or declining invitations

In this section you are going to look at how to accept and decline invitations informally in Spanish.

Start of Box

Here are some expressions you can use:

Start of Table

|  |  |
| --- | --- |
| **Vocabulario** |  |
| **For accepting:** |  |
| Vale | Okay |
| ¡Estupendo! | Great! |
| ¡Claro! | Sure! |
| Sí, me encantaría | Yes, I’d love to |
| ¡Venga! | Let’s! |
| De acuerdo | Of course! |
| **For declining:** |  |
| No, gracias. No me gusta… | No thanks, I don’t like… |
| No puedo porque tengo que trabajar | I can’t because I have to work |
| No me apetece | I don’t fancy it |
| Lo siento, no tengo tiempo | I’m sorry, I don’t have time |

End of Table

Notice that – as in English – an explanation is often added to a rejection in order to soften it.

End of Box

## 7 Accepted or rejected

Decide whether the following expressions are ways to accept (aceptar) or reject (rechazar) invitations.

Start of Activity

**Activity 5**

Start of Question

End of Question

Start of Question

1. Vale

End of Question

aceptar

rechazar

[View answer - Part](" \l "Unit2_Session8_Interaction1)

Start of Question

2. ¡Estupendo!

End of Question

aceptar

rechazar

[View answer - Part](" \l "Unit2_Session8_Interaction2)

Start of Question

3. ¡Claro!

End of Question

aceptar

rechazar

[View answer - Part](" \l "Unit2_Session8_Interaction3)

Start of Question

4. No puedo

End of Question

aceptar

rechazar

[View answer - Part](" \l "Unit2_Session8_Interaction4)

Start of Question

5. Sí, me encantaría

End of Question

aceptar

rechazar

[View answer - Part](" \l "Unit2_Session8_Interaction5)

Start of Question

6. ¡Venga!

End of Question

aceptar

rechazar

[View answer - Part](" \l "Unit2_Session8_Interaction6)

Start of Question

7. No me apetece

End of Question

aceptar

rechazar

[View answer - Part](" \l "Unit2_Session8_Interaction7)

Start of Question

8. No tengo tiempo

End of Question

aceptar

rechazar

[View answer - Part](" \l "Unit2_Session8_Interaction8)

Start of Question

9. De acuerdo

End of Question

aceptar

rechazar

[View answer - Part](" \l "Unit2_Session8_Interaction9)

End of Activity

## 8 Answering questions

Start of Figure



[View description - Uncaptioned Figure](" \l "Unit2_Session9_Description1)

End of Figure

A friend is asking you whether you want to go to the Teatro Municipal de Santiago de Chile. Read the text below to find out more about this venue, then have a go at the activity.

Start of Quote

## ****El Teatro Municipal de Santiago de Chile****

El Teatro Municipal de Santiago de Chile está situado en el centro de la ciudad y tiene capacidad para 1400 personas. Inaugurado el 17 de septiembre de 1857 con la ópera Ernani de Verdi, es el centro cultural más antiguo del país. Presenta una gran variedad de eventos culturales como conciertos de música clásica y jazz, ópera, ballet y espectáculos infantiles. El Teatro Municipal es administrado por la Corporación Cultural de Santiago y alberga a instituciones fundamentales para el desarrollo artístico nacional, como la Orquesta Filarmónica, el Ballet de Santiago y el Coro del Teatro Municipal además de técnicos en vestuario, zapatería y escultura, entre otros.

End of Quote

Start of Table

|  |  |
| --- | --- |
| **Vocabulario** |  |
| inaugurado/-a | inaugurated |
| antiguo/-a | old |
| alberga | it hosts |
| el desarrollo | development |
| el vestuario | wardrobe |
| la zapatería | shoe store |

End of Table

Start of Activity

**Activity 6**

Start of Question

Write an answer to each of the following invitations. Make sure you accept some and reject others, and include some explanation or commentary where you can.

Start of Quote

**Example**

Question: ¿Te apetece ir a un concierto de música clásica?

Answer: ¡Claro! Me encanta la música clásica.

End of Quote

1. ¿Te gustaría ir a un concierto de jazz?

End of Question

*Provide your answer...*

Start of Question

1. ¿Te gustaría ir a la ópera?

End of Question

*Provide your answer...*

Start of Question

1. ¿Quieres ver el ballet?

End of Question

*Provide your answer...*

Start of Question

1. ¿Te gustaría ver una obra de teatro?

End of Question

*Provide your answer...*

Start of Question

1. ¿Te apetece visitar el teatro?

End of Question

*Provide your answer...*

End of Activity

## 9 Speaking practice

Complete the following activity to practise your intonation by responding to invitations.

Start of Activity

**Activity 7**

Start of Question

Listen to the suggestions and answer aloud, accepting or declining as you wish. Pay attention to the rising intonation of the questions. You can note any phrasing in the empty boxes if useful. You might like to record your answers and play them back to check your pronunciation.

Start of Quote

**Example**

You hear: ¿Quieres ir a tomar un helado después del examen?

You may answer: No tengo tiempo, tengo mucho trabajo.

End of Quote

End of Question

Start of Question

1.

Start of Media Content

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[View transcript - Uncaptioned interactive content](" \l "Unit2_Session10_Transcript1)

End of Media Content

End of Question

Start of Question

End of Question

*Provide your answer...*

Start of Question

2.

Start of Media Content

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[View transcript - Uncaptioned interactive content](" \l "Unit2_Session10_Transcript2)

End of Media Content

End of Question

Start of Question

End of Question

*Provide your answer...*

Start of Question

3.

Start of Media Content

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[View transcript - Uncaptioned interactive content](" \l "Unit2_Session10_Transcript3)

End of Media Content

End of Question

Start of Question

End of Question

*Provide your answer...*

Start of Question

4.

Start of Media Content

Audio content is not available in this format.

[View transcript - Uncaptioned interactive content](" \l "Unit2_Session10_Transcript4)

End of Media Content

End of Question

Start of Question

End of Question

*Provide your answer...*

Start of Question

5.

Start of Media Content

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[View transcript - Uncaptioned interactive content](" \l "Unit2_Session10_Transcript5)

End of Media Content

End of Question

Start of Question

End of Question

*Provide your answer...*

Start of Question

6.

Start of Media Content

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[View transcript - Uncaptioned interactive content](" \l "Unit2_Session10_Transcript6)

End of Media Content

End of Question

Start of Question

End of Question

*Provide your answer...*

End of Activity

Start of Box

**Ir a tomar algo**

The expression ir a tomar algo conveys the idea of meeting in some establishment to have a drink, although it is less about drinking and more about socialising. Whether you are asked to ir a tomar un café, ir a tomar una cerveza or ir a tomar un helado, the point is to meet up with friends, have a chat and spend some time together.

End of Box

## 10 Time out

Read this cutting from the Espectáculos section of a magazine and answer the drag-and-drop questions that follow.

Start of Activity

**Activity 8**

Start of Question

Start of Figure



[View description - Uncaptioned Figure](" \l "Unit2_Session11_Description1)

End of Figure

Start of Table

|  |  |
| --- | --- |
| **Vocabulario** |  |
| en vivo | live |
| los estacionamientos | car park (LAm) |

End of Table

End of Question

Start of Question

End of Question

¿Dónde ponen una película?

¿Dónde ponen una obra de teatro?

¿Dónde hay un espectáculo de circo?

¿Dónde puedes escuchar música?

en el cine Castillo

en la Sala Galpón

en los estacionamientos de Mall Plaza Oeste

en el Local Naitún

[View answer - Part](" \l "Unit2_Session11_Interaction1)

Start of Question

End of Question

¿Qué espectáculo empieza a las siete de la tarde?

¿Qué espectáculo empieza a las nueve de la noche?

¿Qué espectáculo empieza a las once de la noche?

¿Qué espectáculo empieza a las dos y cuarto o a las ocho y media los domingos?

la obra de teatro La lluvia de verano

el espectáculo de circo Aéreo de vanguardia

los tangos y boleros

la película Hamam, el baño turco

[View answer - Part](" \l "Unit2_Session11_Interaction2)

End of Activity

## 11 Declining invitations

In this activity, you will practise declining invitations.

Start of Activity

**Activity 9**

Start of Question

Listen to these invitations then decline them, following the prompts.

Start of Quote

**Example**

You hear: ¿Te gustaría ir al concierto de tango y boleros esta noche?

(I don’t have time today, I’m sorry.)

You say: Hoy no tengo tiempo, lo siento.

End of Quote

End of Question

Start of Question

Start of Media Content

Audio content is not available in this format.

[View transcript - Uncaptioned interactive content](" \l "Unit2_Session12_Transcript1)

End of Media Content

End of Question

Start of Question

Start of Media Content

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[View transcript - Uncaptioned interactive content](" \l "Unit2_Session12_Transcript2)

End of Media Content

End of Question

Start of Question

Start of Media Content

Audio content is not available in this format.

[View transcript - Uncaptioned interactive content](" \l "Unit2_Session12_Transcript3)

End of Media Content

End of Question

Start of Question

Start of Media Content

Audio content is not available in this format.

[View transcript - Uncaptioned interactive content](" \l "Unit2_Session12_Transcript4)

End of Media Content

End of Question

End of Activity

## 12 This week's quiz

Check what you’ve learned this week by taking the end-of-week quiz. This is optional practice, but will help to consolidate what you've learned.

[Week 1 quiz](https://www.open.edu/openlearn/ocw/mod/oucontent/olink.php?id=108299&targetdoc=Week+1+practice+quiz)

Open the quiz in a new window or tab (by holding ctrl [or cmd on a Mac] when you click the link), then return here when you have done it.

## Summary of Week 1

¡Enhorabuena!

You have come to the end of Week 1.

This week's learning has focused on making suggestions, accepting and declining invitations, and new vocabulary to do with events and activities. You've also read about the importance of recording and organising vocabulary and interpreting tone and intonation.

Before you move on to Week 2, take some time to reflect on your experience this week.

Start of Activity

**Week 1 Reflection**

Start of Question

What was easy, useful or fun this week?

End of Question

*Provide your answer...*

Start of Question

What was more difficult?

End of Question

*Provide your answer...*

Start of Question

What do I need to practise?

End of Question

*Provide your answer...*

End of Activity

If you haven’t done it yet, you might consider starting up a notebook. If so, you'll need to decide how you'll organise your learning. For example, you could have three different sections:

* Grammar rules and explanations
* Exercises
* Vocabulary

Go through all the new words and expressions covered this week and start memorising them. Little and often is best. Remember that in order to learn a language, knowledge and skills need to be practised and internalised. It is important that you ‘digest’ the material covered each week and make it yours through individual work.

Have you thought of changing the settings in your mobile phone to Spanish? You will pick up some useful vocabulary without even realising it.

Don’t forget to speak Spanish as often as you can. You can also have mini-conversations with yourself and practise spelling out your name. Listen to the audios again and try to repeat aloud what you hear.

Next week you’ll be learning how to make formal and informal phone calls, and you’ll continue to work on your pronunciation and listening skills.

¡Hasta la semana que viene!

You can now move on to [Week 2](https://www.open.edu/openlearn/ocw/mod/oucontent/olink.php?id=108299&targetdoc=Week+2%3A+Making+phone+calls).

**Week 2: Making phone calls**

## Introduction

¡Bienvenido/a a semana 2! Welcome to Week 2!

Start of Figure



[View description - Uncaptioned Figure](" \l "Unit3_Session1_Description1)

End of Figure

Your study this week will include the vocabulary and expressions used for formal and informal phone calls.

Remember to keep a record of your learning using a simple paper notebook (or whatever suits you best). It is important that you keep track of your learning, so that the key points are together in one place and easily accessible for reference and revision.

This course includes a lot of audio activities, and it's important that you try to do them all. They will help you to attune your ear to Spanish, and ensure you keep practising your speaking throughout your studies.

Enjoy the week!

This OpenLearn course is an adapted extract from the Open University course [LXS003 Beginners Spanish 3: ¡Adelante!](http://www.open.ac.uk/courses/short-courses/lxs003)

## 1 Formal telephone conversations

Here are some useful phrases to conduct telephone conversations in formal contexts.

Start of Table

|  |  |
| --- | --- |
| **Vocabulario** |  |
| **To answer the phone:** |  |
| ¿Dígame? / ¿Diga? | Hello. (Literally: Tell me.) |
| Bueno. (México) Aló. (LAm) | Hello. |
| Museo Nacional, buenas tardes. | National Museum, good afternoon. |
| **To ask to speak to somebody:** |  |
| ¿Me puede poner con el señor Reina? | Can you put me through to Mr Reina? |
| ¿Me pone con Luz Perales? | Can you put me through to Luz Perales? |
| ¿Puedo hablar con la señora Valle? | Can I speak to Mrs Valle? |
| ¿Con Ester García, por favor? | With Ester García, please? |
| **To ask who is calling or say who is speaking:** |  |
| ¿De parte de quién? | Who is calling? |
| ¿Con quién hablo? | Who am I speaking to? |
| Soy Matilde Fernández. | It’s Matilde Fernández. |
| Habla Matilde Fernández (LAm). | Matilde Fernández speaking. |
| **To put people through:** |  |
| Le pongo en seguida. | I’m putting you through right away. |
| Un momento, le paso. | One moment, I’m putting you through. |

End of Table

Start of Activity

**Activity 1**

Start of Question

Read the expressions below, and drag and drop them to match with the appropriate English descriptions.

End of Question

putting someone through

asking to speak to a person

asking who is calling

Sí, un momento, le paso

¿Puedo hablar con el señor Gonzalo Reina?

¿De parte de quién?

[View answer - Activity 1](" \l "Unit3_Session2_Interaction1)

End of Activity

## 2 Telephone expressions

Listen to the beginning of this telephone conversation, then have a go at answering the questions.

Start of Activity

**Activity 2**

Start of Question

Start of Media Content

Audio content is not available in this format.

[View transcript - Uncaptioned interactive content](" \l "Unit3_Session3_Transcript1)

End of Media Content

End of Question

Start of Question

Part 1. In what order are these expressions used? (drag and drop into the correct numerical order)

End of Question

1.

2.

3.

¿Puedo hablar con el señor Gonzalo Reina?

¿De parte de quién?

Sí, un momento, le paso.

[View answer - Part](" \l "Unit3_Session3_Interaction1)

Start of Question

Part 2. Match the following Spanish telephone expressions to the English descriptions:

End of Question

asking to talk to somebody

explaining that the line is engaged

putting the caller through

asking who is calling

asking whether the caller wants to leave a message

¿Puedo hablar con la señora Núñez?

Lo siento pero está comunicando.

Sí, un momento, ahora le paso.

¿De parte de quién, por favor?

¿Quiere dejar un recado?

[View answer - Part](" \l "Unit3_Session3_Interaction2)

End of Activity

## 3 Speaking practice

In this activity, you will practise speaking aloud as part of a phone conversation.

Start of Activity

**Activity 3**

Start of Question

Listen to the following recordings which initiate phone conversations. Then ask to be put through to the person or place indicated by the prompt. Use any of the expressions you have learned in the previous steps. More than one answer is correct, but an example answer will be given after a short pause.

Start of Quote

**Example**

You hear: —Ayuntamiento, dígame.

You hear: (el señor Rodríguez)

You say: —Por favor, ¿puedo hablar con el señor Rodríguez?

End of Quote

End of Question

Start of Question

Start of Media Content

Audio content is not available in this format.

[View transcript - Uncaptioned interactive content](" \l "Unit3_Session4_Transcript1)

End of Media Content

End of Question

Start of Question

Start of Media Content

Audio content is not available in this format.

[View transcript - Uncaptioned interactive content](" \l "Unit3_Session4_Transcript2)

End of Media Content

End of Question

Start of Question

Start of Media Content

Audio content is not available in this format.

[View transcript - Uncaptioned interactive content](" \l "Unit3_Session4_Transcript3)

End of Media Content

End of Question

Start of Question

Start of Media Content

Audio content is not available in this format.

[View transcript - Uncaptioned interactive content](" \l "Unit3_Session4_Transcript4)

End of Media Content

End of Question

End of Activity

## 4 Speaking on the phone

Speaking on the phone in a language you are learning can be a challenging experience. Besides not being able to see the person you are talking to, you might find it difficult to understand them or even to express what you want to say. Here is some useful advice:

* Make some notes about what you want to say, look up any key words that you will need and practise your sentences aloud first.
* Learn common expressions such as ¿Puedo hablar con…? or ¿De parte de quién? so that you can say them confidently and understand them when others say them.
* Be patient and polite, and ask the other person to repeat (¿Me lo puede repetir?) or to speak more slowly (¿Puede hablar más despacio?) if needed.

Here are some phrases used for situations when it is not possible to speak to someone on the phone.

Start of Table

|  |  |
| --- | --- |
| **Vocabulario** |  |
| No está, lo siento. | He/she is not here, I’m sorry. |
| Está comunicando. | He/she is engaged. |
| Se ha equivocado de número. | You have the wrong number. |
| ¿Quiere dejar un mensaje? | Do you want to leave a message? |
| ¿Puedo dejar un recado? | Can I leave a message? |
| ¿Quiere llamar más tarde? | Would you like to phone later? |

End of Table

## 5 Difficulties when talking on the phone

In this activity, you will hear as Hernán encounters difficulties in reaching his colleague on the phone. Listen to each clip and answer the multiple choice questions about what's going wrong.

Start of Activity

**Activity 4**

Start of Question

Start of Media Content

Audio content is not available in this format.

[View transcript - Uncaptioned interactive content](" \l "Unit3_Session6_Transcript1)

End of Media Content

What went wrong?

End of Question

Hernán had the wrong number

Mrs Villalobos’s line was engaged

Mrs Villalobos was not in

[View answer - Part](" \l "Unit3_Session6_Interaction1)

Start of Question

Start of Media Content

Audio content is not available in this format.

[View transcript - Uncaptioned interactive content](" \l "Unit3_Session6_Transcript2)

End of Media Content

What went wrong?

End of Question

Hernán had the wrong number

Mrs Villalobos’s line was engaged

Mrs Villalobos was not in

[View answer - Part](" \l "Unit3_Session6_Interaction2)

Start of Question

Start of Media Content

Audio content is not available in this format.

[View transcript - Uncaptioned interactive content](" \l "Unit3_Session6_Transcript3)

End of Media Content

What went wrong?

End of Question

Hernán had the wrong number

Mrs Villalobos’s line was engaged

Mrs Villalobos was not in

[View answer - Part](" \l "Unit3_Session6_Interaction3)

End of Activity

## 6 Dialogue practice

This next activity asks you to fill in a dialogue with the correct words.

Start of Activity

**Activity 5**

Start of Question

Complete the dialogue by filling in the gaps with the correct words.

End of Question

1. ¿\_\_\_\_\_\_?

2. ¿Me \_\_\_\_\_\_ con el señor Alaejos?

3. El señor Alaejos no \_\_\_\_\_\_.

4. Ah. ¿Y \_\_\_\_\_\_ hablar con la señorita Prat?

5. Ahora le \_\_\_\_\_\_. ¿De parte de quién?

6. (Person 1:) Del señor Echevarría. (Person 2:) Está \_\_\_\_\_\_.

7. (Person 1:) ¿Puedo \_\_\_\_\_\_ un mensaje? (Person 2:) Sí, por supuesto.

Digame

pone

está

puedo

pongo

comunicando

dejar

[View answer - Activity 5](" \l "Unit3_Session7_Interaction1)

End of Activity

## 7 Informal telephone conversations

In this section you will learn how to make informal phone calls in Spanish.

Here are some useful phrases to conduct telephone conversations in more informal contexts.

Start of Table

|  |  |
| --- | --- |
| **Vocabulario** |  |
| **To ask to speak to someone:** |  |
| ¿Está Mercedes? | Is Mercedes there? |
| ¿Puedo hablar con Iker? | Can I speak to Iker? |
| **To ask or say who is speaking:** |  |
| ¿Quién llama? | Who is calling? |
| Sí, soy yo. / Sí, soy Marta. | Yes, it’s me. / It’s Marta. |
| Habla Marta / Ella habla. (LAm) | Marta speaking / Speaking. |
| Al habla. (LAm) | Speaking. |

End of Table

## 8 Listening practice

Now it's time for some more listening practice.

Start of Activity

**Activity 6**

Start of Question

Listen to the beginning of these phone calls. Then complete the multiple choice questions, selecting the best description of the responses given to the caller.

Start of Media Content

Audio content is not available in this format.

[View transcript - Uncaptioned interactive content](" \l "Unit3_Session9_Transcript1)

End of Media Content

After asking to speak to Señora García:

End of Question

One moment please.

Leave a message.

Call later.

The line is engaged.

Who’s calling?

[View answer - Part](" \l "Unit3_Session9_Interaction1)

Start of Question

Start of Media Content

Audio content is not available in this format.

[View transcript - Uncaptioned interactive content](" \l "Unit3_Session9_Transcript2)

End of Media Content

After asking to speak to Dra. Martinez:

End of Question

One moment please.

Leave a message.

Call later.

The line is engaged.

Who's calling?

[View answer - Part](" \l "Unit3_Session9_Interaction2)

Start of Question

Start of Media Content

Audio content is not available in this format.

[View transcript - Uncaptioned interactive content](" \l "Unit3_Session9_Transcript3)

End of Media Content

After asking to speak to Pedro:

End of Question

One moment please.

Leave a message.

Call later.

The line is engaged.

Who’s calling?

[View answer - Part](" \l "Unit3_Session9_Interaction3)

Start of Question

Start of Media Content

Audio content is not available in this format.

[View transcript - Uncaptioned interactive content](" \l "Unit3_Session9_Transcript4)

End of Media Content

After asking to speak to Eduardo Gutiérrez:

End of Question

One moment please

Leave a message.

Call later.

The line is engaged.

Who’s calling?

[View answer - Part](" \l "Unit3_Session9_Interaction4)

Start of Question

Start of Media Content

Audio content is not available in this format.

[View transcript - Uncaptioned interactive content](" \l "Unit3_Session9_Transcript5)

End of Media Content

After asking to speak to José Herrera:

End of Question

One moment please.

Leave a message.

Call later.

The line is engaged.

Who’s calling?

[View answer - Part](" \l "Unit3_Session9_Interaction5)

End of Activity

## 9 Different phrases for Spain and Chile

You should keep in mind that Spanish is very widespread, and its usage varies around the world. The following activity will demonstrate this point.

Start of Activity

**Activity 7**

Start of Question

Listen while you read the following dialogues. The first takes place in Spain and the second in Chile. Pay attention to the different phrases they use to answer the phone in each country. Then, using the transcript replicated underneath, focus on the different phrases used to answer the phone, to ask to speak to someone and to say who is speaking.

Start of Media Content

Audio content is not available in this format.

[View transcript - Uncaptioned interactive content](" \l "Unit3_Session10_Transcript1)

End of Media Content

**Dialogue (a) - Spain**

—¿Sí?

—Buenas tardes, ¿está Marisa?

—Sí, soy yo.

—Hola, soy Luis.

—¡Hombre, Luis! ¿Qué tal?

—Pues muy bien. Mira, te llamo para decir…

**Dialogue (b) - Chile**

— ¿Aló?

—Hola, ¿está Julio Alberto?

—Sí, él habla.

—Hola, habla Josefa.

—Hola Josefa, ¿dónde estás?

—Estoy en el tren.

End of Question

End of Activity

## 10 Making arrangements

Now have a go at this activity which will test your understanding of conversations making social arrangements.

Start of Activity

**Activity 8**

Start of Question

Listen to the dialogue between Pilar and Nacho, then select the correct answers to the questions.

Start of Media Content

Audio content is not available in this format.

[View transcript - Uncaptioned interactive content](" \l "Unit3_Session11_Transcript1)

End of Media Content

1. ¿Para qué llama Nacho a Pilar?

End of Question

para comer

para salir

para ir al cine

[View answer - Part](" \l "Unit3_Session11_Interaction1)

Start of Question

2. ¿Cuándo?

End of Question

por la mañana

por la tarde

por la noche

[View answer - Part](" \l "Unit3_Session11_Interaction2)

Start of Question

3. ¿A qué hora?

End of Question

a las seis

a las siete

a las siete y media

[View answer - Part](" \l "Unit3_Session11_Interaction3)

End of Activity

## 11 Starting a phone conversation

In this activity, you will take part in a conversation with a couple of different gaps for you to fill.

Start of Activity

**Activity 9**

Start of Question

Listen and take part in this conversation, speaking out loud after each prompt. Model answers will be provided after a pause.

Start of Media Content

Audio content is not available in this format.

[View transcript - Uncaptioned interactive content](" \l "Unit3_Session12_Transcript1)

End of Media Content

End of Question

End of Activity

## 12 Leaving a message

Now it's time to practise your speaking with another multi-part phone conversation – but this time you will be leaving a detailed message for somebody.

Start of Activity

**Activity 10**

Start of Question

You ring a friend to invite her to your birthday party, but she’s not there. Listen and follow the prompts in these clips to leave her a message.

End of Question

Start of Question

Start of Media Content

Audio content is not available in this format.

[View transcript - Uncaptioned interactive content](" \l "Unit3_Session13_Transcript1)

End of Media Content

End of Question

Start of Question

Start of Media Content

Audio content is not available in this format.

[View transcript - Uncaptioned interactive content](" \l "Unit3_Session13_Transcript2)

End of Media Content

End of Question

Start of Question

Start of Media Content

Audio content is not available in this format.

[View transcript - Uncaptioned interactive content](" \l "Unit3_Session13_Transcript3)

End of Media Content

End of Question

End of Activity

## 11 This week’s quiz

Check what you’ve learned this week by taking the end-of-week quiz. This is optional practice, but will help to consolidate what you've learned.

[Week 2 quiz](https://www.open.edu/openlearn/ocw/mod/oucontent/olink.php?id=108298&targetdoc=Week+2+practice+quiz)

Open the quiz in a new window or tab (by holding ctrl [or cmd on a Mac] when you click the link), then return here when you have done it.

## 11 Summary of Week 2

This week focused on learning about making phone calls. You've learnt new vocabulary and expressions to do with formal and informal phone conversations.

If you haven’t already, you should consider keeping an up-to-date record of your language learning using a notebook or similar. It's important that you add to it regularly, and work to memorise the new words and expressions you learn. Remember that little and often is best.

Now you’ve reached the end of this week (and the course), reflect a little on what you’ve been learning. In the box below, note down what you’ve found easy, useful or fun, and what was more difficult.

Start of Activity

**Week 2 Reflection**

Start of Question

What was easy, useful or fun this week?

End of Question

*Provide your answer...*

Start of Question

What was more difficult?

End of Question

*Provide your answer...*

Start of Question

What do I need to practice?

End of Question

*Provide your answer...*

End of Activity

¡Enhorabuena!

You have now reached the end of this course.

This OpenLearn course is an adapted extract from the Open University course [LXS003 Beginners Spanish 3: ¡Adelante!](http://www.open.ac.uk/courses/short-courses/lxs003)

Visit the [OpenLearn’s hub for language](https://www.open.edu/openlearn/languages/learning-languages/open-centre-languages-and-cultures) content where you will be able to build on your newly found language skills.

## References

Hurd, S. and Murphy, L. (2005) Success with Languages, Abingdon, Routledge/The Open University

## Acknowledgements

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## Solutions

## Activity 1

### Part

#### Answer

**Right:**

Evento artístico

**Wrong:**

Evento deportivo

Evento social

[Back to - Part](" \l "Unit2_Session2_Part1)

### Part

#### Answer

**Right:**

Evento social

**Wrong:**

Evento deportivo

Evento artístico

[Back to - Part](" \l "Unit2_Session2_Part2)

### Part

#### Answer

**Right:**

Evento social

**Wrong:**

Evento deportivo

Evento artístico

[Back to - Part](" \l "Unit2_Session2_Part3)

### Part

#### Answer

**Right:**

Evento deportivo

**Wrong:**

Evento artístico

Evento social

[Back to - Part](" \l "Unit2_Session2_Part4)

### Part

#### Answer

**Right:**

Evento deportivo

**Wrong:**

Evento artístico

Evento social

[Back to - Part](" \l "Unit2_Session2_Part5)

### Part

#### Answer

**Right:**

Evento artístico

**Wrong:**

Evento deportivo

Evento social

[Back to - Part](" \l "Unit2_Session2_Part6)

### Part

#### Answer

**Right:**

Evento social

**Wrong:**

Evento deportivo

Evento artístico

[Back to - Part](" \l "Unit2_Session2_Part7)

### Part

#### Answer

**Right:**

Evento artístico

**Wrong:**

Evento deportivo

Evento social

[Back to - Part](" \l "Unit2_Session2_Part8)

### Part

#### Answer

**Right:**

Evento social

**Wrong:**

Evento deportivo

Evento artístico

[Back to - Part](" \l "Unit2_Session2_Part9)

### Part

#### Answer

**Right:**

Evento deportivo

**Wrong:**

Evento artístico

Evento social

[Back to - Part](" \l "Unit2_Session2_Part10)

## Activity 2

### Part

#### Answer

**Right:**

Ir al cine

**Wrong:**

Ir a un partido de baloncesto

Ir a una fiesta

Ir al fútbol

[Back to - Part](" \l "Unit2_Session4_Part3)

### Part

#### Answer

**Right:**

Accepted

**Wrong:**

Declined

[Back to - Part](" \l "Unit2_Session4_Part4)

### Part

#### Answer

**Right:**

Ir a un partido de baloncesto

**Wrong:**

Ir a una fiesta

Ir al cine

Ir al fútbol

[Back to - Part](" \l "Unit2_Session4_Part6)

### Part

#### Answer

**Right:**

Declined

**Wrong:**

Accepted

[Back to - Part](" \l "Unit2_Session4_Part7)

### Part

#### Answer

**Right:**

Ir al fútbol

**Wrong:**

Ir a un partido de baloncesto

Ir a una fiesta

Ir al cine

[Back to - Part](" \l "Unit2_Session4_Part9)

### Part

#### Answer

**Right:**

Accepted

**Wrong:**

Declined

[Back to - Part](" \l "Unit2_Session4_Part10)

### Part

#### Answer

**Right:**

Ir a una fiesta

**Wrong:**

Ir a un partido de baloncesto

Ir al cine

Ir al fútbol

[Back to - Part](" \l "Unit2_Session4_Part12)

### Part

#### Answer

**Right:**

Declined

**Wrong:**

Accepted

[Back to - Part](" \l "Unit2_Session4_Part13)

## Activity 4

### Part

#### Answer

**Right:**

Falso

**Wrong:**

Verdadero

[Back to - Part](" \l "Unit2_Session6_Part1)

## Activity 5

### Part

#### Answer

**Right:**

aceptar

**Wrong:**

rechazar

[Back to - Part](" \l "Unit2_Session8_Part2)

### Part

#### Answer

**Right:**

aceptar

**Wrong:**

rechazar

[Back to - Part](" \l "Unit2_Session8_Part3)

### Part

#### Answer

**Right:**

aceptar

**Wrong:**

rechazar

[Back to - Part](" \l "Unit2_Session8_Part4)

### Part

#### Answer

**Right:**

rechazar

**Wrong:**

aceptar

[Back to - Part](" \l "Unit2_Session8_Part5)

### Part

#### Answer

**Right:**

aceptar

**Wrong:**

rechazar

[Back to - Part](" \l "Unit2_Session8_Part6)

### Part

#### Answer

**Right:**

aceptar

**Wrong:**

rechazar

[Back to - Part](" \l "Unit2_Session8_Part7)

### Part

#### Answer

**Right:**

rechazar

**Wrong:**

aceptar

[Back to - Part](" \l "Unit2_Session8_Part8)

### Part

#### Answer

**Right:**

rechazar

**Wrong:**

aceptar

[Back to - Part](" \l "Unit2_Session8_Part9)

### Part

#### Answer

**Right:**

aceptar

**Wrong:**

rechazar

[Back to - Part](" \l "Unit2_Session8_Part10)

## Activity 8

### Part

#### Answer

**The correct matches are:**

¿Dónde ponen una película?

en el cine Castillo

¿Dónde ponen una obra de teatro?

en la Sala Galpón

¿Dónde hay un espectáculo de circo?

en los estacionamientos de Mall Plaza Oeste

¿Dónde puedes escuchar música?

en el Local Naitún

[Back to - Part](" \l "Unit2_Session11_Part2)

### Part

#### Answer

**The correct matches are:**

¿Qué espectáculo empieza a las siete de la tarde?

la obra de teatro La lluvia de verano

¿Qué espectáculo empieza a las nueve de la noche?

el espectáculo de circo Aéreo de vanguardia

¿Qué espectáculo empieza a las once de la noche?

los tangos y boleros

¿Qué espectáculo empieza a las dos y cuarto o a las ocho y media los domingos?

la película Hamam, el baño turco

[Back to - Part](" \l "Unit2_Session11_Part3)

## Activity 1

#### Answer

**The correct matches are:**

putting someone through

Sí, un momento, le paso

asking to speak to a person

¿Puedo hablar con el señor Gonzalo Reina?

asking who is calling

¿De parte de quién?

[Back to - Activity 1](" \l "Unit3_Session2_Activity1)

## Activity 2

### Part

#### Answer

**The correct matches are:**

1.

¿Puedo hablar con el señor Gonzalo Reina?

2.

¿De parte de quién?

3.

Sí, un momento, le paso.

[Back to - Part](" \l "Unit3_Session3_Part2)

### Part

#### Answer

**The correct matches are:**

asking to talk to somebody

¿Puedo hablar con la señora Núñez?

explaining that the line is engaged

Lo siento pero está comunicando.

putting the caller through

Sí, un momento, ahora le paso.

asking who is calling

¿De parte de quién, por favor?

asking whether the caller wants to leave a message

¿Quiere dejar un recado?

[Back to - Part](" \l "Unit3_Session3_Part3)

## Activity 4

### Part

#### Answer

**Right:**

Hernán had the wrong number

**Wrong:**

Mrs Villalobos’s line was engaged

Mrs Villalobos was not in

[Back to - Part](" \l "Unit3_Session6_Part1)

### Part

#### Answer

**Right:**

Mrs Villalobos’s line was engaged

**Wrong:**

Hernán had the wrong number

Mrs Villalobos was not in

[Back to - Part](" \l "Unit3_Session6_Part2)

### Part

#### Answer

**Right:**

Mrs Villalobos was not in

**Wrong:**

Hernán had the wrong number

Mrs Villalobos’s line was engaged

[Back to - Part](" \l "Unit3_Session6_Part3)

## Activity 5

#### Answer

**The correct matches are:**

1. ¿\_\_\_\_\_\_?

Digame

2. ¿Me \_\_\_\_\_\_ con el señor Alaejos?

pone

3. El señor Alaejos no \_\_\_\_\_\_.

está

4. Ah. ¿Y \_\_\_\_\_\_ hablar con la señorita Prat?

puedo

5. Ahora le \_\_\_\_\_\_. ¿De parte de quién?

pongo

6. (Person 1:) Del señor Echevarría. (Person 2:) Está \_\_\_\_\_\_.

comunicando

7. (Person 1:) ¿Puedo \_\_\_\_\_\_ un mensaje? (Person 2:) Sí, por supuesto.

dejar

[Back to - Activity 5](" \l "Unit3_Session7_Activity1)

## Activity 6

### Part

#### Answer

**Right:**

One moment please.

**Wrong:**

Leave a message.

Call later.

The line is engaged.

Who’s calling?

[Back to - Part](" \l "Unit3_Session9_Part1)

### Part

#### Answer

**Right:**

The line is engaged.

**Wrong:**

One moment please.

Leave a message.

Call later.

Who's calling?

[Back to - Part](" \l "Unit3_Session9_Part2)

### Part

#### Answer

**Right:**

Who’s calling?

**Wrong:**

One moment please.

Leave a message.

Call later.

The line is engaged.

[Back to - Part](" \l "Unit3_Session9_Part3)

### Part

#### Answer

**Right:**

Call later.

**Wrong:**

One moment please

Leave a message.

The line is engaged.

Who’s calling?

[Back to - Part](" \l "Unit3_Session9_Part4)

### Part

#### Answer

**Right:**

Leave a message.

**Wrong:**

One moment please.

Call later.

The line is engaged.

Who’s calling?

[Back to - Part](" \l "Unit3_Session9_Part5)

## Activity 8

### Part

#### Answer

**Right:**

para ir al cine

**Wrong:**

para comer

para salir

[Back to - Part](" \l "Unit3_Session11_Part1)

### Part

#### Answer

**Right:**

por la tarde

**Wrong:**

por la mañana

por la noche

[Back to - Part](" \l "Unit3_Session11_Part2)

### Part

#### Answer

**Right:**

a las siete y media

**Wrong:**

a las seis

a las siete

[Back to - Part](" \l "Unit3_Session11_Part3)

# Uncaptioned Figure

## Description

This is an image of a shop keeper standing behind the counter of his shop. There are legs of ham hanging from the ceiling, jars, tins and packets of food on the display shelves against the wall and on the counter, and a set of electronic scales on the right-hand side.

[Back to - Uncaptioned Figure](" \l "Unit1_Session1_Figure1)

# Uncaptioned Figure

## Description

This is a photo of people sitting at a bar.

[Back to - Uncaptioned Figure](" \l "Unit2_Session1_Figure1)

# Figure 1 Example of a vocabulary mind map

## Description

The graphic shows a mind map in which there is a circle in the middle with the verb ir. To the right there is a line that links this circle with another circle with the preposition a inside, and from this there are lines that link to three other circles, the first of which says: a + el = el, from which another line links to a circle that says: el cine / el teatro; the second line links to a circle that says: la playa / la montaña; the third line links to a circle that says: correr / ver una película. To the left there is a line that links the circle with ir to another circle with the preposition de, and from this there are lines that link to four other circles, each containing one of the following: compras, tiendas, tapas, copas.

[Back to - Figure 1 Example of a vocabulary mind map](" \l "Unit2_Session3_Figure1)

# Uncaptioned Figure

## Description

This is a photo of a very lively street corner. It is night time but the streets are decorated with bunting and street lights and full of people, many of whom are walking or standing outside a bar.

[Back to - Uncaptioned Figure](" \l "Unit2_Session6_Figure1)

# Uncaptioned Figure

## Description

This is a photo of the front of the Teatro Municipal de Santiago. There are people walking in front of the building and banners hung between the columns of the first floor advertising Las Bodas de Fígaro.

[Back to - Uncaptioned Figure](" \l "Unit2_Session9_Figure1)

# Uncaptioned Figure

## Description

This is a website page, advertising forthcoming cultural activities in cinema, music, theatre and a circus act. The text is: CINE: Ciclo de cine mediterráneo. Hamam, el baño turco. Cine Castillo: Candelaria Goyenechea 3820, Local 2, Teléfono: 2445856, Viernes y sábado 14:15 y 21:45, Domingo 14:15 y 20:30. MÚSICA: Boleros. Tangos y boleros en concierto en vivo, con Carmen Prieto y Vivi Ferrer. Local Naitún, c/ Ricardo Cumming 451, Esta noche a las 23 h. TEATRO: La lluvia de verano. Basada en una obra de Marguerite Duras. Sala Galpón, Martes a sábado a las 19 horas, $5.000 general y $2.500 estudiantes. CIRCO: Aéreo de vanguardia. Solo 7, 8 y 9 de noviembre a las 21 h. Compañía francesa “Les Arts Sauts”. En los estacionamientos de Mall Plaza Oeste.

[Back to - Uncaptioned Figure](" \l "Unit2_Session11_Figure1)

# Uncaptioned Figure

## Description

This is a photo of a middle-aged man wearing a shirt and tie, sitting with a laptop on his lap and holding a phone to his ear.

[Back to - Uncaptioned Figure](" \l "Unit3_Session1_Figure1)

# Uncaptioned interactive content

## Transcript

SPEAKER A:

Hola Ana. Oye, ¿te apetece ir al cine esta noche? Ponen la peli Abrazos rotos con Penélope Cruz.

SPEAKER B:

¡Vale! ¡Sí, me apetece mucho! Me encanta Penélope Cruz. ¿A qué hora?

[Back to - Uncaptioned interactive content](" \l "Unit2_Session4_MediaContent1)

# Uncaptioned interactive content

## Transcript

SPEAKER A:

¿Te gustaría ir a un partido de baloncesto mañana?

SPEAKER B:

Mmm, no gracias, no me gusta mucho el baloncesto, prefiero el fútbol.

[Back to - Uncaptioned interactive content](" \l "Unit2_Session4_MediaContent2)

# Uncaptioned interactive content

## Transcript

SPEAKER A:

¿Te apetece ir al fútbol el sábado? Tengo dos entradas y mi padre no puede venir.

SPEAKER B:

¡Fenomenal! ¡Pues vamos!

[Back to - Uncaptioned interactive content](" \l "Unit2_Session4_MediaContent3)

# Uncaptioned interactive content

## Transcript

SPEAKER A:

¿Te gustaría ir a la fiesta de cumpleaños de mi hermano este fin de semana?

SPEAKER B:

¡Ay! Lo siento pero no puedo. ¡Tengo que trabajar!

[Back to - Uncaptioned interactive content](" \l "Unit2_Session4_MediaContent4)

# Uncaptioned interactive content

## Transcript

SPEAKER:

¿Quieres ir a tomar un helado después del examen?

[Back to - Uncaptioned interactive content](" \l "Unit2_Session10_MediaContent1)

# Uncaptioned interactive content

## Transcript

SPEAKER:

¿Te apetece ir a pasear por el parque?

[Back to - Uncaptioned interactive content](" \l "Unit2_Session10_MediaContent2)

# Uncaptioned interactive content

## Transcript

SPEAKER:

¿Te gustaría ir de compras?

[Back to - Uncaptioned interactive content](" \l "Unit2_Session10_MediaContent3)

# Uncaptioned interactive content

## Transcript

SPEAKER:

¿Te apetece ir a pasear por el parque?

[Back to - Uncaptioned interactive content](" \l "Unit2_Session10_MediaContent4)

# Uncaptioned interactive content

## Transcript

SPEAKER:

¿Te gustaría ir a tomar un café este sábado?

[Back to - Uncaptioned interactive content](" \l "Unit2_Session10_MediaContent5)

# Uncaptioned interactive content

## Transcript

SPEAKER:

¿Te apetece ir a tomar algo?

[Back to - Uncaptioned interactive content](" \l "Unit2_Session10_MediaContent6)

# Uncaptioned interactive content

## Transcript

SPEAKER:

¿Te gustaría ir al concierto de tango y boleros esta noche?

(I don’t have time today, I’m sorry.)

SPEAKER:

Hoy no tengo tiempo, lo siento.

[Back to - Uncaptioned interactive content](" \l "Unit2_Session12_MediaContent1)

# Uncaptioned interactive content

## Transcript

SPEAKER:

¿Vamos al circo este fin de semana?

(I’m sorry but I don’t like the circus.)

SPEAKER:

Perdona, pero no me gusta el circo.

[Back to - Uncaptioned interactive content](" \l "Unit2_Session12_MediaContent2)

# Uncaptioned interactive content

## Transcript

SPEAKER:

¿Vamos al cine?

(I don’t fancy it.)

SPEAKER:

No me apetece.

[Back to - Uncaptioned interactive content](" \l "Unit2_Session12_MediaContent3)

# Uncaptioned interactive content

## Transcript

SPEAKER:

¿Vamos al teatro en la Sala Galpón?

(I can't. I have to work today.)

SPEAKER:

No puedo. Hoy tengo que trabajar.

[Back to - Uncaptioned interactive content](" \l "Unit2_Session12_MediaContent4)

# Uncaptioned interactive content

## Transcript

SECRETARIA

¡Dígame!

HERNÁN

¿Puedo hablar con el señor Gonzalo Reina?

SECRETARIA

¿De parte de quién?

HERNÁN

Hernán Echevarría, de Fuentesol.

SECRETARIA

Sí, un momento, le paso.

HERNÁN

¿Gonzalo? Hola, soy Hernán. Mira, te llamo…

[Back to - Uncaptioned interactive content](" \l "Unit3_Session3_MediaContent1)

# Uncaptioned interactive content

## Transcript

SPEAKER:

(a)

SPEAKER:

Muebles Pérez, buenas tardes.

PROMPT:

(Departamento de Ventas)

MODEL:

¿Me pone con el Departamento de Ventas?

[Back to - Uncaptioned interactive content](" \l "Unit3_Session4_MediaContent1)

# Uncaptioned interactive content

## Transcript

SPEAKER:

(b)

SPEAKER:

Facultad de Ciencias, buenos días.

PROMPT:

(extensión 3452)

MODEL:

¿Con la extensión 3452?

[Back to - Uncaptioned interactive content](" \l "Unit3_Session4_MediaContent2)

# Uncaptioned interactive content

## Transcript

SPEAKER:

(c)

SPEAKER:

Hospital del Sagrado Corazón. Recepción, dígame.

PROMPT:

(Urgencias)

MODEL:

¿Me puede poner con Urgencias?

[Back to - Uncaptioned interactive content](" \l "Unit3_Session4_MediaContent3)

# Uncaptioned interactive content

## Transcript

SPEAKER:

(d)

SPEAKER:

Cine Roxy.

PROMPT:

(Juan Pastor)

MODEL:

¿Puedo hablar con Juan Pastor, por favor?

[Back to - Uncaptioned interactive content](" \l "Unit3_Session4_MediaContent4)

# Uncaptioned interactive content

## Transcript

Listen to someone trying to get through to Señora Villalobos.

(a)

HERNÁN

Con la señora Villalobos, por favor.

SPEAKER #2

No, aquí no hay ninguna señora Villalobos. Se ha equivocado de número.

HERNÁN

Ah, perdone.

SPEAKER #2

Nada. Adiós.

[Back to - Uncaptioned interactive content](" \l "Unit3_Session6_MediaContent1)

# Uncaptioned interactive content

## Transcript

(b)

HERNÁN

Con la señora Villalobos, por favor.

SPEAKER #2

¿Quién llama?

HERNÁN

Hernán Echevarría.

SPEAKER #2

Un momento, ahora le paso. Lo siento, está comunicando

HERNÁN

Okey, la llamo más tarde.

[Back to - Uncaptioned interactive content](" \l "Unit3_Session6_MediaContent2)

# Uncaptioned interactive content

## Transcript

(c)

HERNÁN

Por favor, ¿puedo hablar con la señora Villalobos?

SPEAKER #2

Sí, un momentito. Lo siento, señor, en este momento no está.

HERNÁN

¿No?

[Back to - Uncaptioned interactive content](" \l "Unit3_Session6_MediaContent3)

# Uncaptioned interactive content

## Transcript

CALLER

¿La señora García, por favor?

RESPONDENT

Sí, ahora le paso, un momentito por favor.

[Back to - Uncaptioned interactive content](" \l "Unit3_Session9_MediaContent1)

# Uncaptioned interactive content

## Transcript

CALLER

¿Está la doctora Martínez?

RESPONDENT

En estos momentos no es posible pasarle, está ocupada la línea.

[Back to - Uncaptioned interactive content](" \l "Unit3_Session9_MediaContent2)

# Uncaptioned interactive content

## Transcript

CALLER

Hola, ¿está Pedro?

RESPONDENT

¿Quién le llama, por favor?

[Back to - Uncaptioned interactive content](" \l "Unit3_Session9_MediaContent3)

# Uncaptioned interactive content

## Transcript

CALLER

¿Me pone con Eduardo Gutiérrez, por favor?

RESPONDENT

—Está desayunando ¿quiere llamar dentro de un ratito?

[Back to - Uncaptioned interactive content](" \l "Unit3_Session9_MediaContent4)

# Uncaptioned interactive content

## Transcript

¿Don José Herrera, por favor?

Lo siento, no trabaja los lunes. ¿Desea dejar un mensaje?

[Back to - Uncaptioned interactive content](" \l "Unit3_Session9_MediaContent5)

# Uncaptioned interactive content

## Transcript

(a)

MARISA

¿Sí?

LUIS

Buenas tardes, ¿está Marisa?

MARISA

Sí, soy yo.

LUIS

Hola, soy Luis.

MARISA

¡Hombre, Luis! ¿Qué tal?

LUIS

Pues muy bien. Mira, te llamo para decir…

(b)

JULIO

¿Aló?

JOSEFA

Hola, ¿está Julio Alberto?

JULIO

Sí, él habla.

JOSEFA

Hola, habla Josefa.

JULIO

Hola Josefa, ¿dónde estás?

JOSEFA

Estoy en el tren.

[Back to - Uncaptioned interactive content](" \l "Unit3_Session10_MediaContent1)

# Uncaptioned interactive content

## Transcript

PILAR

¿Sí?

NACHO

Hola, ¿está Pilar?

PILAR

Sí, soy yo.

NACHO

Hola, soy Nacho.

PILAR

¿Qué tal, Nacho?

NACHO

Muy bien. Oye, mira que, ¿te gustaría ir al cine esta tarde?

PILAR

Huy, sí, estupendo. ¿A qué hora?

NACHO

¿A las siete y media?

PILAR

Vale, perfecto. Voy a comprar las entradas.

[Back to - Uncaptioned interactive content](" \l "Unit3_Session11_MediaContent1)

# Uncaptioned interactive content

## Transcript

LOLA:

¿Dígame?

PROMPT:

(Ask for Lola.)

PACO:

¿Está Lola?

LOLA:

Sí, soy yo.

PROMPT:

(Greet her and say who you are.)

PACO:

Hola, Lola, soy Paco.

LOLA:

Hola, ¿qué tal estás? ¿Qué tal tus vacaciones?

[Back to - Uncaptioned interactive content](" \l "Unit3_Session12_MediaContent1)

# Uncaptioned interactive content

## Transcript

SEÑORA PÉREZ:

¿Dígame?

PROMPT:

(Say hello and ask if you can speak to Lucía.)

MODEL:

Hola, buenos días, ¿puedo hablar con Lucía?

[Back to - Uncaptioned interactive content](" \l "Unit3_Session13_MediaContent1)

# Uncaptioned interactive content

## Transcript

SEÑORA PÉREZ:

Sí, un momentito, voy a ver si está. ¡Lucíaaaa! No, lo siento, no está. ¿Quieres dejar un mensaje?

PROMPT:

(Say yes please. Say you would like to invite Lucía to your birthday party this Saturday at 9 pm in your house.)

MODEL:

Sí, por favor. Me gustaría invitar a Lucía a mi fiesta de cumpleaños este sábado a las nueve en mi casa.

[Back to - Uncaptioned interactive content](" \l "Unit3_Session13_MediaContent2)

# Uncaptioned interactive content

## Transcript

SEÑORA PÉREZ:

Vale, guapa, yo le doy el mensaje.

PROMPT:

(Say OK, thank you and goodbye.)

MODEL:

Vale, muchas gracias. Adiós.

SEÑORA PÉREZ:

¡Adiós, hasta luego!

[Back to - Uncaptioned interactive content](" \l "Unit3_Session13_MediaContent3)