

PAST EXPERIENCES. Session 1.- A new day at the office.

Situation

Read the text and listen to the situation.

▶ 00:00

01:40 🔊

Script

The girls are a little bit overwhelmed with all the changes: new city, new company, new colleagues.. They didn't expect it would be so hard to adapt to a new country and culture.



Susana seems to be particularly unhappy. Lourdes finally asks her: "What are you thinking, Susana? What's going on?"

Susana thinks for a few seconds and then finally replies: "Not much, Lourdes, I was just thinking that maybe it wasn't such a good idea to come all the way to England to do our internship after all. We are far away from our friends and family and we don't know any of these people... we don't have any friends here.. yes, there is Gema, but..."

Lourdes tries to cheer her friend up: "Don't worry! I'm sure things will get better soon, we'll meet new people, improve our English... you'll see."

A few minutes later, Mr Parker approaches the girls: "Good morning, girls. How are you? I just wanted to let you know that your corporate email addresses are ready. Yours, Lourdes, is lourdes.serrano@britishcorp.co.uk, and yours, Susana, is susana.moreno@britishcorp.co.uk. Now you can communicate with everybody in the company and we'll be able to be in touch with you too. Also, most employees here don't know who you are or what you do and I'd like you to meet everybody and start working as soon as possible. I've had an idea: why don't you prepare a short presentation? You can talk about yourselves, your country, your education and past work experiences, etc., so that everybody here can get to know you. It'll be fantastic! I'll organise everything. If you need any help, come and see me. See you later."

Susana can't believe it: "We have to give a talk... in front of everybody... in English!"

Think about it

Write in the forum:

What about you? Have you ever written emails in English? Have you ever given a presentation in front of a lot of people? Have you ever given a talk in a foreign language? When was it? How did you feel?

1.- What to say.

Quotation

"Be brave. Take risks. Nothing can substitute experience." *Paulo Coelho*

Caso práctico

Lourdes and Susana are reallystressed out. They don't know how to start gathering the information they need for their oral presentation. They don't know what to talk about and they have just a few days to prepare their talk.



"Let's not panic!", says Lourdes. "Everything will be fine."

Susana replies: "Yes, but we will need to find a computer we can use, make a power point presentation..."

Lourdes seems to have everything under control: "Don't worry, I brought some photos of our families from Spain. We can use those, and we can download a few pictures of our classmates and teachers from ourformer school website. We need to plan what we are going to say."

Susana smiles for the first time and says: "You are brilliant, Lourdes! You have so many good ideas. Thank you for your help."

Lourdes smiles too: "Well, that's me, you know. I still have some more ideas for the presentation. Let's find a computer so we can start working. And remember, we can ask somebody for help."

If you don't know how to start a project, you can always ask for help. Here are some useful expressions to ask for help. Remember that in English it is very important to **be polite**.

Vocabulary to ask for a favour.

ENGLISH.	SPANISH.
Would you mind doing me a favour?	¿Te / Le importaría hacerme un favor?
Could you do me a favour?	¿Me podrías / podría hacer un favor?

ENGLISH.	SPANISH.
Could I ask you a favour?	¿Podría pedirte / pedirle un favor?
Would you mind opening the door for me?	¿Me podrías / podría abrir la puerta?
Can I bug you for a second? (informal)	¿Te puedo molestar un segundo? (informal)

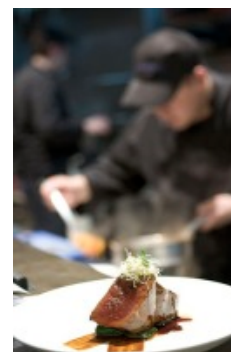
Think about it

Give your opinion in the forum:

When you have to give an oral presentation, where do you look for information? Have you ever talked about your past experiences/education? In your experience, what makes a good/bad presentation?

1.1.- Brainstorming: Vocational training.

Lourdes and Susana decide to start to prepare their presentation with a brainstorming session. They have to think of the things they've done in the past, starting with their education. They surf the Internet and come across this article on the BBC website, which they find interesting. Why don't you read it and then tell us what you think?



What is vocational training?

Vocational education or vocational education and training prepares trainees for jobs that are based on manual or practical activities that are related to a specific trade or occupation. The trainee directly develops expertise in a particular group of techniques or technology.

Now, let's hear some opinions from students, parents and teachers:

Michaela Fleming, 18, is studying for a professional chef diploma at Westminster Kingsway College and wants to be a pastry chef. At secondary school, she particularly enjoyed food technology, PE, music and maths and she got very good grades in her GCSEs (General Certificate of Secondary Education).

"I enjoyed school but I prefer having a hands-on approach to things. So coming here was really good for me. We do theory but the practical side is really good. I want to train to be a chef - we're actually cooking for customers at the moment, and I'm working part-time on top of this. Being able to do both and get the practical skills I need to go on to be a chef is really good."

Maggie Gusterson's 15-year-old son is studying vocational courses in science, sports and ICT (Information and Communication Technology). He didn't use to like school and was told at 14 that he could select from a limited range of options, most of which were vocational qualifications. He has since "realised he needs to study hard", she says. He enjoys sport and would like to go into sports therapy.

Ms Gusterson left school, but later by resitting some exams at college gained the qualifications required to go on to train as a nurse. She said she would like her son to do the same if he did not get the grades on his first attempt.

"I think they should do it like they used to - you do the main subjects up to 16, and then you can look into going into vocational courses at 16, rather than at the age of 14," she says.

Christopher McShane, is the head teacher of Winton school in Hampshire. The school offers vocational courses in photography, travel and tourism, hospitality and catering, ICT, sports and performing arts. He says all students are free to choose whichever courses they want.

"My job is to encourage young people to continue learning - and the vocational qualifications do exactly that. If people came into my school and saw the kids doing sports coaching with primary students, or running their own business - people would

..... realise they have a very significant impact."

"There tends to be a negative view of vocational learning and that's rubbish. Some students go on to get university degrees, other go into a wide range of jobs. For certain types of students - this is their route to achievement."

Adapted from:

<http://www.bbc.co.uk/news/education-12633587>

http://en.wikipedia.org/wiki/Vocational_education

1.2.- Now put it into practice.

Now it's your turn

Match the speakers and their opinions.

Matching exercise.

Opinion.	Match.	Speaker.
They should be given more time to decide.	<input type="checkbox"/>	
I prefer doing something myself rather than just talking about it or being told by other people how to do it.	<input type="checkbox"/>	1. Student.
People should see the the effect that vocational training has on society.	<input type="checkbox"/>	2. Parent.
Trainees will be able to go on to higher level courses.	<input type="checkbox"/>	
Don't give up.	<input type="checkbox"/>	3. Head teacher.



Submit

Read the text carefully and make sure you understand the people's opinions.

Think about it

Give your opinion in the forum:

What is your reaction to this story? Do you agree with the student / parent / head teacher?

2.- How to say it: Past simple.

Think about it

Read the following sentences carefully. What is the difference between them?

- ✓ *I don't know what to do.*
- ✓ *I didn't know what to do.*



Show Feedback

As you probably know, the difference between the sentences is that in the first sentence we are talking about a present event and in the second one we are talking about something that happened in the past.

In order to talk about our past experiences, we need to talk about the past simple. Let's see!

2.1.- Past simple: Use.

The past simple tense is used

- ✓ to refer to finished states, actions or situations that happened in the past.
 - *My boss shouted at me yesterday!*
 - *"Julius Caesar: he came, he saw, he conquered."*
- ✓ to refer to a past habit or state.
 - *He went to the office on foot every morning.*
- ✓ to refer to past actions which happened one after the other.
 - *My secretary wrote the letter, put a stamp on it and posted it last Monday.*
- ✓ to refer to a past time that is not mentioned.
 - *Shakespeare wrote a lot of good plays.*



These time expressions usually go with the past simple.

- ✓ Yesterday.
- ✓ Last week, year, month, season.
- ✓ (Quantity of time) + ago: two days ago.
- ✓ Then.
- ✓ In 1967.
- ✓ When.
- ✓ In the past.
 - *People didn't use planes in the past.*
 - *I did it two days ago.*
 - *You didn't know it then.*

Translation

Would you like to read the translation of the text above? Then click on the button.

Show Feedback

El pasado simple se usa:

- ✓ Para referirse a estados acabados, acciones y situaciones que ocurrieron en el pasado.
- ✓ Para referirse a un hábito o estado pasado.
- ✓ Para referirse a acciones pasadas que ocurrieron una detrás de la otra.
- ✓ Para referirse a un tiempo pasado que no se menciona.

Hay una serie de expresiones temporales que van normalmente con el pasado simple.

2.2.- Past simple: Form.

Let's discover how to make the **Past Simple**:

- ✓ **Regular verbs:** verb + "-ed".
If the verb ends in "-y" preceded by consonant, replace the 'y' with 'i' and add "-ed".
 - *She studied at University.*
- ✓ **Irregular verbs:** come CAME come
 - *He came home very late last night.*

You should know

You can download a list of irregular verb here:

[List of irregular verbs.](#)

Negative Form:

- ✓ Subject + DID NOT + main verb
 - *I didn't finish up my meal, I was full.*
 - *He didn't come yesterday as expected.*



Interrogative Form:

- ✓ DID + subject + (NOT) + main verb?
 - *Did you like the concert?*
 - *Didn't you buy a ticket for the concert?*

Translation

Click to read the Spanish translation.

Show Feedback

- ✓ Para formar el **pasado simple**:
 - Se añade -ed a los verbos regulares.
 - Si el verbo acaba en "-y" precedida de consonante se sustituye la "y" por "i" y se añade "-ed".
 - Los verbos irregulares tendremos que aprenderlos, con la ayuda de la lista de verbos irregulares o un buen diccionario.
- ✓ **Forma negativa:**
 - Sujeto+did not+verbo principal.
- ✓ **Forma interrogativa:**

◆ Did+sujeto+(not)+verbo principal?

Think about it

These are common mistakes made when using the past simple tense:

- ✓ She didn't wanted to visit the Modern Art Museum.
- ✓ He tooks the train from Liverpool.

Can you correct them?

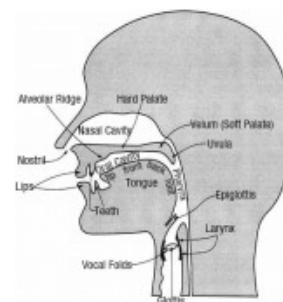
Show Feedback

The correct forms are:

- ✓ She didn't want to visit the Modern Art Museum.
- ✓ He took the train from Liverpool.

2.3.- Pronunciation of regular past tense.

We have looked at how we make the past tense. Now we are going to study the pronunciation. How do we pronounce the regular past form "-ed"?



The ending used to form the past simple and past participle of regular verbs is pronounced:

- ✓ /t/ after voiceless sounds (/p/ /k/ /f/ /θ/ /s/ /ʃ/ /tʃ/).
 - like-liked.
- ✓ /d/ after voiced sounds (/b/ /g/ /v/ /ð/ /z/ /ʒ/ /dʒ/ /m/ /n/ /ŋ/ /l/ /r/ /w/ /j/ and vowel sounds).
 - live-lived.
 - play-played.
- ✓ /ɪd/ after /t/ or /d/ sounds.
 - wait-waited.

Here there is one extra syllable!

Take a look at the pronunciation of the following past tenses:

Pronunciations of -ed endings.

Type of -ed endings.	Past tense.	Phonetic transcription.
/t/ infinitives that end in a voiceless sound.	stopped picked wished crunched	/stɒpt/ /pɪkt/ /wɪʃt/ /krʌntʃt/
/d/ infinitives that end in a voiced sound.	lived chilled enjoyed tried	/lɪvd/ /tʃɪld/ /ɪnˈdʒɔɪd/ /traɪd/
/ɪd/ infinitives that end in the sound /t/ or /d/.	needed hated dated seated	/ˈniːdɪd/ /ˈheɪtɪd/ /ˈdeɪtɪd/ /ˈsiːtɪd/

Translation

Click if you want to read the Spanish translation.

Show Feedback

La forma de pasado regular "-ed" se pronuncia:

- ✓ /t/ si sigue a un sonido sordo.

- ✓ /d/ si sigue a un sonido sonoro.
- ✓ /ɪd/ después de un sonido /t/ or /d/ (hay una sílaba más).

You should know

Listen to some -ed endings and practice your pronunciation.

[-ed endings.](#)

Think about it

Give your opinion in the forum:

Answer the following questions.

- ✓ Where did you go last summer?
- ✓ Who did you go with?
- ✓ What did you do?
- ✓ Did you have a good time?



2.4.- Now put it into practice (I).

This should not be too difficult for you. Let's give it a try.

Now it's your turn

Fill in the gaps with the past simple form of the verbs in brackets. Try to use contractions where possible.

1. Lots of students (pass) their exams last year.
2. When (Christopher Columbus discover) America?
3. You (not print) your assignment, so I couldn't mark it.
4. The group (sing) my favourite song.
5. The firemen (rescue) the two people caught in the fire.
6. My best friend (fall) in love with her teacher.
7. The terrorist (not accept) the government's deal.
8. Everyone (seem) to know a lot.
9. I know her. I (meet) her a few days ago.
10. I finally (find) my keys.
11. Where (you learn) the language?
12. We (change) places quite often.
13. They (be) born and (raise) in Switzerland.
14. (she not study) hard last year?
15. I (get) here two weeks ago.
16. When (Maria arrive) in Canada?
17. I (read) your application form.
18. When her parents (separate) she (go) to live on a farm with her grandparents.
19. She (marry) Mr Parks in 1993.
20. We (want) information.



Submit

1. Lots of students **passed** their exams last year.
2. When **did Christopher Columbus discover** America?
3. You **didn't print** your assignment, so I couldn't mark it.
4. The group **sang** my favourite song.
5. The firemen **rescued** the two people caught in the fire.
6. My best friend **fell** in love with her teacher.
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11. Where **did you learn** the language?
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13. They **were** born and **raised** in Switzerland.
14. **Didn't she study** hard last year?
15. I **got** here two weeks ago.
16. When **did Maria arrive** in Canada?
17. I **read** your application form.
18. When her parents **separated** she **went** to live on a farm with her grandparents.
19. She **married** Mr Parks in 1993.
20. We **wanted** information.

Now it's your turn

Match the past simple form of the following irregular verbs with their pronunciation.

Matching exercise.

Verb.	Match.	Pronunciation.
saw	<input type="checkbox"/>	1. /brɔ:t/
taught	<input type="checkbox"/>	2. /θɔ:t/
thought	<input type="checkbox"/>	3. /hɜ:(r)d/
brought	<input type="checkbox"/>	4. /bɪlt/
built	<input type="checkbox"/>	5. /bɔ:t/
bought	<input type="checkbox"/>	6. /sɔ:/
heard	<input type="checkbox"/>	7. /dru:/
chose	<input type="checkbox"/>	8. /tɔ:t/
drew	<input type="checkbox"/>	9. /drəʊv/
drove	<input type="checkbox"/>	10. /tʃəʊz/

Submit

The pronunciation of irregular verbs can be difficult. Revise your list of irregular verbs with their pronunciations.

2.4.1.- Now put it into practice (II).

Let's test what we have learned in this lesson. Do you remember the different -ed pronunciations?



Now it's your turn

Classify these regular verbs depending on their -ed pronunciation. Write 1 for /t/, 2 for /d/ and 3 for /ɪd/ in the gaps.

Matching exercise.

Verbs.	Match.	Pronunciations.
looked.	<input type="checkbox"/>	1. /t/
danced.	<input type="checkbox"/>	
lived.	<input type="checkbox"/>	
controlled.	<input type="checkbox"/>	
walked.	<input type="checkbox"/>	
counted.	<input type="checkbox"/>	2. /d/
passed.	<input type="checkbox"/>	
mended.	<input type="checkbox"/>	
kissed.	<input type="checkbox"/>	
stopped.	<input type="checkbox"/>	
drowned.	<input type="checkbox"/>	3. /ɪd/
missed.	<input type="checkbox"/>	
played.	<input type="checkbox"/>	
rested.	<input type="checkbox"/>	
laughed.	<input type="checkbox"/>	

shouted.	<input type="checkbox"/>
cried.	<input type="checkbox"/>

Submit

The ending used to form the past simple and past participle of regular verbs is pronounced:

- ✓ /t/ after voiceless sounds (/p/, /k/, /f/, /θ/, /s/, /ʃ/, /tʃ/).
- ✓ /d/ after voiced sounds (/b/, /g/, /v/, /ð/, /z/, /ʒ/, /dʒ/, /m/, /n/, /ŋ/, /l/, /r/, /w/, /j/ and vowel sounds).
- ✓ /ɪd/ after /t/ or /d/ sound. (Remember that here there is one extra syllable!).

Now it's your turn

Listen to Victoria's weekend and choose the correct answer.



[Text summary](#)

When does Victoria wake up?

- She wakes up at half past eight.
- She always wakes up at quarter to eight.
- She wakes up at around seven o'clock depending on the day.

Sorry! Try again.

Not exactly.

That's great!

Solution

1. Wrong
2. Wrong
3. Correct Option

Where is her first class?

- Her first class is in the centre of Madrid
- Her first class is in Seville.
- Her first class is next to the train station in Barcelona.

Brilliant!

Not really.

Oops! Try again.

Solution

1. Correct Option
2. Wrong
3. Wrong

What does she do after dinner?

- She usually watches TV and prepares stuff for the next day.
- She normally goes for a walk.
- She always reads comics after dinner.

Well done!

Not quite right.

Listen carefully and try again.

Solution

1. Wrong
2. Wrong
3. Correct Option

You can watch the video again now. Pay attention to the pronunciation of the past tense forms.

3.- Words you need: Education.

Lourdes and Susana decide to continue with their brainstorming session. They want to talk about their training and how they decided to do their internship in London. Here are some of the words and expressions they are going to need:



In most countries, children go to school when they are 3 years old. They go to nursery school. Then, pupils start primary school and when they are 11, they go to secondary school. Some decide to go to a college for vocational training.

At 18, some pupils leave school and go to university or go to a college for further education / training. At this stage, they are students, not pupils any more. Then they get a job.

Education.

Exams.	Exámenes.
I passed my exam.	Aprobé el examen.
I did very well.	Lo hice muy bien.
I got eight out of ten. (8/10).	Saqué un ocho de 10.
I got a very high / low mark. (19/20).	Saqué muy buena / muy mala nota (numérica).
I got a good grade. / I didn't get a very good grade. (A, B+).	Saqué muy buena / muy mala nota (con letra).
I'm good at <u>PE</u> .	Se me da bien la educación física.
I failed my exam.	Suspendí el examen.
I did very badly.	Lo hice muy mal.
I'm hopeless / very bad at maths.	Se me dan muy mal las matemáticas.
To revise.	Repasar.
To prepare for an exam.	Prepararse para un examen.
Teachers and Pupils.	Profesores / profesoras y alumnos / alumnas.
The headteacher / principal (of a school).	El director / la directora.
A primary school teacher.	Un maestro / una maestra.
A maths teacher.	Un profesor / una profesora de matemáticas.
A classmate.	Un compañero / una compañera de clase.

Exams.	Exámenes.
A swot (colloquial).	Un empollón / una empollona.
Phrases.	Expresiones.
To be the teacher's pet.	Ser el enchufado / la enchufada del profesor o de la profesora.
To do my / your homework.	Hacer los deberes.
To play truant. To skive off (colloquial).	Hacer novillos (coloquial).
To miss class / school.	Faltar a clase.
To repeat a year.	Repetir curso.

3.1.- School subjects.

Here is a list of school subjects. How many of these have you learnt at your school?

List of school subjects.

List of school subjects.	Spanish.
Algebra.	Álgebra.
Art.	Dibujo.
Biology.	Biología.
Business Studies.	Administración de empresas.
Calculus.	Cálculo.
Chemistry.	Química.
Citizenship.	Ciudadanía.
Computer Science / ICT (Information and Communication Technology).	Informática.
Design and Technology.	Tecnología.
Drama.	Teatro.
Economics.	Economía.
English.	Inglés.
Food Technology.	Clase de cocina.
Foreign Languages.	Lengua extranjera.
Geography.	Geografía.
Geology.	Geología.
Geometry.	Geometría.
Home Economics.	Hogar, economía doméstica.
Keyboarding (Typewriting).	Mecanografía.
Literature.	Literatura.
Maths.	Matemáticas.



List of school subjects.	Spanish.
Music.	Música.
PE (Physical Education).	Educación física.
Photography.	Fotografía.
Physics.	Física.
RE (Religious Education).	Educación religiosa.
Reading.	Lectura.
Science.	Ciencias.
Social Studies.	Ciencias sociales.
Spanish.	Lengua española.
Spelling.	Ortografía.
Study Skills.	Técnicas de estudio.

3.2.- The office environment (I).

There are a lot of directors or managers in the company the girls have to report to, but what do people do in the office every day? They decide to ask one of their colleagues.



Kevin has been working for British Corporation for five years. He works in an office. This is his everyday routine:

- ✓ He works at a computer most of the time, where he writes letters and reports.
- ✓ He answers phone calls and he makes phone calls.
- ✓ He sends invoices to customers.
- ✓ He shows visitors around the facilities.
- ✓ He does general paperwork, e.g. filing reports, writing memos, answering emails and letters.
- ✓ He arranges meetings for his manager and other managers in the company.

The girls also want to be prepared for their audience and they want to learn more about the office environment.

Office supplies 1.

Office supplies.	Material de oficina.
Binder. / Folder.	Carpeta.
Briefcase.	Maletín.
Calculator.	Calculadora.
Calendar.	Calendario.
Computer.	Ordenador.
Desk.	Escritorio.
Diary.	Agenda.
Drawer.	Cajón.
Envelope.	Sobre.
Eraser (AmE). Rubber (BrE).	Goma de borrar.
External hard drive.	Disco duro externo.
Fax machine.	Fax.
Files.	Archivador / archivo de ordenador.
Filing cabinet.	Archivo.

Office supplies.	Material de oficina.
Glue.	Pegamento.
Highlighter.	Rotulador fluorescente.
Ink.	Tinta.

3.2.1.- The office environment (II).

And here you have a few more words.

Office supplies 2.



Office supplies.	Material de oficina.
Keyboard.	Teclado.
Laptop. / Netbook.	Ordenador portátil (el netbook es más pequeño).
Monitor.	Monitor.
Mouse.	Ratón.
Notebook.	Cuaderno.
Noticeboard.	Tablón de anuncios.
Paperclip.	Clip.
Pen.	Bolígrafo.
Pencil.	Lápiz.
Pencil holder.	Lapicero.
Pencil sharpener.	Sacapuntas.
Photocopier.	Fotocopiadora.
Sticky notes.	Notas adhesivas.
Index flags.	Notas adhesivas pequeñas.
Ruler.	Regla.
Scissors.	Tijeras.
Stapler.	Grapadora.
Tape.	Cinta adhesiva.
Thumbtack (AmE). Drawing pin (BrE).	Chincheta.
USB key / flashdrive.	Lápiz USB.
Wastepaper basket.	Papelera.

You should know

Click to hear the word and then click on the picture that best matches the word.

[Office supplies vocabulary exercise.](#)

Look for words related to the vocabulary we've just worked on.

[Office supplies wordsearch.](#)

3.3.- Now put it into practice.

Autoevaluación

Can you write words for the following definitions?

- ✓ A list of goods that have been supplied or work that has been done, showing how much you owe for them.
- ✓ Someone who is being taught, especially a child.
- ✓ A short official note to another person in the same company or organization.
- ✓ The total number of products that are sold during a particular period of time.
- ✓ Teaching or relating to the skills you need to do a particular job.
- ✓ Not to pass a test or examination.



Submit

Think about it

Write in the forum.

Have you got a job? If so, how many of the following statements are true for you? If you don't have a job, how many of these things would you like to do?

- ✓ I work at a computer.
- ✓ I show people around my workplace.
- ✓ I occasionally make phone calls.
- ✓ I send emails all the time.
- ✓ I arrange meetings.
- ✓ I write letters and reports.

Appendix I.- List of irregular verbs.

Irregular verbs.

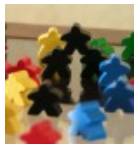


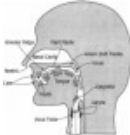


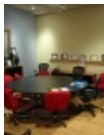
Nº	Verb (Base form)	Phonetic transcription (Base form)	Verb (Past simple)	Phonetic transcription (Past simple)	Verb (Past participle)	Phonetic transcription (Past participle)	Spanish
1	be	/bi:/	was were	/wɒz/ /wɜ:/	been	/bi:n/	ser/ estar
2	become	/bi'kʌm/	became	/bi'keɪm/	become	/bi'kʌm/	llegar a ser / convertirse en
3	begin	/bi'gɪn/	began	/bi'gæn/	begun	/bi'gʌn/	empezar
4	break	/breɪk/	broke	/brʊk/	broken	/'brʊkən/	romper
5	bring	/brɪŋ/	brought	/brɔ:t/	brought	/brɔ:t/	traer
6	build	/bɪld/	built	/bɪlt/	built	/bɪlt/	construir
7	buy	/baɪ/	bought	/bɔ:t/	bought	/bɔ:t/	comprar
8	catch	/kætf/	caught	/kɔ:t/	caught	/kɔ:t/	coger
9	choose	/tʃu:z/	chose	/tʃəʊz/	chosen	/'tʃəʊzən /	elegir
10	come	/kʌm/	came	/keɪm/	come	/kʌm/	venir
11	cost	/kɒst/	cost	/kɒst/	cost	/kɒst/	costar
12	cut	/kʌt/	cut	/kʌt/	cut	/kʌt/	cortar
13	do	/du:/	did	/dɪd/	done	/dʌn/	hacer
14	draw	/drɔ:/	drew	/dru:/	drawn	/drɔ:n/	dibujar
15	drink	/drɪŋk/	drank	/dræŋk/	drunk	/drʌŋk/	beber
16	drive	/draɪv/	drove	drove	driven	/'drɪv(ə)n/	conducir
17	eat	/i:t/	ate	/eɪt/	eaten	/'i:t(ə)n/	comer
18	fall	/fɔ:l/	fell	/fel/	fallen	/'fɔ:lən/	caer
19	feel	/fi:l/	felt	/felt/	felt	/felt/	sentir
20	find	/faɪnd/	found	/faʊnd/	found	/faʊnd/	encontrar

Nº	Verb (Base form)	Phonetic transcription (Base form)	Verb (Past simple)	Phonetic transcription (Past simple)	Verb (Past participle)	Phonetic transcription (Past participle)	Spanish
21	fly	/flaɪ/	flew	/fluː/	flown	/fləʊn/	volar
22	forget	/fə(r)'get/	forgot	/fə(r)'gɒt/	forgotten	/fə(r)'gɒt(ə)n/	olvidar
23	get	/get/	got	/gɒt/	got	/gɒt/	conseguir, obtener
24	give	/gɪv/	gave	/geɪv/	given	/'gɪv(ə)n/	dar
25	go	/gəʊ/	went	/'went/	gone	/gɒn/	ir
26	have	/hæv/	had	/'hæd/	had	/'hæd/	tener
27	hear	/hɪə(r)/	heard	/'hɜː(r)d/	heard	/'hɜː(r)d/	oir
28	hit	/'hɪt/	hit	/'hɪt/	hit	/'hɪt/	golpear, pegar
29	hold	/'həʊld/	held	/'held/	held	/'held/	sostener
30	hurt	/'hɜː(r)t/	hurt	/'hɜː(r)t/	hurt	/'hɜː(r)t/	herir, hacer daño, doler
31	keep	/'kiːp/	kept	/'kept/	kept	/'kept/	mantener
32	know	/'nəʊ/	knew	/'njuː/	known	/'nəʊn/	saber, conocer
33	leave	/'liːv/	left	/'left/	left	/'left/	dejar, salir, marcharse
34	lend	/'lend/	lent	/'lent/	lent	/'lent/	prestar
35	lose	/'luːz/	lost	/'lɒst/	lost	/'lɒst/	perder
36	make	/'meɪk/	made	/'meɪd/	made	/'meɪd/	hacer, fabricar
37	meet	/'miːt/	met	/'met/	met	/'met/	encontrar, conocer (gente)
38	pay	/'peɪ/	paid	/'peɪd/	paid	/'peɪd/	pagar
39	put	/'pʊt/	put	/'pʊt/	put	/'pʊt/	poner
40	read	/'riːd/	read	/'red/	read	/'red/	leer

Nº	Verb (Base form)	Phonetic transcription (Base form)	Verb (Past simple)	Phonetic transcription (Past simple)	Verb (Past participle)	Phonetic transcription (Past participle)	Spanish
41	ride	/raɪd/	rode	/rəʊd/	ridden	/'rɪd(ə)n/	montar
42	ring	/rɪŋ/	rang	/ræŋ/	rung	/rʌŋ/	sonar, llamar
43	run	/rʌn/	ran	/ræn/	run	/ræn/	correr
44	say	/seɪ/	said	/sed/	said	/sed/	decir
45	see	/si:/	saw	/sɔ:/	seen	/si:n/	ver
46	sell	/sel/	sold	/səʊld/	sold	/səʊld/	vender
47	send	/send/	sent	/sent/	sent	/sent/	enviar
48	shine	/ʃaɪn/	shone	/ʃɒn/	shone	/ʃɒn/	brillar
49	show	/ʃəʊ/	showed	/ʃəʊd/	shown	/ʃəʊn/	enseñar, mostrar
50	sing	/sɪŋ/	sang	/sæŋ/	sung	/sʌŋ/	cantar
51	sit	/sɪt/	sat	/sæt/	sat	/sæt/	sentarse
52	sleep	/sli:p/	slept	/slept/	slept	/slept/	dormir
53	speak	/spi:k/	spoke	/spəʊk/	spoken	/'spəʊkn/	hablar
54	spend	/spend/	spent	/spent/	spent	/spent/	gastar
55	stand	/stænd/	stood	/stʊd/	stood	/stʊd/	ponerse de pie
56	swim	/swɪm/	swam	/swæm/	swum	/swʌm/	nadar
57	take	/teɪk/	took	/tʊk/	taken	/'teɪkən/	tomar, coger
58	teach	/ti:tʃ/	taught	/tɔ:t/	taught	/tɔ:t/	enseñar
59	tell	/tel/	told	/təʊld/	told	/təʊld/	decir, contar
60	think	/θɪŋk/	thought	/θɔ:t/	thought	/θɔ:t/	pensar

Appendix.- Licences of resources.

Licences of resources used in session 1. "A new day at the office".

Resource (1)	Resource information (1)	Resource (2)	Resource information (2)
	By: fisserman. License: CC by-nc-sa From: http://www.flickr.com/photos/fisserman/21438070/		By: Lourdes Nightingale. License: CC by 2.0. From: http://www.flickr.com/photos/plunkmasterknows/357836855/
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	By: MandaB. License: CC by-nc-sa 2.0. From: http://www.flickr.com/photos/hello lovely/2669414201/		By: TIG Photos. License: CC by-nc-sa 2.0. From: http://www.flickr.com/photos/theimagegroup/43378522/in/photostream/