

# 3

## Talking about where you live and where to stay

### AIMS OF THE UNIT

- ▶ Describing where you live
- ▶ Giving more information about your family
- ▶ Booking a room in a hotel
- ▶ Using numbers up to 100

### GRAMMAR

- ▶ Verbs ending in **-ir** (**vivir**)
- ▶ Stem-changing verbs (**preferir** and **sentir**)
- ▶ Prepositions of place
- ▶ Uses of **de**.

### Exploiting the course material

**Conversations 1** Ask students to devise their own short questionnaires based on the questions in this dialogue. They then speak to as many people as they can. If there is time, one or two could report back to the class as a whole.

#### Exercise 2

Ask students to draw up a family tree similar to the one in this exercise. They show it to a partner and explain the relationships.

**Conversations 2** In pairs, ask students to tell their partner as much as they can about where they live and how they go to work. They can then report back to the class as a whole. Students can decide who has the longest journey.

#### Exercises 4–8

Now that students know all the numbers up to 100, ask them to tell their neighbour some telephone numbers. The partner writes them down. Students will know if the numbers were said intelligibly, if the written telephone number is correct. Alternatively, this could be done as a whole class activity with one student at the board who writes down numbers called out by the rest of the class.

Play a version of the national lottery. You will need slips of paper or card numbered from 1 to 49. Students choose 6 numbers (plus a **número de reintegro** or bonus number). Ask one student to choose 7 numbers and call them out as she or he does so. Ascertain which student has had most numbers called (and therefore won the lottery!). Check that the numbers are correct before awarding any possible prizes!

**Conversations 3** Ask students to imagine they are going on holiday and to note the following:

- if they want a single or double room
- how many nights they want it for
- whether they prefer a shower or bath.

Then ask them to roleplay the second clip in this conversation, in pairs, substituting the information that they have already written down.

### Exercise 11

Those students who need to practise writing Spanish could try to compose a short guide to a hotel they know, based on the two examples in this exercise.

## Exploiting material from the *Breakthrough Spanish Activity Book*

### Exercise 6

Collect different hotel brochures (or cut out newspaper advertisements). Let students choose which hotel they wish to stay at and roleplay booking in. (Encourage students to revise the Spanish alphabet by spelling out their name and address to the receptionist.)

Ask students to use the same brochures or advertisements to tell other students which facilities the hotel has. '**Es un hotel de cinco estrellas y tiene sauna, piscina y tres restaurantes.**'

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## Answers to exercises on the worksheets

### PAGE 15: EXERCISE 1

i. at the extreme south of Marbella    ii. because the decoration is in the style of a Swiss chalet    iii. in a patio on the inside rather than the outside of the hotel    iv. they have a view of the sea    v. because their room has a kitchen    vi. because the other guests are from Germany and Denmark.

### PAGE 15: EXERCISE 2

a. optional car parking    b. commercial premises    c. airconditioning and heating    d. security door and locks    e. external PVC fittings    f. satellite receiver    g. fitted kitchen.

### PAGE 16: EXERCISE 1

a. Vive en un piso.    b. Está en la Calle de la Princesa.    c. Se llama Avenida del Rey.    d. Está en la primera planta.    e. Está al lado de la cocina/del dormitorio.    f. Tiene tres plantas.    g. Sí, están muy cerca/ a unos quince metros.

### PAGE 16: EXERCISE 2

a. La casa de David está enfrente del piso de Ana.    b. El comedor de David está debajo del cuarto de baño.    c. El salón de Ana está al lado de la cocina.    d. Las dos camas están en el dormitorio.    e. Un coche está delante del piso.

### PAGE 16: EXERCISE 3

vives, Vivo, vivimos, vivo, Pedimos, Subimos, siento, salimos

## Exercise 1

Read this postcard from Ana to David, describing the hotel she is staying at in Marbella.

*Marbella  
24 de agosto*

*¡Hola David!*

*¿Qué tal? Natalia y yo estamos ya en el hotel aquí en el extremo sur de Marbella. Se llama La Casa Suiza y la decoración imita una casa suiza típica. Un poco raro en Marbella ¿no? Pero el hotel es bueno con un comedor en el patio interior y una terraza en la calle. Nuestra habitación tiene un balcón que mira al mar y vamos andando todos los días a la playa. La habitación tiene una cocina al lado del cuarto de baño, así que no vamos mucho al restaurante. Los otros clientes son de Alemania y Dinamarca ... ¡nosotras somos las únicas españolas en el hotel!*

*Un abrazo  
Ana*

Now answer the questions in English.

- i. Where exactly is the hotel where Natalia and Ana are staying? \_\_\_\_\_
- ii. Why is it called the Swiss House? \_\_\_\_\_
- iii. Where is the hotel restaurant? \_\_\_\_\_
- iv. What view do the girls have from their balcony? \_\_\_\_\_
- v. Why don't they go out to eat very much? \_\_\_\_\_
- vi. Why are they the only Spanish girls in the hotel? \_\_\_\_\_

## Exercise 2

Look at the advertisement for a new development in Madrid and try to work out the seven facilities which are offered to new owners.

**MAGNIFICOS PISOS LLAVE  
EN MANO**

-PLAZAS DE GARAJE OPCIONALES  
-LOCALES COMERCIALES DE 50 A 200 m<sup>2</sup>

**CALIDADES**

- AIRE ACONDICIONADO Y CALEFACCION.
- PUERTA BLINDADA CON HERRAJES DE SEGURIDAD.
- CARPINTERIA EXTERIOR DE PVC.
- ANTENA PARABOLICA, TV, UHF Y RFM.
- COCINA AMUEBLADA.

**INFORMACION**

C/. CARTAGENA,  
82 - 1<sup>o</sup> C

DE 11 A 14,30 Y DE  
17 A 20,30 H.

SABADOS Y  
FESTIVOS DE 11 A  
14,30 H.

OFICINA  
INFORMACION

AVDA. AMERICA

C/. CARTAGENA

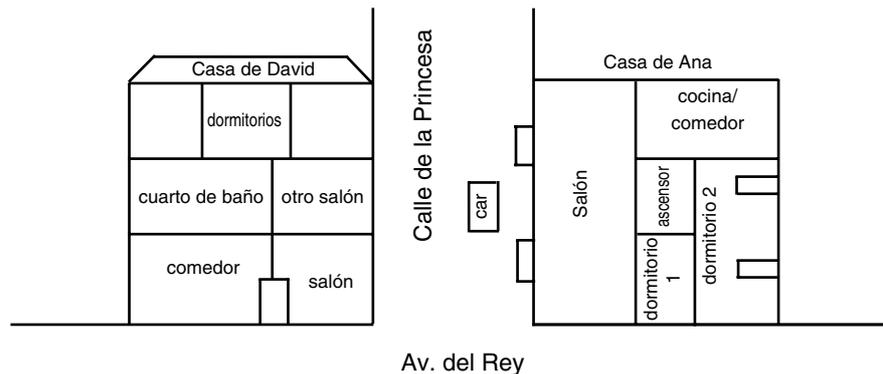
C/. FRANCISCO SILVELA

**P** PARKING GRATUITO  
PARA VISITAS

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_
- g. \_\_\_\_\_

## Exercise 1

Look at the sketch and then answer the questions in Spanish, giving full sentences.



- ¿Dónde vive Ana? \_\_\_\_\_
- ¿En qué calle está el piso de Ana? \_\_\_\_\_
- ¿Cómo se llama la calle de David? \_\_\_\_\_
- ¿Dónde está el cuarto de baño en la casa de David? \_\_\_\_\_
- ¿Dónde está el salón en el piso de Ana? \_\_\_\_\_
- ¿Cuántas plantas tiene la casa de David? \_\_\_\_\_
- ¿Están cerca la casa y el piso? \_\_\_\_\_

## Exercise 2

Look at the sketches once again and fill in the blanks in these sentences with the correct preposition from those below.

- La casa de David está \_\_\_\_\_ del piso de Ana.
- El comedor de David está \_\_\_\_\_ del cuarto de baño.
- El salón de Ana está \_\_\_\_\_ de la cocina.
- Las dos camas están \_\_\_\_\_ el dormitorio.
- Un coche está \_\_\_\_\_ del piso.

en      enfrente de      delante de      debajo de      al lado de

## Exercise 3

Fill in the blanks in this conversation between David and Ana. They have just met and are finding out about each other. All the missing words are verbs ending in **-ir**. Some verbs are new but as they end in **-ir**, you will know how to form them.

### New Vocabulary

**subir** to go up      **pedir** to order      **salir** to go out

A: ¿Dónde \_\_\_\_\_, David?

D: \_\_\_\_\_ en la Avenida del Rey.

A: ¿Solo, con tu familia ... ?

D: Bueno, \_\_\_\_\_ allí mi hermano y yo ... Y ¿tú?

A: Yo tengo un piso en la Calle de la Princesa.

D: ¡Ah! Muy cerca de donde \_\_\_\_\_ yo.

A: Sí. ¿\_\_\_\_\_ algo?

D: Buena idea.

After they've had their drinks ...

D: ¿\_\_\_\_\_ a ver a mi hermano?

A: ¡Ah no! Lo \_\_\_\_\_, mi hermana y yo \_\_\_\_\_ a Marbella esta tarde.

**subimos   vivo   vivimos   vives   salimos   pedimos   siento   vivo**

**Activity 1**

You're making conversation with the father of your daughter's/sister's exchange partner. Ask him about his flat in Spain. You start. Address him as **usted**.

Ask him whether he lives in a house or a flat.

Ask how many floors it has.

Ask how many bedrooms there are.

Say it's quite big ...

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**Activity 2**

And now you ask him where he lives and where he works. You start.

Ask where he lives in Madrid.

Ask where it is exactly.

Ask if it's near the Prado ...

Ask where he works.

Ask if he walks to the hospital.

Now repeat the activity: this time your partner will try to use his or her personal details.

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**Activity 3**

You're on holiday in Spain and need a room for three nights in Salamanca. Your partner is the hotel receptionist. You start. Address him or her as **usted**.

Say good morning and ask if she or he has a room free.

Say you prefer a single room.

Say you want the room for three nights.

Say you'd like a room with a shower.

Say that's fine. Thank him/her.

Now swap sheets. Do Activity 3 once again, with you as the receptionist.

**Activity 1**

You're making conversation with the mother of your daughter's/sister's exchange partner. Reply to her questions. She'll begin the conversation. Address her as **usted**.

Reply that you (plural) live in a house.

Say it has two floors.

Reply that there are three bedrooms, one bathroom and a sitting room.

Say yes, it's quite big ...

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**Activity 2**

Your partner now goes on to ask you where you live and work.

Say you live in La Ventilla.

Reply that it's in the north.

Say no, the Prado is in the centre of Madrid. La Ventilla is near the La Paz Hospital (el hospital).

Say that you work at the hospital.

Say no, you go by car. The house is about three kilometres away from the hospital.

Now repeat the activity, this time using your own personal details.

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**Activity 3**

You are a hotel receptionist. Your partner is on holiday in Spain and arrives at your hotel. She/he asks for a room for three nights. She/he will start.

Ask if she/he prefers a single or double room.

Ask for how many nights.

Ask if she/he would like a room with a bath or a shower.

Give him or her room 214 on the second floor.

Now swap sheets and reverse roles.