B2

NIVEL INTERMEDIO ALTO

Lecturas en inglés

8 historias graduadas con vocabulario clave, preguntas de comprensión y soluciones. Para leer en papel, en casa o en clase.

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1 · LEE
Lee la historia entera sin diccionario. Quédate con la idea general.

2 · COMPRUEBA
Responde a las preguntas y busca en el texto la frase que lo demuestra.

3 · ESCUCHA
Escanea el código de cada historia para oírla y vuelve a leer en voz alta.

Vida diaria · 319 palabras · 5 min

Where Is My Phone?

Mia stopped at the supermarket on her way home from work with the vague intention of buying a few things. She had a shopping list on her phone, but by the time she reached the till, she was balancing bread, apples and a bottle of milk in both arms. To free a hand, she set her phone down beside the card reader and paid, her mind already half on the evening ahead.

Outside, she decided to call her brother. She searched her coat pockets, then her handbag, finding her keys and an apple that had escaped from the shopping bag, but no phone. She retraced her path along the pavement, scanning the ground as she went. Nothing. By the time she reached the corner, a cold unease had started to spread through her chest.

Her first thought was that somebody had taken it, a theory which she distrusted even as she formulated it. Then she remembered consulting her list just before paying. The memory was precise enough to be useful: she could picture the screen, the card reader, her own hand reaching for the apple. She turned round and went back into the supermarket to explain her problem to the cashier.

“Was it a black phone?” he asked. Mia nodded. He glanced along the counter, lifted a long receipt that had drifted across the surface and picked up the phone from underneath. Mia felt a rush of relief. The cashier remarked that customers left things there all day, because the shop was so busy that people paid with their minds elsewhere.

On her way out, she slid the phone into the zipped pocket inside her bag. Standing outside the door, she called her brother, who answered with a laugh. “Lost something again?” he asked. “Not for long,” Mia replied. She checked the pocket one last time before heading home, and the small gesture felt like a promise to herself.

PALABRAS CLAVE

drifted — se había desplazado
formulated — formulaba
till — caja registradora
unease — inquietud

Actividades

Where Is My Phone?

Comprensión Elige la respuesta correcta

1 Why does Mia put her phone down at the till?

○ A She needs a free hand to pay. ○ B She wants to check her shopping list.
○ C She is about to call her brother.

2 How does Mia feel as she walks along the pavement?

○ A Calm because she knows it is at home. ○ B Increasingly uneasy because she cannot find the phone.
○ C Angry with her brother for calling.

3 Why does Mia doubt her first theory?

○ A She trusts everyone in the shop. ○ B She has already searched the shop.
○ C She remembers using the phone just before paying.

4 Where does the cashier find the phone?

○ A Under a receipt on the counter. ○ B In the shopping bag. ○ C Beside the entrance.

5 What does Mia's last action suggest?

○ A She distrusts the cashier. ○ B She intends to be more careful in future.
○ C She plans to buy a new phone.

Después de leer

Escribe un párrafo desde el punto de vista de otro personaje de la historia. ¿Qué cambia?

Escucha esta historia
Audio, ayuda en español y otros niveles en
letruna.com/historias/the-lost-phone-b2/

Trabajo · 347 palabras · 5 min

Where Is Meeting Room B?

Daniel arrived at his new office twenty minutes early, which he considered the minimum a first day deserved. He was wearing the blue shirt he had ironed the night before and carried a small notebook, ready to look both organised and enthusiastic. The welcome email had said that the team would meet in Room B at nine, but the building was considerably larger than it had seemed at the interview.

He took the lift to the second floor and followed a sign towards the meeting rooms. Two glass doors stood side by side, and he chose the one on the left with the confidence of a man who had not yet read the small print. Inside he found not a conference table but a storage room full of old chairs and cardboard boxes. Fortunately nobody was there to witness the mistake.

He returned to the lift and weighed his options. He could wander around until he stumbled on the right door, or he could do something that would feel slightly embarrassing for ten seconds. He chose the second. “Excuse me, could you tell me where Meeting Room B is?” he asked the receptionist downstairs. She explained that it was behind the blue wall, not beside the storage room, and then walked him to the correct corridor.

When he finally walked in, two colleagues were setting up the screen for the meeting. He introduced himself and admitted, with a rueful smile, that he had taken a wrong turn. “Everybody does that in their first week,” one of them said, laughing. “Last month I ended up in the kitchen in the middle of a client call.” The tension Daniel had been carrying since the lift vanished at once.

He arrived on time after all, and spent the next hour taking notes while the team described their projects. Before lunch he added one more line at the bottom of the page, underlined twice: if you don’t know where to go, ask. It was, he reflected, a useful first lesson, and one that had nothing to do with his job description.

PALABRAS CLAVE

ironed — planchó
rueful — apenado
job description — descripción del puesto
small print — letra pequeña

Actividades

Where Is Meeting Room B?

Comprensión Elige la respuesta correcta

1 Why was Daniel unprepared for the size of the building?

- A He had never visited the office before.
- B It looked smaller to him during the interview.
- C He had been given the wrong address.

2 What happens when Daniel opens the left-hand door?

- A He walks into a client meeting.
- B He enters the reception area.
- C He finds a storage room instead of a meeting room.

3 What decision does Daniel make in the third paragraph?

- A He accepts a brief embarrassment in order to ask for directions.
- B He decides to leave the building.
- C He tries every door on the floor.

4 How do Daniel's colleagues respond to his mistake?

- A They criticise him for being late.
- B They reassure him by sharing a similar experience.
- C They ignore what he says.

5 What lesson does Daniel take away?

- A He should memorise the plan of the building.
- B He should avoid using lifts.
- C Asking for help when unsure saves time and worry.

Después de leer

Escribe un párrafo desde el punto de vista de otro personaje de la historia. ¿Qué cambia?

Escucha esta historia
Audio, ayuda en español y otros niveles en
letruna.com/historias/my-first-day-at-work-b2/

Familia y amistad · 361 palabras · 5 min

A Box at the Door

Emma was making tea when she heard the unmistakable scrape of boxes being dragged along the corridor outside. The flat next door had been empty for weeks, and she wondered whether the new tenant had finally arrived. A few minutes later, curiosity got the better of her, and she opened her front door to find a parcel standing alone on the mat.

The building number was right, but the name on the label was not hers. It read “Mr Payne, Flat 3B”, whereas she lived in 3A. She could have left the parcel where it was, but the window at the end of the corridor had been left open and rain was blowing in across the floor. Leaving a stranger’s parcel to get soaked did not seem like a sensible way to start any relationship.

She carried it to the flat next door and knocked. A man opened it with a cup of tea in his hand, surrounded by suitcases, books and a number of boxes that clearly had not yet been unpacked. “I think this belongs to you,” Emma said, smiling. He looked so relieved that she suspected he had been wondering where it had gone.

Mr Payne thanked her warmly and explained that he had moved in that morning. “I haven’t put my name on the door yet, so the driver may have confused 3A with 3B,” he said. The parcel contained a desk lamp, which he urgently needed because the living room had almost no light. He asked where he could buy food nearby, and Emma showed him the supermarket on a map, warning him that it closed early on Sundays. They had not known each other for more than five minutes, yet the exchange already felt easy.

They chatted for a moment longer before Emma went back to her tea, which had by then gone cold. That evening, someone knocked on her door. It was Mr Payne, holding a small bag of biscuits as a thank-you. Emma invited him in for a fresh cup of tea. Nobody had planned any of it, but the delivery error had turned into a friendly introduction in the best possible way.

PALABRAS CLAVE

biscuits — galletas

curiosity got the better of her — la curiosidad pudo con ella

soaked — empapado

tenant — inquilino/a

Actividades

A Box at the Door

Comprensión Elige la respuesta correcta

1 How does Emma realise that someone has moved in?

- A She sees a moving van from her window.
- B The landlord tells her.
- C She hears boxes being dragged in the corridor.

2 Why does she decide to deliver the parcel?

- A Rain is coming in and the parcel could get wet.
- B The parcel looks suspicious.
- C She wants to meet Mr Payne at once.

3 How does Mr Payne react when he sees the parcel?

- A He is annoyed by the interruption.
- B He seems relieved.
- C He does not recognise it.

4 What practical help does Emma give him?

- A She lends him a lamp.
- B She offers to unpack his boxes.
- C She shows him a nearby supermarket and its Sunday hours.

5 What does the ending suggest?

- A A small mistake has led to the start of a friendship.
- B Emma is irritated by the biscuits.
- C Mr Payne will move out soon.

Después de leer

Escribe un párrafo desde el punto de vista de otro personaje de la historia. ¿Qué cambia?

Escucha esta historia
Audio, ayuda en español y otros niveles en
letruna.com/historias/the-new-neighbor-b2/

Viajes · 329 palabras · 5 min

The Train Ticket

Hugo reached the station with twenty minutes to spare, pleased with himself for having left home early. He was travelling to Brighton to visit his cousin and had saved the ticket on his phone. The departure boards were crowded with information, and several trains were leaving within a few minutes of one another, which made it hard to take in more than a general impression.

He glanced at the screen and saw a train departing at 10:15 from platform four. That matched the time on his ticket, so he joined the queue at the barrier. He was almost at the front when an announcement mentioned Birmingham. Hugo stopped. Something about the name did not sit right with him, because he was fairly sure that his ticket said Brighton, and the two words were suspiciously alike.

He stepped out of the line and examined the ticket properly for the first time. It said Brighton, coach six, seat forty-two and platform five. The train on platform four did indeed leave at exactly the same time, but it was going somewhere completely different. He had been about to board it on the strength of a single number, without checking anything else.

To be certain, Hugo asked a member of the station staff where platform five was. She pointed towards a staircase behind him and confirmed that the Brighton train had not yet begun boarding. He thanked her and walked over calmly, resisting the temptation to run, now that he understood he had time. He noticed that his heart was beating faster than the situation really justified.

Once aboard the correct train, he found his seat and heaved his suitcase onto the luggage rack. He sent his cousin a message: “On the train. Nearly got on the wrong one!” His cousin replied with a laughing face and a reminder to check the destination, not just the time. Hugo smiled. He was quite sure he would remember that advice on the journey home.

PALABRAS CLAVE

- ***barrier*** — barrera
- ***luggage rack*** — portaequipajes
- ***heaved*** — levantó con esfuerzo
- ***on the strength of*** — basándose en

Actividades

The Train Ticket

Comprensión Elige la respuesta correcta

1 Why is it difficult for Hugo to read the departure board?

- A The board is out of order.
- B Several trains leave at similar times and the board is crowded.
- C It is written in another language.

2 Why does Hugo join the queue for platform four?

- A A guard tells him to use it.
- B He has misread the platform number.
- C The train departs at the same time as his ticket.

3 What makes him stop in the queue?

- A An announcement mentions Birmingham.
- B His ticket disappears from his phone.
- C Someone pushes in front of him.

4 How does Hugo confirm where to go?

- A He calls his cousin.
- B He asks a member of staff.
- C He follows another passenger.

5 What lesson does the story suggest?

- A Never travel by train.
- B Always arrive at the last minute.
- C Check the destination as well as the departure time.

Después de leer

Escribe un párrafo desde el punto de vista de otro personaje de la historia. ¿Qué cambia?

Escucha esta historia
Audio, ayuda en español y otros niveles en
letruna.com/historias/the-train-ticket-b2/

Misterio · 347 palabras · 5 min

Look Under the Clock

Lena had her thumb over the screen, ready to switch the phone off, when a message lit up the darkness of her room. It was past midnight, and the sender was her aunt, who never wrote at that hour and who normally confined her contact to a long call on Sunday afternoons. The message was short and oddly urgent: “Look under the clock. Please don’t wake your mother.”

Lena sat up and listened. Her mother was asleep in the next room, exhausted after a week of late shifts, and tomorrow was her birthday. The sensible thing would have been to wait until morning, but curiosity proved stronger than good sense. She put on her slippers and crossed the flat on tiptoe, avoiding the one floorboard that always creaked.

An old wall clock hung above the sofa. Lena checked behind it first and found nothing. Only when she lowered her eyes did she notice a white envelope taped just beneath it, her name written across the front in her aunt’s looping handwriting. Inside was a black-and-white photograph of her mother at about ten years old, standing beside that very clock and grinning to show a missing front tooth.

On the back, in blue ink, her aunt had added a line: “Clue one: ask her about the day this clock stopped.” Lena smiled in the half-light. Only then did she understand why the message had arrived so late: her aunt had clearly wanted everything in place before the birthday began. Not until that moment had it occurred to her to ask a question she had never thought of before. Why had nobody ever told her the story of the clock?

She put the envelope beside the birthday card on the kitchen table, where her mother would be certain to see it after breakfast. In the morning she would make coffee and let the conversation start by itself. For now, she thought as she tiptoed back to bed, the secret would keep for a few more hours, and she was fairly sure she would not sleep until it was revealed.

PALABRAS CLAVE

- ***confined*** — limitaba
- ***floorboard*** — tabla del suelo
- ***half-light*** — penumbra
- ***looping*** — de letra redondeada

Actividades

Look Under the Clock

Comprensión Elige la respuesta correcta

1 Why does the message from Lena's aunt surprise her?

- A Her aunt never sends messages at all.
- B Her aunt normally contacts her only by phone on Sundays.
- C The message arrives in the middle of a call.

2 Why does Lena cross the flat so carefully?

- A She is afraid of the dark.
- B She is trying to surprise her aunt.
- C She wants her tired mother to stay asleep.

3 What does Lena find when she looks below the clock?

- A An envelope with her name and an old photograph inside.
- B A birthday card from her mother.
- C A key hidden behind the frame.

4 What can be inferred from the note on the back of the photograph?

- A The clock has just been repaired.
- B The aunt is starting a trail that leads to a family story.
- C The aunt wants Lena to give the photograph away.

5 Why does Lena leave the envelope on the kitchen table?

- A She is hiding it from her mother.
- B She plans to send it back to her aunt.
- C So that her mother will see it and the conversation can begin in the morning.

Después de leer

Escribe un párrafo desde el punto de vista de otro personaje de la historia. ¿Qué cambia?

Escucha esta historia
Audio, ayuda en español y otros niveles en
letruna.com/historias/a-message-at-midnight-b2/

Estudios · 338 palabras · 5 min

The Wrong Backpack

After class, Nina stayed in the school library to finish an assignment. She had put her blue backpack on the chair beside her, and a few tables away another student, Leo, had placed a backpack that looked almost identical. Nina noticed the colour, but not the small details that made one bag different from the other, for the simple reason that she had never needed to.

When the bell rang, she shut her notebook, picked up the nearest blue bag and hurried off to science. She had barely sat down when she opened it to find her textbook. Instead, she saw a history book, a red pencil case and a notebook with Leo written on the cover in neat capital letters. For a moment she simply stared at it, as if the contents might change on closer inspection.

She looked at the bag more carefully. Her own backpack had a yellow key ring dangling from the zip; this one had none. The explanation was obvious, and it made her uncomfortable, because Leo might well need his books for his next lesson and he would have no idea where they had gone. She could not simply carry on as if nothing had happened.

She told her teacher that she had taken the wrong bag and asked permission to return it. Back in the library, she found Leo bent over, searching under the table as though a backpack could roll away by itself. “I’m really sorry,” Nina said. “I think I took your backpack by mistake.” Leo straightened up, visibly relieved. He admitted that he had begun to fear that someone had stolen it.

They swapped the bags and checked the names inside to be certain. Before leaving, Nina tied a bright ribbon to her own zip to recognise it at once, and Leo said he would put a sticker on his. They laughed at how easily two ordinary blue backpacks could cause such a fuss, and Nina walked back to class a little late but with a lighter conscience.

PALABRAS CLAVE

conscience — conciencia
dangling — colgando
fuss — jaleo
inspection — inspección

Actividades

The Wrong Backpack

Comprensión Elige la respuesta correcta

1 Why does Nina take the wrong bag?

- A She does not notice the details that distinguish the two bags.
- B She wants to borrow Leo's books.
- C She cannot find her own bag.

2 What does Nina find when she opens the bag in science class?

- A Her own science textbook.
- B Books and a notebook that belong to Leo.
- C A letter addressed to her teacher.

3 How does she know the bag is not hers?

- A It is much heavier than hers.
- B It has a different colour.
- C It lacks the yellow key ring that her bag has.

4 Why is Leo relieved when Nina returns?

- A He had started to think the bag might have been stolen.
- B He needs it for a long trip.
- C He has been looking for his keys.

5 How do they plan to avoid another mix-up?

- A By leaving bags at reception.
- B By adding distinctive marks to their bags.
- C By buying new backpacks.

Después de leer

Escribe un párrafo desde el punto de vista de otro personaje de la historia. ¿Qué cambia?

Escucha esta historia
Audio, ayuda en español y otros niveles en
letruna.com/historias/the-wrong-backpack-b2/

Tecnología · 361 palabras · 5 min

Can You Hear Me?

Derek joined his online English class a few minutes early, relieved that for once he was not scrambling to find the link. The teacher had asked every student to prepare a short account of their last holiday, to practise speaking in the past tense, and Derek had written and rewritten his several times. His camera worked, his materials were open on the screen, and he felt, for the first time in weeks, well prepared.

When his turn came, he began to read his opening sentence. The teacher watched him attentively but did not respond. A moment later another student pointed at the microphone icon at the bottom of Derek's screen. It was red. However carefully he had rehearsed, nobody had heard a single word he had said, and he realised that he had been speaking into silence for almost half a minute.

He clicked the icon, but no matter how many times he clicked it, nothing changed. He felt embarrassed, even though nobody had laughed, particularly because he had put so much work into his answer. For a second he considered leaving the meeting altogether, but he decided against it and typed in the chat instead: "Sorry, my microphone isn't working. I'm checking it now." The teacher thanked him and moved on to another student while he looked for the fault.

Derek opened his browser settings and discovered that the website had never been given permission to use his microphone. He changed the setting, refreshed the page and rejoined the call. "Can you hear me now?" he asked, with some hesitation. Four of his classmates nodded vigorously, and the teacher smiled. Nothing more was said about it, which was exactly how he had hoped it would end.

He read his account more slowly than he had planned, partly to be certain that every verb was right. However badly the evening had started, it ended well: when he finished, the teacher commented that his past tenses had been clear and asked him a follow-up question. Derek realised that he had learnt two things that evening: how to change a browser permission, and how to explain a technical problem in English without panicking.

PALABRAS CLAVE

attentively — con atención
permission — permiso
follow-up — de seguimiento
scrambling — ir con prisas

Actividades

Can You Hear Me?

Comprensión Elige la respuesta correcta

1 What had Derek prepared for the lesson?

○ A A short account of his last holiday. ○ B A presentation about his job. ○ C A list of new verbs.

2 How does Derek discover that nobody can hear him?

○ A The teacher interrupts to say so. ○ B A classmate points to his red microphone icon.
○ C His screen freezes.

3 What does Derek do instead of leaving the meeting?

○ A He phones the teacher. ○ B He asks a classmate to read for him.
○ C He writes a message in the chat explaining the problem.

4 What was wrong with the microphone?

○ A The website had no permission to use it. ○ B The microphone was broken.
○ C The sound was turned all the way down.

5 What did Derek learn from the experience?

○ A That online classes are too stressful.
○ B How to fix a browser permission and describe a technical problem in English.
○ C That he should avoid speaking in public.

Después de leer

Escribe un párrafo desde el punto de vista de otro personaje de la historia. ¿Qué cambia?

Escucha esta historia
Audio, ayuda en español y otros niveles en
letruna.com/historias/the-online-class-b2/

Decisiones · 328 palabras · 5 min

My First Guitar Class

Andrew had wanted to learn the guitar since his teens, but there was always a reason to put it off. At first he was too busy with exams, then too busy at work, and later he decided that lessons were too expensive or that he was simply too old to start. Only at thirty-five, more weary of excuses than of effort, did he finally enrol in an evening class.

On the first night he carried a second-hand guitar across town in a battered black case. When he walked into the classroom, three students who looked about half his age were already tuning their instruments with enviable ease. Andrew felt his confidence drain away, and for a moment he seriously considered turning round. Then the teacher caught his eye, asked his name and steered him towards an empty chair.

The first exercise was a single chord. He pressed the strings as carefully as he could, but what came out was an unpleasant buzz. He tried again, with almost the same result. “I think this instrument has a problem,” he joked, in the hope that someone would agree with him.

The teacher smiled. “The guitar is fine. Your fingers just haven’t learnt the position yet.” She adjusted his hand a little and asked him to play each string separately. One note rang out clearly, then another. Andrew was surprised by how disproportionately pleased he felt about so small an improvement, as if he had been handed something he had been owed for years.

At the end of the lesson she recommended ten minutes of practice a day, which sounded less like homework than like a permission slip. On the bus home he set a reminder on his phone. The next evening he played the same chord again; it was still far from perfect, yet he could hear the difference. For the first time, the guitar was no longer something he might do one day. It was something he was doing.

PALABRAS CLAVE

battered — desgastado
enrol — matricularse
disproportionately — desproporcionadamente
enviable — envidiable

Actividades

My First Guitar Class

Comprensión Elige la respuesta correcta

1 Why has Andrew postponed learning the guitar for so long?

- A He was afraid of his teacher.
- B He has repeatedly found reasons to delay.
- C He did not own an instrument until recently.

2 What almost makes him leave the class?

- A He realises the class is too expensive.
- B The teacher criticises his instrument.
- C He feels out of place among much younger, confident students.

3 How does Andrew react to the buzzing sound?

- A He jokes that the instrument must be faulty.
- B He decides to buy another guitar.
- C He asks to leave the class.

4 What does the teacher's correction show?

- A The guitar needs repairing.
- B The problem is his finger position, which can be improved.
- C He should choose an easier instrument.

5 What has changed for Andrew by the end of the story?

- A He feels ready to join a band.
- B He has stopped doubting the teacher.
- C Learning the guitar feels like something he is actually doing.

Después de leer

Escribe un párrafo desde el punto de vista de otro personaje de la historia. ¿Qué cambia?

Escucha esta historia
Audio, ayuda en español y otros niveles en
letruna.com/historias/learning-something-new-b2/

Soluciones

Junto a cada respuesta, el párrafo de la historia donde se encuentra. Si fallas una, vuelve a leerlo: la pista casi siempre está en una sola frase.

01 · WHERE IS MY PHONE?

1 **A** *She needs a free hand to pay.* · párrafo 1
2 **B** *Increasingly uneasy because she cannot find the phone.* · párrafo 2
3 **C** *She remembers using the phone just before paying.* · párrafo 3
4 **A** *Under a receipt on the counter.* · párrafo 4
5 **B** *She intends to be more careful in future.* · párrafo 5

02 · WHERE IS MEETING ROOM B?

1 **B** *It looked smaller to him during the interview.* · párrafo 1
2 **C** *He finds a storage room instead of a meeting room.* · párrafo 2
3 **A** *He accepts a brief embarrassment in order to ask for directions.* · párrafo 3
4 **B** *They reassure him by sharing a similar experience.* · párrafo 4
5 **C** *Asking for help when unsure saves time and worry.* · párrafo 5

03 · A BOX AT THE DOOR

1 **C** *She hears boxes being dragged in the corridor.* · párrafo 1
2 **A** *Rain is coming in and the parcel could get wet.* · párrafo 2
3 **B** *He seems relieved.* · párrafo 3
4 **C** *She shows him a nearby supermarket and its Sunday hours.* · párrafo 4
5 **A** *A small mistake has led to the start of a friendship.* · párrafo 5

04 · THE TRAIN TICKET

1 **B** *Several trains leave at similar times and the board is crowded.* · párrafo 1
2 **C** *The train departs at the same time as his ticket.* · párrafo 2
3 **A** *An announcement mentions Birmingham.* · párrafo 2
4 **B** *He asks a member of staff.* · párrafo 4
5 **C** *Check the destination as well as the departure time.* · párrafo 5

05 · LOOK UNDER THE CLOCK

1 **B** *Her aunt normally contacts her only by phone on Sundays.* · párrafo 1
2 **C** *She wants her tired mother to stay asleep.* · párrafo 2
3 **A** *An envelope with her name and an old photograph inside.* · párrafo 3
4 **B** *The aunt is starting a trail that leads to a family story.* · párrafo 4
5 **C** *So that her mother will see it and the conversation can begin in the morning.* · párrafo 5

06 · THE WRONG BACKPACK

1 **A** *She does not notice the details that distinguish the two bags.* · párrafo 1
2 **B** *Books and a notebook that belong to Leo.* · párrafo 2
3 **C** *It lacks the yellow key ring that her bag has.* · párrafo 3
4 **A** *He had started to think the bag might have been stolen.* · párrafo 4
5 **B** *By adding distinctive marks to their bags.* · párrafo 5

07 · CAN YOU HEAR ME?

1 **A** *A short account of his last holiday.* · párrafo 1
2 **B** *A classmate points to his red microphone icon.* · párrafo 2
3 **C** *He writes a message in the chat explaining the problem.* · párrafo 3
4 **A** *The website had no permission to use it.* · párrafo 4
5 **B** *How to fix a browser permission and describe a technical problem in English.* · párrafo 5

08 · MY FIRST GUITAR CLASS

1 **B** *He has repeatedly found reasons to delay.* · párrafo 1
2 **C** *He feels out of place among much younger, confident students.* · párrafo 2
3 **A** *He jokes that the instrument must be faulty.* · párrafo 3
4 **B** *The problem is his finger position, which can be improved.* · párrafo 4
5 **C** *Learning the guitar feels like something he is actually doing.* · párrafo 5

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