

GRAMÁTICA

Unidad inicial

5.1 Present simple y present continuous

Forma

Present simple

Afirmativa	
I / You / We / They	+ infinitivo
He / She / It	+ infinitivo + -s

Negativa		
I / You / We / They	+ do not (= don't)	+ infinitivo
He / She / It	+ does not (= doesn't)	+ infinitivo
Interrogativa		
Do	I / you / we / they	+ infinitivo?
Does	he / she / it	+ infinitivo?

Present continuous

Afirmativa			
I	am ('m)	infinitivo	-ing
He / She / It	is ('s)	infinitivo	-ing
You / We / They	are ('re)	infinitivo	-ing
Negativa			
I	am not ('m not)	infinitivo	-ing
He / She / It	is not ('s not / isn't)	infinitivo	-ing
You / We / They	are not ('re not / aren't)	infinitivo	-ing
Interrogativa			
Am	I	-ing	?
Is	he / she / it	-ing	?
Are	you / we / they	-ing	?

Uso

Se usa el present simple para hablar de rutinas y cosas que siempre son ciertas.

He wakes up at 6.45 a.m.

School starts at 8.30 a.m.

Se usa el present continuous para hablar de cosas que están sucediendo en este momento o próximas en el tiempo, y para planes futuros.

I'm enjoying my online French course.

We aren't spending a lot of time together at the moment.

Tomorrow, I'm getting up at 5.00 in the morning!

No es frecuente usar el present continuous con verbos de estado. Los verbos de estado habituales incluyen aquellos que describen sentimientos, pensamientos, estados y sentidos.

Verbos de estado

Sentimientos: *hate, like, love, need, prefer, want*

Pensamientos: *believe, know, think, understand*

Estados: *be, belong, seem*

Sentidos: *hear, taste, sound*

I love dancing! (NO I'm loving dancing!)

Do you know Max? (NO Are you knowing Max?)

She seems nice. (NO She's seeming nice.)

Ortografía

A veces, se producen cambios de ortografía en una palabra al añadir -ing. Por ejemplo, puede:

- perder la *e* final
- cambiar *ie* por *y*, y en ocasiones duplicar la letra final.

1 Completa el texto con los verbos del recuadro en present simple.

find go go off have not know turn off

Many people .(1) find it difficult to wake up in the morning. James is one of those people. He .(2) four alarms, that .(3) five minutes after each other. He .(4) each alarm and .(5) straight back to sleep. His parents .(6) what to do. James is often late for school.

2 Escribe oraciones en present continuous con los elementos dados.

- 1 I / not go / to school today / .
I'm not going to school today.
- 2 He / try / to find his new alarm clock / .
- 3 I / really / enjoy / taking photos at the moment / .
- 4 She / get dressed / .
- 5 I / have a go / at upcycling / .
- 6 you / enjoy / school at the moment / ?

3 Completa las oraciones con los verbos entre paréntesis en present simple o present continuous.

- 1 Is Ana (...) ? (get dressed)
Is Ana getting dressed?
- 2 I (...) the weekends when I can have a lie in. (prefer)
- 3 Hurry up! The school bus (...). (leave)
- 4 The bus for school (...) at 7.30. (leave)
- 5 He (...) photography at the moment. (get into)
- 6 What (...) at the weekend? (you do)

S.2 get / be used to doing y used to do

Forma

get / be used to doing

Afirmativa			
I	am / am getting	used to	+ -ing
You / We / They	are / are getting	used to	+ -ing
He / She / It	is / is getting	used to	+ -ing
Negativa			
I	am not / am not getting (= 'm not / 'm not getting)	used to	+ -ing
You / We / They	are not / are not getting (= aren't / aren't getting)	used to	+ -ing
He / She / It	is not / is not getting (= isn't / isn't getting)	used to	+ -ing
Interrogativa			
Am	I	used to / getting used to	+ -ing?
Are	you / we / they	used to / getting used to	+ -ing?
Is	he / she / it	used to / getting used to	+ -ing?

used to do

Afirmativa			
I / You / He / She / It / We / They	used to		+ infinitivo
Negativa			
I / You / He / She / It / We / They	+ did not (= didn't) use to		+ infinitivo
Interrogativa			
Did	I / you / he / she / it / we / they	use to	+ infinitivo?

Uso

Usamos *be used to* + -ing para expresar que estamos, o no, familiarizados con algo o acostumbrados a algo.

I'm used to getting up early these days.

I'm not used to having breakfast at 6.00 in the morning.

Usamos *get used to* + -ing para expresar que nos estamos familiarizando con algo o acostumbrando a algo, o que ya lo estamos.

We're getting used to living here, but we've only been here three months.

I've got used to hanging out at the beach at weekends now I live in Valencia.

También se puede usar *be / get used to* + sustantivo.

I'm not used to the sound my new alarm makes.

I'm getting used to my new school.

Se usa *used to* + infinitivo para hablar de hábitos, estados o situaciones pasados.

I used to go to bed around midnight when I was a teenager.

We used to live in Manchester before we moved here.

4 Escoge las opciones correctas para completar el texto.

I (1) *used to* / *got used to* / *am used to* get out of bed at 7.30 when we lived near my school. I couldn't wake up, so my mother (2) *got used to* / *used to* / *is used to* wake me up. My mum and I (3) *get used to* / *are used to* / *used to* have breakfast together every morning. But then we moved house, so now I have to get out of bed at 6.30. My mum leaves the house at 6.15, and it has taken me a long time to (4) *get used to* / *be used to* / *used to* waking up with an alarm on my phone. I have to get on the bus at 7.00. I didn't (5) *use to* / *used to* / *be used to* get a bus to school, I (6) *use to* / *got used to* / *used to* walk to school with my friends. I'm (7) *getting used to* / *being used to* / *get used to* the bus now – but it took a long time. I (8) *am not used to* / *not got used to* / *got used to* getting home later in the evening though – that's hard.

S.3 Pronombres reflexivos

Forma

Pronombre sujeto	Verbo	Pronombre reflexivo
I	hurt	myself
You		yourself
He		himself
She		herself
It		itself
We		ourselves
You		yourselves
They		themselves

Uso

Se usan los pronombres reflexivos cuando el sujeto de la oración o cláusula es el mismo que el objeto.

El pronombre reflexivo es el objeto del verbo o preposición.

Sam keeps fit and takes care of himself.

We took some photos of ourselves to put on social media.

I get myself breakfast every morning before school.

El pronombre reflexivo concuerda con el sujeto.

He looked at himself in the mirror.

Pero, en ocasiones, se usa *themselves* en lugar de *himself* / *herself* cuando se hacen afirmaciones generales.

Anyone can get themselves up on time if they want to.

Algunos verbos añaden un pronombre reflexivo cuando tienen un significado concreto.

I really enjoyed myself (= had a good time) today.

Help yourself to (= please take) some more cake.

I couldn't help myself (= stop) – I just had to check my phone in class.

Se pueden usar los pronombres reflexivos *yourself / yourselves* en imperativo cuando se expresan deseos u órdenes.

Look after yourself!

Enjoy yourselves at the pool!

Get yourself dressed!

También se pueden usar los pronombres reflexivos con el significado "sin ayuda".

I can do it myself (= without help).

They made themselves breakfast.

He taught himself to code.

5 Completa las oraciones con el pronombre reflexivo correcto.

- 1 Lucy goes to yoga by *herself*.
- 2 'Jesse, did you make that by (...)?'
- 3 He took ages to make (...) breakfast.
- 4 I'm really proud of (...) for doing well in my exams.
- 5 Be kind to (...)!
- 6 They keep on going to bed late – they can't help (...).
- 7 She hurt (...) at the gym yesterday.
- 8 He gets (...) up at 6.30 every morning.
- 9 We really enjoyed (...) at the weekend.
- 10 Everybody can make (...) go to bed early a few nights a week.

S.4 Past simple y past continuous

Forma

Past simple

Afirmativa		
I / You / He / She / It / We / They	infinitivo	+ -ed
Negativa		
I / You / He / She / It / We / They	+ did not (= didn't)	+ infinitivo
Interrogativa		
Did	I / you / he / she / it / we / they	+ infinitivo?

Past continuous

Afirmativa			
I / He / She / It	was	infinitivo	-ing
You / We / They	were	infinitivo	-ing
Negativa			
I / He / She / It	was not (wasn't)	infinitivo	-ing
You / We / They	were not (weren't)	infinitivo	-ing
Interrogativa			
Was	I / he / she / it	infinitivo	-ing?
Were	you / we / they	infinitivo	-ing?

Uso

Se usa el past continuous para hablar de una acción que estaba sucediendo en un momento del pasado.

At 7.30 a.m., she was still trying to wake up.

También se usa el past continuous para describir una escena, sobre todo al comienzo de una historia.

We were walking to school and the rain was pouring down.

Se usa el past simple para acciones completadas, acciones repetidas y cosas que han ocurrido una tras otra en el pasado.

They woke up to the sounds of birds singing.

She got up, got dressed and made herself some breakfast.

He had a go at the practice activity three times.

Se usa el past continuous cuando una acción se ve interrumpida o queda inacabada, y el past simple para acciones acabadas. Compara estas dos oraciones:

I was reading my book on the train. (= No lo acabé.)

I read the magazine on the train. (= Leí la revista completa.)

A menudo, el past simple y el past continuous se usan juntos para acciones que ocurrieron al mismo tiempo. Usamos el past continuous para la acción más larga y el past simple para la más corta.

It was raining. Dad drove me to school.

While I was getting dressed, I texted my friend.

FÍJATE

Se suele usar el past simple para describir estados pasados.

I hated sports when I was a child.

(~~NO I was hating sports when I was a child.~~)

6 Completa el texto con los verbos del recuadro en past simple.

break can decide manage sleep wake up

In 1964, American high-school student Randy Gardner ⁽¹⁾ *decided* to see how long he ⁽²⁾ stay awake for. He ⁽³⁾ to stay awake for 11 days and 24 minutes. This ⁽⁴⁾ the existing world record. Afterwards, he ⁽⁵⁾ for 14 hours and 40 minutes and ⁽⁶⁾ without an alarm clock the next day.

7 Escribe oraciones en past continuous con los elementos dados.

- 1 At 7.30 this morning, / I / be / eat breakfast / .
At 7.30 this morning, I was eating breakfast.
- 2 This time yesterday, / she / have / a lie in / .
- 3 They / sleep / when I left the house / .
- 4 The alarm clock / ring loudly / .
- 5 I / take / some photos when I saw my friends in the park yesterday / .
- 6 you / play / the guitar when he got home / ?

8 Completa las oraciones con los verbos entre paréntesis en past simple o past continuous.

- 1 Mia (...) the house when Luke (...). (leave, arrive)
Mia was leaving the house when Luke arrived.
- 2 Bea (...) when the alarm (...). (sleep, go off)
- 3 I (...) my dad when my phone battery (...). (call, die)
- 4 I (...) painting furniture while I (...) with my grandparents. (get into, stay)

Unidad 1

1.1 Present perfect simple y present perfect continuous

Forma

Present perfect simple

El present perfect simple se forma con: *have* + participio pasado.

Afirmativa		
I / You / We / They	+ have (= 've)	+ past participle
He / She / It	+ has (= 's)	+ past participle
Negativa		
I / You / We / They	+ have not (= haven't)	+ participio pasado
He / She / It	+ has not (= hasn't)	+ participio pasado
Interrogativa		
Have	I / you / we / they	+ participio pasado?
Has	he / she / it	+ participio pasado?

Present perfect continuous

El present perfect continuous se forma con: *have* + *been* + forma en *-ing*.

Afirmativa			
I / You / We / They	+ have (= 've) been		+ -ing
He / She / It	+ has (= 's) been		+ -ing
Negativa			
I / You / We / They	+ have not (= haven't) been		+ -ing
He / She / It	+ has not (= hasn't) been		+ -ing
Interrogativa			
Have	I / you / we / they	been	+ -ing?
Has	he / she / it	been	+ -ing?

Uso

Se usan los tiempos del present perfect para relacionar el pasado con el presente.

The email has just arrived. (= Ahora está aquí.)

I've never been scuba diving. (= Nunca he practicado submarinismo.)

She's been looking for him for months. (= Aún sigue buscándolo.)

I've been hanging out with Jade a lot recently. (= Todavía sigo quedando con Jade.)

Usamos el present perfect simple para centrarnos en el resultado de una acción, y el present perfect continuous para centrarnos en la ejecución de la acción en sí misma.
I've been waiting for an answer from her for weeks but she still hasn't replied.

Se usa el present perfect simple para indicar cuánto o cuántas veces. Se usa el present perfect continuous para indicar cuánto tiempo ha durado algo.

They've met three times.

I can speak French because I've been learning it for six years.

Se usa el present perfect continuous para acciones repetidas cuando no se especifica cuántas veces han tenido lugar. A menudo, usamos frases como *all day* y *recently* en estas oraciones.

They've been meeting a lot recently.

Se suele usar el present perfect simple, y no el present perfect continuous, para hablar de estados y no de acciones con verbos como *be*, *have*, *know*, *seem*.

We've known each other since university. (NO *We've been knowing each other since university.*)

Sofia's seemed very awkward in social situations recently. (NO *Sofia's been seeming very awkward in social situations recently.*)

A menudo, se usa el present perfect simple, y no el present perfect continuous, para anunciar una noticia por primera vez.

Have you heard?

Tom's written a book.

1 Completa las oraciones con los verbos entre paréntesis en present perfect simple o present perfect continuous.

- 1 Why is everyone laughing? (...) (make a fool of yourself)
Have you been making a fool of yourself?
- 2 'Is the party still going on?' 'No, it (...).' (finish)
- 3 I love your trainers. (...) them for long? (have)
- 4 'Why is Jo so tired?' '(...) well recently.' (not sleep)
- 5 'Have they (...) each other for long?' 'No, they haven't.' (see)
- 6 'How many times (...) each other?' '(...) for coffee twice.' (see, go out)

1.2 Present perfect simple con expresiones temporales

Forma

Se puede usar el present perfect simple en oraciones afirmativas con *just* o *already*.

Afirmativa			
I / You / We / They	have ('ve)	already	+ participio pasado
He / She / It	has ('s)	just	+ participio pasado

They have already texted twice.

He has just answered my email.

Generalmente, se usan las formas abreviadas (*I've*, *You've*, *He's*, etc.) en la lengua hablada.

Se puede usar el present perfect en oraciones negativas con *yet* o *still*.

Negativa		
I / You / We / They	+ have not (haven't)	+ participio pasado
He / She / It	+ has not (hasn't)	+ participio pasado

I haven't made a decision yet.

I / You / We / They	still	+ have not (haven't)	+ participio pasado
He / She / It	still	+ has not (hasn't)	+ participio pasado

She still hasn't heard from him.

Podemos formular preguntas en present perfect con *yet*.

Preguntas con respuesta Sí / No			
Have	I / you / we / they	+ participio pasado	yet?
Has	he / she / it	+ participio pasado	yet?

Have you seen Artur yet?

Se puede usar el present perfect con *for* y un periodo de tiempo.

Se puede usar el present perfect con *since* y una fecha, día, hora o evento.

Podemos formular preguntas en present perfect con *How long ... ?*

Afirmativa				
I / You / They / We	have ('ve)	+ participio pasado	for	periodo de tiempo
He / She / It	has ('s)		since	fecha, día, hora o evento
Negativa				
I / You / They / We	have not (haven't)	+ participio pasado	for	periodo de tiempo
He / She / It	has not (hasn't)		since	fecha, día, hora o evento
Interrogativa				
How long	have	I / you / we / they	+ participio pasado	?
	has	he / she / it		

I've been best friends with Jaime for twelve years.

We haven't seen Maya since last Saturday.

How long have they known Maya?

Se usa el present perfect simple con *ever* o *never* + participio pasado para hablar de si algo ha ocurrido en el pasado. En oraciones afirmativas, también podemos usar *ever* con una forma superlativa.

Have they ever visited that town?

It's the nicest present I've ever received.

She's never failed an exam.

Uso

Se usa el present perfect simple con *still*, *already*, *yet* y *just* para hablar de noticias y eventos recientes.

Se usa *just* en oraciones afirmativas para hablar de noticias muy recientes.

I have just met my sister.

Se usa *yet* en oraciones interrogativas y negativas para hablar de noticias y eventos que suceden hasta el momento presente.

I haven't decided if I like him or not yet.

Have you read that book yet?

Se usa *already* en oraciones afirmativas para hablar de noticias y eventos que tuvieron lugar antes del momento presente o antes de lo esperado.

He's already made a good impression on me.

Se usa *still* en oraciones negativas para enfatizar que una situación no ha cambiado.

The party is about to start and my boyfriend still hasn't arrived.

Se usa el present perfect con *for* y *since* para indicar cuánto tiempo ha durado un estado o acción que ha dado comienzo en el pasado.

Se usa *for* para hablar de un periodo de tiempo hasta la actualidad, p. ej. *for four years*, *for two days*.

I've been at the party for an hour.

Se usa *since* para hablar del momento en el que dio comienzo una actividad. Puede tratarse de una fecha, un día, un mes, una hora o un evento, p. ej. *since 1903*, *since yesterday*, *since May*, *since 8 a.m.*, *since my birthday*, *since I was ten years old*.

He's been at the party since 7.00.

A menudo, empleamos el past simple después de *since*.

I haven't been bungee jumping since I hurt my back.

Se usa *ever* con el significado "en algún momento de la vida".

Have you ever been skiing?

It's the most exciting film I've ever seen.

Se usa *never* con el significado "nunca en la vida".

I've never been to that museum.

2 Vuelve a escribir las oraciones manteniendo el significado. Usa las palabras entre paréntesis.

- 1 It's not long since I took up acting. (just)
I've just taken up acting.
- 2 She still hasn't planned her birthday party. (yet)
- 3 They've acted in two school plays before. (already)
- 4 We haven't been on the really scary ride yet. (still)
- 5 I haven't been to Germany at any time in my life. (never)

3 Completa el diálogo con *for* o *since*.

- Kate** How long have we known each other .(1). *for*, Dave?
Dave Well, we've known each other .(2). we were at college.
Kate So, .(3). four years?
Dave Yes.
Kate And how long have you known Fred .(4). ?
Dave .(5). about ten years, but I haven't seen him .(6). I went skiing together two years ago.

4 Completa las oraciones con coletillas interrogativas.

- 1 You've read the book, *haven't you*?
- 2 He's been in lots of films, (...)?
- 3 I think he's a really good actor, (...)?
- 4 He's never won an Oscar, (...)?
- 5 You went to the cinema last night, (...)?
- 6 They weren't in the school play last year, (...)?

1.3 Coletillas interrogativas

Forma

Usamos una coletilla interrogativa negativa después de una oración afirmativa. Usamos una coletilla interrogativa afirmativa después de una oración negativa. Se pone coma antes de la coletilla interrogativa.

Oración afirmativa		+ coletilla interrogativa negativa
I / You / He / She / It / We / They	+ verbo	auxiliar negativo + pronombre
Oración negativa		+ coletilla interrogativa afirmativa
I / You / He / She / It / We / They	+ verbo negativo	auxiliar afirmativo + pronombre

Julio's very friendly, *isn't he*?

Your parents *didn't see* this film at the weekend, *did they*?

You *haven't already read* that book, *have you*?

Uso

Las coletillas interrogativas se usan para comprobar información o preguntar a alguien si está de acuerdo con lo dicho.

The film *wasn't very good*, *was it*?

FÍJATE

¡Cuidado! La coletilla interrogativa correspondiente a *I am* es *aren't I*?

I'm late, aren't I?

1.4 Verbos seguidos de forma en -ing y de infinitivo con to

Forma

A veces, se usa un segundo verbo después de un verbo principal. El segundo verbo puede ser una forma en -ing o un infinitivo con to.

Afirmativa			
I / You / He / She / It / We / They	verbo principal	+ forma en -ing / infinitivo con <i>to</i>	
Negativa			
I / You / He / She/ It / We / They	verbo principal	not	infinitivo con <i>to</i>

Kim has decided to study art at college.

They can't stand getting up early.

I promise not to show off at the party.

Uso

Se usa la forma en -ing después de verbos que expresan gustos y desagrados: *enjoy*, *can't stand* y *don't mind*.

I enjoy being adventurous.

Sarah can't stand socializing.

I don't mind spending time on my own.

También usamos la forma en -ing después de estos verbos de uso común: *finish*, *go*, *imagine*, *keep*, *mind*, *stop*.

She keeps paying me compliments.

Can you imagine doing a bungee jump?

También se usa la forma en -ing después de las preposiciones *about*, *at*, *before*, *in*, *on*, *to* y *without*.

We're thinking of going to the cinema this evening.

Usamos el infinitivo con to después de verbos que expresan planes e intenciones: *agree*, *arrange*, *decide*, *hope*, *plan*, *promise*, *want* y *would like*.

They decided to learn a new skill.

Ali hopes to study architecture at college.

También se usa infinitivo con to después de los verbos *learn* y *need*.

He learned to swim when he was six.

Emma needs to pass all her exams this year.

Algunos verbos usan infinitivo con to o la forma en -ing sin cambio de significado: *begin*, *hate*, *prefer*, *like*, *love*.

I prefer going out to staying in, so I think I'm an extrovert.

I prefer to go out than to stay in, so I think I'm an extrovert.

Otros verbos, sí que cambian de significado: *forget*, *go on*, *mean*, *regret*, *remember*, *stop*, *try*.

I must remember to get up early on Saturday. (= no olvidar)

I remember going to secondary school for the first time.

(= tener un recuerdo de algo del pasado)

5 Decide si cada una de las oraciones es o no correcta. Corrige los errores.

1 Lana forgot meeting Pedro in 2006. *Correcta*

2 After school, I hope studying physics at university.

3 Are you planning going to the concert this weekend?

4 Have you ever wanted doing anything risky?

5 I remember my grandad being very funny.

6 Would you like to join a new singing group with me?

Unidad 2

2.1 Adjetivos terminados en -ed / -ing

Forma

Hay un grupo de adjetivos que terminan en -ed, incluidos *interested*, *bored*, *excited* y *surprised*.

Hay otro grupo de adjetivos que terminan en -ing, incluidos *interesting*, *boring*, *exciting* y *surprising*.

Las parejas de adjetivos como *interested* e *interesting* tienen una forma muy parecida, pero su significado es diferente.

Adjetivo en -ed	Que tiene un determinado sentimiento	Adjetivo en -ing	Que tiene una determinada cualidad
amazed	Sam was amazed when he read what Irena had done.	amazing	It's amazing how brave some people are.
bored	My brother gets bored reading the newspaper.	boring	I sometimes think my life is boring compared to other people's.
interested	I'm really interested in real-life hero stories.	interesting	I think Muhammed Ali's an interesting person.

Uso

Empleamos los adjetivos terminados en -ed para hablar de los sentimientos de alguien. Generalmente, se usan tras el verbo *be*.

I'm amazed that I won the prize.

I'm exhausted because I've been planning a healthy eating campaign at my school.

Empleamos los adjetivos terminados en -ing para hablar de una cualidad de algo o alguien. Pueden ir tras el verbo *be* o antepuestos a un sustantivo.

This story's really surprising.

It's a really exciting film.

FÍJATE

A menudo, se usa una preposición después de los adjetivos terminados en *-ed*.

Lin's **annoyed about** her exam result.

I'm **tired of** waiting.

Anna's **interested in** music and dance.

1 Escoge el adjetivo correcto.

- 1 Have you ever been really **frightened** / **frightening** by anything?
- 2 She was **bored** / **boring** listening to him speak.
- 3 There's a very **interested** / **interesting** interview in this magazine.
- 4 I'm so **excited** / **exciting** that they are going to make a film about her life.
- 5 It's **shocked** / **shocking** when you hear about some of the silly things that people do.
- 6 He was so **bored** / **boring** that Misha started texting her friends.

2.2 Past perfect simple frente a past simple

Forma

El past perfect simple se forma con: sujeto + *had* / *hadn't* + participio pasado.

La forma es la misma para todas las personas.

Afirmativa		
I / He / She / It / You / We / They	had ('d)	+ participio pasado
Negativa		
I / He / She / It / You / We / They	had not (hadn't)	+ participio pasado
Preguntas con respuesta Sí / No		
Had	I / he / she / it / you / we / they	+ participio pasado

I **had read** the article.

Jess **hadn't read** the article.

'Had she read the article?' 'Yes, she **had**.' / 'No, she **hadn't**.'

Uso

Se usa el past perfect simple con el past simple cuando hablamos de dos acciones o eventos del pasado. Usamos el past perfect para la acción que ocurrió en primer lugar. A menudo, empleamos *already* / *just* con el past perfect para indicar cuándo ocurrió la acción.

I **brought** the article to show Emma, but she **had already read** it.

I **ran home**, but my dad **had just left**.

Usamos el past simple para la acción más reciente.

Podemos emplear *when* + past simple.

When I **got to** the cinema, the film **had already started**.

Podemos emplear *when* + present perfect.

When I **had finished** my drink, I **left** the café.

Usamos el past perfect con el past simple para dar una razón ante una situación. Se usa el past simple para la situación, y *because* + past perfect para la razón.

I **was happy** (la situación) **because** I'd **sorted out** the problem of the missing cat (la razón).

2 Completa el texto con los verbos entre paréntesis en past simple o past perfect simple.

Jim has a puppy called Bibby. One day, he ⁽¹⁾ **left** (leave) her outside the post office for two minutes, and when he ⁽²⁾ (come) back, Bibby ⁽³⁾ (go). Jim was shocked. A thief ⁽⁴⁾ (steal) the fifteen-week-old puppy. Poor Jim ⁽⁵⁾ (not know) what to do, so he ⁽⁶⁾ (call) the police. When they ⁽⁷⁾ (interview) Jim, they ⁽⁸⁾ (post) Bibby's photo online. Jim was amazed when a friend knocked on his door. Joan ⁽⁹⁾ (see) the photo and ⁽¹⁰⁾ (recognize) the dog. The thief ⁽¹¹⁾ (live) next door to her! When Jim and Joan ⁽¹²⁾ (get) to the police station, the police ⁽¹³⁾ (already rescue) Bibby. Bibby was very excited to see Jim again. Jim was very relieved to have Bibby back.

2.3 Past perfect simple frente a past perfect continuous

Forma

El past perfect continuous se forma con: *had* + *been* + *-ing*.

Afirmativa		
I / He / She / It / You / We / They	had ('d) been	+ <i>-ing</i>
Negativa		
I / He / She / It / You / We / They	had not (hadn't) been	+ <i>-ing</i>
Preguntas con respuesta Sí / No		
Had	I / he / she / it / you / we / they	+ <i>-ing</i> ?

She **had been crying** for hours.

Lola **hadn't been looking** in that direction.

'Had she **been waiting** long?' 'Yes, she **had**.' / 'No, she **hadn't**.'

Interrogativos				
Interrogativo	had ('d)	I / he / she / it / you / we / they	been	+ <i>-ing</i> ?

How long **had she been crying**?

Why **had you been reading** the book again?

Uso

Se usa el past perfect continuous para indicar que algo ocurrió antes que otra cosa en el pasado.

I'd **been living** in Italy for three years when we first met.

When I **woke up**, I **saw** that it **had been raining**.

Se suele usar el past perfect simple, y no el past perfect continuous, para hablar de estados y no de acciones con verbos como *be*, *have*, *know*.

We'd **known** each other for about five years before we **became** friends.

3 Completa las oraciones con los verbos entre paréntesis en past perfect simple o past perfect continuous.

- 1 I *had been reading* a frightening book so I jumped when Ava knocked on the door. (read)
- 2 The actress was really blonde, but in the film she (...) dark hair. (have)
- 3 I was standing outside the door because I (...) my keys again. (forgot)
- 4 They (...) house all day and were exhausted. (move)
- 5 The old lady (...) any visitors and didn't have any biscuits in the house. (not expect)
- 6 The poor man (...) the windows all morning before he realized it was the wrong house! (clean)

2.4 *used to* y *would* para hábitos pasados

Forma

Afirmativa			
I / He / She / It / You / We / They	used to / would ('d)	+ infinitivo	
Negativa			
I / He / She / It / You / We / They	did not (didn't) use to / would not (wouldn't)	+ infinitivo	
Interrogativa			
Did	I / he / she / it / you / we / they	use to	+ infinitivo?
Would	I / he / she / it / you / we / they		+ infinitivo?

I *used to* sing in the school choir.
 People *would* write each other letters.
 People *didn't use to* have smartphones.
 Mrs Cole *wouldn't go to* the post office every day.
 'Did you *use to* play in the park?' 'Yes, I did.' / 'No, I *didn't*.'
 'Would she *go to* the post office on Mondays?' 'Yes, she *would*.' / 'No, she *wouldn't*.'

Uso

Se usa *used to* + infinitivo para hablar de acciones habituales en el pasado que ahora ya no suceden.
 Kate *used to* read three books a month. (= Pero ahora ya no)
 No usamos *used to* cuando la acción solo ocurrió una vez.
 She *watched* a horror movie once. (NO *She used to watch a horror movie once*.)
 También se usa *used to* + infinitivo para hablar de estados pasados.
 Jenna Logan *used to be* a really famous actress.
 También se usa *used to* para hablar de situaciones que eran ciertas en el pasado, y ahora no lo son.
 People *used to* buy more books.
 A menudo, se usa *used to* para comparar el pasado y el presente.
 People *used to* go to the cinema more often than they do nowadays.

We don't use *used to* to talk about one period of time or the number of times.

Lisa *acted* in films for two years. (NO *Lisa used to act in films for two years*.)
 I *was on* television five times. (NO *I used to be on television five times*.)

Se usa *would* + infinitivo para hablar de acciones pasadas.

She *would go and see* every new film that came out before she met Harry.

4 Completa el texto con los verbos del recuadro usando *used to* o *would*. A veces, hay más de una forma posible.

call disappear explore give go have swim

I ⁽¹⁾ *used to have* wonderful holidays when I was a child. Every year, we ⁽²⁾ with my aunt to Lanzarote. We ⁽³⁾ in the sea every day. In those days, adults ⁽⁴⁾ children a lot more freedom, and I remember that us kids ⁽⁵⁾ off for the whole day. We ⁽⁶⁾ all the caves on the beach. My aunt ⁽⁷⁾ for us from the top of the cliff when it was time to come home for dinner. It was wonderful!

2.5 Exclamaciones

Forma

How / What	(Artículo)	Adjetivo	(Sustantivo)
How		exciting! lovely!	
What	a	beautiful awful good	garden! weather! luck! nightmare!

Uso

Se usa *How* + adjetivo! para reaccionar ante buenas o malas noticias.
 'Maya's going to Canada.' 'How exciting!'
 'My car's been stolen.' 'Oh, how awful!'
 Se usa *What* + adjetivo + sustantivo! para decir que algo es bonito, emocionante, malo, etc.
 What a beautiful garden!
 What awful weather!
 También se puede usar *What* + sustantivo! (sin adjetivo) cuando el sustantivo se refiere a algo que siempre es bonito, emocionante, malo, etc.
 'The train was three hours late.' 'Oh, what a nightmare!'

2.6 Conectores temporales

Uso

Los conectores temporales son palabras que conectan eventos o ideas de tiempo. Se usan para indicar cuándo o en qué orden ocurren las cosas.

- Para introducir la primera de dos acciones, empleamos:
before
Wake me up before you go.
Enter the house, but before, you have to disconnect the alarm system.
Don't just open the door. Before that, ask who is knocking.
I met Charles before lunch.
- when**
When I opened the door, the dog looked at me and went out. (Primero, abro la puerta; después, el perro sale.)
- Para enfatizar que la segunda acción ocurre inmediatamente después de la primera, empleamos:
as soon as
the moment
Phone me as soon as you see her.
The moment I saw her, I lost control.
- Para introducir la segunda de dos acciones, empleamos:
after
After the music stopped, everything was quiet.
I went out after work.
- afterwards**
then
later
Later sugiere un intervalo de tiempo entre ambas acciones. *Afterwards* y *then* pueden usarse cuando hay un intervalo de tiempo o cuando la segunda acción tiene lugar inmediatamente después de la primera.
There was a power cut. Afterwards / Then, everything was quiet.
She had a shower. Later / Afterwards / Then, she went for a walk.
- Para indicar que la segunda acción ocurre de manera rápida e inesperada, empleamos:
suddenly
I saw her. Suddenly, I lost control.
- Para introducir la primera de una serie de acciones, empleamos:
first, que a menudo se usa con *then* o también con *second*, *third*, etc.
First, go into the house, then, go upstairs and wait for me.
First, switch it on. Second, search for the channel, and last, adjust the volume.
- Para expresar acciones simultáneas:
 - si ambas acciones son largas, generalmente empleamos:
while
meanwhile
While Mary was studying, Peter was painting.
Mary was studying. Meanwhile, Peter was painting.
 - si una acción es larga y la otra es corta o instantánea, empleamos:
as
just as
when
while
As / When / While I was walking down the street, I saw a rabbit.

Unidad 3

3.1 Formas de futuro: *will*, *be going to*, present simple y present continuous

Forma

En inglés, no existe el tiempo futuro. Usamos diferentes formas para hablar del futuro, y cada una tiene su propio significado y uso.

Futuro con *will*: afirmativa, negativa e interrogativa

I / You / He / She / It / We / They	will ('ll)	+ infinitivo
I / You / He / She / It / We / They	will not (won't)	+ infinitivo
Will	I / you / he / she / it / we / they	+ infinitivo?

Futuro con *be going to*: afirmativa, negativa e interrogativa

I	am ('m)	going to	+ infinitivo
You / We / They	are ('re)	going to	+ infinitivo
He / She / It	s ('s)	going to	+ infinitivo

I	am not ('m not)	going to	+ infinitivo
You / We / They	are not ('re not / aren't)	going to	+ infinitivo
He / She / It	is not ('s not / isn't)	going to	+ infinitivo

Am	I	going to	+ infinitivo?
Are	you / we / they	going to	+ infinitivo?
Is	he / she / it	going to	+ infinitivo?

Uso

Usamos *will*, *be going to*, el present simple y el present continuous de los siguientes modos.

will

Se usa *will* para hacer predicciones o dar opiniones sobre el futuro.

People will probably live longer as nanobots in our bodies will detect any illness early and treat it instantly.

También se usa *will* para hacer una elección o tomar una decisión de manera espontánea. Esto puede incluir promesas, ofrecimientos, planes, rechazos y peticiones.

I think I'll get an upgrade on my smartphone.

I'll help you if you like.

I won't ever use a VR headset.

be going to

Se usa *be going to* para hacer una predicción de futuro basada en evidencias.

That drone is flying very low to the ground. I think it's going to crash into someone.

También se usa *be going to* para hablar de planes e intenciones.

I'm going to buy the latest fitbit.

Present simple

Se usa el present simple para hablar de eventos futuros según un horario o programación.

Your Skype lesson is at 10.00.

When does the virtual concert start?

Present continuous

Se usa el present continuous para hablar de citas y planes establecidos cuando conocemos el tiempo y el lugar.

My teacher is taking us to a technology conference next week.

FÍJATE

En ocasiones, podemos usar dos formas diferentes para hablar de lo mismo. Se puede usar *will* y *be going to* para hacer predicciones.

My phone will probably be outdated by next year.

My phone's going to be outdated by next year.

(You know they are bringing out a newer version of your phone.)

Se puede usar *be going to* y el present continuous (pero no *will*) para hablar de planes e intenciones.

I'm going to order a new laptop online. (= Tengo la intención de hacerlo.)

I'm getting my new laptop delivered online. (= Lo he organizado.)

1 Completa el diálogo con los verbos entre paréntesis, usando *will* o *be going to*.

- 1 **A** Have you decided what to do at the weekend?
B Yes, I'm *going to* visit the planetarium. (visit)
- 2 **A** Why are you turning your tablet on?
B I (...) the launch of the latest space probe. (watch)
- 3 **A** Have you charged your phone?
B No, I forgot! I (...) it right away. (do)
- 4 **A** Apparently it's not good to sleep with the wifi on, so I (...) tonight. (turn it off)

2 Completa el diálogo con los verbos entre paréntesis en present simple o present continuous.

- A** Aziz and I (!!) *are going* (go) to see the sequel to *Passengers* tomorrow. Would you like to come?
B Great idea! What time (!?) (you / meet)?
A Aziz (!?) (pick) me up at seven o'clock.
B OK, and what time (!?) (the film / start)?
A It (!?) (begin) at quarter to eight.
B Well, I (!?) (work) until 7.15 tomorrow, so I'll meet you there.

3 Completa el diálogo con los verbos entre paréntesis, usando *will*, *be going to*, present simple o present continuous.

- Sara** Dan, have you seen the advert for volunteers for the technology experiment?
Dan No – what is it for?
Sara It says they (!!) *are going to do* (do) experiments on brain-to-brain communication on five volunteers.
Dan You mean, emailing without a computer or a phone?
Sara Yes. Do you think that (!?) (be) possible in the future?
Dan The technology is nowhere near being ready. It (!?) (not happen) in our lifetime.
Sara It's an interesting idea though – I think I (!?) (volunteer) for the experiment.
Dan Really? When is it?
Sara It (!?) (be) in the last week of May. Are you (!?) (come) too?
Dan Oh, I can't. I (!?) (go) on holiday then.

3.2 Future continuous

Forma

El future continuous se forma con: *will + be + forma en -ing*.

Afirmativa / negativa / interrogativa			
I / He / She / It / We / You / They	will (= 'll)	be	-ing
I / He / She / It / We / You / They	will not (= won't)	be	-ing
Will	I / he / she / it / we / you / they	be	-ing?

At eight o'clock this evening, I will be having dinner.

In six months time, she won't be living at home.

Will he be doing his exams this time next week?

Uso

Se usa el future continuous para afirmar hechos sobre acciones o situaciones en desarrollo en un momento futuro.

This time tomorrow, I'll be doing my exam!

También usamos el future continuous para hacer predicciones sobre acciones o situaciones en desarrollo en un momento futuro.

This time next week, I won't be worrying about my exams!

'Will you be enjoying life?' 'Yes, I will.'

'Where will you be living next year?' 'I'll be living at home.'

Generalmente, se usa una frase temporal de futuro con el future continuous. La frase temporal se sitúa al comienzo o al final de oraciones afirmativas o negativas. Hay que poner coma después de la frase temporal cuando esta va al comienzo de oración.

This time tomorrow, I'll be doing my exam!

I won't be worrying about my exams this time next week.

La frase temporal suele ir al final en caso de oraciones interrogativas.

'What will you be doing in five years' time?'

4 Lee el horario de la conferencia de tecnología. Escribe oraciones en future continuous para cada una de las horas.

1	8.00	collect name badges
2	9.00	attend welcome talk
3	10.00	have coffee
4	10.30	do workshops
5	12.00	have lunch
6	1.00	visit exhibition stands [NOTE: no workshops at this time]
7	2.30	discussion of ideas
8	4.00	have tea
9	4.30	leave the conference

1 At 8.00, they will be collecting their name badges.

3.3 Adverbios: *very*, *really*, *much*, *a bit*, *rather* y *quite*

Forma

Sujeto + verbo	+ adverbio	+ adjetivo
Aspectos positivos		
I'm	very / really / quite	stylish.
He's	much	more stylish than you.
Aspectos negativos		
It's	too / very / really / rather / quite / a bit	expensive
They're	not very	appealing

Uso

Empleamos los adverbios *very* o *really* antepuestos a un adjetivo para reforzar dicho adjetivo.

The gamers were *very* happy with the new equipment.

That device is *really* innovative.

Usamos el adverbio *quite* antepuesto a un adjetivo para suavizar dicho adjetivo.

My laptop is *quite* heavy.

Se puede usar *very* (pero no *quite* / *really*) en oraciones negativas.

This speaker is *not very* user friendly.

Los adverbios *a bit*, *rather* o *too* pueden ir antepuestos a adjetivos que describen cualidades negativas (pero NO cualidades positivas).

It was *a bit* bizarre, actually. (NO *I'm a bit* happy.)

I bought *some rather* expensive headphones.

Se usa *much* + adjetivo comparativo + *than* cuando comparamos dos personas o cosas.

Much le da más peso a la comparación.

Driverless cars will be *much* safer than cars with drivers.

Tom had *a much more* compact case than Emma.

5 Escoge la opción correcta para completar cada oración.

- 1 My Fitbit isn't *very* / **much** user friendly.
- 2 Personally, I think driverless cars are **a bit** / **much more** dangerous than cars with drivers.
- 3 The device is **rather** / **much** expensive and I can't afford it.
- 4 Virtual reality is **rather** / **really** fantastic fun and a great experience for everyone.
- 5 The battery life is not *very* / **quite** long and it runs out of charge quickly.

3.4 Conectores concesivos

Forma

Although I can download books onto my e-reader, I still prefer to read printed books.

Even though we bought the latest equipment, the previous version was better.

In spite of having all the latest gadgets, John was bored.

I like playing computer games, while my brother prefers sports.

Uso

Las cláusulas concesivas presentan una idea que contrasta con la información contenida en otra cláusula de modo sorprendente o inesperado. La cláusula concesiva puede ir delante o detrás de la cláusula que contiene la idea con la que contrasta. La cláusula concesiva va separada de la cláusula principal por una coma.

He pretended to be a scientist, although he had no qualifications.

Although he had no qualifications, he pretended to be a scientist.

Las cláusulas concesivas a menudo comienzan con *although*, *though* e *even though*.

She bought the laptop, even though it was very expensive.

Although the laptop was very expensive, it wasn't very user-friendly.

Sobre todo en la lengua hablada, podemos usar *though* (pero no *although* o *even though*) con un significado similar a *however* o *nevertheless*.

En un lenguaje más formal, las cláusulas concesivas pueden comenzar con *in spite of* y *despite*. Tras estas frases, se utilizan diferentes formas:

- *despite* / *in spite of* + the fact (that) + cláusula.

Despite the fact that it was very expensive, she decided to buy the drone.

- *despite* / *in spite of* + -ing + cláusula.

Despite being very expensive, she decided to buy the drone.

- *despite / in spite of* + sustantivo.

Despite the cost, she decided to buy the drone.

Empleamos *whereas* o *while* en una cláusula concesiva para expresar un hecho que contrasta con la cláusula principal.

Whereas the first laptops were really heavy, the latest ones are very light and portable.

I always wanted to be a gamer, while my sister wanted to be a scientist.

6 Lee las oraciones e identifica la opción que no es posible.

- 1 **Even though / Although / Despite** my laptop is heavy, it's very portable.
- 2 My main priority is cost, **whereas / though / while** your main priority is versatility.
- 3 **In spite of / Despite / However** the many advantages, we chose another option.

Unidad 4

4.1 Verbos modales: Habilidad y permiso

Forma

Se usa la forma *can / could* + infinitivo sin *to*.

The human brain *can* think creatively.

Computers *aren't able to* feel emotions.

También se puede usar *be able to* + infinitivo. Solo varía *be (am, are, is, was, were)*.

I *wasn't able to* finish the 10 km run at the weekend.

Al hablar del futuro, empleamos *will be able to* + infinitivo.

In the future, we *will be able to* talk to robots.

He *won't be able to* work out at the gym today.

Uso

Habilidad

Se puede usar *can* y *be able to* para hablar de habilidades. *Can* es más habitual para hablar de habilidades en presente, y con verbos como *see, hear, smell*, etc.

Can you ski?

I *can* smell gas.

Podemos usar *could* y *couldn't* para hablar de lo que la gente en general podía hacer en el pasado.

In the 1880s, you *couldn't* exercise using electronic gym equipment, but you *could* exercise with weights.

Be able to puede usarse en presente y pasado, pero suena más formal que *can / can't* y *couldn't*.

Scientists *are able to* understand many things about the human body and brain.

The swimmer *was not able to* race because of his hip injury.

Can no es infinitivo. Cuando se necesita infinitivo, empleamos *be able to*.

I'd like *to be able to* climb better.

Usamos *be able to* para hablar de habilidades en el futuro.

I *will be able to* climb better after the course. (NO *I will can climb better...*)

Pero cuando hemos tomado una decisión sobre algo en el futuro, generalmente se usa *can*.

I'm free tomorrow so I *can* do the test then. ("I *will be able to* do the test" suena más formal.)

Permiso

Se usa *can / could* para hablar de lo que está permitido o autorizado. También se usa *may*, pero es menos frecuente y más formal.

Students *can* use the gym for free.

Could I borrow a pencil, please?

1 Completa las oraciones con la forma correcta de *can / could* o *be able to*. A veces, hay más de una respuesta posible.

- 1 Dogs *can't* smile, but they *can* wag their tails to tell you that they're happy.

- 2 I (...) sleep last night, so I (...) concentrate today.
- 3 (...) you explain how the human nervous system works, because I (...) understand it?
- 4 You (...) borrow books from the library if you have a library card.

4.2 Verbos modales: Consejo, obligación y prohibición

Forma

Se usa el verbo modal + infinitivo sin *to*.

Uso

Los verbos modales (p. ej. *must, can, could, might, should*) tienen diversos usos. También empleamos algunos verbos que no son modales (p. ej. *have to, need to, ought to*) para estos mismos usos. Entre ellos, se incluyen:

Consejo y obligación

Se usa *should / shouldn't* y *ought / oughtn't* para dar consejo. Se usa *must, mustn't* y *have to* para expresar obligación y necesidad. Solemos emplear *have to* para hablar de reglas u obligaciones que provienen de una fuente exterior.

You *should* drink lots of water during exercise. (= Es un consejo)

You *have to* stop the running machine before you step off it. (= Es una regla)

We *mustn't* be late for yoga. (= Es una obligación)

Falta de obligación

Empleamos *don't have to* o *don't need to* para expresar algo que no estamos obligados a hacer o que no es necesario. También puede usarse *Needn't*, pero es menos frecuente. No se usa *mustn't*.

You *don't have to* go to the gym to be fit. It's just one way of being active.

You *don't need to* play / *needn't* play football with us if your foot is still hurting.

Prohibición

Se usa *can't* para hablar de aquello que está prohibido o no está permitido. Para dar mayor énfasis, podemos usar *mustn't*.

You *can't / mustn't* eat in the pool.

2 En cada oración, di si el verbo modal expresa consejo, obligación, falta de obligación o prohibición.

- 1 Do I have to wear a tie to the party? *obligación*
- 2 You *needn't* shower before you go into the gym.
- 3 He *should* warm up before running. He's going to injure himself.
- 4 You *mustn't* dive into the pool in the shallow end.
- 5 She *ought* to go to bed earlier. She looks exhausted.
- 6 You *must* tell me if you start to feel ill.

4.3 Verbos modales: Posibilidad, probabilidad y certeza

Forma

Después de *could* / *must* / *might* / *may* se usa infinitivo sin *to*. La forma de cada uno de los verbos modales es la misma para todas las personas.

Afirmativa		
sujeto	could / might / may / must	+ infinitivo sin to
Negativa		
sujeto	could not (couldn't) / can not (can't) might not (mightn't) may not must not (mustn't)	+ infinitivo sin to

She might need to see a doctor.

They may not know where we are.

Uso

Empleamos *could*, *may* y *might* para expresar posibilidad en presente y para indicar certeza / incerteza. Su significado es básicamente el mismo, si bien *might* y *could* pueden sugerir más incerteza que *may*.

She could / might / may need to see a doctor – she can't walk on her ankle. (en relación al presente)

Podemos usar *couldn't* pero NO ~~*could*~~ para hablar de una posibilidad concreta en pasado. En lugar de *could*, se usa *was* / *were able to*.

When I was at school, I couldn't play badminton very well, but now I can.

I couldn't get seats for the football match on Saturday, but I was able to get some for the match on Friday.

(NO ... I ~~could get some for the match on Friday.~~)

Were you able to see the doctor today? (NO ~~Could you see the doctor ...?~~)

Se puede usar *must* para expresar mayor probabilidad que *could* / *might* / *may*.

It could be raining. There are grey clouds outside.

It must be raining. The ground looks wet.

Se usa *must* y *can't* para expresar certeza. Usamos *must* cuando estamos seguros de que algo es cierto, y usamos *can't* cuando sabemos con seguridad que algo es imposible.

The instructor must be mad. He's made us run on the spot for twenty minutes now!

The gym can't be closing already.

También se usa *could*, *may* y *might* para expresar posibilidad en el futuro.

In the future, there could / might / may be many more sick people in hospital because we're living for longer.

Podemos usar *may not* y *might not* cuando no estamos seguros de si algo es cierto, pero no *couldn't*. Empleamos *couldn't* cuando estamos seguros de que algo no es cierto.

This might / may not be Kate's tennis racket – I think hers has got a grey handle.

This couldn't be Kate's tennis racket – I'm sure hers has got a grey handle.

Podemos formular preguntas sobre posibilidades presentes o futuras con *could*.

Jenny can't find her bag. Could this one be hers?

3 Vuelve a escribir las oraciones usando las palabras entre paréntesis.

- 1 I'm certain Lucy is at the gym. (must)
Lucy must be at the gym.
- 2 It's possible that the muscle is damaged. (may)
- 3 There's a chance that we will win the beach-ball tournament this year. (might)
- 4 There's no way that he'll be able to run a marathon next month. (can't)

4.4 Verbos modales perfectivos

Forma

Los verbos modales perfectivos se forman con: *may / must / can't / might / could + have + participio pasado*.

Uso

Verbos modales perfectivos de deducción

Se pueden usar los verbos modales perfectivos para hacer deducciones sobre algo del pasado.

Se usa *must have + participio pasado* para expresar una certeza o hacer una deducción lógica sobre el pasado.

James isn't in his room. He must have just left.

I didn't know Olivia was a member at this gym. She must've joined quite recently.

FÍJATE

En lenguaje hablado y escrito informal, generalmente se usa 've en lugar de la forma completa *have*.

He must've been mistaken.

They might've got lost.

Empleamos *can't / couldn't have + participio pasado* cuando estamos seguros de que algo no ocurrió o no fue cierto.

He can't have known about it.

You couldn't have seen Alice today. She's in Dubai.

Verbos modales perfectivos de lamentación

Se usa *should have + participio pasado* para expresar lamentación o desaprobación por algo que no se hizo o que no ocurrió en el pasado.

I should have waited before I sent the email.

I should never have tried bungee jumping.

Se usa *shouldn't have + participio pasado* para expresar lamentación o desaprobación por algo que ocurrió en el pasado y que deseamos que no hubiese ocurrido.

You shouldn't have said anything to him. He's really upset now.

Verbos modales perfectivos de necesidad

Se usa *needed to / had to + infinitivo* para decir que algo era necesario en el pasado.

We needed to speak to the instructor before we could join the class.

Se usa *didn't have to / didn't need to + infinitivo* cuando algo no era necesario. Puede significar que ocurrió o que no ocurrió.

They didn't have to take an exam at the end of the course.

We didn't need to bring shampoo. There was some in the showers.

Se usa *needn't have + participio pasado* cuando algo no era necesario, pero ocurrió de todos modos.

We needn't have got up so early. Our first lesson was cancelled anyway.

4 Corrige los errores de las oraciones.

- 1 The party was fun – you shouldn't have going to bed.
The party was fun – you shouldn't have gone to bed.
- 2 He was smiling but he might had been pretending.
- 3 Paul was yawning – he must having been very tired.
- 4 You should had told us you were feeling ill so that we could have took you to the nurse.

5 Completa las oraciones con los verbos entre paréntesis en la forma modal perfectiva correcta. A veces, hay más de una forma posible.

- 1 I feel sick now – it was a bad idea to eat more cake!
I feel sick now – I shouldn't have *eaten* more cake! (eat)
- 2 It wasn't necessary for Chi to call me when she arrived at the airport, but she did anyway.
Chi (...) me when she arrived at the airport, but she did anyway. (call)
- 3 John is on a yoga holiday until Sunday – it was definitely not him you saw today.
John is on a yoga holiday until Sunday – it (...) him that you saw today. (not be)

4.5 Conectores de adición (añadir información y cambiar de tema)

Forma

Añadir una idea en...	Ejemplos de marcadores discursivos
lenguaje oral y escrito menos formal	<i>also, additionally, alternatively, as well as</i>
lenguaje hablado y escrito formal	<i>moreover, furthermore, in addition</i>
lenguaje hablado solo	<i>besides, too, what's more</i>
Cambiar de tema en...	Ejemplos de marcadores discursivos
lenguaje oral y escrito menos formal	<i>anyway, as I was saying, by the way, in any case</i>
lenguaje hablado y escrito formal	<i>incidentally, regarding, with regards to ..., as far as ... is concerned, in terms of ..., talking of ...</i>

Uso

Se usan conectores para ayudar a relacionar ideas o para indicar lo que se va a decir a continuación.

Se pueden usar conectores en la lengua hablada y escrita; pueden ser formales o informales. Algunos conectores pueden aparecer al comienzo, en el medio o al final de una oración dependiendo del mensaje que se quiera transmitir.

6 Lee las oraciones e identifica la opción que no es posible.

- Working out is beneficial to physical well-being. **Furthermore** / **Moreover** / **Too**, it releases endorphins in the brain.
- I don't know much about that so I can't comment. **Anyway** / **In any case** / **In addition to**, what are you doing tomorrow?
- As well as** / **In addition to** / **Incidentally** eating well, it's important to get enough sleep to function properly.

Unidad 5

5.1 Adverbios de modo

Forma

Adjetivo	Adverbio
He was calm when I told him.	He behaved calmly.
That was a beautiful presentation, Carla.	Your work is beautifully presented, Carla.

Algunos adverbios son irregulares y tienen una forma comparativa irregular.

Adjetivo	Adverbio	Adverbio comparativo
good	well	better
bad	badly	worse

Algunos adverbios tienen dos formas diferentes: una como cualquier otro adverbio regular (p. ej. *quickly*); y una que coincide con el adjetivo (p. ej. *quick*). Estos adverbios también presentan dos formas comparativas diferentes.

My sister eats ice cream more quickly / quicker than me.
Dave works more slowly / slower than Ed.

Uso

Los adverbios de modo (p. ej. *slowly, rapidly, suddenly*) generalmente aparecen después del verbo y su objeto.

They left suddenly.

He drove very slowly.

Sin embargo, algunos adverbios de modo también pueden aparecer antes del verbo, sobre todo si el objeto es largo.

They suddenly left.

He slowly opened the door at the end of the corridor.

(~~NO He opened slowly the door.~~)

5.2 Estilo indirecto

Forma

Cuando se emplea el estilo indirecto, generalmente el verbo salta al tiempo pasado anterior. Esto sirve para indicar que las palabras fueron dichas en el pasado.

Estilo directo	→	Estilo indirecto
present simple	→	past simple
present continuous	→	past continuous
present perfect simple	→	past perfect simple
past simple	→	past perfect simple
past perfect simple	→	past perfect simple
will	→	would
can	→	could
must	→	had to

'It's a great idea.' (present simple en estilo directo) → He said it was a great idea. (past simple en estilo indirecto)
 'I've never been there.' (present continuous en estilo directo) → She said she'd never been there. (past perfect simple en estilo indirecto)

Uso

El estilo indirecto se usa para expresar lo que ha dicho otra persona.

A menudo, se emplean los verbos introductorios *say* y *tell*.

Tell requiere objeto de persona.

She told me ... I told them ... He told us ...

Say no lleva objeto de persona.

He said ... (NO He said me ...)

Usamos *say* y *tell* con o sin *that*.

He said it was a great idea. OR He said that it was a great idea.

Se puede usar *ask* para introducir preguntas en estilo indirecto. Se puede usar *ask* con o sin objeto de persona. Con *ask*, siempre empleamos un interrogativo.

She asked what I did in the evenings.

She asked me what I did in the evenings.

(NO She asked that I did in the evenings.)

FÍJATE

En ocasiones, no se cambia el tiempo verbal. Esto suele ocurrir cuando algo todavía es cierto o importante.

She said they'll be ten minutes late.

El pronombre también puede cambiar (p. ej. de I a he o she, o de we a they).

'I really like the new ad.' Anne said. →

She said she really liked the new ad.

Las palabras que hacen referencia a tiempo y lugar en ocasiones también pueden cambiar cuando el "aquí y ahora" de quien transmite lo que ha dicho otra persona es diferente al del hablante original.

Estilo directo	Estilo indirecto
here	there
this	that
these	those
now	then
next week	the following week
today	that day
tonight	that night
tomorrow	the following day
yesterday	the day before
last week	the week before

I saw him here yesterday. → He said that he'd seen him there the day before.

1 Lee el artículo. Completa el resumen que aparece a continuación, pasando las palabras en negrita a estilo indirecto.

The article told me two statistics that I hadn't known about lying. It said that a study ⁽¹⁾ **had revealed** that one in three people ⁽²⁾ that lying ⁽³⁾ wrong, but that one in eight people ⁽⁴⁾ that it ⁽⁵⁾ OK to lie in the right circumstances.

A man called Jaime said that a lie usually ⁽⁶⁾ false information and that the liar ⁽⁷⁾ to deceive the person being lied to, but that you sometimes ⁽⁸⁾ lie without upsetting anyone. He said that he ⁽⁹⁾ upset about white lies. The article asked a philosopher called Freya Shulsson if it ⁽¹⁰⁾ ever OK to lie. She said that some lies ⁽¹¹⁾ you into trouble and that if you ⁽¹²⁾ you ⁽¹³⁾ a lot you should ask several sensible people if it's justified first.

A recent study **revealed** that one in three people **think** that lying is wrong. However, it also found that one in eight people **think** it is OK to lie if there's a good reason for it. Huh?

Jaime, 24, says, 'A lie usually **gives** false information and the liar **wants** to deceive the listener, but sometimes you **can** lie without giving false information and without wanting to hurt or upset another person.' Expert Jools Whittaker explains, 'People call these "white lies" because they are actually told to prevent the other person from being hurt or upset – so the "liar" actually has good intentions.' I asked Jaime, 'Does lying upset you?' He replied, 'Yes, but I **have never** got upset about white lies.'

So, **is** it ever OK to lie? Philosopher Freya Shulsson declares, 'Some lies **will** get you into trouble. If you **find** you **are lying** a lot, try asking several sensible people you know if they think it is justified.' So, next time you want to tell a lie – try it out on your friends or family first!

5.3 Preguntas en estilo indirecto

Forma

Las preguntas con partículas *Wh-* se introducen en estilo indirecto con un interrogativo (*when, where, what, etc.*).

Se usan interrogativos (no *that*) con *ask / want to know*.

'What were you doing yesterday evening?' → *She asked me what I was doing yesterday evening.* (NO ~~*She asked that I was doing yesterday evening.*~~)

Las preguntas con respuesta Sí / No se introducen en estilo indirecto con *if / whether*.

'Did you understand?' → *She asked us if we'd understood.*

'Do you read a lot?' → *He asked whether I read a lot.*

Las preguntas en estilo indirecto presentan el mismo orden de palabras que las oraciones afirmativas. No se invierte el orden del sujeto y el verbo auxiliar, ni se usa el verbo auxiliar *do*.

Uso

Las preguntas en estilo indirecto indican lo que ha preguntado otra persona. Es frecuente el uso del verbo introductorio *asked*. Se puede usar *asked* con o sin objeto de persona.

He asked me what ... OR, He asked what ...

Podemos usar *wanted to know* en lugar de *asked*. No se usa objeto de persona con *wanted to know*.

He wanted to know what I was doing.

En las preguntas en estilo indirecto, generalmente el verbo salta al tiempo pasado anterior. Esto sirve para indicar que las palabras fueron dichas en el pasado.

'What do you do in the evenings?' → *He asked what I did in the evenings.*

2 Escribe preguntas en estilo indirecto para las siguientes preguntas directas.

- 1 'What are you two arguing about?' asked our teacher.
Our teacher asked us what we were arguing about.
- 2 'What are the best qualities in a friend?' Jose asked Lily.
- 3 'Do you want a hug?' Mum asked.

3 Escribe preguntas en estilo indirecto para estas respuestas.

- 1 'No, I can't come round to your house,' Philip said to Luca.
Luca asked Philip if he could come round to his house.
- 2 'No, I don't know where the money has gone,' James told his dad.
- 3 'No, I've never seen this girl before,' Ayisha told the policewoman.
- 4 'I'm going out to the shops,' Vera replied to Mum.

5.4 Verbos introductorios

Forma

Los verbos introductorios van seguidos de diversas estructuras.

Verbo	+ to	+ infinitivo	
agree, ask, demand, offer, promise, refuse, threaten			
Verbo	persona / pronombre	+ to	+ infinitivo
advise, ask, convince, encourage, invite, order, persuade, remind, tell, warn			
Verbo	(preposición)	+ -ing	
admit, apologize for, deny, insist on, suggest			
Verbo	persona / pronombre	+ preposición	+ -ing
accuse ... of, blame ... for, congratulate ... on / for, praise ... for, thank ... for, warn ... against			
Verbo	(that)	+ cláusula	
add, admit, argue, claim, complain, deny, explain, mention, predict, promise, suggest, think, warn			
Verbo	persona / pronombre	(that)	+ cláusula
assure, convince, inform, promise, reassure, remind, tell, warn			

Jana *agreed to come* with us.

Xavier *advised me to talk* to my teacher.

He *didn't apologize for being* late.

Did you thank Claire *for helping* you?

Helen *promised (that) she wouldn't be* late.

Uso

Podemos emplear los verbos introductorios para expresar en estilo indirecto algo que se ha dicho, p. ej. *He promised ..., She offered ..., He suggested ...*

A menudo, se emplean los verbos *tell*, *say* y *ask* para introducir lo que alguien ha dicho. Sin embargo, también podemos usar otros verbos introductorios para referirnos a ofrecimientos, disculpas, promesas, etc. en estilo indirecto.

'I'll help you with your homework, if you like.' → *He offered to help me with my homework.*

4 En tu libreta, relaciona los sintagmas 1-6 con los sintagmas A-F para formar oraciones en estilo indirecto.

- 1 She warned ... D
- 2 The shop assistant recommended ...
- 3 He replied ...
- 4 The child explained ...
- 5 She suggested ...
- 6 My mum offered ...

- A to talk about my problem with my best friend with me.
- B that she hadn't meant to break the window.
- C that I go for a long walk before doing any more studying.
- ~~D me not to go into town alone at night.~~
- E that he wasn't going out on Saturday night.
- F that I tried the trousers in a different colour.

5.5 Elipsis

Forma

(Have you) *Seen my gloves anywhere?*

(Are) *You ready yet?*

Yes. (I'm) Ready now. (I'm) Sorry to keep you waiting.

Uso

Cuando no es necesario mencionar a alguien o algo porque se deduce de la situación anterior, se habla de elipsis situacional. En conversaciones informales, podemos omitir tanto el pronombre sujeto *I* o *you* como el verbo auxiliar que lo acompaña al comienzo de una cláusula cuando el significado es obvio. Esto es más habitual en preguntas.

5 Escribe las palabras que faltan en las siguientes oraciones.

- 1 Hope you have a nice holiday.
- 2 Finished with the newspaper?
- 3 Sorry to keep you waiting.
- 4 You going to the match on Saturday?

Unidad 6

6.1 La voz pasiva

Forma

La voz pasiva se forma con *be* + participio pasado. Los verbos se usan en el mismo tiempo que en la voz activa.

Tiempo	Voz activa		Voz pasiva
Present simple	enjoy	→	is enjoyed
Present continuous	is enjoying	→	is being enjoyed
Past simple	enjoyed	→	was enjoyed
Past continuous	was enjoying	→	was being enjoyed
Present perfect simple	have enjoyed	→	have been enjoyed
Past perfect simple	had enjoyed	→	had been enjoyed
Future	will enjoy / going to enjoy	→	will be / going to be enjoyed
Verbos modales	can / might / etc. enjoy	→	can / might / etc. be enjoyed

They cancel hundreds of flights every day. → Hundreds of flights are cancelled every day.

They had changed the flight time without telling me. → I wasn't told that the flight time had been changed.

Para decir quién o qué realiza la acción, se usa *by*.
The London Underground map was designed by Harry Beck.

Uso

Se emplea la voz pasiva para decir qué le ocurre a alguien o algo.

The bus was knocked over in the storm.

En general, la pasiva se usa para no decir quién o qué realiza la acción. Suele deberse a que esta información no es conocida, es obvia o no es importante.

Tickets can be booked in advance.

Se usa la pasiva impersonal para hablar de hechos en general o de opiniones de expertos. Su uso es frecuente en el lenguaje escrito formal y en las noticias.

It is thought that electric cars will become more common.

It is believed that a gap year is beneficial for some students.

1 Transforma estas oraciones activas en oraciones pasivas. Omite el agente (*by*), si es posible.

- 1 People call the London Underground the Tube.
The London Underground is called the Tube.
- 2 The Metropolitan Railway company opened the first line in 1863.
- 3 Private companies funded the Tube until the 1930s.
- 4 Experts estimate that the Tube carries about 1,107 million passengers every year.
- 5 You can pay for your trips with an Oyster card.

6.2 La pasiva causativa

Forma

La estructura se forma con: *have / get* + objeto + participio pasado.

I / You / He / She / It / We / They	have / get	objeto	+ participio pasado
--	------------	--------	------------------------

I had my bike fixed last week.

We are getting our car serviced tomorrow.

Uso

Empleamos *have / get something done* para decir que alguien hace algo por nosotros, normalmente porque así lo hemos organizado. No se dice quién realiza la acción. En situaciones más informales, generalmente se usa *get*.

I had my essay proofread – there were loads of mistakes in it!

Where do you get your hair cut?

I'm getting my flat painted tomorrow.

También podemos usar *have something done* para decir que nos ha ocurrido algo no deseado o negativo. En este caso, no se puede usar *get*.

I've had my car broken into.

Sarah's had her bike stolen.

2 Ordena las palabras para formar oraciones en pasiva causativa.

- 1 the / They've / station / repainted / had / .
They've had the station repainted.
- 2 had / they / this / recently / train / cleaned /
Have / ?
- 3 need / checked / I / get / to / tyres / my / .
- 4 car / delivered / We / our / are / new / Saturday /
on / getting / .
- 5 should / You / car key / get / cut / another / .

Unidad 7

7.1 Condicionales

Forma

Las oraciones condicionales se forman con una cláusula condicional (que comienza con *if*) + una cláusula principal.

Condicional	Cláusula con <i>if</i>	Cláusula principal
Tipo 0	<i>if</i> + present simple	present simple / imperativo
Tipo I	<i>if</i> + present simple	<i>will</i> / <i>might</i> + infinitivo
Tipo II	<i>if</i> + past simple	<i>would</i> ('d) + infinitivo
Tipo III	<i>if</i> + past perfect simple	<i>would have</i> (<i>would've</i>) + participio pasado

If you don't feed a pet, it dies.

If a predator catches its prey, it will eat it.

If I could be any animal, I'd be a lion.

If I had studied more, I wouldn't have failed the science exam.

La cláusula con *if* puede ir antes o después de la cláusula principal. Se usa una coma después de la cláusula con *if* cuando esta va antes de la cláusula principal.

If this bird doesn't get better, I'll take it to the animal hospital.

I'll take this bird to the animal hospital if it doesn't get better.

If I were you, I'd be more careful.

I'd be more careful if I were you.

If I'd seen you, I would have said hello.

I would have said hello if I'd seen you.

No se usa el pronombre en la cláusula con *if* cuando esta va después de la cláusula principal.

I'll take this bird to the animal hospital if it doesn't get better. (NO *I'll take it to the animal hospital if this bird doesn't get better.*)

Uso

Condicionales de tipo 0

Se usan las condicionales de tipo 0 para describir las consecuencias habituales de una situación real.

If you heat water, it boils.

Condicionales de tipo I

Se usan las condicionales de tipo I para describir las consecuencias de una acción o situación posible o probable en el presente o el futuro.

If we are very calm and quiet, we might see a kingfisher.

If an animal isn't dangerous, it won't hurt you.

También se pueden usar las condicionales de tipo I para dar consejos.

If you stay still, the animals won't run away.

Si no estamos seguros de la consecuencia, podemos emplear *might* / *might not* en lugar de *will* / *won't*.

Spiders might come into the house if you leave the doors open.

If you ask your parents, they might let you have a pet snake.

Condicionales de tipo II

Se usan las condicionales de tipo II para expresar algo imaginario.

La cláusula con *if* expresa una situación improbable o imposible, mientras que la cláusula principal hace referencia a la consecuencia imaginaria.

If an animal needed my help, I'd help it.

If you had a superpower, I'd be so jealous.

I'd be much happier if people didn't hunt endangered species.

Si no estamos seguros de la consecuencia, podemos emplear los verbos modales *might* o *could* en lugar de *would*.

If I were braver, I might swim with sharks.

If you weren't careful, you could hurt yourself.

También podemos usar *could* con el significado "podría".

If it wasn't raining, we could go for a walk.

En la cláusula con *if*, con *I* / *he* / *she* / *it*, a menudo se usa *were* en lugar de *was*. Es más formal y en ocasiones se denomina subjuntivo.

If I were older, I'd become an animal doctor.

También se usa *were* en ciertas expresiones fijas, p. ej.

If I were you (empleada para dar consejo).

If I were you, I'd get some bees.

Condicionales de tipo III

Se usan las condicionales de tipo III para hablar de situaciones que no ocurrieron en el pasado. Se emplean para hablar de situaciones o eventos contrarios a lo que realmente tuvo lugar.

If we had stayed in the water, we would have seen the shark.
(No nos quedamos en el agua. No vimos el tiburón.)

También se puede usar *could* o *might* en lugar de *would*.

If you had been out late last night, you might have seen the bats flying around.

1 Completa las oraciones con condicionales de tipo I usando los verbos entre paréntesis.

Sharks are amazing creatures ...

- 1 If there is blood in the water, sharks will smell it from many kilometres away.
- 2 If sharks find new prey, (...) the flavour with one bite. (they / test)
- 3 (...) the prey if they don't like the taste. (Sharks / reject)
- 4 If a shark loses a tooth, (...) a new one. (it / grow)
- 5 If we don't ban some types of shark fishing, (...) extinct. (sharks / become)

2 Completa el diálogo con condicionales de tipo II usando los verbos del recuadro.

be feel it / be know not touch put

- A I ⁽¹⁾ ~~wouldn't touch~~ that insect if I ⁽²⁾ you.
B Why not?
A It might be dangerous.
B ⁽³⁾ better if I ⁽⁴⁾ gloves on?
A Yes. If I ⁽⁵⁾ you were protected, I ⁽⁶⁾ much happier.

3 Corrige los errores de las siguientes oraciones condicionales de tipo III.

- 1 If he hadn't touch the snake, it wouldn't have bitten him.
If he hadn't touched the snake, it wouldn't have bitten him.
- 2 If you have watched carefully, you would have seen the woodpecker.
- 3 Mike wouldn't been so badly hurt if he'd worn an extra-protective bike helmet.
- 4 If it hadn't had echo-location, the bat can't have navigated its way through the forest.

7.2 unless, in case, as long as, only / even if

Forma

Cuando se usan conectores condicionales del tipo *unless, in case, as long as*, y *only if / even if*, normalmente van seguidos de una forma verbal en presente. La cláusula principal puede estar en presente o en futuro.

You should take your umbrella in case it rains.

Unless my friend arrives in the next five minutes, I'm going home.

Even if we see a tiger, you probably won't be able to get a very good photo of it.

You can watch the birds as long as they don't see you.

Uso

Al hablar del futuro, podemos usar conectores condicionales como *unless, even if / only if, in case* y *as long as* para relacionar dos ideas en la misma oración.

Don't touch the animals unless you want to get hurt.

4 Escoge el conector condicional correcto para completar cada oración.

- 1 Unless / In case we find an antidote, the poison will kill him.
- 2 As long as / Even if we get to the hospital in the next 20 minutes, he should be fine.
- 3 Don't get out of the safari vehicle, as long as / even if you need the toilet.
- 4 Unless / Only if we teach young people to respect animals, many species will probably die out.
- 5 Even if / In case there is an emergency, the first-aid kit is under the driver's seat.

7.3 Conectores de causa y consecuencia

Forma

Relacionar ideas a través de...	Ejemplos de conectores
Causa	due to (+ sustantivo), as a result of (+ sustantivo), because of (+ sustantivo), because (+ cláusula), since (+ cláusula), as (+ cláusula)
Consecuencia	therefore, as a result, consequently, so, so that, the more ... the better

Uso

Se usan estos conectores para relacionar causa y consecuencia en una misma oración. Sirven para añadir variedad y coherencia al discurso escrito.

5 Vuelve a escribir las oraciones usando los conectores de causa y consecuencia entre paréntesis.

- 1 He opened the window. The room was very warm. (because)
- 2 I took my camera. I wanted to take some photos. (so that)
- 3 I can't buy any milk. The shops are closed. (since)
- 4 He often stays late in the office and finds it difficult to meet his friends. (consequently)

Unidad 8

8.1 Cláusulas relativas especificativas

Forma

Una cláusula relativa especificativa puede hacer referencia al sujeto de la oración...

Sujeto	Cláusula relativa \ especificativa	Cláusula principal
I / You / He / She / It / We / They	pronombre relativo / adverbio	sintagma verbal
Someone	who avoids technology	is called a technophobe.
The blog	that Kevin writes	is really interesting.

...o puede hacer referencia al objeto de la oración.

Cláusula principal	Cláusula relativa especificativa	
I / You / He / She / It / We / They + verbo	pronombre relativo / adverbio	sintagma verbal
A technophobe is someone	who	avoids technology.
Kevin writes a blog	that	is really interesting.

Se puede omitir el pronombre relativo cuando desempeña la función de objeto del verbo.

The first school (that) I went to was a single-sex school.

No se puede omitir el pronombre relativo cuando desempeña la función de sujeto del verbo.

Is that the politician who visited your school? (NO Is that the politician visited your school?)

Uso

Las cláusulas relativas especificativas aportan información esencial sobre una persona o cosa. Sin esta información, la oración no se entiende.

Se usa el pronombre relativo *who* para personas.

Do you know anybody who is studying Russian?

Se usan los pronombres relativos *which* o *that* para cosas.

You take a test that shows if you're clever enough to go to university.

Se usa el pronombre relativo *whose* para expresar posesión.

Isn't that the lecturer whose lectures you found interesting?

También se pueden usar los pronombres relativos *where* y *when* en cláusulas relativas especificativas.

Is this the hotel where the graduation ball was last year?

May and June are the months when students take their exams.

Se usan *which* o *that*, y no *where*, para hablar de un lugar que desempeña la función de sujeto de la cláusula relativa especificativa.

The museum which I visit most often is the Prado. (NO The museum where I visit most often is the Prado.)

1 Completa el texto con las palabras del recuadro.

that where ~~which~~ which who (x3) whose

Memento is a film .⁽¹⁾ ~~which~~ came out in 2000. It's about a man .⁽²⁾ wife was killed and .⁽³⁾ now suffers from short-term memory loss as a result of an injury he got trying to help her. It is set in the small town .⁽⁴⁾ the man, Leonard Shelby, and his wife lived. Leonard Shelby is a man .⁽⁵⁾ can no longer make new memories. Leonard is trying to work out who killed his wife. Every day he investigates, takes photos and makes notes .⁽⁶⁾ he tattoos onto his body in the hope that he will remember what they mean when he wakes up. But the tattoos .⁽⁷⁾ he makes are useless, as he has forgotten what they mean the next day. He calls another man, called Sammy Jankis, .⁽⁸⁾ also has short-term memory loss. Their lives seem connected but Leonard can't work out how.

8.2 Cláusulas relativas explicativas

Forma

Una cláusula relativa explicativa puede dar información adicional sobre el sujeto de una oración...

Sujeto	Cláusula relativa explicativa	Cláusula principal
I / You / He / She / It / We / They	pronombre relativo	sintagma verbal
Otto,	who died in 2016,	was a student.

...o puede dar información adicional sobre el objeto de la oración.

Cláusula principal	objeto	Cláusula relativa explicativa
I / You / He / She / It / We / They + verbo		pronombre relativo
I'm researching	King Felipe,	who studied in Madrid.

Uso

Las cláusulas relativas explicativas aportan información adicional sobre una persona o cosa. Sin esta información, la oración sigue teniendo sentido.

Harvard, which is in the USA, is one of the world's top universities.

Harvard is one of the world's top universities.

2 ¿Estas oraciones contienen cláusulas relativas especificativas o explicativas? Escribe **ES** o **EX**, y añade una coma donde sea necesario.

- Roedean where my friend went to school is a private boarding school.
N. Roedean, where my friend went to school, is a private boarding school.
- I studied at the Sorbonne which is in Paris.
- York is the university where I want to study.
- My mum who is a teacher is called Pam.
- That's the new suitcase my parents gave me.

8.3 Omisión de pronombres relativos

Es posible omitir los pronombres relativos *which*, *who* o *that* si desempeñan la función de objeto del verbo en una cláusula relativa especificativa. Sin embargo, no se pueden omitir estos pronombres relativos si funcionan como sujeto del verbo en una cláusula relativa especificativa, o si aparecen al comienzo de una cláusula relativa explicativa.

3 ¿En qué oraciones se puede omitir el pronombre relativo?

- Do you know the boy who she's talking to?
- Can you recommend a film which is exciting to watch?
- I haven't listened to any of the music that I downloaded.

8.4 Cláusulas relativas reducidas

Algunas cláusulas relativas pueden simplificarse –o reducirse– a cláusulas de participio. Las cláusulas con un participio presente (forma en *-ing*) sustituyen a un verbo activo. Las cláusulas con un participio pasado sustituyen a un verbo pasivo.

4 Vuelve a escribir las oraciones usando cláusulas relativas reducidas.

- This is the bridge which connects the two villages.
- The woman who was injured was taken to hospital.
- Everybody who is here can come to my party.

8.5 Preguntas indirectas

Forma

Las preguntas indirectas se forman con una frase interrogativa y un interrogativo.

Preguntas indirectas con partículas *wh-*

Frase interrogativa	Interrogativo	
Can you tell me	where	the museum is?
Could you tell me	when	the bank opens on Saturdays?
Would you mind telling me	how	to get to the railway station?
I'd like to know	where	I can buy a birthday card.

Se usa *if* en lugar de un interrogativo cuando la respuesta es sí o no.

Preguntas indirectas con respuesta **Sí / No**

Frase interrogativa	if		Respuesta corta
Can / Could you tell me	if	the train goes to Munich?	Yes, it does.
Would you mind telling me I'd like to know		you sell fresh bread?	No, we don't.

Uso

Las preguntas indirectas se emplean para dirigirnos a alguien de manera educada, sobre todo si es una persona que no conocemos, p. ej. para pedir indicaciones.

'Could you tell me where the school is, please?' 'It's over there.'

Las preguntas indirectas comienzan con una frase interrogativa (p. ej. *Could you tell me ...*, *Would you mind telling me ...*, *I'd like to know ...*).

Después de una frase interrogativa, el orden de palabras es igual al de las oraciones afirmativas. No se usa verbo auxiliar (*do / does / did*), ni se cambian de lugar el sujeto y el verbo.

Could you tell me which colour you like best? (NO Could you tell me which colour do you like best?)

Se usa una frase interrogativa + *if* (no un interrogativo) cuando la respuesta es sí o no.

'I'd like to know if children are allowed in the café?' 'Yes, they are.'

'Please could you tell me if the market is open today?' 'No, it isn't.'

A menudo, se emplea *please* en las preguntas indirectas que empiezan por *can*, *could* o *would*. *Please* se sitúa al comienzo o al final de la pregunta.

Please could you tell me where the university is?

Could you tell me what time the theatre opens, please?

5 Transforma estas oraciones en preguntas indirectas.

- 1 What time does the lesson start tomorrow?
- 2 Where can I find more information about the course?
- 3 Will I be staying in private accommodation?
- 4 How many students are in a typical classroom?