

Unidad inicial

S.1 Formas de presente y de pasado

Tiempo	Forma			Se usa para...
	Afirmativa	Negativa	Interrogativa	
Present simple	I / You / We / They work He / She / It works	I / You / We / They don't work He / She / It doesn't work	Do I / you / we / they work ? Does he / she / it work ?	<ul style="list-style-type: none"> hechos y estados. hábitos y acciones que se repiten. verbos estáticos. eventos programados en el futuro.
Present continuous	I am ('m) working He / She / It is ('s) working You / We / They are ('re) working	I am not ('m not) working He / She / It is not (isn't) working You / We / They are not (aren't) working	Am I working ? Is he / she / it working ? Are you / we / they working ?	<ul style="list-style-type: none"> acciones en desarrollo en este momento. situaciones temporales. planes o eventos planificados en el futuro.
Present perfect simple	I / You / We / They have ('ve) worked He / She / It has ('s) worked	I / You / We / They have not (haven't) worked He / She / It has not (hasn't) worked	Have I / you / we / they worked ? Has he / she / it worked ?	<ul style="list-style-type: none"> acciones o estados pasados que continúan en el presente. acciones pasadas que tienen un efecto en el presente. experiencias pasadas (cuando no se especifica exactamente cuándo ocurrieron).
Present perfect continuous	I / You / We / They have ('ve) been working He / She / It has ('s) been working	I / You / We / They have not (haven't) been working He / She / It has not (hasn't) been working	Have I / you / we / they been working ? Has he / she / it been working ?	<ul style="list-style-type: none"> una acción que comenzó en el pasado y continúa en el presente. una acción finalizada recientemente que tiene efecto en el presente.
Past simple	I / You / He / She / It / We / They worked	I / You / He / She / It / We / They didn't work	Did I / you / he / she / it / we / they work ?	<ul style="list-style-type: none"> acciones completadas en el pasado. estados en el pasado. cosas que ocurrieron repetidamente en el pasado.
Past continuous	I / He / She / It was working You / We / They were working	I / He / She / It was not (wasn't) working You / We / They were not (weren't) working	Was I / he / she / it working ? Were you / we / they working ?	<ul style="list-style-type: none"> acciones en desarrollo en un momento específico del pasado. acciones pasadas interrumpidas por otras acciones.
Past perfect simple	I / You / He / She / It / We / They had worked	I / You / He / She / It / We / They had not (hadn't) worked	Had I / you / he / she / it / we / they worked ?	<ul style="list-style-type: none"> una acción que ocurrió antes de otra acción en el pasado.
Past perfect continuous	I / You / He / She / It / We / They had been working	I / You / He / She / It / We / They had not (hadn't) been working	Had I / you / he / she / it / we / they been working ?	<ul style="list-style-type: none"> una acción que ocurrió antes de otra acción en el pasado.

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

- It (...) (bug) me when people (...) (speak) really quickly in another language.
- Tracy (...) (try) to speak to me in Spanish again, but she (...) (be) so bad at it, that she (...) (get) on my nerves.
- What languages (...) (you study) this year? I (...) (do) French, but I (...) (not enjoy) it very much.
- I want to (...) (improve) my English this year, so that I (...) (pass) the exams.
- I (...) (not use) a translation website for my English essays because I (...) (think) they sometimes (...) (get) it wrong.

2 Completa el texto con los verbos del recuadro en past simple o past continuous.

be (x2) consider decide live read speak think work out

If you *are reading* this article, then you ⁽¹⁾ probably one of the 360 million native English speakers or one of the half a billion people who ⁽²⁾ English as a second language. However, you may be surprised to hear that we ⁽³⁾ in a world where English is only the third most spoken language. Can you ⁽⁴⁾ what the number one and number two languages ⁽⁵⁾? You may ⁽⁶⁾ Hindi, Arabic or Portuguese, but no! At number two, it's Spanish. And at number one – in top position, it's Mandarin. So, when you ⁽⁷⁾ what to study next, maybe ⁽⁸⁾ Mandarin as an option.

3 Completa la conversación con los verbos entre paréntesis en present perfect simple o present perfect continuous.

Jose You look very tanned. *Have you been* (be) abroad?
 Laura My family and I **1** (travel) around north Africa for the last five weeks.
 Joe Wow! **2** (you be) back long?
 Laura No! We **3** (just get) back. My new boyfriend came with us.
 Joe Really? How long **4** (you go out with) him?
 Laura For a few months. He's French.
 Joe Do you speak French?
 Laura Yes, I **5** (learn) it all summer while we **6** (be away).

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

- 1** I (hope) to study Italian, so I was very disappointed when the Italian teacher left.
- 2** I used the dictionary because I (forgot) how to ask for directions in French.
- 3** They (travel) all day and were exhausted by the time they got to the hotel.
- 4** The teacher (not realize) that she had an Arabic speaker in her class.
- 5** The tour guide (speak) for ages before he realized that the tourists didn't understand Mandarin.

S.2 Formas de futuro

Tiempo o estructura	Forma			Se usa para...
	Afirmativa	Negativa	Interrogativa	
<i>will</i>	I / You / He / She / It / We / They will ('ll) work	I / You / He / She / It / We / They will not (won't) work	Will I / you / he / she / it / we / they work ?	<ul style="list-style-type: none"> predicciones generales sobre el futuro, promesas, ofrecimientos y advertencias. decisiones tomadas mientras se habla.
<i>be going to</i>	I am ('m) going to work He / She / It is ('s) going to work You / We / They are ('re) going to work	I am not ('m not) going to work He / She / It is not (isn't) going to work You / We / They are not (aren't) going to work	Am I going to work ? Is he / she / it going to work ? Are you / we / they going to work ?	<ul style="list-style-type: none"> planes e intenciones. predicciones sobre el futuro basadas en evidencias presentes.
Present simple	I / You / We / They work He / She / It works	I / You / We / They don't work He / She / It doesn't work	Do I / you / we / they work ? Does he / she / it work ?	<ul style="list-style-type: none"> eventos programados en el futuro.
Present continuous	I am ('m) working He / She / It is ('s) working We / You / They are ('re) working	I am not ('m not) working He / She / It is not (isn't) working We / You / They are not (aren't) working	Am I working ? Is he / she / it working ? Are you / we / they working ?	<ul style="list-style-type: none"> planes o eventos planificados en el futuro.
Future continuous	I / You / He / She / It / We / They will ('ll) be working	I / You / He / She / It / We / They will not (won't) be working	Will I / you / he / she / it / we / they be working ?	<ul style="list-style-type: none"> acciones o eventos que estarán en desarrollo en el futuro.
Future perfect simple	I / You / He / She / It / We / They will ('ll) have worked	I / You / He / She / It / We / They will not (won't) have worked	Will I / you / he / she / it / we / they have worked ?	<ul style="list-style-type: none"> acciones o eventos que se completarán en un momento determinado del futuro.

5 Completa el diálogo con los verbos entre paréntesis. Usa *will* o *be going to*.

- 1** A Why are you turning your phone on?
 B I ... (check) my answers with an online translator.
- 2** A Aren't you meant to be in your French class now?
 B Is it that time already? I ... (go) right now.
- 3** A Apparently, my French is better than my Portuguese, so I ... (drop) Portuguese.

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

- Lucy** Dan, have you seen the posters for the language exchange group?
- Dan** No – what is it?
- Lucy** I think some people ⁽¹⁾ *are planning* (plan) to meet on a Tuesday for an intercambio.
- Dan** That sounds good. But do you think there ⁽²⁾ (be) anyone who can speak Portuguese?
- Lucy** It says there ⁽³⁾ (be) people from all different nationalities there speaking lots of different languages.
- Dan** You mean, you turn up and practise whatever language you want to?
- Lucy** Yes! Do you want to go. It ⁽⁴⁾ (start) at 8.00.
- Dan** Where ⁽⁵⁾ (meet)?
- Lucy** In the Red Rooster cafe in town.
- Dan** I don't know. Do you think it ⁽⁶⁾ really help me improve my Portuguese?
- Lucy** Probably. Well, I ⁽⁷⁾ (go) anyway. Message me if you want to come too.
- Dan** OK, but I ⁽⁸⁾ (look at) online courses first, because I think I might learn more that way.

7 La madre de Irene habla de ella con una amiga de su hija. Escribe oraciones en future continuous para cada uno de los periodos de tiempo.

This afternoon, English exam. *This afternoon, Irene will be doing her English exam.*

- (1) Tomorrow, revise French
- (2) Next week, celebrate end of exams with friends
- (3) In a fortnight's time, in Edinburgh, speak in English
- (4) Next month, start university
- (5) Next summer, work as a translator
- (6) When she's 21, leave university, get a job

S.3 Cláusulas relativas

Una cláusula relativa especificativa define un sustantivo. Identifica de quién o qué estamos hablando.

Cláusula relativa especificativa		Cláusula principal	
Sujeto	pronombre relativo / adverbio	sintagma verbal	cláusula
Someone	who	works in languages	is called a linguist.
The language course	that	Rachel did	wasn't very good.
Cláusula principal		Cláusula relativa especificativa	
Sujeto + verbo	objeto	pronombre relativo / adverbio	sintagma verbal
You take	a test	which / that	shows what level you are.
That's	the school	where	Jaime teaches Italian.

Una cláusula relativa explicativa aporta información adicional sobre algo ya identificado.

Cláusula relativa explicativa		Cláusula principal	
Sujeto	pronombre relativo	sintagma verbal	cláusula
Georgia,	whose	mum is French,	lived in Morocco for a year.
The school,	which	is in the centre of the town,	does evening classes.
Cláusula principal		Cláusula relativa explicativa	
Sujeto + verbo	objeto	pronombre relativo	sintagma verbal
I'm researching	Sumerian,	which	is thought to be the oldest language.

Consulta en la página 115 una explicación más detallada sobre las cláusulas relativas.

8 Completa la segunda oración con una cláusula relativa especificativa o explicativa. Añade comas donde sea necesario.

Isa lives in Ibiza. She went to Toronto in Canada to improve her French.

Isa, who lives in Ibiza, went to Toronto in Canada to improve her French.

- 1 This is an online translation app. It is used by more students than any other.
This is the online translation app ...
- 2 There's a photo of a girl from my school in the paper. She did charity work in China this summer.
There's a photo of the girl from my school in the paper ...
- 3 China is in Asia. It has the most widely-spoken language in the world.
China ... has the most widely-spoken language in the world.
- 4 Canada has two official languages. Canada did not have a national flag until 1965.
Canada ... did not have a national flag until 1965.
- 5 I speak Russian. I learnt it as a baby.
Russian is the language ...

S.4 *used to, be used to y would*

<i>used to</i>	<i>be used to</i> + participio presente	<i>would</i> + infinitivo
I / You / He / She / It / We / They used to work	I / You / He / She / It is used to working We / They are used to working	I / You / He / She / It / We / They would work
I / You / He / She / It / We / They didn't use to work	I / You / He / She / It / We / They ...	I / You / He / She / It / We / They wouldn't work
Did I / you / he / she / it / we / they use to work?	... I / you / he / she / it / we / they ...	Would I / you / he / she / it / we / they work?
Se usa para...		
<ul style="list-style-type: none"> hablar de acciones repetidas en el pasado. hablar de estados pasados que ahora ya no son ciertos. 	<ul style="list-style-type: none"> hablar de actividades que hacemos con regularidad y / o con las que estamos familiarizados. 	<ul style="list-style-type: none"> referirnos a acciones repetidas en el pasado, pero no a estados pasados.

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

find learn ~~not be~~ not go rely use

There are currently over 900,000 deaf people in the UK alone. Many of them use British Sign Language (BSL) to communicate, but BSL *didn't use to be* an official language. It was only recognized as an official minority language in 2003. BSL developed over the years from a new method which was invented by Mr Braidwood in the eighteenth century. At that time, deaf people ⁽¹⁾ to school. But Mr Braidwood started a school for deaf children in 1760. The children ⁽²⁾ at first, but they soon started to find it easier. Mr Braidwood ⁽³⁾ hand gestures and signing as a way of communicating. Before then, deaf people ⁽⁴⁾ on lip reading to understand what hearing people were saying to them. They ⁽⁵⁾ it hard to communicate with each other.

Unidad 1

1.1 Exclamaciones

Forma

What	a / an	adjetivo	sujeto + verbo
What	a	nuisance	he is!
What	a / an	sustantivo	
What	a	pain!	
How / That's	adjetivo		
How	amazing!		
That's	hilarious!		

Uso

Usamos las exclamaciones para expresar sorpresa, conmoción o una emoción fuerte sobre o en respuesta a algo.

Se puede usar *What a / an* + sustantivo o sintagma nominal.

What a shame!

También se puede usar *What a / an* + sustantivo o sintagma nominal seguido de un sujeto y un verbo para expresar que algo es siempre igual.

What an awful friend he is!

A menudo, se usa *How* + adjetivo para reaccionar ante buenas o malas noticias.

How lovely! How dreadful!

Se usa *That's* + adjetivo para hacer un comentario positivo o negativo sobre algo.

That's mean! That's really kind!

1 Escoge la opción correcta para completar cada exclamación.

- Jane's old boyfriend sometimes ignored her when he was with his friends.
Really? **What / That's** horrible.
- Chris spent all weekend with me last weekend because I was so upset.
Ah! **How / What** a lovely person he is!
- Lisa finished with Owen last night.
What / How a pity! I thought they were a really good couple.
- We are both called Laura, we have the same birthdays, we are the same age and we are best friends.
What / How funny!
- Apparently, Jules and Si have been gossiping about Chloe behind her back.
How / That's so cruel!

1.2 Afirmaciones y preguntas en estilo indirecto

Forma

Estilo directo	Estilo indirecto
'I don't want to let you down.'	She said that she didn't want to let me down.
'You're hurting my feelings.'	He said that I was hurting his feelings.
'I've split up with my boyfriend.'	Maya said that she had split up with her boyfriend.
'We fell out over his friends.'	She said that they had fallen out over his friends.
'I had asked him to spend less time with them.'	She said that she had asked him to spend less time with them.
'It will get easier.'	Cora told her it would get easier.
'I can go out with anyone I like now.'	Maya said she could go out with anyone she liked now.
'You must come out with me this weekend.'	She said that I had to come out with her that weekend.

Pregunta en estilo directo	Pregunta en estilo indirecto
When are they starting?	She asked me when they were starting.
Where do you work?	He asked me where I worked.
What course did you do?	She wanted to know what course I had done.
Do you understand?	He asked us if we understood.
Have you ever been discriminated against?	She asked us whether we had ever been discriminated against.

Uso

El estilo indirecto se usa cuando queremos decirle a alguien algo que ha dicho, pensado o preguntado otra persona. Cuando expresamos algo en estilo indirecto cuyo tiempo o lugar es diferente al de la oración original, el verbo suele saltar al tiempo pasado anterior.

'I've never thought about unconscious bias before.' (present perfect simple en estilo directo) → *She said she'd never thought about unconscious bias before.* (past perfect simple en estilo indirecto)

El past perfect y el past perfect continuous no varían en estilo indirecto.

'I hadn't thought we would ever fall out.' → *She said that she hadn't thought they would ever fall out.*

Tampoco varían los siguientes verbos modales en estilo indirecto: *would, should, might, could, ought to, needn't, had better*. Sin embargo, *will, can* y *must* sí que varían.

'You should have talked to me if you were worried.' → *She said that I should have talked to her if I was worried.*

'Can you help me with my homework?' → *My friend asked if I could help her with her homework.*

'You must be home by seven o'clock.' → *He said that I had to be home by seven o'clock.*

No es necesario modificar el tiempo verbal cuando algo es generalmente cierto o sigue siendo cierto en el momento en el que se habla.

'We'll be there in five minutes.' → *They said they'll be here in five minutes.*

Si el verbo introductorio está en presente, present perfect o futuro, el tiempo verbal no varía.

'Everyone will meet here tomorrow to discuss the situation.' → *He says that everyone will meet here tomorrow to discuss the situation.*

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

'I really like your new YouTube channel.' Anna said. → *She said she really liked my new YouTube channel*

En estilo indirecto, las preguntas se introducen con verbos como *ask, want to know* y *wonder*.

'What do you think?' she asked. → *She asked (me) what I thought.*

'How long will it take?' → *He wanted to know how long it would take.*

'Should I say something?' → *She wondered whether she should say anything.*

Las preguntas en estilo indirecto presentan el mismo orden de palabras que las oraciones afirmativas: el sujeto va antes del verbo, y no se usa el verbo auxiliar *do*.

'Are you going to ask for more money?' → *She wanted to know whether I was going to ask for more money.*

En las preguntas en estilo indirecto, el verbo introductorio generalmente se usa en pasado, p. ej. *asked, wondered*, mientras que el verbo que ya estaba en la frase original suele saltar al tiempo pasado anterior.

'What did you fall out over?' → *He asked what we had fallen out over.*

1.3 Expresiones temporales y de lugar

Forma

Expresiones temporales y de lugar	
Estilo directo	Estilo indirecto
now	then
today	that day
tonight	that night
this (morning / week / month / year)	that (morning / week / month / year)
yesterday	the day before
last (week / month / year)	the (week / month / year) before
(two days / a year) ago	(two days / a year) earlier
tomorrow	the next / following day
next (week / month / year)	the next / following (week / month / year)
here	there

Determinantes	
Estilo directo	Estilo indirecto
this	that
these	those

Uso

Las expresiones temporales y de lugar y los determinantes como *this* y *these* también suelen cambiar cuando el "aquí y ahora" de quien transmite lo que ha dicho otra persona es diferente al del hablante original.

'There will be a meeting here next week to discuss unconscious bias in this university.' → *He said that there would be a meeting there the following week to discuss unconscious bias at that university.*

Las expresiones temporales y de lugar permanecen igual si la situación es la misma y el verbo introductorio está en presente.

'We will meet here tomorrow to decide what to do.' → *He says that we will meet here tomorrow to decide what to do.*

1.4 Verbos introductorios

Forma

Los verbos introductorios van seguidos de diversas estructuras.

Forma	Verbos	Ejemplo
Verbo (+ <i>that</i>) + cláusula	acknowledge, admit, agree, assert, claim, complain, deny, emphasize, explain, insist, promise, recommend, repeat, reveal, say, suggest, think, warn	The company admitted that some female employees did get paid less than the men.
Verbo + objeto (+ <i>that</i>) + cláusula	assure, convince, inform, promise, reassure, remind, tell, warn	They assured us that they would reconsider our salaries.
Verbo + objeto (+ <i>not</i>) + infinitivo	advise, ask, beg, encourage, invite, order, persuade, remind, tell, urge, warn	Lawyers encouraged the female employees to demand equal pay.
Verbo + infinitivo	agree, ask, claim, demand, offer, promise, refuse	They promised to make sure that it didn't happen again.
Verbo + infinitivo perfecto	claim	The company claims to have offered compensation.
Verbo + forma en <i>-ing</i>	admit, deny, recommend, suggest	They have admitted to paying women less than men.
Verbo + objeto + preposición + forma en <i>-ing</i> (+ objeto)	accuse ... of, compliment ... on, congratulate ... on, praise ... for, remind ... about, talk ... into, thank ... for, warn ... against / about.	My parents warned me against applying for a job there.
Verbo + preposición + forma en <i>-ing</i> (+ objeto)	apologize for, complain about, insist on, object to, reflect on	I insisted on seeing the boss.
Verbo (+ objeto) + <i>if</i> / <i>whether</i>	ask (someone), enquire, want to know, wonder	I wondered whether I should complain or not.
Verbo (+ objeto) + interrogativo	ask (someone) describe, enquire, explain, suggest, want to know, wonder	I wondered when the company's culture would change.

Fíjate

Algunos verbos tienen más de un patrón.

She promised she wouldn't be late.

She promised me she wouldn't be late.

She promised not to be late.

She asked if I was aware of the impact of unconscious bias on women in the workplace.

She asked me if I was aware of the impact of unconscious bias on women in the workplace.

Uso

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 come to the cinema with you, if you like.' →

He offered to come to the cinema with me.

En estilo indirecto, el verbo introductorio generalmente se usa en pasado.

'I'm sorry I talked about you behind your back.' →

Ben apologized for talking about me behind my back.

Usamos un verbo introductorio en presente (*He says...*, *She tells me...*) para hablar de algo que alguien ha dicho recientemente.

'I'm upset.' → *Luca says that he's upset so let's try to make him feel better.*

2 Lee la entrevista. Después, completa el resumen que aparece a continuación, pasando el texto en negrita a estilo indirecto.

Interviewer Is it true to say that university-educated women still get paid less than university-educated men?

Dr Wang Well, that's a very good question. **A recent study in America, suggested that women who have been to university get paid 23% less than their male colleagues who went to exactly the same colleges.**

Interviewer That's quite a high percentage. **I have to say that I am astonished by that figure. So, broadly speaking, men are earning a lot more than women. Does the earning gap have anything to do with women's choices to leave work for a while when they have children?**

Dr Wang No, there is no real evidence that this is a major contributing factor. **It would appear that there is a positive bias towards men when it comes to high earnings.**

Interviewer Well, let's hope that **by making employers aware of this pay gap, the situation will change in the future.**

The interview was about the difference in pay between university-educated men and women. The interviewer asked ⁽¹⁾. Dr Wang replied that a recent study ⁽²⁾.

The interviewer said that she ⁽³⁾ and that, broadly speaking, ⁽⁴⁾. She then asked ⁽⁵⁾. Dr Wang answered that there was no real evidence, but that it ⁽⁶⁾.

The interviewer ended the interview by expressing a hope that ⁽⁷⁾.

3 Vuelve a escribir las oraciones en estilo indirecto.

- 'Lucia fell out with Maya this week,' Fatima said.
- 'There's a big jobs fair in town next Tuesday,' Julio said.
- 'Are you going to come round tonight?' her boyfriend asked.
- 'The park is a mess because there was a firework display here last week,' said Grandad.

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

She warned ... D

- He wondered ...
 - Benny explained ...
 - Her boss apologized ...
 - Hector agreed ...
 - My Mum persuaded ...
 - In some cultures, coins are considered ...
- A for ignoring her suggestions in the meeting.
 B me to study economics.
 C not to stay up late before his exams.
~~D me not to go into town alone at night.~~
 E to bring you good luck.
 F that he and Marla weren't going out anymore.
 G whether I was going to the meeting on Friday night.

Javi loves eating in restaurants.

I enjoy being busy.

Sarah can't stand waiting for people.

I don't mind spending the weekend at home.

She keeps being late.

Can you imagine having an extra day every weekend?

Los verbos que van seguidos de infinitivo con *to* incluyen: *agree, aim, appear, arrange, choose, decide, expect, hope, learn (how), need, offer, plan, promise, refuse, tend, want, wish, would like.*

He arranged to eat in a restaurant today.

They decided to learn a new skill.

Ali hopes to catch up with her friends over the summer.

You promised to be more sensitive.

He learned to tell the time when he was six.

Emma needs to pass all her exams before she can become a doctor.

Se puede usar el gerundio después de las siguientes preposiciones: *about, at, before, in, of, on, to, without.*

He insisted on paying for the meal.

El gerundio puede ser el sujeto de una cláusula.

Eating out is such a treat.

También se puede usar el gerundio + *by* para explicar cómo se hace algo.

I have saved money by not eating out in restaurants recently.

Se puede usar el infinitivo con *to* después de adjetivos.

It was nice to eat in a restaurant for a change.

También se puede usar el infinitivo con *to* para indicar finalidad.

He invited me to the restaurant to ask me a favour.

Unidad 2

2.1 Usos del gerundio y el infinitivo

Forma

Afirmativa				
Sujeto	verbo principal	+ forma en <i>-ing</i> / infinitivo		
Kim	has decided	to get up	an hour earlier tomorrow.	
They	can't stand	getting up	early.	
Negativa				
Sujeto	verbo principal	not	+ infinitivo	
I	promise	not	to be late	for the party.

Uso

A veces, se usa un segundo verbo después de un verbo principal. El segundo verbo puede ser un gerundio o un infinitivo con *to*.

Los verbos que van seguidos de gerundio incluyen: *adore, hate, finish, go, keep, love, like, can't help, (can't) imagine, can't stand, enjoy, fancy, feel like, involve, (don't) mind, miss, stop.*

Fíjate

No es frecuente usar dos gerundios seguidos.

I'm starting to feel better. (NO I'm starting feeling better.)

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

The story of The Time Traveller's Wife is about a man whose genetics allow him to time travel.

Correcta

- The Time Traveller has controlled his time travel by to run often and for a very long way.
- But he tends losing control when he gets upset or emotional.
- One day, he meets a woman who takes him to a restaurant to tell him that she has known him since she was six.
- He doesn't remember to meet her, as he has not time travelled to that particular time yet.
- It feels comforting meeting someone who understands his strange situation.
- To time travel is a disturbing business, and the time traveller knows more about the future than he wants to.

2.2 Verbo + gerundio o infinitivo

Algunos verbos pueden ir seguidos de gerundio o infinitivo con un pequeño cambio o sin cambio de significado: Entre ellos, se incluyen: *attempt, begin, can't stand, continue, hate, like, love, prefer, start*.

I started playing the drums when I was six.

I started to play the drums when I was six.

Algunos verbos pueden ir seguidos de gerundio o infinitivo con cambio de significado: *stop, forget, remember, regret, try*.

I remember my Dad playing the drums when I was little.

(Recuerdo una actividad que solía ocurrir regularmente en el pasado.)

I remembered to send my Dad a birthday card.

(Me acordé de hacer una acción.)

2 Relaciona cada oración con su significado.

- 1 She forgot to meet her friend at the pool.
- 2 She forgot meeting him at the pool.
 - A She meant to go but didn't go to the pool.
 - B She did go to the pool but doesn't remember it.
- 3 I regret not listening more in class.
- 4 I regret to inform you that you have not got an interview.
 - C I have to do this, but I don't really want to.
 - D I wish I had done this.
- 5 He tried to give up chocolate for a month, but he only managed two weeks.
- 6 He tried giving up chocolate for a month to see if he stopped getting headaches.
 - E It was an experiment.
 - F It was an effort.

2.3 Verbo + objeto + infinitivo

Forma

Sujeto	+ primer verbo	+ objeto + segundo verbo en infinitivo con to
I	'm teaching	my cousin to play the piano
you / we / they	're teaching	my cousin to play the piano
he / she / it	's teaching	my cousin to play the piano
Sujeto	+ primer verbo	+ objeto + segundo verbo en infinitivo
I	watched	my cousin play the piano
you / we / they	watched	my cousin play the piano
he / she / it	watched	my cousin play the piano

Uso

Los verbos que van seguidos de **objeto + infinitivo con to** incluyen: *advise, allow, ask, authorize, encourage, expect, forbid, help, need, promise, remind, teach (how), tell, want*.

He asked me to eat in the restaurant with him.

Los verbos que van seguidos de **objeto + infinitivo sin to** incluyen: *make, let, watch, help*.

Can you help me cook?

3 Lee el texto y decide en qué huecos hay que poner infinitivo con to.

Did you know that Einstein had a theory called 'The case of the travelling twins'? You would probably expect twins ⁽¹⁾ age at the same speed, wouldn't you? But what if when the twins are 20 years old, you make one twin ⁽²⁾ go into space on a super-fast rocket for two years and leave the other twin on Earth? You may need help ⁽³⁾ process this idea fully, but Einstein discovered that time passes differently depending on how you move, so when that twin came back to Earth aged 22, they would need help ⁽⁴⁾ recognize their twin who by now would have aged by 30 years and be 50 years old! We don't encourage any twins ⁽⁵⁾ try this experiment as it is sure to lead to arguments about who should go and who should stay. But if you do, then please can you let us ⁽⁶⁾ know so that we can record the experiment?

2.4 Future perfect

Forma

Future perfect simple

Sujeto	+ will	+ have	+ participio pasado	+ cláusula
yo	will	have	finished	by the time you get here.
She	won't	have	left	yet.

Future perfect continuous

Sujeto / cláusula de sujeto	+ will	+ have been	+ forma en -ing	+ cláusula
When he arrives in London, Tom	will	have been	flying	for over ten hours!
He	won't	have been	working	long by the time we arrive.

Uso

Se usa el future perfect para hablar de algo que se completará en un momento específico del futuro. Generalmente, se usa *by* para indicar cuándo será ese momento específico del futuro.

By eight o'clock, I will have finished my homework.

Will you have read the book by next week?

We'll have left school by this time next year.

Se usa el future perfect continuous para hablar de acciones que continuarán hasta un momento específico del futuro.

In ten minutes, we'll have been doing this exam for two hours.

4 Completa las oraciones con los verbos entre paréntesis en future perfect simple o future perfect continuous.

- 1 By the time Lucas is six, he (...) (move) house three times.
- 2 Next year, my mum and dad (...) (be together) for 25 years.
- 3 In one more kilometre, we (...) (run) ten kilometres and we (...) (go) for 55 minutes!
- 4 By the time I'm 25, I (...) (travel) all over the world.
- 5 If we don't hurry up, we (...) (not / clean) up this mess before Mum and Dad get home from their holiday.
- 6 In 2025, my Mum (...) (teach) French for 25 years.
- 7 By the time Lola takes her driving test, she (...) (drive) for almost a year.
- 8 By the time Joan gets to bed, she (...) (awake) for nearly 22 hours.

2.5 Tiempos verbales narrativos

Forma

Consulta en las páginas 100–101 el past simple, past continuous, past perfect simple, past perfect continuous y las formas de futuro.

Uso

Una narración es la descripción de un evento, generalmente en pasado. La narración se usa en historias, noticias y anécdotas. Se pueden usar varios tiempos verbales.

Past simple y past continuous

Se suele emplear el past simple para hablar del evento principal o una secuencia de acciones o eventos. También se usa para hablar de hábitos.

My father went to work at the same time every day, he ate the same thing for lunch, and he watched the news at the same time every evening. He never took any risks in his life.

El past continuous se usa generalmente para describir el contexto o hablar de acciones en desarrollo en el momento del evento principal. A menudo, se emplea para hablar de acciones más largas que ocurrieron al mismo tiempo que otra más corta, o que fueron interrumpidas por ella.

It was a lovely day. The sun was shining, the birds were singing and everything seemed right in the world.

Past perfect simple y continuous

Se usa el past perfect simple para hablar de acciones o eventos que ocurrieron antes de otra acción o evento pasado en la narración.

Before he could think twice about it, he had already walked into the office.

Se usa el past perfect continuous para hablar de actividades en curso conducentes a un evento pasado más reciente, y para dar información del contexto de un evento.

He had been waiting for this moment all his life.

Futuro en el pasado

A veces, en una narración sobre el pasado, queremos hacer referencia a cosas que eran futuras en aquel momento.

Podemos lograrlo usando diversas formas para expresar el futuro desde una perspectiva de pasado.

I promised myself that I was going to win, however long it took. Nobody knew that this young child would become the richest man in America.

He was about to give up writing when he got a call from a publisher.

5 Completa el texto con la forma correcta de los verbos entre paréntesis.

It ⁽¹⁾ (be) a beautiful day. The sun ⁽²⁾ (shine) and the birds ⁽³⁾ (sing). However, Josh ⁽⁴⁾ (feel) miserable. Every day ⁽⁵⁾ (seem) exactly the same to him and he ⁽⁶⁾ (feel) so bored. Every night, he ⁽⁷⁾ (tell) himself that tomorrow would be different, but it never was.

This day really was different though! After he ⁽⁸⁾ (wake) up at eight o'clock, Josh ⁽⁹⁾ (decide) to go to his favourite café for breakfast. He ⁽¹⁰⁾ (be) about to order his food when he saw a famous YouTuber sitting at one of the tables! Josh ⁽¹¹⁾ (introduce) himself to her and they started talking. He ⁽¹²⁾ (can not) believe his luck! He ⁽¹³⁾ (wait) for this moment his whole life. Perhaps she could help him to be a famous YouTuber too! His parents ⁽¹⁴⁾ (be) surprised.

2.6 Adverbios

Forma

A menudo, los adverbios pueden ocupar diversas posiciones. Por norma, los adverbios de una sola palabra van en el medio de una cláusula y las frases adverbiales más largas van al comienzo o al final. Estas son algunas reglas más específicas:

- **Los adverbios de frecuencia** (p. ej. *often, usually, occasionally*) suelen ir antes de un verbo simple, después del (primer) verbo auxiliar, o después del verbo *be*.
We'll often watch TV for the whole evening. We've sometimes watched it all night.
- **Los adverbios de tiempo relativo** (p. ej. *already, just, yet*) suelen ir antes del verbo, después del (primer) verbo auxiliar, o después del verbo *be*.
You've just missed Carmen. They just left. Get a move on! We're already late.
- **Los adverbios de grado** (p. ej. *very, really, so, such, extremely, quite*) suelen ir justo antes de la palabra a la que modifican. Si hay un verbo auxiliar, generalmente se sitúan antes del verbo principal.
She's quite busy at the moment.
- **Los adverbios de modo** (p. ej. *slowly, rapidly, suddenly*) suelen ir después del verbo.
They left suddenly. He worked slowly.

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

They suddenly left.

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

- **Los adverbios y locuciones adverbiales de lugar** (p. ej. *in London, on the coast*) y **temporales** (p. ej. *yesterday, at the weekend, in a fortnight, at 2.30*) suelen ir después del verbo y su objeto.
We're leaving on Monday.
También pueden aparecer al comienzo de una oración o cláusula.
At 12.30 we have lunch and then we have more.
In Australia, they drive on the left.
- **Los adverbios que comentan o expresan una actitud** con respecto a una cláusula u oración completa suelen ir antes o después de esta.
To put it bluntly, it's a terrible idea.
I don't agree with you, to be honest.
- Con algunos adverbios (p. ej. *actually, just, only, really, particularly*) el significado de la oración depende de la posición del adverbio o de las palabras enfatizadas.
I really don't like it.
I don't like it really.

Uso

Ciertos adverbios suelen ir acompañados de determinados verbos o adjetivos. Algunas colocaciones adverbio + verbo / verbo + adverbio habituales son *deeply regret, clearly remember, desperately need, eagerly await, apologize profusely, laugh hysterically*.
I clearly remember meeting you for the first time.
They apologized profusely before leaving.

Algunas combinaciones adverbio + adjetivo habituales son *perfectly clear, blatantly obvious, bitterly cold, bitterly disappointed, fatally injured, highly motivated*.
Paula is highly motivated to do well in her exams.
The teacher made it perfectly clear that he was bitterly disappointed with the students' test results.

Los adverbios graduables, como *fairly, really* y *very*, van con adjetivos normales. Los adverbios no graduables, como *absolutely, completely, totally* y *utterly*, van con adjetivos fuertes.
Marta really is very good at science.
The exam was totally disastrous!

"Quite" significa "fairly" (bastante) cuando acompaña a adjetivos normales, y "to the greatest degree" (absolutamente) cuando acompaña a adjetivos fuertes.
The hotel was quite comfortable – the rooms were lovely and big.
The meal was quite disgusting – I'll never go to that restaurant again.

6 Completa las oraciones con los adverbios y locuciones adverbiales del recuadro.

already hurriedly in the evenings on
Monday particularly rarely unlikely

- 1 Elena is (...) on time.
- 2 Hector (...) sat down, hoping the teacher hadn't noticed that he was late.
- 3 Jorge tends to go to the gym (...)
- 4 (...) I have a really stressful day, but the rest of the week isn't too bad.
- 5 Hurry up! Class has (...) started!
- 6 Exams are a (...) stressful time for most students.
- 7 It's (...) that Luisa will be late – she's always on time.

Unidad 3

3.1 Oraciones escindidas

Forma

Podemos formar oraciones escindidas con *it, what* y *all*.

It	+ be	+ sintagma nominal	+ cláusula relativa
It	is	the noise of the traffic	that keeps me awake.
It	was	my little brother	who left the keys in the door.
What	+ cláusula	+ be	+ sintagma nominal
What	keeps me awake	is	the noise of the traffic.
What	would really help	is	if you could tidy up before people arrive.
Todo	+ cláusula	+ be	+ sintagma nominal
All	she'd wanted to do	was	(to) visit Niagara Falls.

También se pueden usar frases que empiezan por *The*, por ejemplo: *The person who / that ...; The thing which / that ...; The place where ...; The day when ...; The reason why ...; The problem with ...*

The reason why I download films is so that I can watch them on my tablet on the journey to school.

The problem with mainstream TV is that I'm never at home at the times my favourite programmes are on.

Uso

Las oraciones escindidas se usan para enfatizar o introducir información nueva. La parte que queremos enfatizar es la que aparece después del verbo *be*.

Veamos la siguiente oración:

They liked the on demand nature of Netflix.

Podemos usar una oración escindida para enfatizar una parte:

It was the on demand nature of Netflix that they liked.

What they liked was the on demand nature of Netflix.

Una oración escindida puede enfatizar una acción o incluso una locución adverbial:

What Paula did last night was watch a whole series of her favourite thriller.

All Paula did last night was watch a whole series of her favourite thriller.

1 Transforma las oraciones en oraciones escindidas con las palabras dadas.

- 1 Pablo loves staying up to date with the latest news via apps on his phone.
What ...
- 2 I can't understand why my grandparents never watch programmes on catch up.
What ...
- 3 My girlfriend gets really annoyed when I watch the next episode of the box set without her.
The thing ...

- 4 My cousin helped me to make my first YouTube video.
It ...
- 5 I think Netflix is great, apart from the fact that in my family we can only watch it on two devices at any one time.
The only problem ...

3.2 Verbos modales

Forma

La mayoría de verbos modales (menos *ought to*) van seguidos de infinitivo sin *to*.

I must read the papers more often.

She should be more careful about what she posts online.

PERO People ought to be more aware of what fake news is.

Los verbos modales no añaden -s en la tercera persona.

Newspapers can really influence what people think.

Los verbos modales no usan el verbo auxiliar *do / does* en oraciones negativas, interrogativas o respuestas cortas.

She might not have seen the news today.

You needn't believe everything you read in the papers or online.

'Should newspapers be allowed to publish stories without saying where they got their information from?' 'Yes, they should.'

En oraciones negativas, los verbos modales pueden formar contracciones.

He should not have uploaded those photos. → He shouldn't have uploaded those photos.

Uso

Los verbos modales tienen características únicas. Funcionan con el verbo principal para añadir un significado extra a una oración, por ejemplo, obligación o permiso.

Habilidad, permiso y prohibición

Habilidad

Se usa *can / can't* + infinitivo para hablar de habilidad en el presente.

Do you think you can recognize a fake news story?

I can download apps on my tablet.

También se usa *be able to / not be able* + infinitivo para hablar de habilidad en el presente. Es menos frecuente y suena más formal.

The internet is able to connect people around the world instantaneously.

Aun así, se usa *be able to* después de verbos que van seguidos de infinitivo o -ing.

I like being able to get news updates on my phone.

(NO I like can get news updates...)

I want to be able to recognize fake news stories.

(NO I want can recognize fake news stories.)

También se usa *be able to* después de *will* y *would*.

You will be able to read more about this on the following website.

He'd be able to concentrate better if he switched his phone off.

Se usa *could / couldn't* + infinitivo para hablar de habilidad general en el pasado.

When I was younger, I couldn't read the news without feeling confused and upset, but now I find it much easier.

Before the internet, you couldn't access information 24/7, but you could watch the news on TV three times a day.

Usamos *was / were able* + infinitivo, *succeeded in* + -ing o *managed to* + infinitivo para hablar de habilidad en una ocasión específica del pasado. En este contexto, no se puede usar *could*.

I couldn't find any information about it last night, but I was able to find some this morning.

(NO ... I could find some this morning.)

Were you able to retweet that post before lunch?

(NO Could you retweet that post...?)

The paper succeeded in fooling millions of readers with their fake news story. (NO The paper could fooling millions of readers...)

I managed to convince my brother to watch the new horror movie with me last night. (NO I could convince my brother to watch the new horror movie with me last night.)

Se usa *will be able to* para hablar de habilidad en el futuro.

I will be able to surf the web more quickly when I get a new phone. (NO I will can surf the web...)

Permiso

Para pedir permiso, usamos *can*, *could* o *may*. *Could* es más formal que *can*, y *may* es el más formal de los tres verbos.

'Can I have a drink, Mum?' 'Yes, you can.'

'May I take a photo of you for my blog, please?' 'No, you may not. I don't like people uploading my photo online.'

Para *could*, usamos respuestas cortas con *can / can't*.

'Could I have some extra time to complete my homework, please?' 'No, you can't. You've had over three weeks to do it already.'

Fíjate

No se usa *could* o *couldn't* en afirmaciones de permiso, solo en preguntas.

Prohibición

Usamos *can't*, *couldn't* y *not be able to* para expresar prohibición.

Students can use the wifi at school.

You can't use your phones or tablets in lessons.

Could I use the wifi, please?

You're not able to check your messages until break time.

También podemos usar *be not allowed to*.

When I was at primary school, you weren't allowed to bring phones with you.

Are we allowed to use our phones to look this up?

Se puede usar también *be not supposed to*, pero puede sugerir que a veces la gente no sigue las normas.

We're not supposed to use online translator apps, but most people do.

Usamos *can / can't* y *may (not)* para hablar de lo que está o no permitido. *May (not)* es más formal que *can / can't*.

You can play computer games once you've finished your homework.

You may work together on this project if you'd like to.

2 En cada oración, di si el verbo modal expresa habilidad, permiso o prohibición.

Many people aren't able to keep up with all the latest news. *habilidad*

- 1 You can use any of the computers to get online.
- 2 Yesterday, I was able to read the news in French.
- 3 You're only 17, so you're not supposed to watch programmes or films that are rated 18.
- 4 You won't be able to get online today – the wifi isn't working.
- 5 No one is allowed to use their phones at mealtimes.

Consejo

Forma

Sujeto	+ verbo modal	+ infinitivo sin to	+ cláusula
I	should / shouldn't	imagine	that's all true.
You	ought to / oughtn't to	check	the facts.
We	had better / had better not	publish	this yet.

Solemos emplear *should* / *shouldn't* en preguntas y respuestas.

Interrogativo	should	+ sujeto	+ infinitivo sin to	+ cláusula
	Should	I	repost	this?
What	should	we	do?	

Con preguntas que comienzan con *should*, se usan respuestas cortas.

Yes, you should. No, you shouldn't.

Uso

Usamos *should*, *ought to* y *had better* para dar consejos y hacer sugerencias firmes. *Ought to* es más formal que *should*, y *had better* es una expresión más enérgica.

You should read *El País* online today – there's a very interesting article on the first page.

You ought to check out this new web site – it's got lots of really informative stuff about what's going on in the UK.

You'd better not go online now as the lesson's about to start.

3 Escoge las opciones correctas.

- 1 You really **should** / **ought** follow him on Twitter.
- 2 What do you think I **should** / **shouldn't** do?
- 3 That **ought** / **had better not** be a spoiler!
- 4 He really **shouldn't** / **had better** over-react like that.
- 5 **Should** / **Had better** we tweet about this? Yes, we should.
- 6 You **ought** / **had better** to check your status updates.

Obligación y falta de obligación

Podemos expresar diferentes grados de obligación haciendo uso de verbos modales (p. ej. *must*, *can't*), verbos semimodales (p. ej. *have to*, *ought to*) y otras construcciones (p. ej. *supposed to*, *not necessary*).

Usamos *must* y *have (got) to* para expresar obligación. *Have got to* se usa generalmente en contextos más informales. *Had to* es la forma de pasado de *must* y *have (got) to*.

I must pay more attention to what's going on in the news.
(= Me ordeno algo a mí mismo/a)

You must be 18 to use some online sites. (= Es una regla)

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

I had to set up a Google doc for the class. (= Era una obligación)

También se puede usar *need to* para expresar obligación y necesidad.

You need to get here on time or you'll miss the most important part.

También podemos usar *be supposed to*, aunque puede sugerir que a veces la gente no sigue las normas.

We're supposed to have our phones switched off in class, but most people leave them on silent.

Se usa *don't have to*, *don't need to* o *needn't* para expresar falta de obligación, en otras palabras, para decir que alguien no está obligado a hacer algo.

You don't have to read the news online, you could read a newspaper.

We don't need to / needn't watch *Vikings* if you'd prefer to watch something else.

También podemos usar *be not necessary*.

It isn't necessary to get there before 8.30.

Fíjate

Mustn't tiene un significado diferente a *don't have to*. Se usa *mustn't* para algo que está prohibido.

You mustn't read that, it's private.

You don't have to read that if you don't want to.

4 Completa el diálogo con los verbos del recuadro.

had to have to mustn't needn't
be ought to supposed to be

- Louis** Where were you, Pamela? You were !1) at my house at 11.00.
- Pamela** Oh no, Louis! I'm sorry – I didn't realize what the time was. I !2) help my mum with the shopping.
- Louis** Well, I'm really cross – you !3) have set a reminder on your phone..
- Pamela** Ok – I've said I'm sorry – you !4) so horrible about it.
- Louis** But you know we !5) do this assignment today – it's due in on Monday. We !6) hand it in late – we'll get in trouble.
- Pamela** OK, OK – I'll come round now.

Posibilidad y deducción

Forma

	Sujeto	could / might / may	infinitivo sin to	+ cláusula
+	This	could / might / may	be	a true story.
-	He	might not (mightn't)	be	a very reliable journalist.
	We	may not	know	the truth.

Verbos modales perfectivos	sujeto	verbo modal	not	have	participio pasado	
certeza de que ha pasado	I You He She	must		have	read	the same article as you.
certeza de que no ha pasado	It We They	can could	-n't		finished	already.
incerteza		could might may	not		watched	the final episode yet.

Uso

Empleamos *could*, *may* y *might* para hablar de posibilidad en el presente y el futuro, y para hacer deducciones. Su significado es básicamente el mismo, si bien *might* y *could* sugieren más incerteza que *may*.

She could / might / may need to check her messages – she is waiting to hear about the interview. (en relación al presente)

In the future, there could / might / may be much more misinformation posted online by governments themselves as propaganda. (en relación al futuro)

Se usa *might not* / *may not*, pero no *could not*.

This might / may not be free – you have to pay for most streaming services. (NO *This could not be free...*)

Podemos formular preguntas sobre posibilidades presentes o futuras con *could*. Con *may*, no se pueden formular preguntas directas; solo preguntas indirectas con una frase introductoria del tipo *Do you think...?*. También es frecuente hacer preguntas indirectas con *might*. Las preguntas directas con *might* suenan muy formales.

Could this be an interesting topic to research?

Do you think this may be an interesting topic to research?

(NO *May this be an interesting topic to research?*)

Do you think this might be an interesting topic to research?

(muy formal) *Might this be an interesting topic to research?*

Se usa *must have* para hacer deducciones sobre el pasado cuando estamos muy seguros de que algo es cierto. Usamos *can't have* cuando estamos muy seguros de que algo no es cierto. *Couldn't have* tiene el mismo significado que *can't have*.

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

I didn't know Olivia was following me on Twitter. She must have joined quite recently.

Usamos *could have*, *might have*, *may have* y *might (not) have* cuando no estamos seguros de qué ha ocurrido.

Lila might not have seen your message yet.

The journalist may have been paid to write a fake story.

Podemos emplear preguntas directas o indirectas con *could*.

'Could Jo have misunderstood your email?' 'Yes, she could have.' (Creo que es posible) *'No, she couldn't have.'* (No creo que sea posible)

'Do you think Jo could have misunderstood your email?' 'Yes, I do.' / 'No, I don't.'

Es frecuente emplear preguntas indirectas con *might*. *'Do you think you might have spent too much time watching TV now?' 'Yes, I do.' / 'No, I don't.'*

Fijate

No es frecuente formular preguntas con *must have* *not* o *can't have* ya que estas estructuras expresan certeza.

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

I'm certain Lucy is at the library. (must)

Lucy must be at the library.

- It's possible that you've typed the password incorrectly. (may)
- There's a chance that they'll make another series. (might)
- He won't be able to keep his job after writing that article. (can't)
- I'm sure that wasn't online yesterday, but it is today. (can't)
- I'm certain that Elizabeth was at the party last night. (must)

3.3 Palabras equívocas: like y as if / as though

Forma

Sujeto	+ look like	+ sustantivo o pronombre	
They	look like	twins.	
Sujeto	+ look / feel / seem	+ as if / as though	+ cláusula
They	look	as if	they are good friends.

Uso

Usamos *look like* y *as if / as though* para hacer comparaciones.

Se usa *like* + sustantivo o pronombre para decir que pensamos que existe un parecido entre dos personas u objetos.

You don't look like your mother.

That sleeping cat looks like a toy.

Se usa *as if* o *as though* para hablar de una situación imaginaria o una situación que puede no ser cierta, pero sí factible o posible. Se usa *as if* o *as though* después de los verbos *look*, *seem* y *feel*.

She felt as if she'd been an idiot to spend so much money on her phone.

It looks as though the main character is going to die at the end of this series.

6 Corrige los errores de las oraciones.

- 1 They haven't announced it officially yet, but it looks though there will be a second series.
- 2 It looks the writer was having a bad day.
- 3 The actors look as if they are bored.
- 4 The new android phone is so big it looks as a tablet.
- 5 He seems as if a teacher.

3.4 Conectores de finalidad

Forma

Los conectores de finalidad incluyen: *in order to*, *so as (not) to*, *so that*, *with a view to* y *with the aim of*.

Las oraciones con *in order to* y *so as (not) to* tienen la siguiente estructura:

Conector + infinitivo + frase

In order to protect their children, parents should follow them on their social media pages.

So as not to embarrass their children, parents shouldn't post comments on their social media pages.

Las oraciones que usan *so that* tienen esta estructura:

Frase + conector + sujeto + infinitivo verbo modal + frase

He went home early so that he could watch a box set in bed.

Las oraciones que incluyen *with a view to* y *with the aim of* presentan la siguiente estructura:

Frase + conector + gerundio + frase

The school is running workshops for parents with the aim of educating them about popular websites for teenagers.

The school is running workshops for parents with a view to helping them see what websites teenagers are using.

Uso

Los conectores de finalidad expresan propósito y explican por qué se ha hecho algo. Usamos los conectores de finalidad para organizar y conectar lo que decimos de modo que sea más fácil de entender para quien nos escucha o lee.

7 Escoge las opciones correctas.

- 1 We must watch the end of the series tonight **in case** / **so as to** it gets taken off catch up.
- 2 **With the aim of** / **In order to** be safe online, never post your personal details.
- 3 Always close your laptop at night **so as to** / **so as not to** allow anyone to watch you through the camera.
- 4 Maria's changed all her passwords **with a view to** / **in order to** make her accounts more secure.
- 5 The school is introducing classes on how to use the internet safely **with the aim of** / **so that** making all their students stay safe online.

Unidad 4

4.1 Condicionales

	Forma		Se usa para...	Ejemplos
	cláusula con <i>if</i>	cláusula principal		
Tipo 0	<i>if</i> + present simple	present simple / imperativo	- hablar de una situación que resulta automáticamente de otra. (Normalmente se usa en presente, pero también en pasado para situaciones reales.)	<ul style="list-style-type: none"> • If you do sport, your heart rate increases. • If a woman in the 1800s in America wanted to do sport, she had to choose a non-competitive activity.
Tipo I	<i>if</i> + present simple	<i>will</i> / <i>might</i> + infinitivo	- hablar de una situación presente o futura que es posible o probable. - dar consejos.	<ul style="list-style-type: none"> • If we go to Nicaragua, we might go volcano surfing. • If a sport isn't dangerous, it won't be as exhilarating. • If you wear a helmet, you won't damage your head.
Tipo II	<i>if</i> + past simple	<i>would</i> / <i>could</i> + infinitivo	- hablar de una situación presente o futura que es imaginaria o hipotética.	<ul style="list-style-type: none"> • If people didn't do dangerous sports, I'd be much happier. • If it wasn't so expensive, we could go to Nicaragua.
Tipo III	<i>if</i> + past perfect simple	<i>would</i> / <i>may</i> / <i>might</i> / <i>could</i> / <i>should have</i> + participio pasado	- hablar de una situación hipotética en el pasado con una consecuencia / resultado en el pasado.	<ul style="list-style-type: none"> • If we had stayed in the water, we would have seen the shark. (No nos quedamos en el agua. No vimos el tiburón.) • If Jack had worn the safety glasses, he might not have lost the sight in his left eye. (Jack no se puso las gafas de seguridad. Perdió la visión del ojo izquierdo.)

Fijate

Recuerda que la cláusula con *if* va 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 my friend and I earn enough money this year, we'll go to Nicaragua in August.

My friend and I will go to Nicaragua in August if we earn enough money this year.

Recuerda que *were* puede usarse en lugar de *was* en oraciones condicionales de tipo II, pero suena más formal.

If I were more adventurous, I'd go volcano surfing.

If I were sporty, I'd come climbing with you.

If I weren't so scared of them, I might swim with sharks.

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

También se emplea *If I were you* para dar consejo.

If I were you, I'd choose a less dangerous hobby.

I'd be more careful if I were you.

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

Bungee jumping has been a popular extreme sport for many years now ...

If you jump off a bridge or a high structure, (you / fall) down.

If you jump off a bridge or a high structure, you will fall down.

- If you have a rope tied to your foot ... (you / go) headfirst.
- (You / reach) the end of the fall quicker if you are heavy.
- If you hang upside down for a long time, your (blood / rush) to your brain.
- If blood rushes to your brain, (you / feel) dizzy.

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

be encourage love not
do offer prefer stay understand

- A Hi.
B Hi. What are you doing over the holidays?
A If the gear wasn't so expensive, I ⁽¹⁾ to go snowboarding.
B If your parents ⁽²⁾ to buy it all for you for your birthday, would you say yes?
A Absolutely. But I don't think they will – my parents would be much happier if I ⁽³⁾ any extreme sports.
B Oh? Why?
A I don't know. Perhaps if they ⁽⁴⁾ younger, they ⁽⁵⁾ how exciting extreme sports are.
B If I were them, I ⁽⁶⁾ you to do extreme sport as they are active, sociable and outdoors.
A I know – crazy huh?! I think they ⁽⁷⁾ it if I ⁽⁸⁾ at home and played video games all day long!

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

If he hadn't be in Namibia, he wouldn't have tried sandboarding.

If he hadn't been in Namibia, he wouldn't have tried sandboarding.

- The air ambulance might not have seen her so quickly if she will not be wearing pink.
- Mike wouldn't been so badly hurt if he'd had a better bike helmet.
- If it had erupted, the thrill-seekers can't have volcano surfed on Cerro Negro.
- If he hadn't try surfing before, he wouldn't have gone volcano surfing.
- If you have watched TV last night, you would have seen a documentary about volcanoes.

4.2 Condicionales mixtas

Forma

Es posible combinar diferentes tipos de condicionales para hacer referencia a eventos que tuvieron lugar en diferentes momentos. El resultado es una oración condicional mixta.

Forma		Se usa para...	Ejemplos
cláusula con <i>if</i>	cláusula principal		
<i>if</i> + past perfect	<i>would / might / could / should</i> + infinitivo	- hablar del resultado presente de una condición pasada.	<ul style="list-style-type: none"> If you'd had the right protective gear on, you wouldn't be in hospital now. If he hadn't been working, he'd be here now.
<i>if</i> + verbo en pasado (simple o continuous)	<i>would / might / could / should</i> + <i>have</i>	- hablar de un resultado pasado de una condición presente o en curso.	<ul style="list-style-type: none"> If I had more money, I would have bought you a better snowboard. If he wasn't working, he'd have come with me. If you had been listening, you might know what to do.

Uso

Podemos combinar condicionales si la referencia temporal de la cláusula con *if* es diferente a la de la cláusula principal. Se usan condicionales mixtas cuando:

- una condición pasada tiene un efecto en el presente.
- una condición presente o en curso tuvo un efecto en el pasado.

4 En cada oración, di si se trata de una condicional de tipo I, II, III o mixta.

- 1 If Marta hadn't gone on a shark-feeding dive at the Great Barrier Reef, she wouldn't have met George.
- 2 If George wasn't into extreme sports, Marta would never have gone bungee jumping.
- 3 I might have gone to Australia with Marta if I wasn't scared of flying.
- 4 If it didn't take so long, I'd take a boat to Australia.
- 5 If I get some counselling, I might be able to overcome my fear of planes.

4.3 as long as, even if, provided that, unless

Forma

Podemos crear oraciones condicionales sin *if* mediante otras palabras o estructuras, como *as long as*, *even if*, *provided that* y *unless*.

You can go out as long as you take your phone with you.

Even if you go to the volcano, you may not be able to go on it as it is active.

I will be able to go skiing tomorrow provided that my shoulder gets better overnight.

Unless my shoulder gets better overnight, I won't be able to go skiing tomorrow.

Uso

Algunas palabras y expresiones se pueden utilizar en todo tipo de condicionales con un significado similar a *if*, por ejemplo: *provided that* y *as long as*.

As long as Cerro Negro doesn't erupt, people will continue to surf down it. (La gente surfeará en Cerro Negro mientras no entre en erupción.)

Provided that you have the right insurance, you are allowed to take part in extreme sports. (Puedes practicar deportes extremos si cuentas con un seguro adecuado.)

Unless se usa con un verbo afirmativo. Da lugar al mismo significado que un verbo negativo. *Unless* solo se puede usar en oraciones condicionales de tipo III.

Don't do extreme sports unless you are very brave. (Practica deportes extremos solo si eres muy valiente.)

Unless more air ambulances are made available, many people may die on the mountain. (Puede morir gente en la montaña si no se disponibilizan más ambulancias aéreas.)

Se emplea *even if* para enfatizar que una situación permanecerá igual a pesar de que ocurran otros eventos.

I wouldn't go bungee jumping even if someone paid for me to go.

5 Escoge las opciones correctas.

- 1 **Unless** / **In case** the authorities limit the amount of people allowed on the volcano, there is sure to be a disaster.
- 2 **As long as** / **Even if** we get him to the hospital in the next twenty minutes he should be fine.
- 3 Don't swim in the sea here **as long as** / **even if** you think you it looks calm.
- 4 **Unless** / **Provided that** you are healthy, you should be able to do most extreme sports.
- 5 **Even if** / **In case** of an emergency, your instructor has a first aid kit.

4.4 Deseos y lamentaciones

Usamos *wish* o *if only* + past simple / past continuous cuando deseamos que algo fuese diferente en el presente. I wish I didn't have to go home tomorrow. (Tengo que volver a casa mañana.)

If only it weren't raining. (Está lloviendo.)

Usamos *wish* o *if only* + past perfect simple cuando lamentamos algo del pasado.

I wish I'd stopped to help them. (No paré para ayudarlos.)

Usamos *wish* o *if only* + *would* + verbo para quejarnos de una cosa o situación.

I wish he would stop going on about all the extreme sports he's done. (No va a parar de hablar de ellos.)

If only you wouldn't complain all the time. (Te quejas todo el tiempo.)

6 Completa las oraciones con la forma correcta de los verbos en negrita.

- 1 I wish I (...) on the dive today. Apparently they saw lots of enormous moray eels. (**go**)
- 2 Your mum and I really wish you (...) taking risks all the time. (**stop**)
- 3 If only I (...) there too. (**be**)
- 4 I'm hot. I wish I (...) so many clothes on. (**put**)

4.5 Cláusulas relativas

Las cláusulas relativas pueden hacer referencia al sujeto u objeto de una oración, o aportar más información sobre ellos. Pueden ser especificativas o explicativas. Suelen usarse para evitar la repetición de palabras, o para combinar dos cláusulas.

Sujeto	Cláusula relativa especificativa	Cláusula principal
Someone	who commits a crime	is called a criminal.
The extreme sports	that Kevin does	are really dangerous.

Sujeto	Cláusula relativa explicativa	Cláusula principal
The documentary,	which was very good,	was about personal privacy.
Cláusula principal (objeto)	Cláusula relativa especificativa	
A cyberbully is someone	who says nasty things to or about someone on social media sites.	
Cláusula principal (objeto)	Cláusula relativa explicativa	
I'm researching adrenalin, which	is the hormone we release when we feel nervous or excited.	

Cláusulas relativas especificativas

Se usan las cláusulas relativas especificativas para identificar de quién o qué estamos hablando.

The crime was committed by some teenagers who had met each other at school.

En las cláusulas relativas especificativas, se puede omitir el pronombre relativo cuando hace referencia al objeto del verbo.

The first suspect (that) the police arrested was from Libya. (objeto)

Is that the policeman who visited your school? (sujeto)

Si un pronombre relativo va seguido del verbo *be*, podemos omitir tanto el verbo *be* como el pronombre. Es lo que se conoce como cláusula relativa reducida.

They've found the money (which was) stolen in the robbery. Can we just interview the candidates (who are) on the shortlist?

Se pueden usar los adverbios relativos *when* / *that* (para tiempo), *why* (para razones) y *where* (para lugares). Generalmente, se omite *why* después de una razón, *when* después de ciertas frases temporales y *where* después de *somewhere*, *everywhere*, *anywhere* y *nowhere*.

We'll never know the reason (why) she did it. Is there somewhere (where) we can speak in private? Next Tuesday is the day (when) we get back from skiing.

A veces, se usa una cláusula en lugar de una cláusula relativa. El participio pasado tiene un significado pasivo y el participio presente un significado activo.

Footage caught on CCTV cameras near the school showed students with cans of paint. (= que fueron grabadas) Students drawing graffiti will be punished. (= que están pintando)

Cláusulas relativas explicativas

Las cláusulas relativas explicativas aportan información adicional sobre una persona o cosa.

The crime was committed by some teenagers, who had met when they were at school together.

Una cláusula relativa explicativa puede aparecer en el medio o al final de una oración.

Kia, who loves climbing, uploads lots of photos. Kia's photos, which are amazing, have won a prize in a competition.

No se puede omitir el pronombre relativo de las cláusulas relativas explicativas.

His bike, which he doesn't use a lot, is covered in rust. (NO His bike, he doesn't use a lot, is covered in rust.)

7 ¿Estas oraciones contienen cláusulas relativas especificativas, explicativas o reducidas? Escribe ES, EX o RE, y añade una coma donde sea necesario. Donde haya una cláusula relativa reducida, escribe el pronombre relativo omitido y los verbos que falten.

This is the computer the suspicious email was sent from. RE (that)

- 1 The gang were living in a rented apartment in Marbella which is in the south of Spain.
- 2 There's a photo of the woman who is the main suspect in the paper.
- 3 In the photo there's a man holding a baby.
- 4 The car the suspect hired has been found in a car park.
- 5 Detectives working on the case are appealing for witnesses.

Unidad 5

5.1 Sustantivos contables e incontables

Los sustantivos contables pueden estar en singular o en plural. Se usa *a* / *an* con sustantivos contables en singular. Se usa *some* (en oraciones afirmativas) o *any* (en oraciones interrogativas y negativas) con sustantivos contables en plural.

I'll have a banana for dessert.

I've got some bananas.

Have you got any bananas?

Los sustantivos incontables siempre son singulares, por lo que van con un verbo en singular. No se usa *a* / *an* con ellos. Se usa *some* (en oraciones afirmativas) o *any* (en oraciones interrogativas y negativas).

I've got some soup for lunch.

I don't have any information about the menu.

Do you have any information about the menu?

Algunos sustantivos pueden ser contables (en singular o en plural) o incontables, en función del significado.

How much time have we got until dinner?

How many times have you eaten in this restaurant?

A menudo, se usan sustantivos incontables como contables para hacer referencia a una cantidad. Es muy habitual al hablar de alimentos y bebidas.

I'm sorry, there isn't much coffee left.

How many coffees did you pay for?

Would you like a coffee?

Fíjate

A veces, se usan estructuras como *a piece of*, *a slice of* para hablar de elementos únicos, p. ej. *a piece of cake / furniture / chocolate / paper / research*, o *a slice of bread / toast / cheese*.

Could I have another slice of toast, please?

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

- Excuse me, waiter, but there are several plastics in my soup.
- The windows in this restaurant let a lot of light in.
- In some countries, it is good manner to burp after a meal.
- Do you want any snacks?
- Could we have four glass, please?

5.2 Sustantivos colectivos

Los sustantivos colectivos como *family*, *team*, *audience* o *police* hacen referencia a un grupo de personas o cosas en su conjunto. Muchos pueden ir seguidos de un verbo en singular o en plural, dependiendo de si el hablante entiende el sustantivo como una única unidad o como un grupo de individuos.

My family is absolutely huge.

My family are all coming to stay this weekend.

Fíjate

Algunos sustantivos colectivos siempre llevan el verbo en plural, p. ej. *police* y *people*.

También solemos usar sustantivos colectivos especiales para grupos de animales, por ejemplo: *a pride of lions*, *a pack of dogs*, *a flock of birds*.

2 Completa las oraciones 1–5 con los sustantivos colectivos del recuadro y la forma correcta de *be*.

audience crowd flock group team

- There (...) a large (...) of friends sitting in the corner.
- (...) the basketball (...) practising at 7 p.m.?
- This (...) the biggest studio (...) we have had on the show!
- Be careful! There (...) a (...) of sheep in the road.
- I can't get into the shop because there (...) a (...) of people in the doorway.

5.3 Palabras compuestas

Una palabra compuesta es la unión de una o más palabras para dar lugar a una palabra con un significado nuevo. La mayoría de palabras compuestas en inglés están formadas por sustantivos modificados por otros sustantivos o adjetivos, p. ej. *ice cream*, *cheeseburger*.

Esta unión de palabras puede adoptar diversas formas:

- Unas veces, las dos palabras forman una sola.
cheese + burger = cheeseburger
- Otras veces, se unen mediante un guion.
brother-in-law
- También pueden aparecer como dos palabras separadas.
ice cream

3 Completa las oraciones con una palabra compuesta formada por dos palabras del recuadro.

berry birth blind cake cheese colour corn
day hair mouth pop spray straw watering

- Jake's having a (...) party on Saturday – he'll be 18!
- When I go to the cinema I always get salted (...)
- In her cooking classes, Janet created some (...) desserts.
- My hair is a mess today – I think it's the new (...) I'm using – it's too sticky.
- People who are (...) confuse the colours red and green.
- My favourite flavour of (...) is (...).

5.4 La voz pasiva

Forma

La voz pasiva se forma con *be* + participio pasado. Se puede usar la pasiva con todos los tiempos verbales, con verbos modales y con infinitivo.

Tiempo	Voz activa		Voz pasiva
Present simple	use	→	is used
Present continuous	is using	→	is being used
Past simple	used	→	was used
Past continuous	was using	→	was being used
Present perfect simple	have used	→	have been used
Past perfect simple	had used	→	had been used
Futuro	will use / going to use	→	will be / going to be used
Verbos modales	can / might / etc. use	→	can / might / etc. be used

Uso

Se usa la voz activa para centrarnos en la persona o cosa que realiza la acción.

They gave James a brain scan.

Doctors have diagnosed many cases of synaesthesia.

Se usa la voz pasiva para centrarnos en lo que le ocurre a alguien o algo. No tiene mucha importancia saber quién realiza la acción.

James was given a brain scan.

Many cases of synaesthesia have been diagnosed.

Se usa *by* + sustantivo para decir quién o qué realiza la acción.

James was told he would grow out of it by his doctor.

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

People call synaesthesia a gift.

Synaesthesia is called a gift.

- Many doctors do not recognize the symptoms.
- Bosses have told some sufferers that they don't fit in at work.
- We often link smells to particular moments in our past.
- Researchers have now recorded many cases of synaesthesia.

5.5 Oraciones con dos objetos

Algunas oraciones activas pueden tener un objeto **directo** y uno **indirecto**. A menudo, emplean verbos como *give*, *send* y *bring*.

They offered people a test.

Al convertir estas oraciones en pasivas, cualquiera de los objetos puede convertirse en sujeto. Cuando el objeto indirecto aparece después del verbo pasivo, se añade *to* o *for*.

People were offered a test.

A test was offered to people.

5 Vuelve a escribir cada oración activa dos veces: una con el objeto directo de sujeto y otra con el indirecto.

- They brought flowers for their aunt.
- Jason sent a postcard to Jenny.
- Dina has been selling sweets to her friends.

5.6 Formas impersonales y de infinitivo

Forma

Son estructuras pasivas que pueden usarse en la lengua escrita formal. Usamos estas estructuras con verbos de percepción como *know*, *believe*, *think*, *say*, etc.

- It + pasiva + that*
It is believed that the teacher was assisted by the students.

2 *It* / Sujeto + pasiva + infinitivo

Your sense of smell / It is associated with making memories.

3 Sujeto / *It* + pasiva + infinitivo perfecto

Leonardo Da Vinci is known to have invented several machines.

4 Sujeto / *It* + pasiva + infinitivo perfecto pasivo

Shakespeare is reported to have been married at the age of 18.

Uso

Normalmente, se usan las formas impersonales y de infinitivo:

- para seguir hablando de la misma cosa o persona.
Synaesthesia is a rare condition in which people's senses get mixed up. It is often viewed as a gift by those who have it.
- para crear un estilo más impersonal u objetivo, por ejemplo, en contextos oficiales, empresariales o académicos.
Darwin is known to have studied in Cambridge.
- para dar información de forma impersonal mediante verbos como *believe*, *claim*, *estimate*, *expect*, *hope*, *report*, *say*, *think*, *reckon*, *rumour* y *understand*.
It is expected that many more people with this condition will be diagnosed in the future.

6 Completa las oraciones con la forma correcta de una palabra del recuadro.

be believe have not know

- It (...) that the Mediterranean diet is one of the healthiest you can eat.
- It (...) who invented the wheel.
- South America is thought (...) the home of many superfoods.
- Ancient Egyptians are said (...) very bad teeth because of the sand in their bread.

5.7 La pasiva causativa (*have / get something done*)

Forma

Sujeto	<i>have / get</i>	algo o alguien	+ participio pasado	
I	had	my sight	tested.	
We	are getting	our essays	proofread.	
Sujeto	<i>get</i>	algo o alguien	+ infinitivo con <i>to</i>	(+ algo)
They	got	him	to describe	the colours of their names.

Sujeto	have	alguien	+ infinitivo sin to	(+ algo)
They	had	us	retake	the test.
Sujeto	have	algo o alguien	+ forma en -ing	(+ algo)
They	had	us	waiting	for about an hour.

Uso

Usamos *have / get* en varias estructuras para hablar de organizar algo o provocar que algo ocurra. Entre ellas, se incluyen:

- Se usa *have / get* + alguien o algo + participio pasado para hechos organizados, a menudo en relación a un servicio.
I had my suit dry-cleaned yesterday.
Where do you get your hair cut?
- Se usa *have* + alguien + infinitivo sin *to* cuando acordamos que alguien haga algo por nosotros, o hacemos que lo haga.
I'll have my assistant send you the letter tomorrow.
- Se usa *have* + alguien + *-ing* para mostrar o enfatizar una actividad o duración.
Her music is so good she'll have you crying by the second song.
- También se puede usar *get* + alguien + infinitivo con *to* de un modo similar. *Get* suele usarse en contextos más informales.
I got my friend to help me revise for the exam.

7 Ordena las palabras para formar oraciones en pasiva causativa.

had / They / tasting / them / food / all / the.

They had them tasting all the food.

- had / they / tested / their / son / Have / for dyslexia?
- need / checked / I / get / to / hearing / my.
- phone / delivered / I / my / am / new / Saturday / on / getting.
- should / You / test / get / done / another.

5.8 Intensificadores de adjetivos

Podemos usar un adverbio delante de un adjetivo para indicar su grado o alcance. El adverbio refuerza o debilita dicho adjetivo.

Los adjetivos normales describen cualidades que se pueden medir, p. ej. *intelligent, tedious, interesting*. Podemos decir que una persona es más o menos inteligente que otra. Con adjetivos normales se usan adverbios graduables, p. ej. *a little, a bit, particularly, very, not at all, rather*. Solemos emplear *a little* y *a bit* delante de adjetivos que hablan de una idea negativa.

The orchestra was very impressive.

I was a little disappointed by the violin solo though.

Los adjetivos fuertes describen cualidades que son absolutas o extremas, p. ej. *ideal, awesome, overwhelming*. No pueden utilizarse como adjetivos comparativos. No podemos decir que algo es más o menos ideal: o es ideal o no lo es. Con adjetivos fuertes se usan adverbios no graduables, p. ej. *utterly, absolutely, completely, deeply, terribly, thoroughly, truly*.

Your suggestion is absolutely perfect.

The film was utterly terrible.

8 Escoge las opciones correctas para completar el texto.

Last night, my sister and I, along with my dog Toby, went to see Laurie Anderson in concert. The concert was (1) **a bit** / **completely** silly – it was called Music For Dogs. I think Laurie Anderson is (2) **particularly** / **truly** talented. The idea is that everyone brings their dog to the concert and that Laurie plays music at a higher pitch so that only dogs can hear it! I was (3) **very** / **completely** delighted to see Toby wagging his tail a lot of the time. It was obvious he thought it was (4) **rather** / **absolutely** awesome. However, my sister and I weren't (5) **very** / **thoroughly** impressed!