

# Grammar reference

## Starter Unit

### Presente simple y presente continuo

- Se utiliza el **presente simple** para hablar de hechos, hábitos y rutinas.  
*It takes about two hours to fly from London to Madrid.*  
*Se tardan unas dos horas en avión de Londres a Madrid.*  
*We go to Cornwall on holiday every summer.*  
*Todos los veranos vamos de vacaciones a Cornwall.*
- Se utiliza el **presente continuo** para acciones en curso en el momento de hablar o en un momento cercano.  
*He's doing his homework right now. Can he call you later?*  
*Ahora mismo está haciendo los deberes.*  
*¿Puede llamarte más tarde?*  
*A: How's your basketball team doing this season?*  
*B: Pretty well, actually – we're winning all our matches.*  
*A: ¿Cómo le va a tu equipo de baloncesto esta temporada?*  
*B: ¡Pues muy bien! Estamos ganando todos los partidos.*
- Normalmente no se utilizan en presente continuo verbos relacionados con el pensamiento, las opiniones, los sentimientos y las emociones; por ejemplo: *like, love, think, remember, believe, know, mean, imagine, want, prefer.*  
*I really like her.*  
*I'm really liking her.*  
*Ella me gusta mucho.*  
*Ella me está gustando mucho.*  
*Do you know what you want for lunch?*  
*Are you knowing what you want for lunch?*  
*¿Sabes qué quieres para comer?*  
*¿Estás sabiendo qué quieres para comer?*
- El verbo de emoción **enjoy** es una excepción: se puede utilizar con la forma continua.  
*Are you enjoying the party?*  
*¿Te estás divirtiendo en la fiesta?*
- Cuando se utiliza el verbo **think** para hablar de una acción, se puede utilizar en la forma continua.  
*You look sad. What are you thinking about?*  
*Pareces triste. ¿En qué estás pensando?*

### Pasado simple y pasado continuo

- Se utiliza el **pasado simple** para hablar de acontecimientos y acciones terminadas en el pasado.  
*Daniel visited Italy two years ago.*  
*Daniel visitó Italia hace dos años.*
- Se utiliza el **pasado continuo** para hablar de acciones en curso en un momento concreto del pasado.  
*At eight o'clock, I was waiting for the train.*  
*A las ocho estaba esperando el tren.*
- También se utiliza el **pasado continuo** junto a **when** y **while** para describir la situación durante la que sucede algo.  
*When we arrived, Granddad was sleeping on the sofa.*  
*Cuando llegamos, el abuelo estaba durmiendo en el sofá.*  
*While we were getting ready to go out, it started raining.*  
*Cuando nos estábamos preparando para salir, empezó a llover.*

### Presente perfecto y pasado simple

- Se utiliza el **pasado simple** para hablar de acciones y experiencias que tuvieron lugar en un período de tiempo ya terminado.  
*In 2009, my little sister was born.*  
*En 2009 nació mi hermana pequeña.*
- Se utiliza el **presente perfecto** para hablar de experiencias y hechos del pasado que tuvieron lugar en un período de tiempo que no ha terminado.  
*She's bought a lot of new clothes this year.*  
*Este año se ha comprado mucha ropa nueva.*
- También se utiliza el **presente perfecto** cuando el momento exacto de una acción del pasado no se menciona o no tiene importancia.  
*You've left the light on in your room.*  
*Te has dejado la luz de la habitación encendida.*

### Presente perfecto con **ever**, **never**, **for** y **since**.

- A menudo se utiliza **ever** justo después del sujeto en preguntas en presente perfecto sobre la vida de alguien.  
*Has she ever helped you with your homework?*  
*¿Te ha ayudado alguna vez con los deberes?*
- A menudo se utiliza **never** entre **have/has** y el participio pasado para decir «en ningún momento».  
*He's never been to New York.*  
*Nunca ha estado en Nueva York.*
- Se utiliza **for** y **since** junto con el **presente perfecto** para expresar la duración de un hecho. Se utiliza **for** para períodos de tiempo y **since** para momentos concretos.  
*She's lived here for seven years.*  
*Lleva viviendo aquí siete años.*  
*He's worked here since 2007.*  
*Trabaja aquí desde 2007.*

# Grammar practice

## Present simple and present continuous

### 1 Circle the correct options.

- I don't get / **am not getting** very good marks at school this term, but I don't know / 'm not knowing why.
- They go / 're going swimming four times a week. They love / 're loving being in water.
- She can't speak right now. She drives / 's driving.
- It rains / 's raining a lot here in winter, but it doesn't rain / 's not raining today, I'm happy to say!
- I prefer / 'm preferring coffee to tea, but, actually, I like / 'm liking hot chocolate most of all!
- A:** Rick! You don't listen / 're not listening to me! What do you think / are you thinking about?  
**B:** How much I enjoy / 'm enjoying this book I read / 'm reading at the moment.
- We don't revise / aren't revising for our exams at the moment, we listen / 're listening to some music.
- He hates / is hating hot weather, so he 's / 's being happy that it's snowing today.

## Past simple and past continuous

### 2 Complete the sentences with the past simple or past continuous form of the verbs in brackets.

- Mathew was playing (play) in the garden when he \_\_\_\_\_ (find) a gold coin.
- Elena \_\_\_\_\_ (not hear) the teacher's question because she \_\_\_\_\_ (chat).
- While we \_\_\_\_\_ (fish) last weekend, we \_\_\_\_\_ (catch) a large fish.
- Lisa \_\_\_\_\_ (not see) the end of the film because she \_\_\_\_\_ (talk) on her phone.
- They \_\_\_\_\_ (not go) out yesterday because it \_\_\_\_\_ (rain) all day.
- When the teacher \_\_\_\_\_ (come) into the classroom, Joseph and Lisa \_\_\_\_\_ fight.
- My computer \_\_\_\_\_ (crash) while I \_\_\_\_\_ (do) my project.
- I \_\_\_\_\_ (try) to answer the question when my friend \_\_\_\_\_ (shout) out the answer.

## Present perfect and past simple

### 3 Complete the email with the present perfect or past simple form of the verbs in brackets.

Hi Ollie,  
How <sup>1</sup> were (be) your holidays? We <sup>2</sup> \_\_\_\_\_ (go) to Portugal for two weeks. We <sup>3</sup> \_\_\_\_\_ (cycle) along the coast, we <sup>4</sup> \_\_\_\_\_ (swim) in the sea – it was a bit cold – and we <sup>5</sup> \_\_\_\_\_ (eat) lots of delicious food! Term <sup>6</sup> \_\_\_\_\_ (begin) last Monday and I <sup>7</sup> \_\_\_\_\_ (start) at my new school. I <sup>8</sup> \_\_\_\_\_ (not be) here very long, but I love it! Everyone <sup>9</sup> \_\_\_\_\_ (be) very kind to me and I <sup>10</sup> \_\_\_\_\_ (make) some new friends. And I <sup>11</sup> \_\_\_\_\_ (join) the football team! I <sup>12</sup> \_\_\_\_\_ (not have) any homework back, but I hope they aren't too strict!  
Your friend,  
Lucy

## Present perfect with ever, never, for and since

### 4 Complete the mini dialogues with ever, never, for and since.

- A:** Have you <sup>1</sup> ever been to Australia?  
**B:** No, but I've wanted to go <sup>2</sup> \_\_\_\_\_ I was a child.  
**A:** Really? My aunt has lived there <sup>3</sup> \_\_\_\_\_ ten years – she loves it.
- C:** Have you <sup>4</sup> \_\_\_\_\_ played the violin?  
**D:** Yes, I've had violin lessons <sup>5</sup> \_\_\_\_\_ I was ten.  
**C:** Really! I've <sup>6</sup> \_\_\_\_\_ heard you play!
- E:** I've <sup>7</sup> \_\_\_\_\_ tried yoga – is it difficult?  
**F:** Not really – I've done it <sup>8</sup> \_\_\_\_\_ five years.
- G:** Did you know he's lived in nine different countries <sup>9</sup> \_\_\_\_\_ he was born?  
**H:** Really?  
**G:** Yes. His mother works for an international company and she's <sup>10</sup> \_\_\_\_\_ in the same country for more than a year.

# Grammar reference

## Unit 1

### used to y would

afirmativa			
I / You / He / She / It / We / You / They	used to	wear jeans.	
	would		
negativa			
I / You / He / She / It / We / You / They	didn't use to	wear jeans.	
	wouldn't		
interrogativa			
Did	I / you / he / she / it / we / you / they	use to	wear jeans?
respuestas cortas			
Yes,	I / you / he / she / it / we / you / they	did.	
No,	I / you / he / she / it / we / you / they	didn't.	

- Se utiliza **used to** y **would** para hablar de hábitos y acciones del pasado que son distintos ahora.  
*They used to go swimming on Tuesdays but now they go on Fridays.*  
*Solían ir a nadar los martes, pero ahora van los viernes.*  
*When I was a baby my parents would take me for a walk every afternoon.*  
*Cuando era pequeño mis padres me llevaban a pasear todas las tardes.*
- También se utiliza **used to**, pero no **would**, para hablar de estados y sentimientos del pasado que ahora son distintos.  
*She used to have long hair, but now it's really short.*  
*She would have long hair...*  
*Solía llevar el pelo largo, pero ahora lo lleva muy corto.*
- No** se utiliza **used to** ni **would** para hablar de hechos que solo pasaron una vez ni para informar de cuantas veces tuvo lugar un hecho.  
*Last year, I went to France.*  
*Last year, I used to go to France.*  
*El año pasado fui a Francia.*  
*Yesterday, I called him three times.*  
*Yesterday, I would call him three times.*  
*Ayer le llamé tres veces.*
- Would** se utiliza poco en frases interrogativas o negativas.
- Used to** funciona como un verbo normal. El verbo termina en **d** en las formas del pasado, pero no en las oraciones interrogativas y negativas.  
*I used to like swimming but I didn't use to like diving.*  
*Me gustaba nadar, pero no me gustaba bucear.*  
*Did you use to have a bike when you were a kid?*  
*¿Tenías bicicleta, cuando eras pequeño?*

### Pasado perfecto y pasado simple

afirmativa		
I / You / He / She / It / We / You / They	had	expected it.
negativa		
I / You / He / She / It / We / You / They	hadn't	expected it.
interrogativa		
Had	I / you / he / she / it / we / you / they	expected it?
respuestas cortas		
Yes,	I / you / he / she / it / we / you / they	had.
No,	I / you / he / she / it / we / you / they	hadn't.

- Se utiliza el **pasado perfecto** con otras formas de pasado para acciones o estados que tuvieron lugar antes de la acción (o estado) pasada más importante.  
*Jack didn't want to come with us because he'd been there last year.*  
*Jack no quiso venir con nosotros porque ya había estado allí el año anterior.*  
*The rain had stopped when I arrived at the beach.*  
*Ya había dejado de llover cuando llegué a la playa.*  
*I'd had long hair all my life, but then, one day, decided to get it cut really short.*  
*Había llevado el pelo largo toda la vida, pero un día decidí cortármelo muy corto.*
- El **pasado perfecto** **no** solo describe una cosa que pasó hace mucho tiempo, sino que se utiliza con otras formas de pasado para establecer el orden de los hechos.  
*Ashley didn't get the email because I had typed Ash\_55, not Ash-55.*  
*Ashley no recibió el correo porque yo había escrito Ash\_55 y no Ash-55.*
- Se utiliza el **pasado simple** para hablar de acontecimientos y acciones completadas del pasado. Cuando se utiliza junto con el **pasado perfecto**, normalmente es la acción más reciente de las dos.  
*I didn't ask for directions because I'd been there before.*  
*No pedí indicaciones porque ya había estado allí antes.*
- Las interrogaciones con **pasado perfecto** se forman con **Had + sujeto + participio pasado**.  
*Had you finished your homework when your friends arrived?*  
*¿Ya habías terminado los deberes cuando llegaron tus amigos?*

# Grammar practice

## used to and would

**1** Rewrite the underlined phrases using *used to* or *would*. If both are possible, use *would*. If neither is possible, write *X*.

1 We went to the cinema every afternoon when I was young.  
would go

2 Did you have long hair when you were young?

3 I saw the Rolling Stones once in Hyde Park.

4 Where did you live when you were at college?

5 We didn't have a lot of money in those days.

6 They sat in coffee shops all day when they were students.

7 She didn't eat meat even when she was a child.

8 Did you go to the Isle of Wight Festival in 1980?

**2** Complete the conversation with the correct form of *used to* or *would*. If both are possible, use *would*.

**Julie:** What kind of music <sup>1</sup> did you use to like when you were younger?

**Dad:** Oh we <sup>2</sup> \_\_\_\_\_ listen to all kinds of music. Your mother and I <sup>3</sup> \_\_\_\_\_ like soul and reggae.

**Julie:** Really? <sup>4</sup> \_\_\_\_\_ you \_\_\_\_\_ go to concerts together?

**Dad:** Oh yes, all the time! We <sup>5</sup> \_\_\_\_\_ hang out with the musicians after the concerts and we <sup>6</sup> \_\_\_\_\_ get home until 3 or 4 o'clock in the morning.

**Julie:** That sounds cool! How <sup>7</sup> \_\_\_\_\_ you \_\_\_\_\_ get home?

**Dad:** We <sup>8</sup> \_\_\_\_\_ have a car, so we <sup>9</sup> \_\_\_\_\_ walk all the way home hand in hand under the stars and we <sup>10</sup> \_\_\_\_\_ sing all our favourite songs.

**Julie:** That sounds romantic!

**Dad:** It certainly was!

## Past perfect and past simple

**3** Complete the sentences with the correct form of the verbs in brackets. Use the past simple and the past perfect in each sentence.

1 Karen went (go) home because she had forgotten (forget) her ticket.

2 \_\_\_\_\_ you \_\_\_\_\_ (hear) of this band before we \_\_\_\_\_ (see) them last week?

3 We \_\_\_\_\_ (be) late for school because we \_\_\_\_\_ (miss) the early bus.

4 Hayley \_\_\_\_\_ (be) upset because they \_\_\_\_\_ (not invite) her to their party.

5 I only \_\_\_\_\_ (pass) my driving test after I \_\_\_\_\_ (take) it three times.

6 Sam \_\_\_\_\_ (play) with three different bands before he \_\_\_\_\_ (become) famous.

7 How many stories \_\_\_\_\_ you \_\_\_\_\_ (write) before you \_\_\_\_\_ (publish) your first book?

8 We \_\_\_\_\_ (go) to the Thai restaurant because \_\_\_\_\_ (not try) Thai food before.

9 \_\_\_\_\_ they \_\_\_\_\_ (climb) any mountains before they \_\_\_\_\_ (go) to Kilimanjaro?

10 How long \_\_\_\_\_ she \_\_\_\_\_ (live) in Japan before she \_\_\_\_\_ (meet) her boyfriend?

**4** Complete the paragraph with the past simple or the past perfect of the verbs in brackets.

Have you seen this photo? It's my aunt at Glastonbury 1992. It was the first time she <sup>1</sup> went (go) to a music festival. She <sup>2</sup> \_\_\_\_\_ (never/go) to Glastonbury before but she <sup>3</sup> \_\_\_\_\_ (always/want) to go and all her friends <sup>4</sup> \_\_\_\_\_ (have) a crazy time there the year before. Anyway, when she <sup>5</sup> \_\_\_\_\_ (get) there, the whole place <sup>6</sup> \_\_\_\_\_ (be) packed. She <sup>7</sup> \_\_\_\_\_ (never/see) so many tents before. Then she realised she <sup>8</sup> \_\_\_\_\_ (not bring) her tent! Luckily, her friends <sup>9</sup> \_\_\_\_\_ (arrive) the day before and they <sup>10</sup> \_\_\_\_\_ (set) up a large tent and she <sup>11</sup> \_\_\_\_\_ (stay) there with them. They <sup>12</sup> \_\_\_\_\_ (dance) to music all night long. It's strange – I can't imagine her at a festival, she's so serious nowadays!

# Grammar reference

## Unit 2

### Pronombres reflexivos y each other

I	→	myself	it	→	itself
you	→	yourself	we	→	ourselves
he	→	himself	you	→	yourselves
she	→	herself	they	→	themselves

- Se utilizan los **pronombres reflexivos** cuando el sujeto y el objeto de un verbo coinciden.
 

*I sing to myself when I'm alone.*  
*I sing to me when I'm alone.*  
*Cuando estoy solo, canto.*

*She bought herself a stripy shirt.*  
*She bought her a stripy shirt.*  
*Se compró una blusa rayada.*
- Los **pronombres reflexivos** también se usan para enfatizar el hecho de que alguien hizo algo solo, sin ayuda.
 

*He didn't buy the cake – he made it himself. He's good at baking.*  
*No compró el pastel: lo hizo él mismo.*  
*Se le da bien la pastelería.*
- Al utilizar algunos verbos con **pronombres reflexivos** cambia su significado.
 

*Help yourself to sandwiches! (Take what you want or need.)*  
*Sírvete tú mismo los bocadillos. (Coge los que quieras o necesites.)*

*He found himself in a difficult situation. (He didn't intend to be in a difficult situation, but he was.)*  
*Se vio en una situación complicada. (No pretendía estar en una situación complicada, pero lo estaba.)*
- Se utiliza **each other** cuando dos sujetos (o más) hacen la acción del verbo uno al otro.
 

*Jack and Ellie sent each other Valentine's cards. (Jack sent Ellie a Valentine's card, and Ellie sent Jack a Valentine's card.)*  
*Jack y Ellie se enviaron tarjetas de San Valentín. (Jack le envió a Ellie una tarjeta y Ellie le envió a Jack una tarjeta.)*

*You can see the twins really love each other. They are always together.*  
*Se ve que los gemelos se quieren mucho. Siempre están juntos.*

### Presente perfecto simple

- Se puede utilizar el **presente perfecto simple** para indicar cuántas veces hemos hecho o cuánto hemos completado una acción.
 

*You've looked at those jeans twice. Why don't you buy them?*  
*Ya te has mirado esos pantalones dos veces. ¿Por qué no te los compras?*

*Ashley's read all the books in the series.*  
*Ashley se ha leído todos los libros de la serie.*
- A menudo se utilizan expresiones temporales como **since, recently, this week/month, in the last year, so far, up to now, yet** y **today**.
 

*I haven't watched TV much recently.*  
*Últimamente no he mirado mucho la televisión.*

*We've been on six trips with the school in the last year.*  
*Este año hemos ido seis veces de excursión con el colegio.*
- Se utiliza el **presente perfecto simple** para centrarse en el resultado actual de una acción.
 

*I've passed all my exams! ¡He aprobado todos los exámenes!*  
*Have you finished your homework? ¿Has terminado los deberes?*

### Presente perfecto continuo

<b>afirmativa</b>	I / We / You / They	have	been having lessons for ages.	
	He / She / It	has		
<b>negativa</b>	I / We / You / They	haven't	been sleeping very well.	
	He / She / It	hasn't		
<b>interrogativa</b>	Have	I / we / you / they	been having lessons?	
	Has	he / she / it		
<b>respuestas cortas</b>	Yes, I / we / you / they	have.	Yes, he / she / it	has.
	No, I / we / you / they	haven't.	No, he / she / it	hasn't.

- Se utiliza el **presente perfecto continuo** para hablar de acciones que empezaron en el pasado, siguen en curso y se espera que continúen.
 

*I've been working hard all week.*  
*Llevo trabajando duro toda la semana.*

*She's been blogging since last summer.*  
*Escribe un blog desde el verano pasado.*
- Se suele utilizar el **presente perfecto continuo** para expresar cuánto tiempo se lleva haciendo algo.
 

*I've been going to piano lessons for nine years.*  
*Llevo nueve años yendo a clases de piano.*
- Se utiliza el **presente perfecto continuo** para centrarse en la acción en curso en vez del resultado.
 

*We've been cooking for the party all morning!*  
*¡Nos hemos pasado toda la mañana cocinando para la fiesta!*
- No se utiliza el **presente perfecto continuo** con verbos de estado, como **like, have** y **know**.
 

*Emily's liked him since she met him.*  
*Emily's been liking him since she met him.*  
*A Emily le gusta desde que lo conoció.*

# Grammar practice

## Reflexive pronouns and *each other*

### 1 Complete the sentences with reflexive pronouns or *each other*.

- Maria introduced herself to her new classmates.
- I often talk to \_\_\_\_\_ when I'm in the shower.
- Can we help \_\_\_\_\_ to some more cake?
- You need to prepare \_\_\_\_\_ for the test next week.
- My brother hurt \_\_\_\_\_ when he was working in the garden.
- My friends don't send \_\_\_\_\_ birthday cards anymore – we send emails.
- This cooker turns \_\_\_\_\_ off when the clock rings.
- My mum and dad really enjoyed \_\_\_\_\_ at our school concert.
- My brother and I hadn't seen \_\_\_\_\_ for ages.
- My sister taught \_\_\_\_\_ to play the saxophone.

### 2 **Circle** the correct options.

Dear Lisa,

I'm really enjoying <sup>1</sup> **myself** / **me** at my new dance class. Last week, we were very busy preparing <sup>2</sup> **ourselves** / **us** for the end-of-term performance. All our parents came and watched <sup>3</sup> **ourselves** / **us** in a new dance performance. I had a solo. I have a large mirror at home so that I can see <sup>4</sup> **myself** / **me** while I'm practising. The performance was on Saturday. My best friend took a video of <sup>5</sup> **itself** / **it**. I told <sup>6</sup> **myself** / **me** not to be nervous, but it's really difficult to stay calm – how do professional dancers keep <sup>7</sup> **themselves** / **them** calm? Do you think they have a special technique to help <sup>8</sup> **themselves** / **them** not to be nervous? Anyway, I can send <sup>9</sup> **yourself** / **you** some photos! Please write with your news. We haven't seen <sup>10</sup> **each other** / **ourselves** for ages – let's meet soon!

Love, Carmen

## Present perfect simple

### 3 Complete the mini dialogues with the present perfect form of the verbs in brackets.

- A:** How many slices of cake <sup>1</sup> have you eaten (eat) today?

**B:** I <sup>2</sup> \_\_\_\_\_ (not have) many – four!
- C:** <sup>3</sup> \_\_\_\_\_ you \_\_\_\_\_ (hear) of this film?

**D:** Of course! I think I <sup>4</sup> \_\_\_\_\_ (see) it about five times. But I can watch it again!
- E:** I <sup>5</sup> \_\_\_\_\_ (play) this new computer game ten times. It's really popular!

**F:** Really? How many times <sup>6</sup> \_\_\_\_\_ you \_\_\_\_\_ (win) so far?
- G:** Where's Suzie? I <sup>7</sup> \_\_\_\_\_ (not see) her today.

**H:** I don't know. She <sup>8</sup> \_\_\_\_\_ (be) absent for four days now.

## Present perfect continuous

### 4 Complete the sentences with the present perfect continuous form of the verbs in the box.

have play read call take visit walk study

- How long \_\_\_\_\_ have you been having guitar lessons? You're great!
- \_\_\_\_\_ Suzanna \_\_\_\_\_ Italian this year? Does she like it?
- Jack and Harry \_\_\_\_\_ computer games in the library every Saturday.
- Why \_\_\_\_\_ you \_\_\_\_\_ to school every day? Don't you like the bus?
- I \_\_\_\_\_ her on the phone all day but she doesn't answer!
- \_\_\_\_\_ you \_\_\_\_\_ that new music blog? It's great!
- We \_\_\_\_\_ photos of all the buildings in our town for our website.
- Mel \_\_\_\_\_ the art museum every weekend to learn about art.

# Grammar reference

## Unit 3

### be going to y formas de presente para expresar futuro

afirmativa		negativa	
I'm	going to learn Chinese.	I'm not	going to study at university.
He's		He isn't	
She's		She isn't	
It's		It isn't	
We're	going to leave the city?	We aren't	
You're		You aren't	
They're		They aren't	
interrogativa			
Am I			
Is he / she / it			
Are we / you / they			

- Se utiliza **be going to** para hablar de planes de futuro y de intenciones.

*I'm going to go out this weekend.*

*Este fin de semana voy a salir de fiesta.*

*My brother's going to do a photography course next month.*

*El mes que viene mi hermano hará un curso de fotografía.*

- Se utiliza el **presente continuo** para hablar de planes de futuro con una fecha o momento concretos.

*My cousin and his girlfriend are getting married in July.*

*Mi primo y su novia se casarán en julio.*

*What are you doing this weekend?*

*¿Qué harás este fin de semana?*

*She isn't coming to the party.*

*No va a venir a la fiesta.*

- Se puede utilizar el **presente simple** para hablar de programas y calendarios en el futuro.

*On Mondays and Wednesdays, we have Maths with Mr Johnson.*

*Los lunes y miércoles tenemos matemáticas con el profesor Johnson.*

*The train leaves at 7 o'clock on Saturday morning.*

*El tren sale el sábado a las 7 en punto de la mañana.*

### Predicciones con **be going to**, **will** y **may/might**

- Se utiliza **going to** para hacer predicciones basadas en pruebas o hechos reales.

*Quick! We're going to miss the train!*

*¡Rápido, que vamos a perder el tren!*

*I saw the weather forecast this morning. It's going to rain this weekend.*

*Esta mañana he visto la previsión del tiempo. Este fin de semana va a llover.*

- Se hacen predicciones con **will/won't** cuando existe la certeza sobre una acción o acontecimiento futuros. A veces se utilizan con expresiones como *I think* (creo), *I'm sure* (estoy seguro) y *I expect* (espero).

*I don't think I'll win, but I expect I'll finish in the top ten.*

*No creo que gane, pero espero terminar entre los diez primeros.*

*He won't be here at 8. He's always late.*

*A las 8 no habrá llegado. Siempre llega tarde.*

- Se utiliza **may** o **might (not)** para mostrar que no estamos muy seguros acerca de un acontecimiento futuro, pero creemos que es probable.

*I might not go to university – I may get a job with my dad.*

*Quizás no vaya a la universidad. Puede que trabaje con mi padre.*

*When he gets here, he may want to speak with you.*

*Cuando llegue, puede que quiera hablar contigo.*

### Futuro continuo

afirmativa/negativa		
I / You / He / She / It / We / You / They	will	be celebrating this time next week.
I / You / He / She / It / We / You / They	won't	be celebrating this time next week.
interrogativa		
Will	I / you / he / she / it / we / you / they	be celebrating this time next week?
respuestas cortas		
Yes,	I / you / he / she / it / we / you / they	will.
No,	I / you / he / she / it / we / you / they	won't.

- Se utiliza el futuro continuo para hablar de acciones que creemos que estarán en curso.

*In five years, I'll be living in London and working as an engineer.*

*Dentro de cinco años, estaré viviendo en Londres y trabajando de ingeniera.*

- También se puede utilizar el futuro continuo para hablar de planes de futuro y hacer predicciones.

*I'll be leaving at 3 pm. I'm picking my little brother up from school, so I can't be late.*

*Saldré a las 3. Voy a recoger a mi hermano pequeño al colegio, así que no puedo llegar tarde.*

- Se utiliza **may/might** en lugar de **will** cuando no estamos muy seguros acerca de una acción futura, pero creemos que es posible.

*Don't call after ten o'clock – we may be watching a film.*

*No llames después de las diez; tal vez estaremos viendo una película.*

# Grammar practice

## be going to and present tenses for the future

### 1 Match the sentences (1–8) with the correct descriptions (A–C).

- 1 Martina is going to study medicine.
- 2 The summer holidays start next week!
- 3 We're going to play tennis every day.
- 4 I'm staying with my friend Gina this summer.
- 5 My art class finishes in September.
- 6 We're graduating in June.
- 7 I leave for Tokyo tomorrow morning.
- 8 They're going to have a party on Saturday.

- A future intention                    1 \_\_\_\_\_  
 B future arrangement                \_\_\_\_\_  
 C scheduled future event            \_\_\_\_\_

### 2 Circle the correct options.

This summer I <sup>1</sup> **(m going)** / 'll go on a tour of China with my family. We <sup>2</sup> **re visiting** / visit some friends of my parents who live in Beijing. First, we <sup>3</sup> **re staying** / 're going to stay with them for five days and after that we <sup>4</sup> **re taking** / take a bus tour to some ancient historic sites. Our flight <sup>5</sup> **leaves** / will leave next Tuesday at 6 am (horribly early!) and it <sup>6</sup> **arrives** / is arriving at 6 am the next day. I <sup>7</sup> **m going to learn** / learn some Chinese phrases before I go, and when I get back, I <sup>8</sup> **m going to apply** / 'm applying for a Chinese language course – everyone says it's the language of the future, not English! The course <sup>9</sup> **starts** / 's starting in September and it <sup>10</sup> **takes** / is taking one year. I'm really looking forward to learning about a new culture!

## Predictions with be going to, will and may/might

### 3 Complete the predictions with the correct form of the verbs in the boxes.

need be give become  
break lend pass miss

might / be-going-to

'I haven't brought a coat.' 'It's OK. It  
<sup>1</sup> isn't going to be cold. They said so on  
 the radio.'

'Is it cold outside?' 'Yes, I think you  
<sup>2</sup> \_\_\_\_\_ a coat later on.'

might / will

'I'm nervous about the exam.' 'Don't worry –  
 I'm sure you <sup>3</sup> \_\_\_\_\_.'  
 'Can I carry those glasses for you?' 'Yes, but be  
 careful – you <sup>4</sup> \_\_\_\_\_ them.'

be going to / might

'Oh no! It's already too late – we  
<sup>5</sup> \_\_\_\_\_ the train!'  
 'Do you think Daniel <sup>6</sup> \_\_\_\_\_  
 us a lift in his car?' 'I'm not sure. I'll ask him.'

may / will

'I need to borrow some brown shoes.' 'Brooke has  
 some. She <sup>7</sup> \_\_\_\_\_ you hers.'  
 'Do you feel confident about the future?' 'Yes,  
 totally. I <sup>8</sup> \_\_\_\_\_ a millionaire  
 before I'm 21!'

## Future continuous

### 4 Write future continuous questions about the year 2030 with the prompts.

- 1 people / live / until they're 150?  
Will people be living until they're 150?
- 2 How / we / spend / our free time?  
 \_\_\_\_\_
- 3 Where / people / go / on holiday?  
 \_\_\_\_\_
- 4 What fashions / we / wear?  
 \_\_\_\_\_
- 5 children / go / to school?  
 \_\_\_\_\_

### 5 Write answers to the questions in Exercise 4 using the future continuous.

- 1 Yes / They / live / until they're 150  
Yes, they will. They'll be living until they're 150.
- 2 People / not read / books anymore  
 \_\_\_\_\_
- 3 Spaceships / take / people to Mars on holiday  
 \_\_\_\_\_
- 4 We / design / our own clothes on computers  
 \_\_\_\_\_
- 5 No / Children / do / all their classes online  
 \_\_\_\_\_



# Grammar reference

## Unit 4

### Primer condicional con *if, unless, when* y *may/might*

situación		consecuencia
<b>(if/unless + presente simple)</b>		<b>(will/won't, may, might (not) + infinitivo)</b>
If you eat less junk food,		you will / may / might lose weight.
If you don't	eat less junk food,	you won't / may not / might not lose weight.
Unless you		
consecuencia		situación
<b>(will/won't, may, might (not) + infinitivo)</b>		<b>(if/unless + presente simple)</b>
You will / may / might lose weight		if you eat less junk food.
You won't / may not / might not lose weight	if you don't	eat less junk food.
	unless you	
interrogativa		
Will I lose weight		if I eat less junk food?

- Se utiliza el **primer condicional** para hablar de situaciones posibles en el presente o el futuro y decir cuáles creemos que serán las consecuencias.
- A menudo se utiliza **if + presente simple** (afirmativo o negativo) para describir la situación, y **will, may** o **might** para hablar de la consecuencia.
- Se utiliza **will (not)** cuando estamos seguros de la consecuencia.  
*You'll learn lots of good English expressions if you watch films and TV series.*  
*Si miras muchas películas y series de televisión aprenderás muchas expresiones en inglés.*
- Se utiliza **may/might (not)** para mostrar que no estamos tan seguros acerca de la consecuencia.  
*If we go out for dinner, I may have steak or I might have fish. I don't know!*  
*Si vamos a cenar, puede que pida un filete o quizás pescado. ¡No lo sé!*
- Cuando queremos decir «**if not**» («si no») se puede utilizar **unless**, seguido de un verbo afirmativo.  
*If Dad isn't busy at work, he'll be home at half past six.*  
*Unless Dad is busy at work, he'll be home at half past six.*  
*Si papá no tiene mucho trabajo, llegará a casa a las seis y media.*

- Cuando se está seguro de que una situación futura sucederá, se utiliza **when**, no **if**.  
*When we get home, I'll look for information on the website.*  
*Cuando lleguemos a casa, buscaré información en la página web.*

### Segundo condicional con *would, could* y *might*

situación imaginaria	posible consecuencia
<b>(if + pasado simple)</b>	<b>(would/could/might + infinitivo)</b>
If I knew him,	I would / could / might ask him.
If I didn't know him,	I wouldn't / couldn't / might not ask him.
posible consecuencia	situación imaginaria
<b>(would/could/might + infinitivo)</b>	<b>(if + pasado simple)</b>
I would / could / might ask him	if I knew him.
I wouldn't / couldn't / might not ask him	if I didn't know him.
interrogativa	
Would you ask him	if you knew him?

- Se utiliza el **segundo condicional** para hablar de situaciones imaginarias en el presente y de sus posibles consecuencias.
- Se utiliza **if + pasado simple** (afirmativo o negativo) para describir la situación imaginaria, y **would, could** o **might** para la consecuencia.  
*If she didn't like you, she wouldn't send you texts and Tweets.*  
*Si no le gustaras no te mandaría mensajes ni tweets.*
- Se utiliza **would (not)** cuando se está seguro acerca de la consecuencia.  
*Michael would get better marks if he didn't spend all his time playing computer games.*  
*Michael sacaría mejores notas si no se pasara el día jugando al ordenador.*
- Se utiliza **could (not)** para expresar una posibilidad o habilidad como consecuencia.  
*If it was Saturday, we could go out for pizza.*  
*Si fuera sábado podríamos ir a comer una pizza.*
- Se utiliza **might (not)** para mostrar que no estamos muy seguros acerca de la consecuencia.  
*If I had more free time, I might take up the guitar.*  
*Si tuviera más tiempo libre, a lo mejor empezaría a tocar la guitarra.*
- Se utiliza **was** o **were** con **I, he/she** e **it** en la frase que comienza por **if**.  
*I'd be quiet and not say anything if I were/was you.*  
*Si yo fuese tú, no diría nada.*

# Grammar practice

## First conditional with *if, unless, when* and *may/might*

### 1 Circle the correct options.

- The soup will burn when / **unless** you **stir** / don't stir it all the time.
- We **might buy** / buy some food on the way home if we have / 'll have time.
- The sauce will get thicker **unless** / when you add / 'll add the flour.
- Unless** / If I study at the weekend I **won't pass** / pass the exams.
- I 'll **make** / make tea and coffee when the guests arrive / will arrive.
- If we eat / 'll eat out tonight, I **won't** / don't have to cook dinner!
- Mum **may** / make / makes a chocolate cake for you **unless** / if you ask her nicely.
- If you 'll hurry / hurry up, we **might get** / get to the fish and chip shop before it closes.

### 2 Complete the conversations with the missing words. Circle the correct options.

(A) **Joey:** If I <sup>1</sup> \_\_\_ butter to this recipe, do you think it <sup>2</sup> \_\_\_ better?

**Mum:** OK, but it won't cook <sup>3</sup> \_\_\_ you <sup>4</sup> \_\_\_ up the heat.

- |                      |                      |                     |
|----------------------|----------------------|---------------------|
| 1 <b>a</b> add       | <b>b</b> am adding   | <b>c</b> will add   |
| 2 <b>a</b> tastes    | <b>b</b> is tasting  | <b>c</b> will taste |
| 3 <b>a</b> when      | <b>b</b> if          | <b>c</b> unless     |
| 4 <b>a</b> will turn | <b>b</b> are turning | <b>c</b> turn       |

(B) **Chris:** Where do you want to sit? If we <sup>1</sup> \_\_\_ a table by the window, we <sup>2</sup> \_\_\_ a great view.

**Martina:** Yes, but it <sup>3</sup> \_\_\_ not be so noisy if we <sup>4</sup> \_\_\_ here in the corner.

- |                        |                   |                     |
|------------------------|-------------------|---------------------|
| 1 <b>a</b> get         | <b>b</b> gets     | <b>c</b> 'll get    |
| 2 <b>a</b> have        | <b>b</b> 'll have | <b>c</b> 're having |
| 3 <b>a</b> might       | <b>b</b> won't    | <b>c</b> is         |
| 4 <b>a</b> 're sitting | <b>b</b> 'll sit  | <b>c</b> sit        |

## Second conditional with *would, could* and *might*

### 3 Write second conditional sentences with the prompts.

- If / Suzanna / have / enough money / go / to expensive restaurants  
If *Suzanna had enough money, she'd go to* expensive restaurants.
- Martin / could go / cycling in the park / not have / so much homework  
Martin \_\_\_\_\_.
- If / we / not be / so busy / might go / to the beach this weekend  
If \_\_\_\_\_.
- Sam and Christy / only / ask / for help / if / they / really need / it  
Sam and Christy \_\_\_\_\_.
- If / someone / give / me / a free ticket to any country / I / go / to Australia  
If \_\_\_\_\_.

### 4 Write questions for these answers.

- What *would you do if you didn't need to study this weekend* ?  
If I didn't need to study this weekend, I might go shopping, or I might watch a movie.
- How \_\_\_\_\_ ?  
If we shared a bedroom, we'd argue every day.
- What \_\_\_\_\_ ?  
If I could have any superpower, I'd like to be able to fly.
- Where \_\_\_\_\_ ?  
If I could fly, I'd go to the moon.
- Who \_\_\_\_\_ ?  
If I could meet any film star, I'd choose Johnny Depp.

# Grammar reference

## Unit 5

### Posibilidad y probabilidad

- A menudo se utilizan *can*, *can't*, *could*, *may*, *might* y *must* + infinitivo sin *to* para expresar el grado de posibilidad o probabilidad que creemos que puede tener una acción o acontecimiento.  
*It can't be her! She never wears trainers to a party!*  
*¡No puede ser ella, nunca va con zapatillas deportivas a las fiestas!*  
*He's late. He might be stuck in a traffic jam.*  
*Llega tarde. Puede que esté en medio de un atasco.*  
*You must be tired after all that exercise today.*  
*Debes de estar cansada después de todo el día haciendo ejercicio.*
- Se utiliza *can* para hacer afirmaciones generales sobre posibilidades.  
*They say that drinking too much coffee can give you high blood pressure.*  
*Dicen que beber demasiado café puede producir hipertensión.*  
*Try drinking more water: it can help you feel more awake!*  
*Prueba a beber más agua: te puede ayudar a estar más despierto.*
- Se utiliza *can't* cuando creemos que algo es imposible.  
*That can't be Julie over there. She's on holiday in China!*  
*Esa no puede ser Julie. Está de vacaciones en China.*  
*Surely you can't want to buy that bag? It's so ugly!*  
*No puede ser que quieras comprarte ese bolso tan feo.*
- Se utiliza *could*, *may* y *might* para indicar que creemos que algo es posible.  
*You could have a virus – that's why you're feeling ill.*  
*A lo mejor tienes un virus y por eso te sientes mal.*  
*A: Who's that woman? A: ¿Quién es esa mujer?*  
*B: I don't know. She may be his wife. B: No lo sé.*  
*Quizás es su esposa.*  
*It may be cold outside so I'll take a coat.*  
*Cogeré una chaqueta por si hace frío afuera.*
- Se utiliza *must* si creemos que algo es muy probable.  
*She's not answering her phone. She must be sleep.*  
*No responde al teléfono. Debe de estar durmiendo.*
- Se utiliza *can't*, y no *mustn't* si algo no puede ser verdad.  
*She can't be at home. I saw her leaving half an hour ago. She mustn't be at home.*  
*No puede estar en casa. La vi salir hace media hora.*

### Obligación / No obligación

- Se utiliza *must* y *have to* para indicar que hace falta hacer algo.  
*Visitors must complete the form and then give it to the receptionist.*  
*Los visitantes deben rellenar el formulario y dárselo al recepcionista.*  
*We have to fill in this form and then send it to the office.*  
*Debemos rellenar este formulario y mandarlo a la oficina.*
- A menudo se utiliza *must* cuando el hablante indica una obligación porque la considera importante.  
*You must do your homework before you go to your friend's house.*  
*Debes hacer los deberes antes de ir a casa de tu amigo.*  
*I must get my mum a present for her birthday. I forgot last year!*  
*Tengo que comprarle un regalo de aniversario a mi mamá. ¡El año pasado me olvidé!*
- A menudo se utiliza *have to* cuando se habla de leyes o normas.  
*You have to get good exam results to get a place in this university.*  
*Para entrar en esta universidad hay que sacar buenas notas.*  
*She's angry because she has to take her earrings off in school.*  
*Está enfadada porque en la escuela la obligan a quitarse los pendientes.*
- *Must* va seguido de un infinitivo sin *to*.
- *Have to* va seguido de un infinitivo.
- Se utiliza *don't have to* para indicar que algo no es necesario, pero que se puede hacer si se quiere.  
*You can bring some food to the party if you want, but you don't have to.*  
*Puedes traer algo de comida a la fiesta si te apetece, pero no tienes por qué.*
- Se utiliza *had to* para indicar que fue necesario hacer algo en el pasado.  
*I had to leave the party early as I wasn't feeling well.*  
*Tuve que irme de la fiesta antes porque no me encontraba bien.*

### Prohibición

- Se utiliza *can't* y *mustn't* para indicar que algo está prohibido por ley o normativa.  
*I can't take my new phone to school – It's the rule.*  
*No puedo llevar mi teléfono nuevo al colegio. Son las normas.*  
*We mustn't use our calculators in the Maths exam.*  
*En el examen de matemáticas no podemos utilizar la calculadora.*

# Grammar practice

## Possibility and probability

### 1 Circle the correct options.

- It \_\_\_\_\_ be 6 o'clock already! I've only just had lunch!  
**a** can't                      **b** mustn't                      **c** must
- I think it \_\_\_\_\_ rain later so I'm taking my coat.  
**a** must                      **b** can                      **c** may
- If you have a headache, aspirin \_\_\_\_\_ help.  
**a** can                      **b** must                      **c** mustn't
- You \_\_\_\_\_ be hungry after doing so much exercise.  
**a** might                      **b** can't                      **c** must
- He \_\_\_\_\_ be asleep, that's why he's not answering his phone.  
**a** could                      **b** can't                      **c** can
- Don't wait for me – I \_\_\_\_\_ be late.  
**a** must                      **b** might                      **c** can

### 2 Complete the sentences with *can*, *can't*, *must* or *might/may/could*. More than one answer is possible for some sentences.

- That can't be Jane – she's away on holiday with her mum and dad.
- Do you think you \_\_\_\_\_ be in a bad mood because you're hungry?
- She \_\_\_\_\_ bring him to the party, I don't know – she wasn't sure when I spoke to her.
- It \_\_\_\_\_ help to talk to a friend if you have a problem.
- It's about 30° today – you \_\_\_\_\_ be very hot in that coat!
- A:** Where's Sarah today?  
**B:** I'm not sure, but she had a bad headache yesterday, so she \_\_\_\_\_ be ill.

## Obligation/No obligation/Prohibition

### 3 Complete the sentences with a phrase in the box.

don't have to wear    had to finish    can't use  
 mustn't eat    ~~have to be~~    have to look    must eat

- You have to be good at science to study Medicine at university.
- I've told you before, Jimmy – you \_\_\_\_\_ all your vegetables up, otherwise no ice cream!
- On Fridays, we \_\_\_\_\_ formal clothes to the office, but we still \_\_\_\_\_ smart – no jeans or T-shirts!
- It's OK to use a proper calculator in the exam, but you \_\_\_\_\_ mobile phones.
- I \_\_\_\_\_ a project yesterday evening to have it ready for school today – I didn't get to bed until nearly 1 am!
- Right, that's it, I \_\_\_\_\_ any more cake – I've already had two pieces and I'm on a diet!

### 4 Correct the mistake in each sentence. Find one unnecessary word or add a missing word.

- Susan, you must to take your library books back before the end of term, OK?  
Susan, you must take your ...
- I'm so tired because I had study all night.  
 \_\_\_\_\_
- They told me I can't to take my dog on the bus.  
 \_\_\_\_\_
- I heard we don't to have to take our sports kit to school on Friday.  
 \_\_\_\_\_
- My mother is upset because I have do extra homework for failing the exam.  
 \_\_\_\_\_
- You can help me make dinner if you want to, but you don't have.  
 \_\_\_\_\_

# Grammar reference

## Unit 6

### La voz pasiva: presente simple, pasado simple y will

	presente simple		
Spanish Tigers	is aren't		spoken in many countries. found in Africa.
	pasado simple		
Writing Planes	was weren't		invented in Asia. used until the 1900s.
	will		
The prize The exams	will be won't be		awarded next week. marked until the weekend.
interrogativas			
Will	sujeto	be	participio pasado
Will	your project	be	finished by Friday?

- Se utiliza la voz **pasiva** cuando no se sabe o no tiene interés saber quién lleva a cabo la acción.
- Se utiliza el **presente simple pasivo** para hablar de hechos del presente.  
*English is spoken in most restaurant, hotels and tourist offices.*  
*En la mayoría de restaurantes, hoteles y oficinas de turismo se habla inglés.*
- Se utiliza el **pasado simple pasivo** para hablar de hechos del pasado.  
*The first video game console was made in 1972.*  
*La primera videoconsola se fabricó en 1972.*
- Se utiliza **will** con la forma **pasiva** para hablar de hechos y acciones que creemos que pasarán en el futuro.  
*Exam results will be emailed to students next week.*  
*Los resultados de los exámenes se enviarán a los alumnos por correo electrónico la semana que viene.*  
*Extra-terrestrial life will be discovered soon. I'm sure of it!*  
*Pronto se descubrirá vida extraterrestre, estoy seguro.*
- Se utiliza **by** con el **pasivo** para indicar quién es el responsable de la acción.  
*The book was written by an expert in waste and recycling.*  
*El libro lo escribió un experto en residuos y reciclaje.*  
*Competition entries will be judged by teachers in the English department.*  
*Las inscripciones al concurso serán evaluadas por profesores del departamento de inglés.*

- Para hacer preguntas en presente y pasado, se utiliza la forma apropiada de **be + sujeto + participio pasado** y se ponen las partículas interrogativas antes del verbo **be**.  
*Was the light bulb really invented by Edison?*  
*¿Fue realmente Edison quien inventó la bombilla?*  
*Where is the most coffee drunk in the world?*  
*¿Dónde se bebe más café en el mundo?*
- Para hacer preguntas con **will**, se utiliza **will + sujeto + be + participio pasado**.  
*When will the next chess club meeting be held?*  
*¿Cuándo se celebrará el próximo encuentro del club de ajedrez?*

### Pronombres relativos

- Se utilizan **oraciones de relativo** para establecer la persona, el lugar o la cosa de la que estamos hablando.  
*My aunt has a friend who makes lovely candles.*  
*Mi tía tiene una amiga que fabrica unas velas preciosas.*  
*This is the song that I told you about.*  
*Ésta es la canción de la que te hablé.*
- Los **pronombres relativos** se ponen al principio de las oraciones de relativo y **no** se repite el pronombre de sujeto cuando el sujeto del pronombre y el de la oración siguiente son el mismo.  
*We know a lot of people who live in the village.*  
*We know a lot of people who they live in the village.*  
*Conocemos a mucha gente que vive en el pueblo.*
- Se utiliza **who** o **that** para hablar de personas.  
*The man who/that lives next door to us spends every day in the garden.*  
*El hombre que vive en la casa de al lado se pasa el día en el jardín.*
- Se utiliza **that** o **which** para hablar de cosas.  
*She wants to buy some boots which/that she can wear with jeans or a skirt.*  
*Quiere comprarse unas botas que pueda llevar con tejanos o una falda.*
- Se utiliza **where** para hablar de lugares.  
*You could try the restaurant where we had my birthday dinner. It was lovely!*  
*Podrías probar el restaurante donde celebré mi cumpleaños. Era encantador.*
- Se utiliza **whose** para hablar de posesiones.  
*Do you remember the name of the guy whose phone charger I borrowed last week?*  
*¿Recuerdas cómo se llamaba el chico que me dejó el cargador del móvil la semana pasada?*

# Grammar practice

## The passive: present simple, past simple and *will*

### 1 Complete the sentences with the correct active or passive form of the verbs in brackets.

- The first email was sent (send) by Ray Tomlinson in 1971.
- In 1990, Tim Berners-Lee \_\_\_\_\_ (develop) the World Wide Web.
- Today, emails \_\_\_\_\_ (send) by millions of people all over the world.
- The first radio waves \_\_\_\_\_ (transmit) by Marconi in 1895.
- \_\_\_\_\_ radio waves \_\_\_\_\_ (use) to communicate with other planets in the future?
- Louis Daguerre \_\_\_\_\_ (take) the first photograph in 1839.
- Photographs are still popular, but film \_\_\_\_\_ (not use) anymore.
- Penicillin \_\_\_\_\_ (discover) by Alexander Fleming in 1928.

### 2 Rewrite the text using the passive. Add *by* if necessary.

<sup>1</sup>The Chinese invented paper money in the 9<sup>th</sup> century AD. <sup>2</sup>Merchants signed certificates promising to pay a certain amount of money. <sup>3</sup>European countries did not introduce paper money until more than 500 years later. <sup>4</sup>Today, people use bank notes all over the world. <sup>5</sup>People also make many payments using digital systems. <sup>6</sup>In the future, digital money will replace physical money. <sup>7</sup>People won't use coins or notes anymore. <sup>8</sup>You'll only find them in museums and in history books.

- Paper money was invented by the Chinese in the 9th century AD.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Relative pronouns and clauses

### 3 Circle the correct options.

Computer scientists <sup>1</sup>which / who have invented a new type of robot have just won a prize for technological innovation. They've invented a robot <sup>2</sup>that / where can walk and run just like a human. People <sup>3</sup>where / whose jobs involve working in places <sup>4</sup>where / which are dangerous for humans will find many uses for this type of robot. The robots can also work in homes <sup>5</sup>where / which the disabled or the elderly need many types of routine care. Many tasks <sup>6</sup>which / whose elderly people find difficult could eventually be done by robots. Other places <sup>7</sup>which / where robots may become common include supermarkets, hospitals and schools. But some people are afraid that in the future robots <sup>8</sup>that / whose intelligence is superior to humans may take over the planet.

### 4 Complete the text using the relative clauses below.

An amazing invention <sup>1</sup> a at the Google Science Fair recently was a communication device called TALK. It was invented by a 16-year-old boy from India <sup>2</sup> \_\_\_\_\_. His invention is a device <sup>3</sup> \_\_\_\_\_ into letters. It is much cheaper than other systems <sup>4</sup> \_\_\_\_\_ – some of them can cost over \$5,000. People <sup>5</sup> \_\_\_\_\_ need to wear a special sensor. The sensor is placed <sup>6</sup> \_\_\_\_\_ variations in the person's breath, generally under the nose. People <sup>7</sup> \_\_\_\_\_ make it difficult for them to speak can use this device to communicate. Arsh has a website <sup>8</sup> \_\_\_\_\_ about his invention and his plans for research.

- ~~that won an award~~
- where it can detect
- where you can read
- which changes human breath
- which are currently available
- whose name is Arsh Dilbagi
- who use the device
- whose medical conditions

# Grammar reference

## Unit 7

### Formas **-ing**

- Se puede utilizar la forma **-ing** como sustantivo y para crear sintagmas nominales.  
*Swimming is great exercise.*  
*La natación es un gran ejercicio.*  
*My favourite hobby is dancing.*  
*Mi afición favorita es bailar.*  
*Being the oldest child can be difficult sometimes.*  
*A veces, ser el hijo mayor puede ser complicado.*  
*She thinks having a school prom is a terrible idea.*  
*Cree que el baile de graduación es una idea pésima.*
- También se utiliza la forma **-ing** después de una preposición.  
*My dad's not very good at cooking, but he tries very hard.*  
*Mi padre no es muy bueno cocinando, pero se esfuerza mucho.*  
*She spends a lot of money in going to concerts.*  
*Se gasta mucho dinero en ir a conciertos.*  
*We're thinking of giving up volunteering at the hospital.*  
*Nos estamos planteando dejar el voluntariado en el hospital.*  
*I'm looking forward to seeing you at Christmas.*  
*Tengo muchas ganas de verte en Navidad.*
- Se utiliza la forma **-ing** después de ciertos verbos y expresiones.  
*She suggested buying the phone with the 13 megapixel camera.*  
*Sugirió comprar el teléfono con la cámara de 13 megapíxeles.*  
*I don't mind helping you put up the decorations.*  
*No me importa ayudarte a colocar la decoración.*
- Entre las expresiones y verbos más comunes que requieren el uso de la forma **-ing** se encuentran **be good/bad at, can't stand, don't mind, hate, enjoy, like, love, miss, practise, recommend, suggest, imagine** y **celebrate**.
- Algunos verbos pueden llevar un objeto delante de la forma **-ing**.  
*We miss you telling us jokes in class.*  
*Echamos de menos que nos cuentes chistes en clase.*  
*They don't like him singing in the shower.*  
*No les gusta que cante en la ducha.*
- En la mayoría de verbos, se añade **-ing** al infinitivo.  
*see – seeing watch – watching buy – buying*  
*ver – viendo mirar – mirando*  
*comprar – comprando*

- En los verbos que terminan con **-e**, se elimina la **-e** y se añade **-ing**.  
*have – having write – writing save – saving*  
*tener – teniendo escribir – escribiendo*  
*ahorrar – ahorrando*
- En los verbos que terminan con una **vocal** y una **consonante**, se dobla la consonante y se añade **-ing**.  
*get – getting run – running shop – shopping*  
*recibir – recibiendo correr – corriendo*  
*comprar – comprando*

### Infinitivos

- Normalmente, se utiliza el infinitivo con **to** después de un adjetivo.  
*You were lucky to get tickets for the match.*  
*Tuviste suerte de conseguir entradas para el partido.*  
*I'm very pleased to meet you!*  
*Encantado de conocerte.*  
*My teacher's not very easy to talk to.*  
*No es fácil hablar con mi profesora.*
- También se utiliza el infinitivo con **to** después de algunos verbos.  
*Kaitlyn offered to help me with my homework.*  
*Kaitlyn se ofreció a ayudarme con los deberes.*  
*We've decided to watch a film this evening.*  
*Hemos decidido que esta noche vamos a ver una película.*  
*They don't expect to have any problems.*  
*No creen que vayan a tener problemas.*
- Algunos de los verbos que van seguidos de un infinitivo con **to** son **agree, ask, choose, decide, expect, hope, learn, offer, promise, seem, teach, wait, want** y **would like**.
- Algunos verbos necesitan que haya un objeto antes del infinitivo con **to**.  
*My dad taught me to ride a bike.*  
*Mi padre me enseñó a ir en bici.*  
*I didn't invite Nathan to come with us.*  
*No invité a Nathan a que viniera con nosotros.*
- Algunos verbos pueden tener un objeto antes del infinitivo con **to**.  
*They asked us to turn the music down.*  
*Nos pidieron que bajáramos el volumen.*  
*She'd like everyone to get here for 8 o'clock.*  
*Le gustaría que todos llegaran antes de la 8.*

# Grammar practice

## -ing forms

- 1 Complete the text with the *-ing* form of the verbs in the box.

chat dance dress stand try  
go look help worry make

I love <sup>1</sup> going to parties. I like <sup>2</sup> \_\_\_\_\_ up and I enjoy <sup>3</sup> \_\_\_\_\_ to music, but I hate <sup>4</sup> \_\_\_\_\_ with people that I don't know. <sup>5</sup> \_\_\_\_\_ new friends is really hard! My mum says I need to practise <sup>6</sup> \_\_\_\_\_ to be more confident. What can I do?

My sister's having her engagement party this weekend. I don't mind <sup>7</sup> \_\_\_\_\_ to plan the party, but she wants me to make a speech! I can't imagine myself <sup>8</sup> \_\_\_\_\_ up in front of all those people! I'm terrified of <sup>9</sup> \_\_\_\_\_ stupid! <sup>10</sup> \_\_\_\_\_ about it is keeping me awake at night. What should I do?

## Infinitives

- 2 Write sentences with the prompts. Use the past simple of the verbs provided and infinitives where necessary.

- My sister / offer / lend / me / her new handbag  
My sister offered to lend me her new handbag.
- Simon / invite / me / dance / with him  
\_\_\_\_\_
- We / be / amazed / get / free concert tickets  
\_\_\_\_\_
- We / agree / watch / the fireworks / tonight  
\_\_\_\_\_
- My friend / ask / us / go / to a party  
\_\_\_\_\_
- It / be / difficult / talk / because of the noise  
\_\_\_\_\_
- We / be / ready / leave / ten minutes ago  
\_\_\_\_\_
- Which dress / you / decide / wear?  
\_\_\_\_\_

## Infinitives vs. -ing forms

- 3 **Circle** the infinitives and *-ing* forms in these sentences and look at the words before them. Then match them to the rules.

- I was amazed **(to see)** so many people at the play.
- They suggested decorating the room with flowers.
- Sally's parents offered to take us to the prom.
- I imagine people listening to my music on stage.
- Playing computer games is a total waste of time!
- He taught her to play the guitar.
- I'm excited about playing in the school concert.

- We use the *-ing* form as a noun, and to make noun phrases. \_\_\_\_\_
- We use the *-ing* form after certain verbs and expressions. \_\_\_\_\_
- Some verbs can have an object before the *-ing* form. \_\_\_\_\_
- We use the *-ing* form after prepositions. \_\_\_\_\_
- We usually use the infinitive with *to* after adjectives. 1
- We use the infinitive with *to* after certain verbs. \_\_\_\_\_
- Some verbs need an object before the infinitive with *to*. \_\_\_\_\_

- 4 **Circle** the correct options.

- Debbi:** I want **(to celebrate)** celebrating the end of our course – let's have a costume party!
- Dave:** Are you joking? I can't stand <sup>2</sup> **to dress / dressing** up.
- Debbi:** Well I think people will enjoy <sup>3</sup> **to design / designing** their own costumes.
- Dave:** I suppose so ... but I'm hopeless at <sup>4</sup> **to plan / planning** parties.
- Debbi:** Don't worry. I'm brilliant at <sup>5</sup> **to organise / organising** things!
- Dave:** OK, so what can I do?
- Debbi:** I'd like you <sup>6</sup> **to get / getting** hold of some lights and something to play music.
- Dave:** OK. That's easy <sup>7</sup> **to do / doing**. How many people do you plan <sup>8</sup> **to invite / inviting**?
- Debbi:** Everyone in our class!
- Dave:** That's thirty people – I recommend <sup>9</sup> **to ask / asking** your neighbours if they mind us <sup>10</sup> **to have / having** a party – it could get very noisy!



# Grammar reference

## Unit 8

### El tercer condicional

situación imaginaria del pasado	consecuencia imaginaria del pasado
(if + pasado perfecto)	(would have + infinitivo)
If I had seen your email,	I would have called you.
If I hadn't seen your email,	I wouldn't have called you.
consecuencia imaginaria del pasado	situación imaginaria del pasado
(would have + infinitivo)	(if + pasado perfecto)
I would have called you	if I had seen your email.
I wouldn't have called you	if I hadn't seen your email.

- Se utiliza el **tercer condicional** para hablar de situaciones imaginarias en el pasado y de las consecuencias imaginarias en el pasado.  
*If you hadn't read the book, the ending of the film would have been a surprise.*  
*Si no te hubieses leído el libro te habría sorprendido el final de la película.*  
*They'd have found the exam easy if they'd done more revision.*  
*Si hubiesen repasado más habrían encontrado fácil el examen.*
- Se utiliza **if + pasado perfecto** (afirmativo o negativo) para describir la situación imaginaria del pasado.  
*If I hadn't missed the penalty, we would have won the match.*  
*Si no hubiera fallado el penalti, habríamos ganado el partido.*
- Se utiliza **would (not) + have + participio pasado** cuando estamos seguros de la consecuencia imaginaria del pasado.  
*We would have seen my brother's new car if he'd been at home.*  
*Si mi hermano hubiese estado en casa, habríamos visto su coche nuevo.*  
*If she'd won the prize, she wouldn't have been disappointed.*  
*Si hubiese ganado el premio no se habría decepcionado.*
- A menudo se utiliza el **tercer condicional** para hablar de cosas de las que nos arrepentimos.  
*If I hadn't posted the photo on Facebook, my parents wouldn't have found out.*  
*Si no hubiera colgado la foto en Facebook, mis padres no lo habrían descubierto.*

- Para hacer preguntas con el tercer condicional, se utiliza **if + pasado perfecto**, (partícula interrogativa) + **would (not) + sujeto + have + participio pasado**.  
*If you'd known the battery was so bad, would you have bought the same mobile?*  
*Si hubieras sabido que la batería era tan mala, ¿te habrías comprado el mismo móvil?*  
*How long would they have waited for me if I'd been late?*  
*¿Cuánto tiempo me habrían esperado si hubiera llegado tarde?*

### Must have, can't have, might/may/could have

sujeto	verbo modal	have	participio pasado
I / You / He / She / It / We / They	must    can't might    may could	have	enjoyed it.

- A menudo se utiliza **must have, can't have, might/may/could have + participio pasado** para explicar por qué pasó algo o para sugerir qué creemos que pasó.  
*My parents can't have forgotten my birthday, so they must have planned a surprise.*  
*Mis padres no pueden haberse olvidado de mi aniversario, así que deben de haber preparado una sorpresa.*  
*He may have asked William, or he might have asked Evan.*  
*He can't remember!*  
*Puede que se lo pidiera a William o quizás a Evan. ¡No se acuerda!*
- Se utiliza **must have** cuando creemos que nuestra explicación es la única correcta.  
*She isn't answering my texts. She must have gone to bed.*  
*No responde a mis mensajes. Debe haberse ido a la cama.*
- Se utiliza **can't have** para rechazar explicaciones sobre por qué ha pasado algo.  
*It can't have been Emma that told him. She doesn't know.*  
*No pudo ser Emma quien se lo dijo. No lo sabe.*
- Se utiliza **might/may/could have** cuando creemos que nuestra explicación puede ser correcta, pero no la única posible.  
*I might have left it on the bus. I don't remember putting it back in my bag.*  
*Es posible que me lo dejara en el bus. No recuerdo haberlo metido de nuevo en la mochila.*  
*They may have gone to the pool. It's very hot today.*  
*Quizás han ido a la piscina. Hoy hace mucho calor.*
- Se forman preguntas de respuesta **Sí o No** con **could + sujeto + have + participio pasado**.  
*Could aliens have visited our planet without us knowing?*  
*¿Es posible que los extraterrestres hayan visitado nuestro planeta sin que lo sepamos?*
- Normalmente no se utilizan **might** y **may** en las preguntas de respuesta **Sí o No**.  
*May Isabel have known the answer?*

# Grammar practice

## Third conditional

### 1 Write third conditional sentences with the prompts. Use the words in brackets.

- Why didn't you set the alarm? (not be late)  
If you had set the alarm, you wouldn't have been late.
- Why did he step off the path? (not fall into the lake)  
He \_\_\_\_\_.
- Why did she leave her phone in the car? (call the police)  
If \_\_\_\_\_.
- Why didn't we bring any money? (buy some food)  
We \_\_\_\_\_.
- Why did you make so much noise? (not wake the neighbours)  
If \_\_\_\_\_.
- Why wasn't he more careful? (not break the window)  
He \_\_\_\_\_.

### 2 Complete the third conditional sentences with the correct form of the verbs in brackets.

- If we hadn't climbed (not climb) the mountain, we wouldn't have seen (not see) the giant footprints.
- No one \_\_\_\_\_ (believe) us if we \_\_\_\_\_ (not take) a photo.
- If you \_\_\_\_\_ (not wake) me up, I \_\_\_\_\_ (not see) the shooting stars.
- Vicky \_\_\_\_\_ (not lose) her way, if the sign \_\_\_\_\_ (be) clearer.
- They \_\_\_\_\_ (not find) him in the snow if he \_\_\_\_\_ (not have) his phone.
- What \_\_\_\_\_ (you/do) if you \_\_\_\_\_ (see) an alien spaceship?
- \_\_\_\_\_ (you/go) into the cave if you \_\_\_\_\_ (hear) a strange noise?
- How \_\_\_\_\_ (he/escape) if they \_\_\_\_\_ (not follow) him?

## must have, can't have, might/may/could have

### 3 Write sentences with *must have*, *can't have* and *might/may/could have*. Use the ideas in brackets. More than one answer is possible for some sentences.

- Maria didn't go to school last week. (Maybe she was ill.)  
She might have been ill.
- Michael got a zero in his test. (I'm sure he didn't study much.)  
He \_\_\_\_\_.
- They were late. (Maybe they missed the bus.)  
They \_\_\_\_\_.
- He got a new bike. (I'm sure it was his birthday.)  
It \_\_\_\_\_.
- The film doesn't come out until Friday. (I'm sure you haven't seen it yet.)  
You \_\_\_\_\_.
- There was a lot of loud music next door last night. (I'm sure they had a party.)  
They \_\_\_\_\_.

### 4 Complete the mini dialogues. Use *must have*, *can't have* and *might/may/could have* and the correct form of the verbs in the box. More than one answer is possible for some sentences.

go go leave take put go

- A:** Where's Lucas? Has he gone home already?  
**B:** No, he <sup>1</sup> can't have gone home because his bag is still here on his chair.  
**A:** Yes ... he <sup>2</sup> \_\_\_\_\_ for a coffee. Or maybe he's outside.
- C:** Oh no! I can't find my keys!  
**D:** Do you think you <sup>3</sup> \_\_\_\_\_ them in your coat pocket?  
**C:** I don't think so ... Oh I know!  
I <sup>4</sup> \_\_\_\_\_ them in the door again!
- E:** Do you think the neighbours have gone on holiday?  
**F:** No, they <sup>5</sup> \_\_\_\_\_ on holiday – look their car's parked outside.  
**E:** Yes, but <sup>6</sup> \_\_\_\_\_ they \_\_\_\_\_ a taxi to the airport?

# Grammar reference

## Unit 9

### Discurso indirecto

- Cuando se citan las palabras de alguien, a menudo debemos cambiar las formas verbales.

discurso directo	discurso indirecto
Presente simple 'I <b>want</b> a new bike.' 'I'm very tired.'	Pasado simple She said (that) she <b>wanted</b> a new bike. She said (that) she <b>was</b> very tired.
Pasado simple 'They <b>spent</b> the night in a police cell.'	Pasado perfecto You told me (that) they <b>had spent</b> the night in a police cell.
Presente perfecto 'They've never <b>told</b> anyone.'	Pasado perfecto He said (that) they <b>had never told</b> anyone.
<b>will</b> 'They'll give us a book to read.'	<b>would</b> He told us (that) they <b>would</b> give us a book to read.
<b>can</b> 'I <b>can</b> help him.'	<b>could</b> She said (that) she <b>could</b> help him.

- A menudo también debemos cambiar otras palabras, como pronombres y referencias temporales.  
*"I'll show you the false passports tomorrow."  
He said he'd show me the false passports the next day.  
«Mañana te mostraré los pasaportes falsos.»  
Dijo que al día siguiente me mostraría los pasaportes falsos.*
- No hace falta cambiar las formas verbales si la situación sigue siendo válida en el momento de la cita o si es imaginaria.  
*"If I committed a crime, I wouldn't talk about it online."  
He said that if he committed a crime, he wouldn't talk about it online.  
«Si cometiera un crimen no hablaría de ello en Internet.»  
Dijo que si cometiera un crimen no hablaría de ello en Internet.*

### Citas de preguntas

- Cuando se citan preguntas, normalmente se hacen los mismos cambios en las formas verbales, los pronombres y las referencias temporales que en el discurso indirecto.
- Cuando se citan preguntas con una partícula interrogativa no se añade verbo auxiliar y el orden de las palabras es el mismo que en las frases afirmativas.  
*Connor asked when the school trip was.  
Connor asked when ~~was~~ the school trip.  
Connor preguntó cuándo era la excursión con el colegio.*
- Cuando se citan preguntas con respuesta **Sí o No**, se utiliza *if*.  
*"Did you tell the truth?"  
They asked him if he'd told the truth.*

*«¿Dijiste la verdad?»  
Le preguntaron si había dicho la verdad.*

- Cuando se citan preguntas no se utiliza interrogante.  
*"Where did you go after school?"  
My parents asked me where I'd been after school.  
«¿Dónde fuiste después del colegio?»  
Mis padres me preguntaron dónde había ido después del colegio.*

### Preguntas indirectas

pregunta directa	pregunta indirecta	
Where is the bank?	Can/Could you tell me	where the bank is?
	Can/Could I ask you	
	I was wondering	where the bank is.
pregunta directa con respuesta sí o no	pregunta indirecta	
Do you know this man?	Can/Could you tell me if	you know this man?
	Can/Could I ask you if	
	I was wondering if	you know this man.

- Las preguntas indirectas suenan más educadas que las directas. En la primera parte de las preguntas indirectas se utilizan frases determinadas como **Can/ Could you tell me... ?**, **Do you know... ?** y **I was wondering... ?**  
*Could you tell me what your brother's name is?  
¿Podrías decirme como se llama tu hermano?  
Do you know how long he waited before he left?  
¿Sabes cuánto tiempo esperó antes de irse?*
- Cuando se forman **preguntas indirectas** con partícula interrogativa no se añade verbo auxiliar y el orden de las palabras es el mismo que en las frases afirmativas.  
*I was wondering where the kidnappers hid.  
I was wondering where ~~did~~ the kidnappers hide.  
Me preguntaba dónde se habían escondido los secuestradores.*
- Para formar preguntas indirectas con respuesta **Sí o No** se utiliza *if*.  
*Can I ask you if you think she was brave?  
¿Te puedo preguntar si crees que fue valiente?  
I was wondering if this is Old Street.  
Me pregunto si esto es Old Street.*

# Grammar practice

## Reported statements

### 1 Complete the police officer's report.

The police received a mysterious phone message:

'Hello. My name is Mike. I live on Greenwood Road. I saw some strange men going into the house next door. They looked very suspicious. I haven't seen them here before. I don't want to cause any trouble, but I think they might be spies. I can't remember anything else. I'll call you if I see them again.'

The police officer reported the message to the chief inspector:

'Good morning, chief. This morning we received a message from a man. He told us that his name <sup>1</sup> was Mike and that he <sup>2</sup> \_\_\_\_\_ on Greenwood Road. He said he <sup>3</sup> \_\_\_\_\_ some strange men going into the house next door. He said they <sup>4</sup> \_\_\_\_\_ very suspicious and that he <sup>5</sup> \_\_\_\_\_ them there before. He told us that he <sup>6</sup> \_\_\_\_\_ to cause any trouble, but he <sup>7</sup> \_\_\_\_\_ they might be spies. He said that he <sup>8</sup> \_\_\_\_\_ anything else but he <sup>9</sup> \_\_\_\_\_ us if he <sup>10</sup> \_\_\_\_\_ them again.'

### 2 Complete the reported statements. Remember to change pronouns and time references.

- Martin: 'Shelley was here yesterday.'  
Martin said that Shelley had been there the day before.
- Jake: 'I saw this film a week ago.'  
Jake told me \_\_\_\_\_.
- Vicky: 'I'm not sure what time I'll finish work this evening.'  
Vicky told me \_\_\_\_\_.
- Sam: 'We haven't seen the film yet, but the reviews were very good.'  
Sam told me that they \_\_\_\_\_.
- Jasmin: 'Keira will call you tomorrow.'  
Jasmin said that Keira \_\_\_\_\_.
- Ellen: 'Maria can't come to the concert.'  
Ellen said that Maria \_\_\_\_\_.

## Reported questions

### 3 Read the police interview. Then complete the text with reported questions.

- Officer:** Can you answer some questions, please?  
**Emma:** Yes, of course. What is it about?  
**Officer:** Where were you this morning at 10 am?  
**Emma:** I was at home all day.  
**Officer:** Did you hear any unusual noises?  
**Emma:** No, I didn't. What's happened?  
**Officer:** It's just routine.  
**Emma:** Has there been a crime?  
**Officer:** We're investigating a robbery.  
**Emma:** Where did it take place?  
**Officer:** It was next door to you. Have you spoken to any neighbours today?  
**Emma:** No, I haven't.  
**Officer:** Please will you get in touch if you hear any information?

The officer asked me

<sup>1</sup> if I could answer some questions. She asked me <sup>2</sup> \_\_\_\_\_. I said I'd been at home all day. She asked me <sup>3</sup> \_\_\_\_\_. I said no. Then I asked her <sup>4</sup> \_\_\_\_\_. She said it was routine. I asked her <sup>5</sup> \_\_\_\_\_ and she said they were investigating a robbery. I asked her <sup>6</sup> \_\_\_\_\_. And she said it had been next door to my house! She asked me <sup>7</sup> \_\_\_\_\_. And then she asked me <sup>8</sup> \_\_\_\_\_.

## Indirect questions

### 4 Rewrite the direct questions as indirect questions.

- Where do you live?  
Could you tell us where you live?
- What is your address?  
Could I ask \_\_\_\_\_?
- What did you see?  
Could you tell me \_\_\_\_\_?
- Who called the police?  
Do you know \_\_\_\_\_?
- Did you see the car number plate?  
I was wondering \_\_\_\_\_?
- Did you notice their appearance?  
Can I ask \_\_\_\_\_?