

## Referencia

### A FORMAS DEL PRESENTE Y DEL PASADO ejercicios 1–10, páginas 2–4

- 1 Se usa el **presente simple** para:
  - hechos y estados.  
*My brother **works** in a bank.*
  - hábitos y acciones que se repiten.  
*We **often go** swimming on Saturday mornings.*
  - verbos de estado.  
*I **don't understand** this homework.*
- 2 Se usa el **presente continuo** para:
  - acciones que se están desarrollando en el momento.  
*We're **having** lunch in a pizza restaurant.*
  - situaciones temporales.  
*I'm **staying** with my grandparents for the summer.*
- 3 Se usa el **presente perfecto simple** para:
  - acciones o estados del pasado que empezaron en el pasado y que se alargan hasta el presente.  
*They've **lived** in this town for six years.*
  - acciones del pasado que afectan al presente.  
*My phone battery **has died**. (So I can't call you.)*
  - experiencias del pasado (cuando no especificamos cuándo han ocurrido).  
*They've **met** twice before.*
- 4 Se usa el **presente perfecto continuo** para:
  - enfatizar cuánto duró una acción que empezó en el pasado y que continúa en el presente.  
*He's **been working** on his history essay for hours.*
  - una acción que se interrumpió recientemente y que afecta al presente.  
*The children **have been baking** cakes. (There's flour all over the kitchen worktop.)*
- 5 Se usa el **pasado simple** para:
  - acciones que finalizaron en el pasado.  
*Dad **drove** to work this morning.*
  - estados del pasado.  
*We **thought** the film was excellent.*
  - cosas que se repetían en el pasado.  
*She **entered** many cycling races when she was younger.*
- 6 Se usa el **pasado continuo** para:
  - acciones que se desarrollaron en un momento concreto del pasado.  
*We **were walking** in the park at 10.30 a.m.*
  - acciones del pasado que son interrumpidas por otras acciones.  
*She **was running** for the bus when she tripped and cut her leg.*
- 7 Se usa el **pasado perfecto simple** para:
  - una acción que ha ocurrido antes que otra acción en el pasado.  
*By the time she arrived, Paul **had already left**. (First Paul left. Then she arrived.)*
- 8 Se usa el **pasado perfecto continuo** para:
  - enfatizar cuánto duró una acción que ocurrió antes que otra acción del pasado.  
*I **needed** a holiday after my exams because I **had been studying** hard for months.*
- 9 Se usa **used to** para:
  - acciones que se repetían en el pasado.  
*He **used to** play computer games for hours.*
  - estados del pasado que ya no son ciertos.  
*She **used to** hate eggs when she was younger.*
- 10 Se usa **would + infinitivo** para:
  - acciones que se repetían en el pasado, pero no para estados del pasado.  
*On New Year's Day, we **would** wrap up warm and go for a walk.*

### B FORMAS DEL FUTURO ejercicios 11 y 12, página 4

- 1 Se usa **will** para:
  - predicciones generales sobre el futuro.  
*I think the exhibition **will** be really interesting.*
  - promesas, ofertas y advertencias.  
*Don't worry. I **won't** forget to call you tomorrow.*
  - decisiones que se toman mientras se está hablando.  
*You know what? I think I'**ll** come with you.*
- 2 Se usa **be going to** para:
  - planes e intenciones.  
*I'm **going to** get a part-time job this summer.*
  - predicciones del futuro a partir de evidencias que se tienen en el presente.  
*Dan's just crashed Mum's car. She **isn't going to** be happy.*

- 3 Se usa el **futuro continuo** para:
- acciones o eventos que se desarrollarán en el futuro.
- This time next week, I'll be relaxing on a beach. I can't wait!*

- 4 Se usa el **futuro perfecto** para:
- acciones o eventos que habrán finalizado antes de un momento determinado del futuro.
- By the time you arrive, I'll have finished my homework.*

### C USO DEL FUTURO CON PRESENTE CONTINUO Y PRESENTE SIMPLE ejercicio 13, página 4

- 1 Se usa el presente continuo para actividades programadas y planes seguros del futuro.
- We're meeting at the cinema at seven o'clock.*
- ¡Atención!** Se usa *be going to* + infinitivo o el presente continuo para hablar de planes. Se suele usar el presente continuo para planes a corto plazo, y se suele especificar la hora y el lugar.
- I'm going to meet him later.* (Tengo planeado hacer esto, pero no sé cuándo.)
- I'm meeting him at ten o'clock.* (Ya está planeado.)
- 2 Se usa el presente simple para eventos del futuro que siguen un horario.
- Our train arrives at ten o'clock.*

### D FORMAS INTERROGATIVAS ejercicio 14, página 4

- 1 Las preguntas con formas verbales continuas se construyen con el verbo principal + *-ing*.
- Where were you going yesterday?*
- 2 Las preguntas con formas verbales simples se construyen con el verbo principal en infinitivo.
- Where did you go yesterday?*
- 3 En una pregunta de sujeto, la partícula interrogativa funciona como el sujeto de la frase. El orden de las palabras no se invierte y no hay verbo auxiliar.
- Who likes Thomas? I like Thomas.*
- 4 En una pregunta de objeto, la partícula interrogativa funciona como el objeto de la frase. Se invierte el orden de las palabras y se usa un verbo auxiliar.
- Who does Thomas like? Thomas likes me.*
- 5 Se suelen hacer preguntas negativas cuando se quiere confirmar lo que se está afirmando.
- You're late. Didn't you catch the six o'clock bus?*
- 6 Se usa *How long* en lugar de *When* para preguntar la duración de algo.
- How long have you been a police officer? For seven years.*  
*When did you become a police officer? When I was 21.*

## Práctica

### PRESENTE SIMPLE Y PRESENTE CONTINUO

- 1 **Copia y elige las opciones correctas.**
- I can't talk now because I eat / I'm eating my dinner.
- It snows / It's snowing* at the moment.
  - It snows / It's snowing* every year in Siberia.
  - Do you know / Are you knowing* Jessica?
  - Does it rain / Is it raining* now?
  - You can have the newspaper – *I don't read / 'm not reading* it.
  - I don't understand / 'm not understanding* – could you speak more slowly?

### PRESENTE PERFECTO SIMPLE Y CONTINUO

- 2 **Escribe las palabras en el orden correcto para formar frases.**
- for / hours! / been / I've / waiting / three / over
- I've been waiting for over three hours!*
- studying / you / How / here? / long / been / have
  - the / three / been / years. / has / Ethan / guitar / learning / for
  - working / for / Olivia / long. / been / hasn't / here
  - well / week. / I / been / haven't / feeling / this
  - all / They've / playing / computer / on / day. / been / the

**3 Copia las frases y corrige el error. Solo una frase es correcta.**

I've **working** as a waitress for fifteen years. *worked*

- 1 Diana has forgot her homework.
- 2 I don't want to come because I already saw that film.
- 3 Cristina and Elena have just arrived home.
- 4 Alex has been losing his watch.
- 5 Pedro haven't been bungee jumping before.
- 6 Did you eaten anything since yesterday?

**4 Copia las frases completándolas con el presente perfecto simple o el presente perfecto continuo, y con las siguientes palabras.**

You look tired – you / play / football / all day?

*You look tired – have you been playing football all day?*

- 1 Please can we stop and rest – we / walk / for hours.
- 2 Eric is very excited – he / never / visit / Cyprus / before.
- 3 you / see / Tom Cruise's new film yet?
- 4 Where's the watch I lent you – what / you / do / with it?
- 5 Your face is red – what / you / do?

**5 Vuelve a escribir el texto con las formas correctas de los verbos en paréntesis.**

Andrés Iniesta *is* (be) a Spanish footballer. He usually (1) ... (play) in midfield and he (2) ... (score) many goals for Barcelona since he (3) ... (start) playing for them in 2002. Before that, he (4) ... (be) in the Barcelona Youth Academy. Nowadays he regularly (5) ... (make) a valuable contribution as part of the Spanish national team.

**PASADO SIMPLE Y PASADO CONTINUO**

**6 Completa el texto con los verbos del recuadro en su forma de pasado simple o pasado continuo.**

be beat focus grow up see start study

Penelope Cruz *was* (be) born in 1974 in Madrid, Spain. When she (1) ..., she had no ambition to be an actress and (2) ... on dance instead. She (3) ... Pedro Almodóvar's film *Tie Me Up! Tie Me Down!* when she was a teenager, and then she (4) ... to take an interest in acting. While she (5) ... at high school, she attended casting calls, and got her big break in 1989 when she (6) ... 300 other girls to win an audition at a talent agency.

**PASADO SIMPLE Y PASADO PERFECTO**

**7 Copia la segunda frase completándola con los verbos de la primera frase en pasado simple o pasado perfecto simple.**

We ate the cake. Mum came in.

After we *had eaten* the cake, Mum *came* in.

- 1 Alex ran past the goalkeeper. Then he scored a goal.  
After Alex ... past the goalkeeper, he ... a goal.
- 2 All the students arrived. Then the lesson began.  
By the time the lesson ... , all the students ... .
- 3 The bird saw the cat. Then the bird flew away.  
The bird ... away because it ... the cat.
- 4 Stephen finished his popcorn. Then the film began.  
Stephen ... his popcorn before the film ... .
- 5 Liz broke her toe. Then she went to the hospital.  
Liz ... to the hospital because she ... her toe.

**8 Copia las frases completándolas con los verbos en paréntesis en pasado perfecto simple o pasado perfecto continuo. No se puede usar ningún otro tiempo verbal.**

After they *had eaten* (eat), they went out for a walk.

- 1 By the time she arrived at school, the rain ... (stop).
- 2 The teacher was angry because the class ... (not remember) to do their project.
- 3 They ... (talk) for hours by the time they went to bed.
- 4 Agni ... (never / see) so much food before.
- 5 ... (you / watch) TV continuously since four o'clock in the morning?

**USED TO O WOULD**

**9 Escribe frases con *used to* o *would* + infinitivo utilizando las siguientes palabras. Es posible que ambas formas sean válidas.**

Mr Patel / take / his dog / for / walk / every day.

*Mr Patel used to / would take his dog for a walk every day.*

- 1 Every summer / Julia / go / holiday / Lanzarote.
- 2 Gonzalo / work / supermarket?
- 3 I / live / Greece / when / I / be / child.
- 4 When / he / be / teenager / he / not smoke.
- 5 100 years ago / people / not have / televisions.
- 6 you / play / street / when / you / be / young?

## PASADO SIMPLE O PRESENTE PERFECTO SIMPLE

### 10 Completa el texto con los verbos en paréntesis en su forma de pasado simple o presente perfecto simple.

Since the early 2000s, Spaniards *have dominated* (dominate) a large number of sports – Fernando Alonso (1) (win) two Formula One Championships in 2005 and 2006. The Spanish football team (2) (be) successful in the 2010 World Cup, as well as the 2008 and 2012 UEFA Cups. In tennis, Rafael Nadal (3) (become) the youngest player ever to win the four Grand Slam tournaments. All this sporting success (4) (have) a positive effect on young Spanish people today, and they (5) (never / have) access to such excellent facilities and training before.

## WILL O BE GOING TO

### 11 Copia las frases completándolas con los verbos en el recuadro con *will* o con *be going to*.

be drive miss not / rain ring (x2) see

You're late – we're *going to miss* the start of the film.

- 1 Sorry, I can't come over tonight – I ... a film with Jack.
- 2 I'm sure it ... on your wedding day!
- 3 Look at that clear sky – it ... a beautiful day.
- 4 I'm leaving now – I ... you home if you like.
- 5 'It's Claire's birthday today.'  
'Really? Oh, I ... her up then.'
- 6 'It's Claire's birthday today.'  
'Yes, I know. I ... her up later.'

## FUTURO PERFECTO O FUTURO CONTINUO

### 12 Copia y elige las opciones correctas.

My guitar lesson starts at 10 a.m. By 10.15 a.m. the lesson *(will have started) / will be starting*.

- 1 Tomorrow morning, Tony is playing tennis between 11 a.m. and 12 p.m. At 11.30 a.m. he *will have played / will be playing* tennis.
- 2 I'm going to Portugal on Tuesday morning. By Tuesday evening, I *will have gone / will be going* to Portugal.
- 3 I'm trying to save for my holiday, but I keep spending all my money. By the time I go on holiday, I *will have spent / will be spending* all my money.

- 4 I joined the company last June. By next June, I *will have worked / will be working* here for a year.
- 5 Every morning, Jane leaves the house at 8 a.m., and it takes her half an hour to cycle to work. Tomorrow at 8.10 a.m., Jane *will have cycled / will be cycling* to work.
- 6 I won't be here at 4 p.m. because I *will be walking / will have walked* the dog.
- 7 In the future, do you think robots *will be performing / will have performed* more and more tasks for humans?
- 8 Your train arrives at 11.30 a.m. but Jayne has planned to go cycling at 10 a.m. She *will be leaving / will have left* by the time you get here.

## FORMAS DEL FUTURO

### 13 Completa el texto con los verbos del recuadro en presente simple, presente continuo o *be going to* + infinitivo.

arrive go leave see show stay take

Hi Sam,

Guess what! I'm *going* to Rome tomorrow morning! My plane (1) ... at 10.15 and (2) ... at 12.30. I (3) ... with my Auntie Sofia who lives near the city. She (4) ... me the sights, and my cousin Thomas (5) ... me clubbing! I've already bought tickets for the opera too. We (6) ... *La Bohème* on Tuesday evening. I'm so excited!

Love,  
Annie

## FORMAS INTERROGATIVAS

### 14 Copia las frases completándolas con las palabras y las expresiones del recuadro.

didn't do how long play  
playing weren't when who

What video game were you *playing* last night?

- 1 'What ... you want?' 'I want a dog.'
- 2 '... have you been a teacher?' 'For ten years.'
- 3 ... usually wins the football league?
- 4 ... you at school in Derby in the 1990s?  
I remember you.
- 5 'What game do you ... ?' 'Chess.'
- 6 '... did she leave?' 'She left late.'
- 7 ... they bring a present to the party? That's bad!

## Referencia

### A CAMBIOS EN LOS TIEMPOS VERBALES ejercicios 1–3, páginas 6 y 7

- Se usa el estilo indirecto para explicar lo que ha dicho otra persona sin citar las palabras exactas. En el lenguaje formal, se usa *that* al inicio de una oración de estilo indirecto, aunque en el lenguaje hablado informal se suele omitir.  
*'I have a headache,' said the woman. → The woman said (that) she had a headache.*
- Cuando se cambia el estilo directo al estilo indirecto, se cambia el verbo a un tiempo anterior del pasado.

Estilo directo	Estilo indirecto
Presente simple	Pasado simple
Presente continuo	Pasado continuo
Presente perfecto simple	Pasado perfecto simple
Pasado simple	Pasado perfecto simple
Pasado perfecto simple	Pasado perfecto simple
<i>am / is / are going to</i>	<i>was / were going to</i>

El pasado perfecto simple permanece igual en el estilo indirecto.

*'They had visited.'* → *He said that they had visited.*

- La mayoría de los verbos modales y semimodales (como *should*, *could*, *would* y *might*) permanecen igual en el estilo indirecto.

*'You could help him.'* → *She said that I could help him.*

Sin embargo, *will*, *can* y *must* sí cambian en el estilo indirecto.

Estilo directo	Estilo indirecto
<i>will</i>	<i>would</i>
<i>can</i>	<i>could</i>
<i>must</i>	<i>had to</i>

*'I will buy it.'* → *She said that she would buy it.*

- Cuando se cambia el estilo directo al estilo indirecto, se deben cambiar las palabras que hacen referencia a la persona de la cual se está hablando. Estas palabras incluyen pronombres y adjetivos posesivos.

*'We have already eaten,' he said. → He said that they had already eaten.*

*'Our house is quite big,' she said. → She said that their house was quite big.*

Se deben cambiar las palabras o expresiones de tiempo que mencione la persona que está hablando.

Estilo directo	Estilo indirecto
now	then, at that time
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)

## B VERBOS Y ESTRUCTURAS DEL ESTILO INDIRECTO ejercicios 4-6, página 7

Los verbos del estilo indirecto pueden utilizar diferentes estructuras. Además, algunos verbos pueden utilizar más de una estructura.

- 1 Con los verbos *offer*, *promise*, *agree*, *tell* (+ objeto), *ask* (+ objeto), *advise* (+ objeto), *order* (+ objeto), *warn* (+ objeto) y *remind* (+ objeto), se usa verbo + *to* + infinitivo. En las oraciones negativas, se usa verbo + *not* + *to* + infinitivo.  
*'Shall I drive you?'* → *He offered to drive us.*  
*'Stay for dinner.'* → *She asked me to stay for dinner.*  
*'I wouldn't drive if I were you.'* → *He advised me not to drive.*  
*'Don't do it.'* → *He ordered me not to do it.*

- 2 Con los verbos *tell* (+ objeto), *promise* (+ objeto), *say*, *announce*, *deny* y *admit*, se usa verbo + *that*.  
*'I'll call you.'* → *She told me that she would call me.*  
*'I like it.'* → *He said that he liked it.*
- 3 Con los verbos *apologize for*, *accuse* (+ objeto) *of*, *suggest*, *admit* y *congratulate* (+ objeto) *on*, se usa verbo + *-ing*.  
*'I'm sorry I broke it.'* → *He apologized for breaking it.*  
*'You stole it.'* → *He accused me of stealing it.*

## C PREGUNTAS EN EL ESTILO INDIRECTO ejercicio 7, página 7

- 1 Las preguntas en el estilo indirecto invierten el orden de las palabras con respecto a las preguntas en estilo directo (el mismo orden que en una oración afirmativa).
  - Verbo + sujeto (pregunta en el estilo directo)  
*'Where are you from?'* she asked.
  - Sujeto + verbo (pregunta en el estilo indirecto)  
She asked me where I was from.
- 2 Si una pregunta en el estilo directo utiliza una partícula interrogativa, se utiliza esa misma partícula interrogativa en la pregunta en el estilo indirecto.  
*'What's the time?'* → She asked me **what** the time was.
- 3 Si una pregunta en el estilo directo no utiliza una partícula interrogativa, se utiliza *if* o *whether* en la pregunta en el estilo indirecto.  
*'Are you happy?'* he asked her. →  
He asked her **if / whether** she was happy.

## Práctica

- 1 Lee el artículo. A continuación, completa el resumen cambiando los verbos en negrita al estilo indirecto.

A recent study by the Keck School of Medicine **shows** how teenagers who (1) **see** photographs on social networking sites of their friends drinking alcohol (2) **are** more likely to try it themselves. The study's main investigator said, 'Our study (3) **shows** that adolescents (4) **can** be influenced by their friends' online pictures.'

I read an article that said that a recent study *showed* how teenagers who (1) ... photographs on social networking sites of their friends drinking alcohol (2) ... more likely to try it themselves. The study's main investigator said that their study (3) ... that adolescents (4) ... be influenced by their friends' online pictures.

- 2 Copia la segunda frase de cada pareja de frases y corrige el error. Solo una frase es correcta.

Joe said, 'I saw Ana yesterday.'

Joe said that he had seen Ana ~~yesterday~~.  
*the day before*

- 1 Tom said, 'I'm going to the cinema tonight.'  
Tom said that he had been going to the cinema that night.
- 2 My aunt said, 'I'll check my messages before we leave.'  
My aunt said that she would check my messages before we left.
- 3 'We must wait for your brother to arrive,' said Mum.  
Mum said that we have to wait for my brother to arrive.
- 4 'I didn't see him yesterday,' said Sarah.  
Sarah said that she haven't seen him the day before.
- 5 'I hadn't visited the site until today,' said Stephen.  
Stephen said that he hadn't visited the site until that day.

### 3 Vuelve a escribir las frases en estilo indirecto.

'I check my Facebook page every ten minutes,' Sarah said.

*Sarah said that she checked her Facebook page every ten minutes.*

- 1 Lucy said, 'I spoke to my friend on Skype yesterday.'
- 2 'I'll take a photo of you,' said Max to me.
- 3 'You must tell me if you change your email address,' said my mother.
- 4 'You've been online for too long, Peter,' said Dad.
- 5 'We've never used this website before,' they said.
- 6 Stephanie said, 'I'm going to look it up on the internet now to find out more.'

### 4 Lee las frases de estilo directo. A continuación, elige la opción correcta del estilo indirecto y cópiala.

'Don't do that again,' said his teacher.

His teacher ordered / *promised* him never to do it again.

- 1 'You've broken my phone, Marta,' said Manuel.  
Manuel *suggested* / *accused* Marta of breaking his phone.
- 2 Miriam said, 'I'll take a photo of you.'  
Miriam *offered* / *apologized* to take a photo of them.
- 3 'I don't think it's a good idea to use your real name online,' he said.  
He *advised* / *asked* her not to use her real name online.
- 4 'I'm sorry I didn't call you,' said Claudia.  
Claudia *ordered* / *apologized* for not calling me.
- 5 'The test has been cancelled,' said the teacher.  
The teacher *announced* / *suggested* that the test had been cancelled.
- 6 'I didn't know that he was a member,' said Stella.  
Stella *denied* / *promised* knowing that he was a member.

### 5 Tu profesor/a te ha explicado cómo velar por tu seguridad en las redes sociales. Redacta lo que ha dicho en estilo indirecto.

'You must take internet safety seriously.'

He ordered us *to take internet safety seriously*.

- 1 'Learn how to use the privacy features of any social networking site that you use.'  
He told us ...
- 2 'I'm happy to recommend some safe websites if you like.'  
He offered ...
- 3 'Never give any personal information about yourself such as your phone number, address or school.'  
He advised us ...
- 4 'Some people lie about their identities online.'  
He accused some people of ...
- 5 'I will help you to sort out any problems you have online.'  
He promised ...

### 6 Copia las preguntas en estilo indirecto completándolas.

**Ana:** Hey, Nat, what are you doing on here so late?

**Nat:** Just checking my messages. (1) **Did you see** where Marco checked in on Facebook?

**Ana:** No, I didn't. Where (2) **is he**?

**Nat:** He's at the Pavello Olympic de Badalona.

**Ana:** Really? What (3) **'s he doing** there?

**Nat:** He must be at the concert tonight! (4) **Did you know** he was going?

**Ana:** No, I didn't! Why (5) **didn't he tell** us?

**Nat:** I don't know ... We'll have to ask him tomorrow!

Ana asked Nat what *she was doing* on there so late.

- 1 Nat asked Ana if ... where Marco had checked in.
- 2 Ana asked Nat where ... .
- 3 Ana asked Nat what ... there.
- 4 Nat asked Ana whether ... that he was going to the concert.
- 5 Ana asked Nat why ... them.

### 7 Escribe preguntas en el estilo indirecto para estas respuestas.

Beatriz told Silvia, 'I'm eating my dinner now.'

*Silvia asked Beatriz what she was doing at that time.*

- 1 'My birthday is on 16 July,' Harriet told Alex.
- 2 'I'm crying because I'm cutting an onion,' Lucy told Joe.
- 3 'The tall boy is my brother,' Victor told Raul.
- 4 'Yes, I like carrots,' Julia told Ruben.
- 5 'I had a sandwich for lunch,' Tomas told Sonia.
- 6 'No, I'm not a member of friends.com,' Caroline told Fran.

## Referencia

### A PRONOMBRES Y ADVERBIOS RELATIVOS ejercicios 1 y 2, página 9

Se usan los pronombres y adverbios relativos para añadir una oración de relativo a la oración principal.

- Se usa *who* o *that* para hacer referencia a personas.  
*The player **who / that** scored the goal is happy.*
- Se usa *whose* para expresar posesión.  
*That's the man **whose** racket I borrowed.*

- Se usa *which* o *that* para hacer referencia a cosas.  
*I only watch sports **which / that** interest me.*
- Se usa *where* para hacer referencia a lugares.  
*This is the gym **where** he used to exercise.*
- Se usa *that* o *when* para hacer una mención temporal.  
*October is the month **when** I start university.*

### B ORACIONES DE RELATIVO ESPECIFICATIVAS Y EXPLICATIVAS ejercicios 3 y 4, página 9

1 Las oraciones de relativo especificativas dan información fundamental sobre el sustantivo con el que van. Sin la oración de relativo, la frase quedaría incompleta y no tendría sentido. Compara:

*That's the athlete.*

*That's the athlete **who won the gold medal.***

2 Se pueden omitir *who*, *when*, *where*, *which* o *that* si este pronombre es el objeto de una oración de relativo especificativa, aunque no se puede omitir *whose*. Es una práctica muy común en el habla inglesa.

*These are the trainers (**which / that**) he wore when he broke the world record.*

3 Las oraciones de relativo explicativas dan información que no es importante sobre el sustantivo con el que van. Si se elimina la oración de relativo, la frase sigue teniendo sentido. Compara:

*World Cup tickets are on sale now.*

*World Cup tickets, **which cost €200,** are on sale now.*

4 Siempre se usa una coma para separar una oración de relativo explicativa del resto de la oración. En las oraciones de relativo explicativas no se puede omitir *who*, *which*, *when* o *where*, ni se puede empezar con *that*.

*His football kit, **which his dad bought,** was expensive.*

### C THAT, WHAT Y WHICH ejercicios 5 y 6, página 9

1 Se usa *that*:

- para hacer referencia a un sustantivo o varios sustantivos que le precede/n.  
*Tennis is the sport **that** I love most.*
- después de *all*, *everything*, *nothing*, *something* y adjetivos superlativos.  
*All **that** he wants is to win this race.*  
*Don't believe **everything that** you read.*  
*Do **the best that** you can.*
- para sustituir *when*, *who* o *which* en un estilo informal.  
*Winter is the season **that** we go swimming.*  
*John is the guy **that** you're looking for.*
- para sustituir *where* en un estilo informal si se añade una preposición de lugar al final de la oración.  
*This is the pool **that** we go swimming in.*

2 Se usa *which* para hacer referencia a:

- un sustantivo o varios sustantivos que le precede/n.  
*Football is a game **which** I enjoy playing.*
- la oración completa que le precede.  
*We played a match today, **which** was exciting.*

3 *What* no hace referencia a un sustantivo que le precede, sino que funciona como un sustantivo y un pronombre relativo que significa «la/s cosa/s que».

*I couldn't believe **what** he was saying.*

### D ESTRUCTURAS FORMALES E INFORMALES ejercicio 7, página 9

1 En el estilo informal, las preposiciones en las oraciones de relativo van después del verbo.

*Use the kit **which you've been provided with.***  
*Jesse Owens is the athlete **who we heard about** in class.*

2 En el estilo formal, las preposiciones en las oraciones de relativo van delante de *which* y *whom*.

*Please use the kit **with which** you have been provided.*  
*Jesse Owens is the athlete **about whom** we heard in class.*

## Práctica

### 1 Copia y elige las opciones correctas.

The hospital *who / (where)* I was born no longer exists.

- 1 The students *where / who* passed their exams celebrated.
- 2 The man *who's / whose* laptop was stolen called the police.
- 3 Football is a sport *that / where* many people enjoy.
- 4 18 June is *when / that* I had my first karate lesson.
- 5 This is the swimming pool *that / where* I go every week.

### 2 Completa el texto con pronombres o adverbios relativos.

The 1980s and 1990s were times *when* teenagers regularly used to win men's tennis Grand Slams. Paris was the place (1) ... the youngest man ever won a Grand Slam – Michael Chang won the French Open, aged seventeen, in 1989. Today, however, the game is dominated by men in their 30s, such as Rafael Nadal and Novak Djokovic, (2) ... experience and strength are too much for younger players. Boris Becker, (3) ... was only seventeen (4) ... he first won Wimbledon, thinks this is caused by poor coaching. Others believe it is due to the increased physical requirements of the game today, (5) ... mean that men have to train for years to become strong enough to compete.

### 3 Copia las frases añadiendo una coma donde sea necesario. Tacha el pronombre de relativo si se puede omitir.

Tom's friend, who lives in Dubai, is an architect.

- 1 This is the triathlon that I took part in last year.
- 2 The race which is five kilometres long is in London.
- 3 Usain Bolt who is the fastest man in the world ran in the London Olympics.
- 4 14 June is the date when we first met.
- 5 We met him on Sunday when we were visiting friends.

### 4 Copia la segunda frase completándola con una oración de relativo especificativa o explicativa. Añade una coma donde sea necesario.

Isa lives in New York. She went to see the US Open final.

Isa, *who lives in New York*, went to see the US Open final.

- 1 Miguel is very tall. He's good at basketball.  
Miguel ... is good at basketball.
- 2 Sam is a footballer. He scored the most goals last year.  
Sam is the footballer ... last year.
- 3 Rafael Nadal comes from Majorca. He's won twenty Grand Slam titles.  
Rafael Nadal ... has won twenty Grand Slam titles.
- 4 The Thames is a river in London. The famous Oxford vs Cambridge boat race is held there.  
The Thames is the river in London ... is held.
- 5 This is my tennis racket. I used it when I won the final.  
This is the tennis racket ... the final.

### 5 Copia las frases completándolas con *that, what* o *which*. Escribe el pronombre en paréntesis si se puede omitir.

Yoga is something (*that*) I do every day.

- 1 I did a ten-kilometre run yesterday, ... was tiring.
- 2 Kate is the girl ... we were talking about yesterday.
- 3 Let me see ... you bought at the shops today.
- 4 This is the hardest workout ... I have ever done.
- 5 Do you remember ... the teacher told you to do?

### 6 Copia las frases y corrige el error. Solo una frase es correcta. ¿En qué frases se puede omitir el pronombre?

Is there anything ~~what~~ I can do for you?  
*that*

- 1 This is the football what I used when I was a child.
- 2 I go running three times a week, that keeps me fit.
- 3 Here's something what you can wear if you get cold.
- 4 I didn't hear that he said.
- 5 This is the highest mountain which he has ever climbed.

### 7 Copia las frases uniéndolas de dos formas (estilo formal e informal) con los pronombres relativos.

This is the event. We've been preparing for this event all year.

Informal: This is the event *which we've been preparing for all year*.

Formal: This is the event *for which we have been preparing all year*.

- 1 These are the main problems. We need to concentrate on them.
  - a Informal: These are the main problems ...
  - b Formal: These are the main problems ...
- 2 Seville is the city. We were talking about Seville yesterday.
  - a Informal: Seville is the city ...
  - b Formal: Seville is the city ...

## Referencia

### A FORMAS ACTIVA Y PASIVA ejercicios 1-4, páginas 11 y 12

- 1 Se forma la voz pasiva con *be* + participio pasado. Se usa *be* con el mismo tiempo verbal que se usaría en la oración en voz activa.

*Consumers buy many products online. (Active) → Many products are bought online by consumers. (Passive)*

- 2 El presente simple de la pasiva se forma así:

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

- 3 Cuando se usa la pasiva con otros tiempos verbales, se usa *be* en el mismo tiempo verbal que se usaría en la oración en voz activa:

Activa	Pasiva
Presente continuo <i>is / are eating</i>	<i>is being eaten</i>
Presente perfecto <i>has / have eaten</i>	<i>has / have been eaten</i>
Pasado simple <i>ate</i>	<i>was / were eaten</i>
Pasado perfecto simple <i>had eaten</i>	<i>had been eaten</i>
<i>will</i> <i>will eat</i>	<i>will be eaten</i>
<i>going to</i> <i>is / are going to eat</i>	<i>is / are going to be eaten</i>
Verbos modales <i>can / must / should eat</i>	<i>can / must / should be eaten</i>

- 4 Algunos verbos irregulares tienen participios pasados muy diferentes.

Consulta la lista de verbos irregulares en las páginas 133-134 en el libro del estudiante.

- 5 Algunos verbos no tienen una forma pasiva. Entre ellos, están los verbos intransitivos (que no van acompañados de un objeto), como *die*, *sleep* y *swim*.

Se usa la pasiva para poner énfasis en la acción (el verbo) y no en quién o qué (complemento agente) ha realizado esa acción. Compara:

*I bought a new phone last week. (Activa: es importante decir quién lo compró).*

*Thousands of new phones are bought every day. (Pasiva: no es importante decir quién los compra).*

- 6 En oraciones activas, el sujeto del verbo es también el complemento agente (es decir, la persona que realiza la acción). Cuando cambiamos una oración activa a pasiva, el objeto de la oración activa se convierte en el sujeto. Añadimos *by* + complemento agente al final de la oración pasiva para indicar quién realiza la acción.

activa → pasiva		
<i>Dior</i>	<i>designed</i>	<i>this coat.</i>
sujeto (complemento agente)	verbo (forma activa)	objeto
<i>This coat</i>	<i>was designed</i>	<i>by Dior.</i>
sujeto	verbo (forma pasiva)	<i>by</i> + complemento agente

Se puede omitir *by* + complemento agente en una oración pasiva:

- cuando se desconoce el complemento agente.  
*My bag has been taken.* (No sé quién lo robó).
- cuando el complemento agente es muy evidente o no es relevante.  
*The thief was arrested.* (El agente —la policía— es evidente).
- si no queremos nombrar el complemento agente.  
*The mirror was broken while we were moving it.* (No queremos decir quién lo rompió).  
No se puede omitir siempre *by* + complemento agente. Algunas oraciones necesitan un complemento agente porque aporta información relevante.  
*The book was written by Charles Dickens.*

## B PASIVA CON DOS OBJETOS ejercicio 5, página 12

Cuando una oración activa tiene dos objetos, se pueden formar dos oraciones pasivas. Para construir este tipo de oraciones en pasiva, uno de los objetos pasa a ser el sujeto, mientras que el otro sigue siendo objeto. Se pone énfasis en el objeto que pasa a ser sujeto.

	Sujeto	Verbo	Objeto 1	Objeto 2
<b>Activa:</b>	<i>They</i>	<i>gave</i>	<i>Sophia</i>	<i>the present.</i>
<b>Pasiva:</b>	<i>The present</i>	<i>was given</i>	<i>to Sophia.</i>	
<b>Pasiva:</b>	<i>Sophia</i>	<i>was given</i>	<i>the present.</i>	

## C PASIVA DE IMPERSONAL Y DE INFINITIVO ejercicios 6 y 7, página 12

- Las noticias suelen usar la siguiente construcción de pasiva junto con verbos como *believe*, *think*, *rumour* y *report*:  
*It + (be) + participio pasado + that.*  
*They believe that the thief got away. →*  
*It is believed that the thief got away.*  
*They think that sales are going up. →*  
*It is thought that sales are going up.*  
*They spread a rumour that the shop will close. →*  
*It is rumoured that the shop will close.*  
*They reported that the shoplifters have been arrested. →*  
*It is reported that the shoplifters have been arrested.*
- También se pueden construir pasivas de infinitivo en tiempo presente y perfecto.  
*The thief is believed to have got away.*  
*Sales are thought to be going up.*  
*The shop is rumoured to be closing.*  
*Shoplifters are reported to have been arrested.*

## D CAUSATIVA ejercicios 8 y 9, página 12

- Se usa *have* o *get* + objeto + participio pasado cuando una persona realiza una tarea para nosotros.  
*I have / get my grocery shopping delivered.*
- Se usa *have* + objeto + participio pasado cuando alguien nos hace algo malo.  
*I've had my Facebook account hacked.*

## Práctica

### 1 Completa el segundo texto con los verbos en su forma correcta de la voz pasiva.

#### Helping homeless teens

There are about 1,100 homeless teenagers who (1) **attend** high schools in Clark County, Nevada. Project 150 is an organization that (2) **is helping** homeless young people. Every August, they (3) **hold** a Back-to-School Teen Shopping Day. Organizers (4) **set up** a room with a wide range of clothes, which the local community (5) **have donated**. They (6) **give** teenagers a bag when they walk in and (7) **tell** them to take whatever they need.

#### Helping homeless teens

High schools in Clark County, Nevada (1) ... by about 1,100 homeless teenagers. Homeless young people (2) ... by an organization called Project 150. Every August, a Back-to-School Teen Shopping Day (3) ... . A room (4) ... with a wide range of clothes, which (5) ... by the local community. Teenagers (6) ... a bag when they walk in and they (7) ... to take whatever they need.

**2 Escribe frases utilizando las siguientes palabras y by. Omite el complemento agente si no es necesario.**

more than / 500 books / buy / people / yesterday.  
*More than 500 books were bought yesterday.*

- shoplifter / arrest / someone / this morning.
- shoppers / offer / discounts / someone / next week.
- the ring / steal / someone / from / the jewellers / last week.
- the new shopping centre / open / mayor / tomorrow?
- this shirt / wear / Mohamed Salah / next season?

**3 Copia este texto y corrige otros cinco errores en el uso de la pasiva.**

More time is ~~spending~~ <sup>spent</sup> by Americans in shopping malls than anywhere else (except home and work). The largest mall in the USA was been opened in 1992 in Minnesota.

- More than 500 stores, 50 restaurants, fourteen cinema screens and an amusement park have found there.
- It is visit by over 40 million people each year.
- More than 5,000 weddings have being performed there.
- Over 400 other events are being held inside the mall every year.

**4 Copia las frases completándolas con las formas pasivas.**

He told the children the truth.

- The children *were told* the truth.
- The truth *was told* to the children.

- He gave the waiter a tip.
  - A tip ... to the waiter.
  - The waiter ... a tip.
- Someone passed the ball to Ramirez.
  - Ramirez ... the ball.
  - The ball ... to Ramirez.
- Someone sent three texts to Mario.
  - Mario ... three texts.
  - Three texts ... to Mario.
- He brought us the bill.
  - The bill ... to us.
  - We ... the bill.
- She taught them French.
  - French ... to them.
  - They ... French.

**5 Vuelve a escribir las frases en voz pasiva de dos formas diferentes. Omite el complemento agente.**

He gave a €20 note to the shop assistant.  
*The shop assistant was given a €20 note.*  
*A €20 note was given to the shop assistant.*

- They showed the dress to the girl.
- Someone gave some money to Naomi.
- Someone offered me a refund.
- Someone has sent a letter to Simone.

**6 Copia y ordena las palabras para formar frases.**

rumoured / there / It / be / is / problems. / that / will  
*It is rumoured that there will be problems.*

- reported / away. / Consumers / staying / be / are / to
- cheaper. / online / believed / It / that / is / are / sales
- rumoured / be / The / fake. / watches / to / are
- are / that / It / satisfied. / is / customers / thought

**7 Vuelve a escribir las frases utilizando las formas de pasiva impersonal y de infinitivo.**

They think that recycling is a good idea.  
*It is thought that recycling is a good idea.*  
*Recycling is thought to be a good idea.*

- They report that organic items are popular.
- They think that a personal shopper is a luxury.
- They think that buying items from this website is risky.
- They believe that this shopkeeper is dishonest.

**8 Copia las frases completándolas con las formas correctas de los verbos en el recuadro.**

.....  
break into deliver fix paint refund smash  
.....

I'm going to get my car *fixed* tomorrow.

- They're having their new sofa ... today.
- Carlos had his car ... last night and the stereo was stolen.
- Rita got her bedroom ... purple last month.
- My neighbours had their window ... with a brick.
- Rachel had her money ... by the bank.

**9 Copia las frases y corrige el error. Solo una frase es correcta.**

I ~~got~~ my house burgled yesterday. *had*

- They had a photo taking yesterday.
- I had my leg been bitten by a dog.
- Theo always has his hair cut by his mother.
- Sandra got her purse stolen in the city centre.
- The shoppers had their bags pack.

# Taller de gramática Unidad 4

## Condicionales, deseos y arrepentimientos

### Referencia

**A AS LONG AS, EVEN IF, PROVIDED THAT Y UNLESS**  
ejercicios 1 y 2, página 15

- Las oraciones condicionales suelen empezar con *if*. En algunos casos, se puede sustituir *if* por *unless*, *provided that* o *as long as*.
- Se puede usar *unless* para expresar *if... not* en oraciones condicionales negativas. Compara:  
*We'll be late if we don't leave now.*  
*We'll be late unless we leave now.*
- Se puede usar *even if* en lugar de *if* para indicar que el resultado es el mismo independientemente de la condición. Compara:  
*The workers won't strike if their wages are increased.* (Los trabajadores harán huelga. Pero si les aumentan el sueldo, no harán huelga).  
*The workers will strike even if their wages are increased.* (Los trabajadores harán huelga tanto si les aumentan el sueldo como si no).
- Se puede usar *provided that* o *as long as* (normalmente en las oraciones condicionales del primer tipo) para indicar *but only if*. Compara:  
*Crime levels will continue to fall but only if we keep the same number of police officers.*  
*Crime levels will continue to fall as long as we keep the same number of police officers.*  
*Crime levels will continue to fall provided that we keep the same number of police officers.*

**B CONDICIONALES Y MODALES**  
ejercicios 3-6, páginas 15 y 16

- Las oraciones condicionales se componen de dos cláusulas: una cláusula condicional (que empieza con *if*) y una cláusula de resultado.
- Se puede alterar el orden de estas dos cláusulas, pero cuando se pone la cláusula condicional al principio, debe ir seguida de una coma.

Cláusula condicional	Cláusula de resultado
<i>If the train times change,</i>	<i>I'll text you.</i>

Cláusula de resultado	Cláusula condicional
<i>I'll text you</i>	<i>if the train times change.</i>

- Hay varios tipos de condicionales para indicar diferentes grados de probabilidad.

#### Condicional cero

<i>if</i> + presente simple	presente simple
presente simple	<i>if</i> + presente simple

*If it rains, the ground gets wet.*

*The ground gets wet if it rains.*

Se usa la condicional cero cuando el resultado es siempre el mismo.

*If people eat unhealthy food, they become overweight.*

#### Primer tipo de condicional

<i>if</i> + presente simple	<i>will</i> + infinitivo
<i>will</i> + infinitivo	<i>if</i> + presente simple

*If you do the race, I'll sponsor you.*

*I'll sponsor you if you do the race.*

Se usa el primer tipo de condicional:

- para hablar de eventos posibles o probables del futuro.

*If we all take part in the protest, we'll make a difference.*

- para hacer promesas y advertencias.

*You won't make a difference if you don't take part in the protest.*

No se puede usar *will* en la cláusula condicional.

Se pueden usar modales en lugar de *will* en la cláusula de resultado en las oraciones condicionales del primer tipo para:

- indicar posibilidad.  
*If you vote for him, he **may / might** win the election.*
- expresar permiso.  
*If you've filled out the form, you **can** vote immediately.*
- indicar obligación.  
*If you agree with his policies, you **must** vote for him.*
- realizar una sugerencia.  
*If you're interested in politics, you **should** vote.*

Se pueden usar modales en la cláusula condicional en las oraciones condicionales del primer tipo.

*If you can't walk, I'll give you a lift.*

### Segundo tipo de condicional

<i>if</i> + pasado simple	<i>would</i> + infinitivo
<i>would</i> + infinitivo	<i>if</i> + pasado simple

*If I **had** a lot of money, I'd **set up** a commune.  
I'd **set up** a commune if I **had** a lot of money.*

Se usa el segundo tipo de condicional:

- para expresar situaciones imaginarias en el presente.  
*If I **was** the president, I **would** change all the government policies.*
- para expresar eventos imaginarios o poco probables del futuro.  
*I'd **study** economics if I **went** to Harvard University.*

Se puede usar *were* en lugar de *was* con *I, he, she* y *it* en la cláusula condicional. Se usa esta expresión para dar consejos.

*I **wouldn't** do that if I **were** you.*

Se pueden usar modales en lugar de *would* en la cláusula de resultado en las oraciones condicionales del segundo tipo para:

- indicar una capacidad.  
*If he **had** time, he **could** help in the community.*
- indicar posibilidad.  
*If he **won** €1 million, he **might** give it all to charity.*

Se usa *could* en la cláusula condicional en las oraciones condicionales del segundo tipo para:

- indicar una capacidad.  
*If I **could** speak Mandarin, I **would** help at the community centre.*
- indicar posibilidad.  
*If you **could** have any job, what **would** you do?*
- dar permiso.  
*If we **could** wear our own clothes, then we **would** be happy to come to school.*

### Tercer tipo de condicional

<i>if</i> + pasado perfecto,	<i>would have</i> + participio pasado
<i>would have</i> + participio pasado	<i>if</i> + pasado perfecto

*If you **had** applied, you **would have** got an interview.  
You **would have** got an interview if you **had** applied.*

Se usa el tercer tipo de condicional para describir eventos hipotéticos del pasado (es decir, eventos que no han ocurrido).

*We **wouldn't** have missed the bus if we'd got up early.  
(No nos levantamos pronto, así que perdimos el autobús).*

Se pueden usar modales en la cláusula de resultado en las oraciones condicionales del tercer tipo para:

- indicar una capacidad.  
*If I **had** posted my form in time, I **could have** voted in the election.*
- indicar posibilidad.  
*If they **had** known about the election, they **might have** voted.*

Se puede usar *could* + infinitivo perfecto en la cláusula condicional de una oración condicional del tercer tipo para hablar de una capacidad.

*If he **could have** voted, he **would have** done.*

## C COMBINACIÓN DE CONDICIONALES

ejercicios 7 y 8, página 16

Se pueden combinar las condicionales:

- para imaginar qué resultado tendría en el presente un cambio en el pasado.

**Forma:** *if* + pasado perfecto, *would* + infinitivo  
*If I had finished all of my homework last night, I would be able to go to the cinema now.*

- para imaginar de qué forma una situación diferente en el presente crearía un pasado también diferente.

**Forma:** *if* + pasado simple, *would have* + participio pasado  
*If I didn't like pizza, I wouldn't have gone to the Italian restaurant yesterday.*

## D DESEOS Y ARREPENTIMIENTOS

ejercicios 9 y 10, página 16

Se puede usar *wish* de diferentes formas:

- para expresar un arrepentimiento del pasado.

**Forma:** *wish* + pasado perfecto

*I wish I hadn't voted for him.* (Le voté. Ahora me arrepiento).

- para expresar un deseo del presente.

**Forma:** *wish* + *could*

*I wish I could stand for election.* (Quiero, pero no puedo).

- para expresar un malestar con algo que esté haciendo alguien en el presente. No se utiliza cuando se habla de uno mismo.

**Forma:** *wish* + *would*

*I wish he would stop making that noise.*

(Está haciendo ruido. Quiero que pare).

## Práctica

### 1 Copia y elige las opciones correctas.

John wouldn't vote unless / *provided that* he was required to by law.

- 1 There shouldn't be any trouble *even if* / *provided that* the protesters don't break any laws.
- 2 The area will continue to be dangerous *if* / *even if* CCTV cameras are installed.
- 3 The homelessness problem won't be solved *unless* / *if* the community doesn't do something to help.
- 4 The mayor will stand for re-election *as long as* / *even if* we all support him.

### 2 Vuelve a escribir las frases en tu libro de ejercicios utilizando las expresiones en negrita.

He'll come to the party, but only if Sandra invites him. (**as long as**)

*He'll come to the party as long as Sandra invites him.*

- 1 Rafaella is determined to join the commune. It doesn't matter if her parents don't approve. (**even if**)
- 2 We won't be able to take part in the demonstration if we don't leave immediately. (**unless**)
- 3 They'll stay in the caravan as long as there is electricity. (**provided that**)
- 4 The judge won't give him a fine if he agrees to do community service. (**as long as**)

### 3 Copia y ordena las palabras para formar frases añadiendo puntuación donde sea necesario. A continuación, escribe qué tipo de condicional se ha usado en cada frase.

millionaire / donate / charity / If / I / I / to / would / was / a / \$500,000

*If I was a millionaire, I would donate \$500,000 to charity.*  
Second conditional

- 1 football. / it / If / play / I / rains / won't
- 2 overslept / have / If / wouldn't / him. / hadn't / you / you / seen
- 3 if / babies / cry. / they / hungry / are
- 4 me / would / If / had / you / come. / I / invited / have

### 4 Copia las frases completándolas con las formas correctas de los verbos en paréntesis.

If you had brought your umbrella, you *wouldn't have got* (get) wet.

- 1 If the police had got more money, they ... (put) more officers on the street.
- 2 I'll call you if I ... (get) lost.
- 3 ... you ... (go) fishing if it rains?
- 4 If you won the lottery, what ... you ... (do)?
- 5 If you leave ice in the sun, it ... (melt).

**5 Copia la segunda frase completándola para que signifique lo mismo que la primera frase.**

The jury didn't find him guilty because there wasn't enough convincing evidence.

If there *had been more convincing evidence, the jury would have found him guilty.*

- 1 I haven't got enough time to learn Spanish.  
If I ...
- 2 A fire burns wood.  
If you put ...
- 3 Icy roads are the only thing that will stop us from making the journey tomorrow.  
If the ...
- 4 The dog might be hungry later. Will you feed her?  
Will you ...
- 5 John broke the law so he went to prison.  
If John ...

**6 Elige las opciones correctas.**

Have you ever imagined what it would be like if you *must* / could alter the past and change the course of history? If you're interested in this subject, then you (1) *might* / *should* read *Making History* by Stephen Fry – he imagines what (2) *might* / *should* have happened in a world where Adolf Hitler had never been born. He showed that if Hitler hadn't been in power, another ruthless leader (3) *can* / *could* have emerged in his place. If this alternative leader had been more effective than Hitler, then Germany (4) *could* / *couldn't* have developed nuclear bombs. What's more, if Germany had had nuclear bombs, then they (5) *had to* / *might* have been able to destroy Stalin's Soviet Union and dominate Europe. If you (6) *could* / *must* change the course of history, would you do it?

**7 Copia la segunda frase completándola para que signifique lo mismo que la primera frase, pero usando un verbo modal.**

It's possible that I would join a gym if I had more money.

If I had more money, I *might join* a gym.

- 1 It's possible that he'll take a gap year if he doesn't get into college.  
If he doesn't get into college, he ... a gap year.
- 2 It would be a good idea to study biology if you want to become a doctor.  
If you want to become a doctor, you ... biology.
- 3 I can't sing, so I didn't join my local choir.  
If I ... sing, I would join my local choir.
- 4 If they had known you were ill, it's possible that they wouldn't have come.  
If they had known you were ill, they ... .
- 5 If you live in this country, it's the law to pay taxes.  
If you live in this country, you ... taxes.

**8 Copia las frases con combinaciones de condicionales, completándolas con las formas correctas de los verbos.**

If Sarah *enjoyed* (enjoy) studying biology, she *would have got* (get) better results in her exam.

- 1 If we ... (not argue) yesterday, we ... (still / be) friends.
- 2 I ... (be) relaxing on the beach now if I ... (not miss) my flight.
- 3 Tobias ... (chat) to my cousins at the party yesterday if he ... (speak) French.

**9 Relaciona 1-4 con A-E.**

I wish we could ... **B**

- |                          |   |
|--------------------------|---|
| 1 I wish she would ...   | <b>A</b> fly like a bird.                   |
| 2 I wish I could ...     | <b>B</b> <del>go on holiday together.</del> |
| 3 I wish I hadn't ...    | <b>C</b> eaten all that cake.               |
| 4 I wish it wouldn't ... | <b>D</b> rain all day.                      |
|                          | <b>E</b> be quiet and go to sleep.          |

**10 Copia la segunda frase completándola para que signifique lo mismo que la primera frase. Utiliza entre tres y cinco palabras, incluida wish.**

I can't play the cello. I *wish I could play* the cello.

- 1 I should never have shouted at Oscar.  
I ... at Oscar.
- 2 Cara misses her fiancé.  
Cara ... here.
- 3 Hassan can't speak French. He really wants to.  
Hassan ... French.
- 4 Hannah feels really bad about lying to her friend.  
Hannah ... to her friend.
- 5 My neighbour is making a noise and I can't sleep.  
I ... quiet.

## Referencia

### A USO DE VERBOS MODALES ejercicio 1, página 19

- Se agregan verbos modales a un verbo principal para darle un significado adicional, p. ej., prohibición, permiso, capacidad, obligación o falta de obligación, consejo, posibilidad y deducción lógica.
- Los verbos modales se distinguen por estas características:
  - Se pone un verbo en infinitivo sin *to* después de la mayoría de verbos modales.  
*She should learn Greek.*
  - Los modales no añaden una *-s* en la tercera persona del singular.  
*I can play the drums. He can play the drums too.*
  - Los verbos modales no utilizan los auxiliares *do / does* para formar oraciones negativas, interrogativas o respuestas cortas.  
*She shouldn't wear that skirt.*  
*Can I speak now?*
  - Los modales pueden contraerse en sus formas negativas.  
*They should not visit. → They shouldn't visit.*
- Los semimodales, como *ought to*, son verbos que comparten algunas características de los verbos modales. Algunos verbos, como *have to*, funcionan de la misma forma que los verbos modales, pero no comparten algunas de las características de los modales.

Afirmativa / Negativa / Interrogativa		
I / You / He / She / It / We / They	verbo modal	infinitivo
I / You / He / She / It / We / They	verbo modal + <i>not (n't)</i>	infinitivo
Verbo modal	I / you / he / she / it / we / they	infinitivo ?

*I can sing. I mustn't sing. Should you sing?*

Afirmativa / Negativa / Interrogativa				
I / You / We / They He / She / It	have has		to	infinitivo
I / You / We / They He / She / It	don't doesn't	have	to	infinitivo
Do Does	I / you / we / they he / she / it	have	to	infinitivo?

*He has to go. He doesn't have to go. Does he have to go?*

### B CAPACIDAD, PERMISO Y PROHIBICIÓN ejercicio 2, página 19

- Se usan *can* y *be able to* para hablar de una capacidad general. Las formas negativas son *can't* y *not be able to / be unable to*.  
*I can ride a bike. / I can't ride a bike.*  
*I'm able to attend the fashion show. / I'm not able to attend the fashion show.*
- Se usa *could* para describir una capacidad del pasado.  
*I could ride a bike when I was a child.*
- Se usan *was able to* y *managed to* para indicar un esfuerzo realizado en una situación concreta del pasado. Las formas negativas son *wasn't able to* y *didn't manage to*.  
*He was finally able to get to the next level. / He wasn't able to get to the next level.*  
*I managed to get hold of the new bag by Dior. / I didn't manage to get hold of the new bag by Dior.*
- Se usa *couldn't* en general y en situaciones concretas del pasado.  
*I couldn't ride a bike when I was younger.*  
*I couldn't get hold of the new handbag by Dior.*
- Se usan *can* y *be allowed to* para expresar un permiso.  
*We can wear whatever we like to the party.*  
*The children are allowed to eat chocolate today.*
- Se usa *mustn't* o *can't* para hablar de prohibición.  
*You mustn't wear trainers in this restaurant.*  
*Students can't borrow more than four books at a time.*

### C OBLIGACIÓN Y FALTA DE OBLIGACIÓN ejercicio 3, página 19

- En oraciones afirmativas, se pueden usar *must*, *need to* y *have to* para expresar obligaciones.  
*We **must** take our passports.*  
*You **need to** have this vaccination.*  
*We **have to** wear smart clothes.*
- En oraciones negativas, se usan *needn't* y *don't have to* cuando no hay obligación.  
*We **needn't** buy a ticket.*  
*You **don't have to** wear trainers.*

### D CONSEJOS ejercicio 4, página 19

- Se usan *should*, *ought to* y *had better* para dar consejos y recomendaciones.  
*You **should** go to that meeting.*  
*You **shouldn't** wear that dress.*
- Ought to* es más formal que *should*.  
*He **ought to** think about retiring.*  
*They **ought not to** behave like that.*
- Had better* expresa las consecuencias negativas de que no se siga un consejo.  
*They'd **better** wear a coat or they'll be cold.*  
*You'd **better not** be late or you'll miss your exam.*

### E POSIBILIDAD Y MODALES PERFECTOS ejercicios 5 y 6, página 19

- Se pueden usar *may*, *might* o *could* para indicar posibilidad.  
*I **may** wear that purple dress.*  
*He **might** study fashion.*  
*It **could** be fun.*
  - Se pueden usar *may not* o *might not* en la forma negativa.  
*I **may not** wear that purple dress.*  
*He **might not** study fashion.*
  - Se usan *must* y *can't* cuando hacemos una deducción lógica.  
 Se usa *must* cuando se tiene la certeza de que algo es verdad y *can't* cuando se tiene la certeza de que algo es imposible.  
*It **must** be time for dinner because I'm hungry.*  
*That **can't** be the end already!*
  - Se pueden usar algunos verbos modales con *have* + participio pasado para hablar de eventos pasados.  
*He **might have gone** to the cinema.*  
*You **shouldn't have opened** the door.*  
***Should she have told** him yesterday?*
- Se usa *must have* + participio pasado para expresar una certeza o para realizar una deducción lógica del pasado.  
*He **must have been** sad when he heard the news.*
  - Se usa *can't have* + participio pasado para expresar algo imposible del pasado.  
*It **can't have been** John you saw – he's abroad.*
  - Se usan *might have*, *may have* o *could have* + participio pasado para expresar una posibilidad del pasado.  
*He **might have visited** / **may have visited** / **could have visited** his friend.*
  - Se usa también *could have* + participio pasado para sugerir una acción alternativa del pasado, aunque ahora sea demasiado tarde.  
*The shop assistant **could have been** more helpful.*
  - Se usa *should have* + participio pasado cuando se desea que algo que no ha ocurrido hubiese ocurrido en el pasado.  
*He **should have studied** for that test.*
  - Se usa *shouldn't have* + participio pasado cuando se desea que algo que sí ha ocurrido no hubiese ocurrido.  
*I **shouldn't have borrowed** your jacket without asking.*

Afirmativa / Negativa / Interrogativa				
I / You / We / They / He / She / It	verbo modal	have		participio pasado
I / You / We / They / He / She / It	verbo modal	not	have	participio pasado
Verbo modal	I / you / we / they / he / she / it	have	participio pasado	?

## Práctica

### 1 Copia y elige las opciones correctas.

#### Fashion blog

Don't know what clothes you should / *needn't* be wearing this season? You (1) *must* / *needn't* worry because we (2) *don't have to* / *can* give you lots of ideas ...

- Burgundy (3) *might* / *managed to* be this season's must-have colour because it was all over the catwalks at Paris and London Fashion Weeks.
- You (4) *'d better* / *mustn't* start growing your hair because it looks as though hippie style (5) *could* / *can't* be back! You (6) *mustn't* / *ought to* look out for long, floral skirts and flared trousers.
- Remember that you (7) *must* / *don't have to* spend a fortune to look great – you (8) *should* / *shouldn't* look in second-hand shops because you (9) *'d better* / *may* find amazing vintage items for low prices.

### 2 Copia las frases completándolas con las expresiones del recuadro.

can't come    couldn't speak    managed to find  
mustn't use    're allowed to spend    was able to buy

You *can't come* into this restaurant without a tie.

- 1 I ... those new shoes I wanted.
- 2 We ... our money on whatever we like.
- 3 She ... French at all when she arrived here.
- 4 You ... my lipstick again.
- 5 I ... my keys after hunting for three hours.

### 3 Vuelve a escribir las normas de la escuela utilizando los verbos modales que correspondan.

It's necessary for students to wear school uniform at all times.

*Students must wear school uniform at all times.*

- 1 Year 10 students are obliged to take exams every term.
- 2 Year 8 students are obliged to be at school by 7.45.
- 3 Students are not obliged to eat in the school canteen.
- 4 Bachillerato students are not obliged to study art.

### 4 Copia el texto completándolo con los verbos en el recuadro, y *should* / *ought to* o *shouldn't* / *ought not to*.

find    ignore    make    seize    take    undersell

#### The craze for colourful satchels

Successful businesswoman Julie Deane of Cambridge Satchels has some words of advice for young entrepreneurs:

- you *should seize* any opportunities that come your way.
- you (1) ... risks.
- you (2) ... the most of the opportunities to market online.
- you (3) ... your customers. Get to know your audience really well, so that you can meet their needs.
- you (4) ... your product.
- you (5) ... partners who you can work with to enhance your brand.

### 5 Copia las frases completándolas con *may*, *might*, *could*, *must* o *can't*.

We *may* come to the party – we're not sure yet.

- 1 That ... be Kiera's brother because he looks just like her.
- 2 I don't know where Leo is – he ... be in the garden.
- 3 He's just finished the marathon – he ... be feeling tired, but very proud.
- 4 Rob's been fired from his job? That ... be right because he's just got a promotion and a pay rise.

### 6 Copia la segunda frase completándola para que signifique lo mismo que la primera frase, pero usando un modal perfecto adecuado.

I'm sure that her jeans were really expensive.

Her jeans *must have been* really expensive.

- 1 It's possible that he won the award last night. He ... the award last night.
- 2 It was a bad idea for her to stay up all night studying. She ... up all night studying.
- 3 There's absolutely no way that he enjoyed that film. He ... that film.
- 4 It was a mistake that I didn't eat breakfast. I ... breakfast.
- 5 We've definitely missed the train by now. We ... the train by now.

## Referencia

### A INFINITIVOS Y GERUNDIOS ejercicios 1 y 2, página 21

#### VERBO + GERUNDIO O INFINITIVO

- 1 Cuando se usan dos verbos juntos, el segundo verbo va en gerundio o en infinitivo.

*They enjoy **playing** tennis.* (verbo + gerundio)

*They want **to play** tennis.* (verbo + to infinitivo)

Estos son algunos de los verbos más comunes que rigen gerundio. (Para la forma negativa, se añade *not to* al primer verbo).

admit advise avoid can't help can't imagine  
can't stand complete consider discuss dislike  
don't mind enjoy finish give up imagine

*I **can't help** watching this show.*

*He **didn't finish** tidying his bedroom.*

- 2 Estos son algunos de los verbos más comunes que rigen *to* + infinitivo. (Para la forma negativa, se añade *not* antes de *to* + infinitivo).

afford agree appear arrange ask attempt  
beg choose dare decide demand deserve  
expect fail hesitate hope intend learn  
manage mean need offer prepare pretend  
promise refuse seem threaten wait want  
wish 'd / would like

*I **refuse to give up** hope.*

*She **didn't want to leave** her job.*

- 3 Algunos verbos (p. ej., *begin, hate, like, love, prefer* y *start*) pueden ir con gerundio o infinitivo sin que eso cambie su significado.

*I love **playing** the violin. / I love **to play** the violin.*

- 4 Sin embargo, algunos verbos, como *forget, go on, mean, regret, remember, stop* y *try*, pueden ir con gerundio o *to* + infinitivo, pero cada opción tiene un significado diferente. Compara:

*remember* + *to* infinitivo = no olvidarse

*I must **remember to buy** a card for Harriet.*

*remember* + gerundio = tener el recuerdo de algo

*I **remember buying** a card for Harriet last year.*

- 5 Se usa un gerundio:

- como sujeto u objeto de un verbo.

***Reading** is a great way to relax.*

- después de preposiciones.

*Shakespeare is famous **for writing** plays and poetry.*

- después de *be / get used to*.

*I'm **used to driving** long distances.*

*You'll soon **get used to speaking** French.*

Se usa *to* + infinitivo:

- después de adjetivos.

*I'm very **sad to leave** you.*

- para explicar un motivo o una finalidad.

*He went to the shops **to buy** a coat.*

### B VERBO + OBJETO + INFINITIVO ejercicios 3 y 4, página 21

- 1 Estos verbos pueden ir con verbo + *to* infinitivo o con verbo + objeto + *to* infinitivo:

ask beg expect help mean want  
would hate would like would love would prefer

*I **would love to come**. / I **would love you to come**.*

- 2 Estos verbos solo pueden ir con verbo + objeto + *to* infinitivo:

enable force invite order persuade  
remind teach tell warn

*He **reminded me to pay**. / They **forced him to go**.*

### C PARTICIPIOS Y FRASES DE PARTICIPIO ejercicios 5 y 6, página 21

- 1 Se forma el participio presente con el verbo + *-ing* (p. ej., *walking*). El participio pasado se forma con verbo + *-ed* (p. ej., *walked*). Hay una serie de participios pasados irregulares (p. ej., *gone, found, forgotten*).

- 2 El participio perfecto se forma con *having* + participio pasado: *having walked*.

Se puede formar el participio perfecto con verbos en activa y en pasiva: *having been given*.

- 3 Se pueden usar los participios presentes o pasados como adjetivos.

*She was **crying** when she left the room. →*

***Crying**, she left the room.*

*He was **frightened**, so he ran as fast as he could. →*

***Frightened**, he ran as fast as he could.*

- 4 Cuando ocurre una acción a la vez que otra acción, se usa el participio presente.

*While he was **walking** up the stairs, he **tripped**. →*

***Walking** up the stairs, he **tripped**.*

- 5 Cuando ocurre una acción antes que otra acción, se usa el participio perfecto.  
*First he had his breakfast. Then he went out. → Having had his breakfast, he went out.*
- 6 Cuando una acción breve sigue a otra acción breve, se puede usar el participio presente en lugar del participio perfecto:  
*He picked up his phone. Then he left the house. → Picking up his phone, he left the house.*

- 7 Las frases de participio describen situaciones con menos palabras que otras oraciones. A menudo se usan para explicar algo o expresar por qué alguien hace algo. Es más común en la lengua escrita.  
*He had been looking for a job for six months without success, so he started to give up hope. → Looking for a job for six months without success, he started to give up hope.*
- 8 Con los verbos sensoriales, como *see, watch, hear, feel* and *notice*, el participio presente enfatiza toda la acción.  
*I noticed the people leaving.*  
Si no se usan verbos sensoriales, el participio y la oración principal deberían tener el mismo sujeto.  
*Leaving the house, he shut the door.*

## Práctica

### 1 Completa el texto con los verbos en paréntesis en gerundio o en infinitivo.

*Getting* (get) a job is not easy these days. Yusuf Hameed has been trying (1) ... (look for) work for some time. He was shocked (2) ... (discover) that it's his tattoos that have prevented him from (3) ... (find) a job. Potential employers decided (4) ... (not offer) him a position because they felt his tattoos did not fit the company image. Hameed now regrets (5) ... (have) so many tattoos.

### 2 Escribe frases utilizando las siguientes palabras.

James / enjoy / work / animals.

*James enjoys working with animals.*

- Kay's interview / seem / go well / yesterday.
- Apply / jobs / be / always / time-consuming.
- Josh / be used to / attend / job interviews.
- Angela / be / happy / see / her friends / last night.

### 3 Copia y ordena las palabras para formar frases.

remain / here. / would / to / I / prefer

*I would prefer to remain here.*

- him / warned / stay / She / to / away.
- to / He / me / not / disagree. / expected
- boss / staff / work / to / The / persuaded / overtime. / his
- stay / night? / Did / Sara / invite / to / you / the

### 4 Copia la segunda frase completándola con *to + infinitivo* o con *objeto + to + infinitivo* para que signifique lo mismo que la primera frase.

'You must eat your vegetables,' his mum told him.

His mum forced *him to eat* his vegetables.

- 'Please, please, please let us go,' Sara asked her mum. Sara begged ... them go.
- 'I'd like to eat some cake,' said Olivia. Olivia wanted ... some cake.
- 'I knew I was going to win the award,' said Pete. Pete had expected ... the award.
- 'I really don't want to lose touch with him,' she said. She would like ... touch with him.

### 5 Copia las frases y corrige el error. Solo una frase es correcta.

Having ~~saying~~ goodbye to his friend, he hung up. *said*

- Looked out of the window, he thought of France.
- I saw the thief ran away.
- Smiling, he closed the book.
- Having spoke to her boss, she went home.
- Having had watched the match, he went to bed.

### 6 Une las frases usando un participio presente o un participio perfecto.

I paid for my ticket. Then I went into the cinema.

*Having paid for my ticket, I went into the cinema.*

- I was hungry. So I ate a snack.
- Freya bought some stamps. Then she posted the card.
- He felt cold. So he put on a jumper.
- Leo had already eaten. So he didn't go to the restaurant.
- She didn't want to watch the film. So she read a book.