

# Grammar reference

## Present simple

### present simple

afirmativa	I / You / We / They <b>live</b> in London. He / She / It <b>lives</b> in London.
negativa	I / You / We / They <b>don't play</b> games. He / She / It <b>doesn't watch</b> TV.
interrogativa	<b>Do</b> I / you / we / they <b>travel</b> by bus? <b>Does</b> he / she / it <b>travel</b> by bus?
respuestas breves	<b>Yes</b> , I / you <b>do</b> . <b>No</b> , I / you <b>don't</b> . <b>Yes</b> , he / she <b>does</b> . <b>No</b> , he / she <b>doesn't</b> .

- lo usamos para referirnos a hábitos y rutinas
- se forma con el infinitivo sin *to*. En la tercera persona del singular le añadimos *-s* o *-es*  
*They play football. She plays tennis.*  
Ellos juegan al fútbol. Ella juega al tenis.
- en negativa necesita *do not* / *does not*  
*They do not play football. She does not play tennis.*  
Ellos no juegan al fútbol. Ella no juega al tenis.
- en interrogativa, *do* / *does* va delante del sujeto  
*Do you like pizza? Yes, I do. / No, I don't.*  
¿Te gusta la pizza? Sí. / No.

## Adverbios de frecuencia

0%	100%
never	rarely
sometimes	often
usually	always

- usamos los adverbios de frecuencia para indicar con qué frecuencia hacemos alguna cosa
- van delante de la mayoría de los verbos, excepto *be*  
*I sometimes walk to school.*  
A veces voy andando al instituto.  
*They are always happy.* Siempre están contentos.

## Present continuous

afirmativa	I'm <b>looking</b> at the painting. We / You're <b>looking</b> at the painting. He / She's <b>looking</b> at the painting.
negativa	I'm <b>not listening</b> to the CD. We / They <b>aren't listening</b> to the CD. He / She / it <b>isn't listening</b> to the CD.
interrogativa	<b>Am I eating?</b> <b>Is</b> he / she / it <b>eating?</b> <b>Are you / they eating?</b>
respuestas breves	<b>Yes</b> , I <b>am</b> . <b>No</b> , I <b>am not</b> . <b>Yes</b> , you / they <b>are</b> . <b>No</b> , you / they <b>aren't</b> . <b>Yes</b> , he / she / it <b>is</b> . <b>No</b> , he / she / it <b>isn't</b> .

- se usa para expresar acciones que están ocurriendo mientras hablamos o situaciones temporales

- se forma con *be* + el verbo principal acabado en *-ing*  
*I am watching TV now.* Ahora estoy viendo la tele.
- la negativa se forma con *not*  
*Karen isn't studying French.*  
Karen no está estudiando francés.
- la interrogativa se forma con *be* + sujeto + un verbo acabado en *-ing*. En las respuestas breves, usamos *be* sin el verbo  
*Is she writing an email? Yes, she is. / No, she isn't.*  
¿Está escribiendo un correo electrónico? Sí. / No.

## Comparativos y superlativos

	adjetivo	comparativo	superlativo
1 sílaba	old big	older bigger	the oldest the biggest
2 sílabas y acabados en <i>-y</i>	happy	happier	the happiest
2 o más sílabas	famous	more famous	the most famous
irregulares	good bad far	better worse further	the best the worst the furthest

- los adjetivos comparativos sirven para comparar dos cosas, personas o lugares. Se forman añadiendo *-er* a los adjetivos de una sílaba  
*Jim is older than Bob.* Jim es mayor que Bob.
- si tienen dos sílabas y acaban en *-y*, sustituimos la *-y* final por *-ier*  
*He's happier than me.* Él está más contento que yo.
- con el resto de adjetivos de dos o más sílabas, empleamos *more* + el adjetivo
- todos los comparativos van seguidos de *than*  
*St Petersburg is more beautiful than Moscow.*  
San Petersburgo es más bonita que Moscú.
- el superlativo sirve para comparar tres o más cosas, personas o lugares
- se forma añadiendo *-est* a los adjetivos de una sílaba y a los de dos acabados en *-y*. Todos los superlativos van precedidos por *the*.  
*Paul is the tallest boy in the class.*  
Paul es el chico más alto de la clase.
- los adjetivos largos lo forman con *most*  
*The Alhambra is the most famous place in Spain.*  
La Alhambra es el lugar más famoso de España.
- los adjetivos irregulares *good*, *bad* y *far* tienen formas comparativas y superlativas distintas

# Grammar exercises

## Present simple

### 1 Complete the sentences with the present simple form of the verbs in brackets.

Leo watches (watch) the news at 7pm.

1 Emma                   (not like) science.

2 We                   (relax) at the weekend.

3 My cousins                   (not speak) English.

4 I                   (study) Italian.

### 2 Write questions and short answers using the present simple.

Sara's parents / work / in a school? ✓

Do Sara's parents work in a school? Yes, they do.

1 you and Tom / like / football? ✓

2 Eduardo / live / in Barcelona? ✗

3 your grandparents / play / computer games? ✗

4 your mum / speak / French? ✓

## Adverbs of frequency

### 3 Rewrite the sentences using the adverbs of frequency in brackets.

I play tennis after school. (often)

I often play tennis after school.

1 We walk to school. (always)

2 They go to a youth club. (sometimes)

3 Seb is unhappy. (never)

4 Dad goes to bed late. (usually)

5 Ben and Nancy eat chocolate. (often)

## Present continuous

### 4 Circle the correct answer.

They 's / 're watching the film.

1 She 'm / 's listening to music at the moment.

2 You 're / 'm eating my sandwich!

3 Harry am / is sleeping now.

4 I 's / 'm having lunch.

5 Max and I am / are doing our homework.

### 5 Rewrite the sentences in exercise 4 using the negative form of the present continuous.

They aren't watching the film.

1                  

2                  

3                  

4                  

5                  

### 6 Complete the questions and answers with the missing words.

Are you having a good time? Yes, I am.

1 Is Ryan sending a text message? No, he                  .

2 Are your parents chatting? Yes,                   are.

3                   Tanya swimming? Yes, she is.

4 Are you enjoying the film? No,                   not.

5                   you and Dan talking about school? Yes, we are.

## Comparatives and superlatives

### 7 Write the correct words.

adjective: hot

comparative: hotter than

superlative: the hottest

1 adjective:                  

comparative:                  than

superlative: the easiest

2 adjective:                  

comparative: better than

superlative: the                   

3 adjective: angry

comparative:                  than

superlative: the                   

### 8 Complete the sentences with the comparative or superlative form of the adjectives in brackets.

I think history is more interesting than geography. (interesting)

1 Paul and Robert are                   students in our class. (noisy)

2 I'm                   at football than you. (bad)

3 Climbing up a mountain is                   than walking down a mountain. (tiring)

4 We live in                   house in town. (large)

# Grammar reference

## Past simple

past simple	
afirmativa	I / You / We / They <b>asked</b> a question.
negativa	He / She / It <b>didn't email</b> Javier.
interrogativa	<b>Did</b> I / you / he / she / it / we / they <b>buy</b> a new phone?
respuestas breves	<b>Yes</b> , I / you / he / she / it / we / they <b>did</b> . <b>No</b> , I / you / he / she / it / we / they <b>didn't</b> .

- usamos el *past simple* para hablar de acciones ocurridas en el pasado
- las oraciones afirmativas se forman añadiendo al sujeto un verbo en pasado. Si el verbo es regular, su forma de pasado termina en *-ed*  
*We played computer games yesterday.*  
Ayer jugamos a videojuegos.
- las oraciones negativas se forman añadiendo al sujeto *did not* (*didn't*) + el verbo en infinitivo sin *to*  
*He didn't write a blog.*  
No escribió ningún *blog*.
- en interrogativa, usamos *Did* + sujeto + infinitivo  
*Did you cycle to school?*  
¿Fuiste en bici a la escuela?
- la forma del verbo en pasado es igual para todas las personas

## Reglas ortográficas para los verbos regulares en *past simple*

- la mayoría de los verbos regulares forman el *past simple* añadiendo *-ed*  
*talk* → *talked*
- los verbos acabados en *-e* añaden *-d*  
*arrive* → *arrived*
- los acabados en consonante + *y* cambian la *-y* por *-ied*  
*carry* → *carried*
- los acabados en consonante + vocal + consonante doblan la consonante final y añaden *-ed*  
*stop* → *stopped*  
*travel* → *travelled*  
*permit* → *permitted*
- muchos verbos son irregulares y no siguen estas reglas ortográficas (tienes una lista en las páginas 158-160)

## Past continuous

past continuous	
afirmativa	I / He / She / It <b>was</b> writing. We / You / They <b>were</b>
negativa	I / He / She / It <b>wasn't</b> We / You / They <b>weren't</b>
interrogativa	<b>Was</b> I / he / she / it <b>Were</b> we / you / they
respuestas breves	<b>Yes</b> , I / he / she / it <b>was</b> . <b>No</b> , I / he / she / it <b>wasn't</b> . <b>Yes</b> , we / you / they <b>were</b> . <b>No</b> , we / you / they <b>weren't</b> .

- usamos el *past continuous* para hablar de acciones que estaban en proceso en un momento concreto del pasado
- se forma con *was* / *were* + el verbo principal acabado en *-ing*  
*I was talking to David.*  
Estaba hablando con David.
- en negativa, empleamos *wasn't* o *weren't*  
*They weren't watching the film.*  
No estaban viendo la película.
- la interrogativa se forma con *was* / *were* + sujeto + el verbo principal acabado en *-ing*. En las respuestas breves, empleamos el sujeto + *was* / *wasn't* o *were* / *weren't* sin el verbo principal.  
*Were you listening to the podcast? Yes, we were.*  
¿Estabais escuchando la emisión por internet? Sí.

## El *past simple* y el *past continuous*

past simple y past continuous	
John <b>was watching</b> TV when the phone <b>rang</b> .	
I <b>read</b> my emails while I <b>was waiting</b> for you.	

- a menudo usamos el *past continuous* y el *past simple* juntos en una oración
- usamos el *past continuous* para hablar de una acción larga que estaba en proceso en un momento del pasado y el *past simple* para referirnos a otra acción breve que interrumpió la anterior  
*I was eating when John arrived.*  
Estaba comiendo cuando llegó John.
- el verbo en *past simple* va detrás de *when*  
*While I was watching a DVD, my friend called.*  
Cuando estaba viendo un DVD, me llamó mi amigo.

# Grammar exercises

## Past simple

1 Are the verbs regular or irregular? Write **R** (regular) or **I** (irregular) and the past simple form of the verbs.

send	<u>I sent</u>	4 go	<u>_____</u>
1 take	<u>_____</u>	5 work	<u>_____</u>
2 read	<u>_____</u>	6 do	<u>_____</u>
3 play	<u>_____</u>		

2 Complete the sentences with past simple verbs from exercise 1.

I sent you an email at 11 o'clock last night.  
 1 Marc \_\_\_\_\_ a photo with his mobile phone.  
 2 I \_\_\_\_\_ my homework on my new laptop.  
 3 They \_\_\_\_\_ really hard on their IT project.  
 4 Kim \_\_\_\_\_ the blog and posted a comment.  
 5 My mum \_\_\_\_\_ online to find the information.

3 Rewrite the sentences using the negative form.

You charged your mobile phone.

You didn't charge your mobile phone.

1 They read the document.  
 \_\_\_\_\_  
 2 I wrote an email to the politician.  
 \_\_\_\_\_  
 3 David met Elena at computer club.  
 \_\_\_\_\_  
 4 The computer saved the data.  
 \_\_\_\_\_

4 Complete the past simple questions with the verbs in the box. Then write short answers

phone send take buy ban want

Did Dan send ten emails yesterday?

X No, he didn't.

1 \_\_\_\_\_ you \_\_\_\_\_ to read the message?  
 ✓ \_\_\_\_\_  
 2 \_\_\_\_\_ they \_\_\_\_\_ any good photos?  
 ✓ \_\_\_\_\_  
 3 \_\_\_\_\_ your sister \_\_\_\_\_ a laptop yesterday?  
 X \_\_\_\_\_  
 4 \_\_\_\_\_ you \_\_\_\_\_ Isabel yesterday?  
 X \_\_\_\_\_  
 5 \_\_\_\_\_ Mr Green \_\_\_\_\_ phones in the classroom?  
 ✓ \_\_\_\_\_

## Past continuous

5 Complete the text with the past continuous form of the verbs in brackets.

I was choosing (choose) a new book in the library yesterday. A student (1) \_\_\_\_\_ (use) a computer near me. He (2) \_\_\_\_\_ (not do) his homework on the computer, he (3) \_\_\_\_\_ (play) a game!

6 Write questions in the past continuous. Then circle the correct words in the short answers.

you / live / in Paris / last year?

No, I was / wasn't.

Were you living in Paris last year?

1 it / rain / at 6 o'clock? No, it was / wasn't.

2 Tim and Jen / work / in Madrid / last week? Yes, they was / were.

3 they / download / documents / in the library? No, they were / weren't.

4 the teacher / use / the interactive whiteboard? Yes, she was / wasn't.

## Past simple and past continuous

7 Circle the correct words.

I saw an accident while I (1) walked / was walking to school. A bus (2) was driving / drove along the road when a dog (3) ran / was running in front of it. The driver (4) saw / was seeing the dog and tried to avoid it, but drove into a tree. I quickly got my mobile and (5) phoned / was phoning for help. Luckily everyone (6) was feeling / felt OK!

8 Complete the sentences with the correct form of the verbs in brackets.

My mobile phone rang while I was watching a film. (ring / watch)

1 I \_\_\_\_\_ home when I \_\_\_\_\_ a €50 note. (run / find)  
 2 We \_\_\_\_\_ the document when the computer \_\_\_\_\_. (download / break)  
 3 Dad \_\_\_\_\_ a photo of us while we \_\_\_\_\_. (take / dive)  
 4 They \_\_\_\_\_ a barbecue when it \_\_\_\_\_ to rain. (have / start)

# Grammar reference

## Present perfect

### present perfect

afirmativa	I / You / We / They <b>have</b> He / She / It <b>has</b>	<b>tried</b> bungee jumping.
negativa	I / You / We / They <b>haven't</b> He / She / It <b>hasn't</b>	<b>watched</b> the X Games.
interrogativa	<b>Have</b> I / you / we / they <b>Has</b> he / she / it	<b>seen</b> the new film?
respuestas breves	<b>Yes</b> , I / you / we / they <b>have</b> . <b>No</b> , I / you / we / they <b>haven't</b> . <b>Yes</b> , he / she / it <b>has</b> . <b>No</b> , he / she / it <b>hasn't</b> .	

- usamos el *present perfect* para hablar de:
  - experiencias o acciones del pasado sin mencionar una referencia temporal concreta (no sabemos cuándo ocurrieron o no es importante decirlo)  
*He has been to Las Vegas.*  
Ha estado en Las Vegas.
  - acciones que empezaron en el pasado y aún tienen vigencia en el presente, o aún no han acabado  
*I have lived here for three years.*  
He vivido aquí durante tres años.
- formamos la afirmativa del *present perfect* con *have / has* + el participio de pasado del verbo principal  
*She has visited the Eiffel Tower.*  
Ha visitado la Torre Eiffel.
- la negativa se forma con *haven't / hasn't* + el participio de pasado del verbo principal  
*We haven't been to the skate park.*  
No hemos estado en la pista de *skate*.
- para la interrogativa, empleamos *have / has* + sujeto + participio de pasado  
*What have you done?*  
¿Qué has hecho?
- el participio de pasado de los verbos regulares es igual que su *past simple*
- para saber cuáles son los participios de pasado de los verbos irregulares, consulta la lista de las páginas 158–160

## El *present perfect* con expresiones temporales

expresiones temporales	
<b>for</b>	She's been an athlete <b>for</b> several years.
<b>since</b>	She's been an athlete <b>since</b> 2010.
<b>just</b>	Sadie has <b>just</b> arrived home.
<b>yet</b>	Carlos hasn't bought a motorbike <b>yet</b> .
<b>already</b>	We have <b>already</b> met our new neighbours.
<b>ever</b>	Have you <b>ever</b> tried waterskiing?
<b>never</b>	I've <b>never</b> been to Canada.

- usamos *for* para expresar duración en el tiempo
- since* indica el momento de inicio (cuándo comenzó una acción)
- empleamos *just* para hablar de acciones acabadas recientemente
- yet* se usa para referirnos a acciones esperadas pero que aún no han ocurrido
- usamos *already* para referirnos a algo que ha ocurrido antes de lo esperado
- ever* se usa a menudo con el *present perfect* para preguntar sobre experiencias del pasado
- empleamos *never* con el *present perfect* para hablar de cosas que nunca hemos hecho

## El *present perfect* y el *past simple*

- el *past simple* se usa para referirse a acciones que ocurrieron en un momento concreto del pasado, y el *present perfect* para hablar de acciones sin referencia temporal concreta  
*Alex competed in the X Games **last year**.*  
Álex compitió en los *X Games* el año pasado.  
*He has competed in other events, too.*  
También ha participado en otras competiciones.
- el *present perfect* también se usa para expresar acciones que han ocurrido una o más veces durante un tiempo determinado  
*I've been to the gym **twice this week**.*  
Esta semana he ido dos veces al gimnasio.
- utilizamos el *present perfect* para preguntar sobre experiencias del pasado  
*Have you **ever** been kayaking?*  
¿Has ido alguna vez en kayak?
- el *past simple* se usa para pedir más información sobre la experiencia en cuestión  
*When **did** you **go** kayaking?*  
¿Cuándo fuiste en kayak?

# Grammar exercises

## Present perfect

### 1 Write the past participles of the irregular verbs.

do	<u>done</u>	
1 make	<u>made</u>	4 build <u>built</u>
2 have	<u>had</u>	5 go <u>gone</u>
3 see	<u>seen</u>	

### 2 Complete the sentences with *have* or *has* and a past participle from exercise 1.

They have built a sports centre.

- 1 Gemma had an accident.
- 2 Álvaro has had lots of extreme sports.
- 3 I have made a mistake.
- 4 They have been surfing in Hawaii.
- 5 My brother has seen a film about base jumping on TV.

### 3 Rewrite the sentences in exercise 2 using the negative.

They haven't built a sports centre.

- 1 I haven't had an accident.
- 2 Álvaro hasn't been to lots of extreme sports.
- 3 I haven't made a mistake.
- 4 They haven't been surfing in Hawaii.
- 5 My brother hasn't seen a film about base jumping on TV.

### 4 Write questions in the present perfect.

you / ever / meet / a sportsperson?

Have you ever met a sportsperson?

- 1 your parents / sell / their house?
- 2 Miss Martínez / give / you a lot of work?
- 3 you / ever / jump / from a plane?
- 4 Charlie / wash / his dad's car?
- 5 you / finish your email / yet?

### 5 Write short answers for the questions in exercise 4.

(X) No, I haven't. 3 (X) Yes, I have.

- 1 (✓) I haven't sold their house. 4 (✓) I have given you a lot of work.
- 2 (✓) I haven't jumped from a plane. 5 (X) Charlie hasn't washed his dad's car.

## Present perfect with time expressions

### 6 Complete the sentences with the words below.

already ever for just never since yet

We've lived in Málaga for ten years.

- 1 Henry has wanted to be a cyclist since he was young.
- 2 Peter hasn't phoned yet. Perhaps he's forgotten.
- 3 I've never been rock climbing. Is it difficult?
- 4 Katie has just returned from Mexico. She arrived this morning.
- 5 Have you ever been rafting?
- 6 Wow! Jack has already finished the race. That was really fast!

## Present perfect and past simple

### 7 Complete the dialogue with the present perfect or the past simple form of the verbs in brackets.

A: Have you ever (1) tried (try) an adventure sport?  
 B: Yes, I have. I (2) have done (do) bungee jumping. I (3) jumped (jump) from a bridge when I was in New Zealand.

A: Really? When (4) did you (go) to New Zealand?  
 B: Last year! I (5) stayed (stay) with my aunt and uncle. They (6) lived (live) there for two years.

A: What was it like in New Zealand?  
 B: It was fantastic. I (7) didn't want (not want) to come home.

A: And what about the bungee jumping?  
 B: It was the most terrifying sport I (8) ever did (do)!

A: (9) Did you (take) any photos?  
 B: Yes, I did. They're on my camera. Have a look!

# Grammar reference

**Cantidades: some / any, (too) much / many, a few y a lot of**

nombres contables	nombres no contables
a / some drawing(s)	some graffiti
a few / a lot of installations	a lot of art
any / many photographs	any / much pottery

- usamos *some, any, much, many, a few y a lot of* para referirnos a cantidades
 

*There are some paintings on the wall.*  
Hay algunos cuadros en la pared.
- usamos *a lot of* con nombres contables en plural y no contables para referirnos a grandes cantidades
 

*There are a lot of sculptures on this floor.*  
Hay un montón de esculturas en esta planta.
- a few* se usa en oraciones afirmativas con nombres contables en plural para hablar de pequeñas cantidades
 

*I've seen a few of Picasso's paintings.*  
He visto unas cuantas pinturas de Picasso.
- usamos *many* en oraciones negativas con nombres contables en plural para referirnos a una cantidad pequeña
 

*I haven't got many pencils in my bag.*  
No llevo muchos lápices en la mochila.
- much* se usa en oraciones negativas con nombres no contables para hablar de una cantidad pequeña
 

*Emma hasn't got much paper.*  
Emma no tiene mucho papel.
- empleamos *any* en oraciones negativas con nombres contables en plural y no contables para expresar una cantidad cero
 

*There aren't any pictures to buy.*  
No hay ningún cuadro para comprar.
- usamos *How many ...?* con nombres contables en plural y *How much ...?* con nombres no contables para preguntar sobre cantidades
 

*How many photographs have you taken?*  
¿Cuántas fotos has tomado?

*How much work have you done?*  
¿Cuánto trabajo has hecho?

## too y (not) enough

- usamos *too* delante de un adjetivo o un adverbio para decir que algo es excesivo
 

*We were too tired to visit the gallery.* Estábamos demasiado cansados para visitar la galería.
- empleamos *enough* detrás de un adjetivo o delante de un nombre para decir que algo es suficiente
 

*The room was big enough for the exhibition.* La sala era suficientemente grande para la exposición.
- usamos *not + adjetivo + enough* o *not enough + nombre* para decir que algo es insuficiente
 

*The colours weren't bright enough.* Los colores no eran suficientemente brillantes.

## El gerundio y el infinitivo

- usamos el gerundio (acabado en *-ing*):
  - detrás de las preposiciones (*before, after, at, etc.*)
 

*Please ask permission before taking photographs.*  
Por favor, pida permiso antes de tomar fotos.
  - como sujeto de la oración
 

*Painting is a wonderful hobby.*  
Pintar es una afición maravillosa.
  - detrás de algunos verbos, como *like, prefer, hate, enjoy, consider*

*Do you like going to galleries?*  
¿Te gusta ir a las galerías de arte?

*No, I hate visiting crowded places.*  
No, odio ir a lugares llenos de gente.
- empleamos el infinitivo:
  - detrás de algunos adjetivos (*easy, difficult, lucky, happy, etc.*)
 

*It's difficult to paint a portrait.*  
Es difícil pintar un retrato.
  - para explicar el motivo de una acción
 

*We went to Paris to visit the Louvre.*  
Fuimos a París para visitar el Louvre.
  - detrás de algunos verbos, como *want, learn, need, decide, choose*

*I want to learn how to paint.* Quiero aprender a pintar.

*You need to go to classes.* Tendrás que ir a clases.

# Grammar exercises

## Quantity: *some / any, (too) much / many, a few and a lot of*

### 1 Circle the correct words.

How much / many piercings has Ella got?

- 1 He didn't send **some** / **any** postcards from New York – not one!
- 2 There are **a few** / **a lot of** biscuits left in the packet – just two or three.
- 3 Have you got **much** / **many** homework to do tonight?
- 4 Barcelona is amazing. There are **a few** / **a lot of** interesting places to visit.
- 5 There aren't **much** / **many** students with earrings in my class.
- 6 There are **some** / **any** great exhibitions at the gallery this month.

### 2 Complete the sentences with the correct words from the box.

much **some** a lot of many any a few

We need some face paint for the carnival tomorrow.

- 1 There isn't any graffiti in my town. No one paints on the walls.
- 2 I've got some friends in the USA. I know about three people there.
- 3 How many brothers and sisters have you got?
- 4 Many tourists visit Valencia every year. The beach is always crowded.
- 5 Don't use too much eyeliner. You don't want to scare people!

## too and (not) enough

### 3 Rewrite the sentences so they have the same meaning. Use *too, enough or not enough* and the adjectives in brackets.

This town is **too small**.

(big) This town isn't big enough.

- 1 These exercises aren't **easy enough**.

(difficult) \_\_\_\_\_

- 2 This train isn't **fast enough**.

(slow) \_\_\_\_\_

- 3 Ed is the **right height** to join the army.

(tall) \_\_\_\_\_

- 4 This lipstick isn't **cheap enough**.

(expensive) \_\_\_\_\_

- 5 It wasn't the **right temperature** for it to snow.

(cold) \_\_\_\_\_

## Gerunds and infinitives

### 4 Write the gerund (-ing form) of the verbs.

play playing

1 make	<u>_____</u>	5 go	<u>_____</u>
2 draw	<u>_____</u>	6 ride	<u>_____</u>
3 chat	<u>_____</u>	7 talk	<u>_____</u>
4 learn	<u>_____</u>	8 sing	<u>_____</u>

### 5 Write sentences using the infinitive form of the verbs in brackets.

We want to go (go) swimming on Saturday.

- 1 Have you decided to get (get) a tattoo?
- 2 Lucy is learning to speak (speak) Italian.
- 3 This museum is free. You don't need to take (take) any money.
- 4 Harry chose to do (do) art lessons after school.
- 5 That painting is €2,000. I can't afford to buy (buy) it!
- 6 Simon wants to plan (plan) his summer holiday. He is going on a language course.

### 6 Complete the text with the gerund or infinitive form of the verbs in brackets.

My name is Isabel. I was born in a small village but my parents decided (1) to move (move) to Bilbao when I was ten. (2) \_\_\_\_\_ (live) in Bilbao was strange at first, but now I love it.

It's never difficult (3) \_\_\_\_\_ (find) things to do in Bilbao. There are lots of museums, galleries and other interesting places to visit. The most famous building is the Guggenheim Museum. It isn't easy (4) \_\_\_\_\_ (describe) but it looks amazing!

(5) \_\_\_\_\_ (spend) time outdoors is also fun in Bilbao. There are 18 parks in the city. I really enjoy (6) \_\_\_\_\_ (meet) friends in the park at weekends. I think I'm really lucky (7) \_\_\_\_\_ (live) here. I don't think I ever want (8) \_\_\_\_\_ (leave)!

# Grammar reference

## El futuro

### will

afirmativa	I / You / We / They <b>will go</b> to university in the future.
negativa	He / She / It <b>won't</b> (will not) <b>buy</b> a house.
interrogativa	<b>Will</b> they <b>get</b> married?
respuestas breves	<b>Yes</b> , they <b>will</b> . <b>No</b> , they <b>won't</b> .

- el futuro con *will* se usa de la misma forma con todos los sujetos, sean singular o plural
- usamos *will / won't* + el infinitivo sin *to* para expresar:

### a) acciones o hechos futuros

*Next year, my teacher **will be** Miss Ramírez.*

El año que viene tendré de profesora a la señora Ramírez.

### b) predicciones

*Olivia **will be** an artist when she grows up.*

Olivia será artista cuando sea mayor.

### c) opiniones

*This **will be** the best holiday ever!*

¡Estas serán las mejores vacaciones de mi vida!

### d) promesas

*I'll never **tell** anyone.* Nunca se lo diré a nadie.

### e) decisiones espontáneas

*Let's go to the park.* Vayamos al parque.

*I'll **meet** you after school.* Te veo después de clase.

### be going to

afirmativa	I'm He / She / It's We / You / They're	<b>going to</b> get up early.
negativa	I'm not He / She / It <b>isn't</b> We / You / They <b>aren't</b>	<b>going to</b> watch television.
interrogativa	Am I Is he / she / it Are we / you / they	<b>going to</b> tidy your room?
respuestas breves	Yes, I <b>am</b> . / No, I'm <b>not</b> . Yes, we / you / they <b>are</b> . No, we / you / they <b>aren't</b> . Yes, he / she / it <b>is</b> . No, he / she / it <b>isn't</b> .	

- usamos *be going to* para hablar sobre intenciones de futuro
- se forma con *be + (not) going to + infinitivo*  
*I'm going to work* *really hard this year.* *I'm not going to fail* *my exams.* Voy a trabajar muy duro este año. No voy a suspender mis exámenes.

## El present continuous

- usamos el *present continuous* para expresar planes seguros para el futuro cercano  
*We're meeting* *Rosie and James on Saturday.*  
Hemos quedado con Rosie y James este sábado.
- en la página 82 puedes ver cómo se forma

## Adverbios de posibilidad y probabilidad

certeza	→ posibilidad
definitely	probably perhaps / maybe

- si estamos seguros de que algo ocurrirá / no ocurrirá, usamos *definitely*  
*My brother **will definitely** go to university.*  
Seguro que mi hermano irá a la universidad.  
*I **definitely won't** move to China. I can't speak Chinese!* Desde luego que no me iré a China. ¡No sé hablar chino!
- si es probable que ocurra, usamos *probably*  
*I'll **probably** save money when I get a job.*  
Probablemente ahorré dinero cuando encuentre un trabajo.
- si puede que ocurra o no, usamos *perhaps o maybe*  
***Maybe** I'll be famous one day. Who knows?*  
Puede que algún dia sea famoso. ¿Quién sabe?
- fíjate en que *definitely* y *probably* van detrás de *will* pero delante de *won't*  
*I will **definitely** travel when I'm older.*  
Cuando sea mayor, seguro que viajaré.  
*I **probably** won't learn to drive.*  
Probablemente no aprenda a conducir.

## can, could y will be able to

- usamos *can* para hablar de las cosas que nos está permitido hacer en el presente  
*I am 15 so I **can** ride a scooter, but I **can't** drive a car.* Tengo 15 años, por eso puedo llevar un ciclomotor pero no puedo conducir un coche.
- usamos *could* para referirnos a las cosas que se permitían en el pasado  
*When my mum was young, children **could** leave school when they were 15.*  
Cuando mi madre era joven, los niños podían dejar la escuela a los 15.
- usamos *will be able to* para hablar de las cosas que se nos permitirá hacer en el futuro  
*I **will be able to** drive a car when I'm older.*  
Cuando sea mayor, podré conducir un coche.

# Grammar exercises

## Future tenses

Complete the sentences about Libby and Dan with *will* or *won't*.

	leave home at 18	go to university	get married	have children
Libby	✓	✓	✓	✗
Dan	✗	✓	✗	✗

Libby will leave home when she's 18.

- 1 Dan        have children.
- 2 Libby        get married.
- 3 Dan        leave home when he's 18.
- 4 Libby        have children.
- 5 Libby and Dan        go to university.

2 Complete the sentences with the correct form of *be going to* and the verbs in brackets.

They're *going to build* a new cinema. (build)

- 1 I'm        any more DVDs. (not buy)
- 2 David        his homework later. (do)
- 3 Are you        your favourite programme tonight? (watch)
- 4 Charlotte        to the party on Saturday. (not go)
- 5 We        our cousins this weekend. (visit)

Look at Kate's diary and complete the text about her weekend. Use the present continuous.

Saturday	Sunday
10am play tennis with Dan	11am Grandma and Grandad visit
2pm meet friends in town	3pm do sponsored swim
7pm go out for a pizza with Emma	6pm DVD at Joe's house

Kate's very busy this weekend. She (1) 's playing tennis with Dan at 10 o'clock on Saturday. In the afternoon, she (2)       . Then, in the evening, Emma and Kate (3)       . On Sunday morning, Kate's grandparents (4)       . Kate (5)        at 3 o'clock that afternoon, and then at 6 o'clock she (6)        at Joe's house.

4 Use the information from exercise 3 to write questions and short answers.

Kate / meet friends / Saturday?

Is Kate meeting friends on Saturday? Yes, she is.

- 1 Kate / see Dan / Saturday?
- 2 she / do sponsored swim / Sunday?
- 3 she and Emma / have pizza / Saturday?
- 4 she / go to Joe's house / 2pm on Sunday?
- 5 Grandma and Grandad / visit / 10am on Sunday?

## Adverbs of possibility and probability

5 Rewrite the sentences using adverbs of possibility and probability.

I'm certain that I'll travel when I'm eighteen.

I will definitely travel when I'm eighteen.

- 1 I might have children, but I'm not sure.
- 2 It's likely that I will go to university.
- 3 There's no chance that I'll live abroad.
- 4 It's not very likely that I'll buy a house.

## can, could and will be able to

6 Complete the text with *can / can't, could / couldn't* or *will be able to*.

In the early nineteenth century, there weren't many laws to protect children in Britain. They

(1) could get jobs outdoors or in factories.

In 1880, there was a new law. Children had to go to school until they were ten. This meant people (2)        employ very young children to work in factories or on farms.

Now, employment laws are very strict. Children under the age of 13 (3)        work. Children over the age of 13 (4)        only work for 12 hours a week.

In the future, children may have more rights. Many people think that 16-year-olds (5)        vote in a few years' time.

# Grammar reference

## El primer condicional

condición	consecuencia
If I don't win,	I won't give up.
consecuencia	condición
We'll win some money	if our predictions are correct.

- usamos el primer condicional para expresar situaciones posibles y sus consecuencias probables
- para formar oraciones en primer condicional usamos *if* + sujeto + *present simple* (en la condición) y sujeto + *will* / *won't* + infinitivo sin *to* (en la consecuencia)
- si la condición va primero, le ponemos una coma detrás  
*If the weather is good, I'll go to the beach.*  
Si hace buen tiempo, iré a la playa.
- no usamos la coma si la consecuencia va primero  
*I'll go to the beach if the weather is good.*  
Iré a la playa si hace buen tiempo.  
El orden de la condición y la consecuencia no es importante: el significado de la oración no cambia

## will y might

- usamos *will* o *won't* cuando tenemos la certeza de que algo ocurrirá en el futuro  
*Global warming will change all of our lives.*  
el calentamiento global cambiará nuestras vidas.  
*We won't like the consequences.*  
No nos gustarán las consecuencias.
- might (not)* se usa cuando creemos que es posible que algo ocurra en el futuro, aunque no estamos seguros del todo  
*We might find new ways to recycle rubbish.*  
Tal vez descubramos nuevas maneras de reciclar la basura.  
*We might not be as wasteful.*  
A lo mejor no producimos tantos desechos.

## El segundo condicional

condición	consecuencia
If I had a bike,	I would cycle to school.
consecuencia	condición
Some countries would disappear	if sea levels increased by one metre.

- usamos el segundo condicional para hablar sobre situaciones hipotéticas y sus consecuencias
- para formar oraciones en segundo condicional usamos *if* + sujeto + *past simple* (en la condición) y sujeto + *would* / *wouldn't* + infinitivo sin *to* (en consecuencia)
- cuando la condición va primero, le ponemos una coma detrás  
*If we were famous, we'd buy a big house.*  
Si fuéramos famosos, nos compraríamos una casa grande.
- no usamos la coma si la consecuencia va primero  
*We would buy a big house if we were famous.*  
Nos compraríamos una casa grande si fuéramos famosos.
- las preguntas se forman con una partícula interrogativa + *would* + sujeto + infinitivo sin *to* + sujeto + *past simple*  
la proposición subordinada con *if* puede ir tanto en la primera como en la segunda parte de la oración interrogativa  
*What would you do if you had an argument with your best friend?*  
¿Qué harías si te pelearas con tu mejor amigo?  
*If you had an argument with your best friend, would you do?*  
Si te pelearas con tu mejor amigo, ¿qué harías?

# Grammar exercises

## First conditional

### 1 Circle the correct words.

I am / **'ll be** surprised if you **enjoy** / 'll enjoy that film.

- 1 If Lucy **comes** / **will come**, there **aren't** / **won't** be enough seats.
- 2 If they **work** / 'll **work hard**, they **pass** / 'll **pass** their exams.
- 3 We **have** / 'll **have** a barbecue if it **doesn't rain** / **won't rain**.
- 4 If I **go** / 'll **go** to London, I **send** / 'll **send** you a postcard.
- 5 Mum and Dad **are** / **will be** really angry if they **see** / **will see** that mess!

### 2 Write first conditional sentences.

you recycle rubbish / you help the planet

If you recycle rubbish, you'll help the planet.

- 1 plastic gets into the oceans / sea animals die
- 2 we don't look after our planet / living conditions be terrible
- 3 we recycle plastic / we create less waste
- 4 we save energy at home / we spend less money
- 5 we use bags more than once / we save plastic

## will and might

### 3 Look at the chart. Complete the sentences with *will*, *won't*, *might* and *might not*.

In ten years' time ...	
✓	people recycle everything
✗	we waste plastic
? ✗	important cities disappear
?	more animals become endangered
✓	things be very different
? ✗	people drive as often

People will recycle everything.

- 1 We won't waste plastic.
- 2 Important cities might disappear.
- 3 More animals might not become endangered.
- 4 Things will be very different.
- 5 People will drive as often.

### 4 Complete the text about Ellie's future. Use *will* / *won't* and *might* / *might not*.

#### My thoughts about the future by Ellie Sanders

I think that in the future, some things will get better and some things will get worse. People need cars so they (1) won't stop driving them. However, petrol is getting more expensive so I think that people (2) might drive as much in the future. Who knows? People (3) will discover that travelling on buses and trains is fun! On the other hand, birth rates are rising. There (4) will be many more people in the world in ten years' time. It definitely (5) will be easy to cut down on pollution when we have more people using the Earth's resources. I think education is really important. We (6) will be able to prevent some of the problems by giving people the right information!

## Second conditional

### 5 Complete the sentences with *would* / *wouldn't* and the verbs in brackets.

If I didn't work hard, I wouldn't pass (not pass) my exams.

- 1 If Johnny played a musical instrument, it would be the saxophone.
- 2 Where would you live if you moved to another country?
- 3 If I didn't go to school, I wouldn't learn anything!
- 4 My dad would be happy if I went to university.
- 5 If you had €10,000, what would you spend it on?

### 6 Complete the first half of the sentences with the past simple or *would* / *wouldn't* + infinitive. Then match the sentence halves.

- 1 I 'd eat (eat) plants and fish, d
- 2 What would you do?, d
- 3 If we would (watch) less TV, d
- 4 We wouldn't waste as much water d

- a) if you were all alone?
- b) if we all had showers instead of baths.
- c) we would save energy.
- d) if I was stranded on a desert island.

# Grammar reference

## Verbos modales de obligación, prohibición y ausencia de obligación

### obligación

You **must** be 18 to drive a car.  
She **has to** get up at 6am to catch the bus.  
We **have to** study hard to pass our exams.

- para expresar obligación usamos *must* y *have to*  
*She must wear a helmet.*  
Debe ponerse un casco.  
*I have to turn off my phone in class.*  
En clase tengo que apagar el teléfono.
- must* es invariable y se usa igual con todas las personas del singular y del plural  
*I must remember to email Robin.*  
Tengo que acordarme de/ Que no se me olvide enviarle un correo electrónico a Robin.  
*You must phone your grandma tonight.*  
Tienes que llamar a tu abuela esta noche.
- en las preguntas sobre obligación solo usamos *have to*  
*Do I have to arrive early?*  
¿Tengo que llegar temprano?

### prohibición

We **mustn't** waste time.

- para expresar prohibición usamos *mustn't*. No hay que confundir *mustn't* con *don't have to*, que significa otra cosa totalmente distinta.  
*You mustn't drop litter in the street.*  
No debes tirar basura en la calle.  
*We mustn't have our phones on in class.*  
En clase no debemos tener los teléfonos encendidos.

### ausencia de obligación

I / You / We / They He / She / It	<b>don't have to</b> <b>doesn't have to</b>	wear a uniform.
--------------------------------------	--	-----------------

- don't have to* significa que no hay obligación de hacer algo o que no es necesario hacerlo. Significa "no tener que" o "no tener por qué"  
*She doesn't have to do her homework tonight.*  
Ella no tiene que hacer los deberes esta noche.  
*They don't have to arrive early.*  
No es necesario que lleguen temprano.

### should / shouldn't

#### should / shouldn't

<b>afirmativa</b>	You <b>should</b> read the information.
<b>negativa</b>	We <b>shouldn't</b> work all the time.
<b>interrogativa</b>	<b>Should</b> I get special qualifications?
<b>respuestas breves</b>	<b>Yes, I should.</b> <b>No, I shouldn't.</b>

- usamos *should* / *shouldn't* para aconsejar  
*She **should** relax more.*  
Debería relajarse más.  
*You **shouldn't** spend all your money at once.*  
No deberías gastarte todo el dinero de golpe.

# Grammar exercises

## Modals of obligation, prohibition and no obligation

1 Read the sentences and write *O* (obligation), *N* (no obligation) or *P* (prohibition).

You must be at school by 9 o'clock. O  
 1 Peter has to wear a school uniform. —  
 2 We mustn't take food into the classroom. —  
 3 Sara doesn't have to walk to school. —  
 4 You mustn't talk when the teacher is talking. —

2 Complete the sentences with *must* / *have to* or *mustn't*.

'Have you seen that tall man over there?'  
 'Anna, you mustn't point at him. It's rude!'  
 1 It's Patrick's birthday next week. We \_\_\_\_\_ send him a card.  
 2 Jack is only six so he \_\_\_\_\_ play that video game. It's too violent.  
 3 'I didn't break the window.'  
 'I know you broke it. You \_\_\_\_\_ tell lies.'  
 4 We're talking about this book in class tomorrow. I \_\_\_\_\_ finish it tonight.

3 Complete the sentences with *mustn't* or *don't have to* and the verbs in the box.

be go hurry pay shout

I don't have to go to bed early. There's no school tomorrow!  
 1 Please hurry! We \_\_\_\_\_ late.  
 2 The guidebook is free. You \_\_\_\_\_ for it.  
 3 We're in the library. You \_\_\_\_\_.  
 4 We've got plenty of time. We \_\_\_\_\_.

4 Complete the text using modal verbs of obligation and prohibition.

### Tips for young entrepreneurs

★ Confidence is really important. You (1) have to believe in yourself and your ideas.  
 ★ Success is never instant. You will have some disappointments, but you (2) \_\_\_\_\_ give up.  
 ★ You (3) \_\_\_\_\_ work hard. Successful entrepreneurs are never lazy!  
 ★ You (4) \_\_\_\_\_ be focused. Decide on what you want to achieve and stick to it.  
 ★ Don't be afraid to try new things. You (5) \_\_\_\_\_ be adventurous sometimes!

5 Write questions and short answers using *have to*.

teachers / work outside

Do teachers have to work outside? No, they don't.

1 I / finish this story for homework? —

2 Sara and Matthew / work tomorrow? ✓

3 Lucy / learn Italian? ✗

4 we / return these books? ✓

5 Spencer / get up early? ✓

## should / shouldn't

6 Read the advice. Complete the sentences with *should* or *shouldn't* and the verbs in the box.

be dress expect listen try wait

**Q:** I'm starting a new job on Monday and I'm very nervous. Please can you give me some advice about what I should and shouldn't do?

Jess

**A:** Dear Jess,

Don't worry! Follow my advice and I'm sure you'll be fine.

You (1) should dress smartly for your first day at work. It's important to show you have made an effort with your appearance. You will probably feel nervous but you (2) \_\_\_\_\_ to appear confident.

There will be a lot of new people to meet. You (3) \_\_\_\_\_ to be introduced to everyone – introduce yourself!

You (4) \_\_\_\_\_ carefully to what people tell you, but you (5) \_\_\_\_\_ afraid to ask people to repeat things. No one understands everything the first time. Finally, don't worry if things seem confusing at first. You (6) \_\_\_\_\_ to learn it all on day one!

# Grammar reference

## El *present simple* y el *past simple* en pasiva: afirmativa y negativa

### el *present simple* en pasiva

I	am / 'm not	filmed on camera.
He / She / It	is / isn't	
We / You / They	are / aren't	

### el *past simple* en pasiva

I / He / She / It	was / wasn't	followed.
We / You / They	were / weren't	

- usamos la voz pasiva cuando no sabemos quién realiza la acción o cuando esta es más importante que la persona que la realiza
- en *present simple*, la pasiva se forma con *be* en presente + el participio de pasado del verbo
- en *past simple*, la pasiva se forma con *be* en pasado + el participio de pasado del verbo
- en la lista de las páginas 158-160 puedes ver los participios de pasado de los verbos irregulares

## Activa y pasiva

activa	<i>The public report crimes.</i>
pasiva	<i>Crimes are reported by the public.</i>

- en voz activa, el sujeto es la persona o cosa que *realiza* la acción  
*Ann broke the window.*  
*Ann rompió la ventana.*
- en pasiva, el sujeto es la persona o cosa que *recibe* la acción del verbo  
*The window was broken by Ann.*  
*La ventana fue rota por Ann.*
- la pasiva también se utiliza cuando desconocemos quién realiza la acción  
*active: Somebody records the crime.*  
*activa: Alguien graba el crimen.*  
*passive: The crime is recorded.*  
*pasiva: El crimen es grabado.*
- en inglés se suele usar más la pasiva en la lengua escrita que en la lengua oral
- la pasiva se emplea a menudo para describir procesos y entonces el verbo se suele traducir en la forma impersonal  
*Evidence is taken from the crime scene – then fingerprints are taken.*  
Las pruebas se recogen en el escenario del crimen; luego se toman las huellas dactilares.

- en las oraciones pasivas, usamos *by* si queremos expresar quién o qué realiza la acción  
*Thieves are arrested by the police.*  
Los ladrones son detenidos por la policía.

## El *present* y el *past* en pasiva: preguntas y respuestas

### Present simple passive

#### interrogativa

Am	I	invited?
Is	he / she / it	
Are	we / you / they	

#### respuestas breves

Yes, she is. / No she isn't.
Yes, they are. / No, they aren't.

### Past simple passive

#### interrogativa

Was	the thief	caught?
Were	the burglars	

#### respuestas breves

Yes, he was. / No, he wasn't.
Yes, they were. / No, they weren't.

- la interrogativa se forma con *be* + el sujeto + el participio de pasado
- en las preguntas en pasiva también podemos usar partículas interrogativas  
*What / Who was taken to the police station?*  
¿Qué / Quién fue llevado a la comisaría?
- estas oraciones se forman con la partícula interrogativa + *be* + el sujeto + el participio de pasado  
*Why / Where / When was the thief arrested?*  
¿Por qué / Dónde / Cuándo fue detenido el ladrón?

# Grammar exercises

## Present simple and past simple passive: affirmative and negative

1 Complete the text with the present simple passive form of the verbs in brackets.

Many mobile phones (1) are stolen (steal) every year in Britain. Sometimes they (2) \_\_\_\_\_ (sell) to mobile phone recycling companies, or they (3) \_\_\_\_\_ (send) abroad to places where mobile phones are very valuable. The police want people to be more careful with their phones. Many phones (4) \_\_\_\_\_ (leave) in cafés and restaurants. In busy streets, they (5) \_\_\_\_\_ (take) from people's bags or even from their hands. You should keep your phone hidden. If your phone (6) \_\_\_\_\_ (see) by a lot of people, it's more likely to be taken!

2 Write affirmative or negative sentences. Use the present simple passive.

that building / use / as a youth club

That building is used as a youth club.

1 clues / leave / at crime scenes

2 photography / not allow / in the museum

3 some crimes / not report / by the public

4 crime stories / read / all over the world

5 millions of songs / download / online

6 this information / not give / to everyone

3 Complete the text with the past simple passive form of the verbs in the box.

need find form give not solve not know

### New Scotland Yard and the murder mystery

The Metropolitan Police force (or 'the Met')

(1) was formed in 1829. The Met's first headquarters was a group of buildings, which backed onto a street called Great Scotland Yard. It (2) \_\_\_\_\_ the name 'Scotland Yard'. In 1888, a new building (3) \_\_\_\_\_. When the building work started, the body of a woman (4) \_\_\_\_\_ on the site. The woman's identity (5) \_\_\_\_\_. The case was investigated by the Met, but the crime (6) \_\_\_\_\_. The death of the woman is still a mystery!

### Active and passive

4 Rewrite the sentences using the correct active or passive form. Use *by* where appropriate.

A boy hacked the government computer.

The government computer was hacked by a boy.

1 Witnesses didn't recognize the vandals.

The vandals \_\_\_\_\_.

2 The information was collected by the police officer.

The police officer \_\_\_\_\_.

3 The detectives questioned the witnesses.

The witnesses \_\_\_\_\_.

4 The vandals were caught by the police.

The police \_\_\_\_\_.

### Present simple passive: questions and answers

5 Read the answers. Then write questions about DNA.

Is DNA contained in every cell in your body?

Yes, DNA is contained in every cell in your body.

1 \_\_\_\_\_  
Yes, DNA is found at crime scenes.

2 \_\_\_\_\_  
DNA testing is used in many different ways.

3 \_\_\_\_\_  
Samples are examined by forensic scientists.

4 \_\_\_\_\_  
Yes, criminals are often caught using their DNA.

# Grammar reference

## who, which y where

who, which y where		
personas	cosas	lugares
who	which	where

- usamos *who*, *which* y *where* para dar información sobre personas, cosas o lugares
- para referirnos a personas usamos *who*  
*The Prime Minister is the person who leads the government in Britain.*  
El primer ministro es la persona que encabeza el gobierno británico.
- empleamos *which* para hablar de cosas, y *where* para lugares  
*Politics is a subject which I find interesting.*  
La política es un tema que me parece interesante.  
*Sevilla is the city where I grew up.*  
Sevilla es la ciudad en que crecí.
- who*, *which* y *where* van detrás del sustantivo al que se refieren

## Los pronombres indefinidos

	personas	cosas	lugares
generalmente con verbos en afirmativa	someone everyone no one	something everything nothing	somewhere everywhere nowhere
verbos negativa y dudas	anyone	anything	anywhere

Los pronombres indefinidos nos referimos a personas, cosas o lugares sin especificar cuáles son. En afirmativa utilizamos los que llevan los prefijos *some*, *every* y *no*. *The building thinks it's noisy.*

El negocio cree que es ruidoso. *There's a note on the front door!* Hay una nota en la puerta de la calle! *Let's go on to continue.* Vamos a continuar. *He's interested in politics.* Se interesa por la política. *They're interested in the new ways.* Están interesados en las nuevas formas. *They're interested in scientists.* Están interesados en los científicos. *They're interested in using their DNA.* Están interesados en usar sus ADN.

## used to

used to	
afirmativa	My father <i>used to</i> be very active in youth politics.
negativa	This town <i>didn't use to</i> have a mayor.
interrogativa	<i>Did they use to</i> live in a flat?
respuestas breves	Yes, they <i>did</i> . / No, they <i>didn't</i> .

- empleamos *used to* para hablar sobre hábitos y situaciones que eran comunes en el pasado pero ya no
- en las oraciones afirmativas, usamos sujeto + *used to* + verbo en infinitivo  
*I used to have a pen pal in Kenya when I was younger.*  
Yo tenía un amigo por correspondencia en Kenia cuando era más pequeño.
- en oraciones negativas, usamos sujeto + *didn't use to* + infinitivo  
*I didn't use to write a blog.*  
No solía escribir un *blog*.
- en interrogativa, usamos el auxiliar *did* + el sujeto + *use to* + infinitivo  
*Did you use to write a diary?*  
¿Escribías un diario personal?

# Grammar exercises

## who, which and where

### 1 Complete the sentences with *who*, *which* or *where*.

I know a girl who grew up in Afghanistan.

- 1 Madrid is the city where I live.
- 2 This is the book which won the prize.
- 3 Elisa is a student who always works hard.
- 4 Is this the room where the documents are?

### 2 Rewrite the sentences using *who*, *which* and *where*.

Angelina Jolie is a famous actress. She does a lot of humanitarian work.

Angelina Jolie is a famous actress who does a lot of humanitarian work.

- 1 The WWF is a charity. It deals with conservation and wildlife issues.
- 2 J. K. Rowling is a writer. She gives a lot of money to charity.
- 3 The Nobel Peace Prize is an award. It is given to people who promote peace.
- 4 London is a large, crowded city. Homelessness is a problem there.

## Indefinite pronouns

### 3 Read the text and circle the correct indefinite pronouns.

In the developed world, access to clean water is rarely a problem. There is water for (1) **everything** / **anything** we need. But (2) **somewhere** / **everywhere** is not the same. Every 21 seconds a child from (3) **anywhere** / **somewhere** in the developing world dies because they don't have access to clean water. In some areas, (4) **no one** / **anyone** has access to a toilet.

Is there (5) **anything** / **something** we can do about it? Yes! We can support charities such as Water Aid and Blue Planet Network. These organizations work with local communities to supply clean water and sanitation to communities. One success story is the Samburu project in Kenya.

(6) **Everyone** / **Someone** worked together to install a new water well. Now more than 1,000 people in ten villages have clean water.

### 4 Complete the dialogue with the indefinite pronouns in the box.

anyone anywhere Everyone no one  
nothing nowhere somewhere

A: Do you know (1) anyone with an exciting job?  
B: Yes. My uncle is a journalist. He travels a lot.  
There's (2) where he hasn't been!  
A: So where is he now?  
B: He's found (3) nowhere in Africa where there's a new education project.  
A: That's fantastic. What an amazing job!  
B: Yes, but it's difficult too. He sees people who have (4) nothing to eat and sometimes he goes to countries which are at war. (5) Everyone he meets is frightened. Sometimes there isn't (6) anywhere safe to go.  
A: Wow! There's (7) no one like him in my family!

## used to

### 5 Complete the sentences with the correct affirmative or negative form of *used to*.

#### Who is Bill Gates?

Bill Gates is a famous businessman. He (1) used to be the CEO of the software company Microsoft, and is still the company's chairman.

As a child, Bill Gates (2) used to be very interested in computers. He (3) used to spend as much time on them as possible. Bill Gates went to Harvard University, but he (4) didn't use to go to many of his classes. He spent most of his time in the computer lab. He left university to set up Microsoft. In 2008, Bill Gates left his full-time job at Microsoft to work for the charity which he created with his wife. It provides healthcare and education to people around the world. Bill Gates (5) used to be the richest man in the world, but now he gives away hundreds of millions of dollars a year!

### 6 Write sentences using the correct form of *used to*.

My dad / go to school by bus

My dad used to go to school by bus.

1 Women / not have the right to vote

2 Barack Obama / be a lawyer

3 Ben / study politics?

# Grammar reference

## Repaso

### **past simple**

His friend **bought / didn't buy** a new computer.

### **past continuous**

Maria **was / wasn't using** her laptop yesterday.

### **present perfect**

Ellie **has recorded** a song.

We **haven't been** to Australia.

### **will**

You'll **be / won't be** in my class next term.

### **be going to**

He's **going to** study maths at university.

Jo and Simon **aren't going to** visit Madrid.

### **el primer condicional**

If you **study** every day, **you'll pass** the exam.

### **el segundo condicional**

If we **moved** abroad, we **would** go to New York.

### **la pasiva en presente**

Computers **are used** by millions of students.

MP3 players **aren't sold** in that shop.

### **la pasiva en pasado**

Three armed robbers **were arrested** last night.

The stolen jewellery **wasn't found**.

### **used to**

My brother **used to** go to school in a different town.

I **didn't use to** watch television every day.

## Avance

### **El past perfect**

- el **past perfect** (pretérito pluscuamperfecto) indica que una acción pasada ocurrió antes que otra acción también pasada

*I had / hadn't finished the research when the library closed.*

*Had she done her homework when you arrived?  
Yes, she had. / No, she hadn't.*

### **El future continuous**

- el futuro continuo indica lo que estará ocurriendo en un momento concreto del futuro

*I will / won't be studying over the summer.*

*Will they be staying in a hotel?  
Yes, they will. / No they won't.*

### **El estilo indirecto**

- el estilo indirecto consiste en contar lo que ha dicho alguien
- a menudo ponemos **that** detrás del verbo **say**  
*He said that he didn't want to go.*
- y siempre usamos un tiempo verbal distinto del que empleó la persona que dijo algo

Estilo directo	Estilo indirecto
<b>Present simple</b>	<b>Past simple</b>
'Mr Smith <b>is</b> a good teacher.'	She said that Mr Smith <b>was</b> a good teacher.
<b>Past simple o present perfect</b>	<b>Past perfect</b>
'I <b>saw</b> Tom yesterday.'	He said that he <b>had seen</b> Tom the day before.
'I've <b>read</b> this book.'	She said she <b>had read</b> that book.
<b>will</b>	<b>Condicional</b>
'I'll <b>buy</b> you a new book.'	Dad said that he <b>would buy</b> me a new book.
<b>Preguntas de respuesta sí / no</b>	
'Have you <b>done</b> your homework?'	The teacher asked if I <b>had done</b> my homework.

- en el estilo indirecto cambiamos (u omitimos) las expresiones temporales  
*'I want to go shopping **tomorrow**', said Meg.*  
*Meg said that she wanted to go shopping **the following day**.*

### **Expresiones temporales**

Estilo directo	Estilo indirecto	Estilo directo	Estilo indirecto
today	that day	next week	the following week
tomorrow	the following day	last night	the night before

- también cambiamos los pronombres personales y los adjetivos demostrativos y posesivos  
*'I don't like **this** book', said Jack.*  
*He said that **he** didn't like **that** book.*  
*'We love **our** new school', said Ben and Lou.*  
*They said that **they** loved **their** new school.*

### **Verbos para usar el estilo indirecto**

say	tell	ask	answer	reply
offer	suggest	warn	refuse	begin

# Grammar exercises

Complete the sentences with the past simple or past continuous form of the verbs in the box.

listen download find not play send

I found a great blog last night.

- 1 Jen sent me a photo with her new phone.
- 2 He downloaded an app when the teacher arrived.
- 3 I listened to some songs on the train.
- 4 They played video games when we left.

2 Complete the sentences with the present perfect form of the verbs in brackets.

We have visited Australia twice. (visit)

- 1 Elena hasn't bought a new computer. (not buy)
- 2 I have seen this film four times! (see)
- 3 He hasn't been online for two days. (not be)
- 4 His life has changed a lot since last year. (change)

3 Match 1–5 with a–e to make sentences.

1 What's he going	a) the World Cup this time?
2 I think I'll have	b) to do after university?
3 Do you think Rob	c) having a gap year.
4 Maybe they'll win	d) another sandwich.
5 My friends aren't	e) will work abroad when he's older?

4 Circle the correct words.

If I pass / 'll pass my exams this year,  
I go / 'll go on holiday with my friends.

- 1 If more people recycled / would recycle, we 'd reduce / reduce the amount of rubbish.
- 2 Global warming gets / will get worse if we don't take / won't take more action.
- 3 If I had / would have more money, I support / 'd support more environmental projects.
- 4 If we all turn off / turned off our TVs every night, we 'd save / save a lot of energy.

5 Write present simple passive or past simple passive sentences.

the diamonds / find / by a police dog

The diamonds were found by a police dog.

- 1 the criminals / arrest / two weeks later

2 many houses / burgle / every year

3 DNA samples / take / after the robbery

4 the two thieves / not send / to prison

6 Complete the sentences with the past perfect form of the verbs in brackets.

We hadn't eaten dinner when my friends arrived. (not eat)

- 1 Seth had finished his exams before everyone else had. (finish)
- 2 They had completed the task before the deadline arrived. (complete)
- 3 I had written my essay before the teacher gave us the new title. (write)
- 4 Fiona hadn't applied for the job so she didn't get an interview. (not apply)
- 5 I had heard of visual learning before I saw that documentary. (not hear)

7 Match 1–5 with a–e to make sentences.

1 What will you be doing	a) the USA for their holidays.
2 I will be going	b) studying over the summer.
3 They won't be going to	c) this time next year?
4 She'll be working	d) to university in autumn.
5 We won't be	e) for a newspaper by Christmas.

8 Rewrite the sentences in reported speech.

'I don't understand the question.'

Tim said that he didn't understand the question.

- 1 'I'll see you in the café tomorrow.'
- Lucy said \_\_\_\_\_.
- 2 'We didn't have time to do our homework.'
- They said \_\_\_\_\_.
- 3 'I can't cook dinner this evening.'
- Mum said \_\_\_\_\_.
- 4 'Tom is working very hard this term.'
- The teachers said that \_\_\_\_\_.
- 5 'Did you see Jane at school?'
- My brother asked if \_\_\_\_\_.

9 Choose the correct time expressions.

- 1 Lia said she had seen Jim **yesterday** / **the day before**.
- 2 They said that they would arrive **the following day** / **tomorrow**.
- 3 Joe said he wanted to study economics **the following year** / **the next year**.
- 4 Emma said she had finished her project **last week** / **the week before**.