

# El Método Graf, Vol.4

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# Unit 1

## Review of tenses and structures (repaso de tiempos verbales y estructuras)

### Present simple

We use the present simple for habits, routines, and facts.

◆ Usamos el *present simple* para hábitos, rutinas y verdades atemporales.

*I work in an office.* (Trabajo en una oficina).

*She always eats breakfast at 8.* (Ella siempre desayuna a las 8).

*Water boils at 100 degrees.* (El agua hierve a 100 grados).

In the third person singular, we add -s or -es. For questions and negative sentences, we use *do/does*.

◆ En la tercera persona del singular, añadimos -s o -es. Para preguntas y oraciones negativas, usamos *do/does*.

Common time expressions:

always - siempre

usually - normalmente

sometimes - a veces

never - nunca

every day - cada día

on Mondays - los lunes

### Conversation

Anna: What do you do for a living?

Tom: I work at a hospital ['hɒspɪtəl]. I'm a nurse [nɜːs] (enfermero). I usually work from 7 AM to 3 PM, but sometimes I work night shifts [ʃɪfts] (turnos). What about you?

A: I teach Spanish at a high school. I love my job. My students are great.

T: Do you speak any other languages?

A: Yes, I also speak French. My mother is from Paris.

T: That's amazing. I don't speak any languages other than English, unfortunately.

## Present progressive

We use the present progressive for actions happening right now or for confirmed future plans.

◆ Usamos el *present progressive* para acciones que ocurren ahora mismo o para planes futuros confirmados.

We form it with *be + verb-ing*.

◆ Lo formamos con *be + verbo-ing*.

*I am reading a book right now.* (Estoy leyendo un libro ahora mismo).

*She is working today.* (Ella está trabajando hoy).

*They are flying to London tomorrow.* (Ellos vuelan a Londres mañana).

Common time expressions:

right now - ahora mismo

at the moment - en este momento

today - hoy

this week - esta semana

tomorrow (for plans) - mañana

## Conversation

Laura: Hi Mark! What are you doing?

Mark: I'm cooking dinner. I'm making pasta.

L: Nice! I'm just walking home from work. What are you doing this weekend?

M: I'm visiting my parents on Saturday. They're expecting [ɪk'spektɪŋ] (esperando) me for lunch. And on Sunday I'm not doing anything. What about you?

L: I'm meeting Sarah for coffee on Saturday morning, and then I'm studying for my exam all afternoon.

## Past simple

We use the past simple for completed actions at a specific time in the past.

- ◆ Usamos el *past simple* para acciones completadas en un momento concreto del pasado.

*I went to the gym yesterday.* (Ayer fui al gimnasio).

*She called me last Monday.* (Ella me llamó el lunes pasado).

*We moved to this house in 2015.* (Nos mudamos a esta casa en 2015).

For questions and negative sentences, we use *did*. Regular verbs add *-ed*. Irregular verbs have special past forms that must be memorized.

- ◆ Para preguntas y oraciones negativas, usamos *did*. Los verbos regulares añaden *-ed*. Los verbos irregulares tienen formas especiales que hay que memorizar.

Common time expressions:

yesterday - ayer

last Monday / last week / last year - el lunes pasado / la semana pasada / el año pasado

two days ago - hace dos días

in 2015 - en 2015

## Conversation

David: How was your weekend?

Emma: It was great! On Saturday I went to a concert. A friend invited me. The band was incredible [in'krɛdɪbəl] (increíble).

D: What did you do on Sunday?

E: I slept until noon! Then I met my sister for lunch. We ate at a new Italian restaurant near the river. What about you?

D: I didn't do much. I stayed home and watched a movie. I also cooked a big meal for the week.

## Past progressive

We use the past progressive for descriptions in the past, interrupted actions, and simultaneous actions.

◆ Usamos el *past progressive* para descripciones en el pasado, acciones interrumpidas y acciones simultáneas.

We form it with *was/were + verb-ing*.

◆ Lo formamos con *was/were + verbo-ing*.

*It was raining and the wind was blowing.* (Estaba lloviendo y el viento soplabá). => description

*I was eating when the phone rang.* (Estaba comiendo cuando sonó el teléfono). => interrupted action

*I was reading while she was cooking.* (Yo estaba leyendo mientras ella cocinaba). => simultaneous

## Conversation

Mike: What happened last night? I heard there was a power cut [paʊər kʌt] (apagón).

Julia: Yes! I was watching TV when suddenly everything went dark. My brother was taking a shower, and my mom was cooking dinner.

M: What did you do?

J: We just waited. The lights came back after about twenty minutes. But my mom's dinner was ruined [ru:nd] (arruinada) because the oven ['ʌvən] (horno) turned off.

## Used to / would

We use *used to* for past habits or states. We use *would* for repeated past actions only (not for states).

◆ Usamos *used to* para hábitos o estados pasados. Usamos *would* solo para acciones pasadas repetidas (no para estados).

*I used to live in Madrid.* (Antes vivía en Madrid). => past state

*She used to smoke.* (Ella antes fumaba). => past habit

*We would play soccer every Saturday when we were kids.* (Jugábamos al fútbol cada sábado cuando éramos niños). => repeated past action

*Would* cannot be used for past states: *I used to have a dog.* Not: *I would have a dog.*

◆ *Would* no puede usarse para estados pasados: *I used to have a dog.* No: *I would have a dog.*

## Conversation

Peter: What was your life like when you were a child?

Sara: I used to live in a small village. I used to walk to school every day. After school, my friends and I would go to the river and play there for hours. My grandmother would always make us lemonade when we got home.

P: That sounds lovely. I used to live in the city. I didn't have a garden, so we would play in the street. I used to love video games. I would play for hours every evening.

## Present perfect

We use the present perfect for life experiences (no specific time), for recent actions with present results, and for duration with *for* and *since*.

◆ Usamos el *present perfect* para experiencias de vida (sin tiempo específico), para acciones recientes con resultado presente, y para duración con *for* y *since*.

We form it with *have/has* + past participle.

◆ Lo formamos con *have/has* + participio pasado.

*I have visited Paris three times.* (He visitado París tres veces). => life experience

*She has lost her keys.* (Ha perdido sus llaves). => recent action, present result

*We have lived here for five years.* (Hemos vivido aquí cinco años). => duration

Key words:

ever - alguna vez (in questions)

never - nunca (in negatives)

already - ya

yet - ya (in questions) / todavía (in negatives)

just - acabar de

for - durante (+ period of time)

since - desde (+ point in time)

*Have you ever been to Japan?* (¿Has estado alguna vez en Japón?)

*I have never eaten sushi.* (Nunca he comido sushi).

*She has already finished.* (Ella ya ha terminado).

*I haven't done it yet.* (Todavía no lo he hecho).

*He has just arrived.* (Acaba de llegar).

*I have known her for ten years.* (La conozco desde hace diez años).

*I have known her since 2014.* (La conozco desde 2014).

## Conversation

Carlos: Have you ever traveled outside of Europe?

Nina: Yes, I have been to the United States twice. I went to New York in 2018 and to San Francisco last year. Have you?

C: I've never left Europe, actually. But I've always wanted to visit Japan.

N: You should go! Have you already planned your summer holidays?

C: Not yet. I haven't decided where to go. I've just started looking at flights.

N: I've been a member of a travel group for three years. They organize great trips. You should join.

## Future with will

We use *will* for predictions, spontaneous decisions, and promises.

◆ Usamos *will* para predicciones, decisiones espontáneas y promesas.

*It will rain tomorrow.* (Lloverá mañana). => prediction

*I'll help you with that.* (Te ayudaré con eso). => spontaneous decision

*I will always love you.* (Siempre te querré). => promise

The negative is *will not* or *won't*.

◆ El negativo es *will not* o *won't*.

## Conversation

Raúl: I think it will be very hot this summer.

Megan: I agree [ə'gri:] (estoy de acuerdo). I'll probably spend a lot of time at the beach.

R: That sounds nice. Oh, I forgot to buy milk. I'll go to the shop after this.

M: Don't worry, I'll get it for you. I'm going out anyway.

R: Thank you! I promise I'll pay you back.

## Future with going to

We use *going to* for plans already decided and for predictions based on evidence.

◆ Usamos *going to* para planes ya decididos y para predicciones basadas en evidencia.

*I'm going to visit my parents this weekend.* (Voy a visitar a mis padres este fin de semana). => plan

*Look at those clouds! It's going to rain.* (¡Mira esas nubes! Va a llover). => evidence

### Conversation

Pablo: What are your plans for next year?

Lisa: I'm going to start a new course in September. I'm going to study graphic design ['græfɪk dɪ'zain] (diseño gráfico). What about you?

P: I'm going to change jobs. I've been thinking about it for a while. I'm going to send my CV [si: vi:] (currículum) to a few companies next month.

L: That's exciting. I'm sure you're going to find something great.

## First conditional

If + present simple, will + infinitive. We use it for situations that are possible or probable in the future.

◆ *If + present simple, will + infinitivo.* Lo usamos para situaciones posibles o probables en el futuro.

*If it rains, I will stay home.* (Si llueve, me quedaré en casa).

*If you study hard, you will pass the exam.* (Si estudias mucho, aprobarás el examen).

*If she doesn't call, I'll send her a message.* (Si no llama, le enviaré un mensaje).

### Conversation

Rosa: If you finish work early, will you come to the cinema with me?

Leo: Maybe. If the movie starts after 7, I'll be able to come. What are we seeing?

R: A new thriller ['θrɪlər]. If you don't like it, we can leave early.

L: OK. If I can't make it, I'll call you. But I think I'll be there.

# Homework

## 1. Complete using the present simple

◆ Completar usando el *present simple*.

1. She always \_\_\_\_\_ (eat) breakfast at 7 AM.
2. We \_\_\_\_\_ (not / live) in London.
3. \_\_\_\_\_ you \_\_\_\_\_ (speak) French?
4. My brother \_\_\_\_\_ (work) at a bank.
5. I never \_\_\_\_\_ (drink) coffee.
6. They \_\_\_\_\_ (go) to church every Sunday.
7. \_\_\_\_\_ she \_\_\_\_\_ (like) Italian food?
8. He \_\_\_\_\_ (not / have) a car.

## 2. Complete using the past simple

◆ Completar usando el *past simple*.

1. Yesterday I \_\_\_\_\_ (go) to the supermarket.
2. She \_\_\_\_\_ (call) me last night.
3. We \_\_\_\_\_ (not / see) the movie.
4. \_\_\_\_\_ you \_\_\_\_\_ (buy) a new phone?
5. He \_\_\_\_\_ (move) to Paris in 2019.
6. They \_\_\_\_\_ (eat) at a restaurant on Saturday.
7. I \_\_\_\_\_ (not / understand) the question.
8. She \_\_\_\_\_ (meet) her husband in college.

### 3. Complete using the present progressive

◆ Completar usando el *present progressive*.

1. I \_\_\_\_\_ (study) right now.
2. She \_\_\_\_\_ (not / work) today.
3. \_\_\_\_\_ they \_\_\_\_\_ (come) to the party?
4. We \_\_\_\_\_ (wait) for the bus.
5. He \_\_\_\_\_ (read) a very interesting book this week.
6. I \_\_\_\_\_ (fly) to Madrid tomorrow.

### 4. Complete using the past progressive

◆ Completar usando el *past progressive*.

1. I \_\_\_\_\_ (watch) TV when the phone rang.
2. She \_\_\_\_\_ (sleep) when I arrived.
3. They \_\_\_\_\_ (play) soccer at 5 PM yesterday.
4. While I \_\_\_\_\_ (cook), he \_\_\_\_\_ (read) the newspaper.
5. It \_\_\_\_\_ (rain) all afternoon.

### 5. Complete using used to

◆ Completar usando *used to*.

1. I \_\_\_\_\_ (play) the guitar when I was young.
2. She \_\_\_\_\_ (live) in Barcelona before she moved to London.
3. We \_\_\_\_\_ (not / have) a TV when I was a child.
4. \_\_\_\_\_ you \_\_\_\_\_ (go) to the beach every summer?
5. He \_\_\_\_\_ (be) very shy when he was a teenager.

## 6. Complete using the present perfect

◆ Completar usando el *present perfect*.

1. I \_\_\_\_\_ (visit) Rome three times.
2. \_\_\_\_\_ you ever \_\_\_\_\_ (eat) sushi?
3. She \_\_\_\_\_ never \_\_\_\_\_ (be) to Asia.
4. We \_\_\_\_\_ (live) here since 2010.
5. He \_\_\_\_\_ just \_\_\_\_\_ (arrive).
6. I \_\_\_\_\_ (not / finish) my homework yet.
7. They \_\_\_\_\_ already \_\_\_\_\_ (leave).
8. She \_\_\_\_\_ (know) him for twenty years.

## 7. Complete with will or going to

◆ Completar con *will* o *going to*.

1. Look at those clouds! It \_\_\_\_\_ (rain).
2. "The phone is ringing." "I \_\_\_\_\_ (answer) it."
3. We \_\_\_\_\_ (travel) to Portugal next summer. We already have the tickets.
4. I think she \_\_\_\_\_ (love) the gift.
5. I \_\_\_\_\_ (start) a new course in September. I've already enrolled.
6. Don't worry, I \_\_\_\_\_ (help) you.

## 8. Complete with the first conditional

◆ Completar con el primer condicional.

1. If it \_\_\_\_\_ (rain), I \_\_\_\_\_ (stay) home.
2. If she \_\_\_\_\_ (not / call), I \_\_\_\_\_ (send) her a message.
3. If you \_\_\_\_\_ (study), you \_\_\_\_\_ (pass) the exam.
4. If they \_\_\_\_\_ (arrive) early, we \_\_\_\_\_ (go) to the cinema.

## 9. Translate. You can use a dictionary to look up words you don't know.

◆ Traducir. Puedes usar un diccionario para buscar las palabras que no conoces.

### Present simple and present progressive

1. Ella trabaja en un hospital.
2. ¿Hablas francés?
3. Ahora mismo estoy leyendo un libro.
4. Ellos vuelan a Londres mañana.

### Past simple and past progressive

5. Ayer fui al gimnasio.
6. Ella me llamó el lunes pasado.
7. Estaba lloviendo cuando salí de casa.

8. Mientras yo cocinaba, él leía el periódico.

### **Used to**

9. Antes vivía en Madrid.

10. Ella antes fumaba, pero ya no fuma. (no longer - ya no)

### **Present perfect**

11. He visitado París tres veces.

12. ¿Has estado alguna vez en Japón?

13. Llevo cinco años viviendo aquí.

14. Ella acaba de llegar.

### **Future**

15. Creo que lloverá mañana.

16. Vamos a visitar a mis padres este fin de semana.

### **First conditional**

17. Si llueve, me quedaré en casa.

18. Si estudias, aprobarás el examen.

## 10. Answer using complete sentences

◆ Responde usando oraciones completas.

1. What do you usually do on Saturday mornings?
2. What are you doing right now?
3. What did you do last weekend?
4. What did you use to do as a child that you don't do anymore?
5. Have you ever been to a country where you didn't speak the language?
6. What are you going to do next summer?

# Unit 2

## The past perfect (el pasado perfecto)

### How it works (cómo funciona)

The past perfect is used to talk about an action that happened before another action in the past. It is built with *had* + past participle.

◆ El *past perfect* se usa para hablar de una acción que ocurrió antes de otra acción en el pasado. Se forma con *had* + participio pasado.

I had eaten. (Yo había comido).

She had left. (Ella se había ido).

They had finished. (Ellos habían terminado).

In Spanish, this corresponds to the *pretérito pluscuamperfecto*: *había comido, había salido, habían terminado*.

◆ En español, esto corresponde al pretérito pluscuamperfecto: *había comido, había salido, habían terminado*.

### Conjugation (conjugación)

*Had* is the same for all persons:

◆ *Had* es igual para todas las personas:

I had + past participle

you had + past participle

he / she / it had + past participle

we had + past participle

they had + past participle

## Negative sentences (oraciones negativas)

We add *not* after *had*:

- ◆ Añadimos *not* después de *had*:

I had not eaten. (No había comido).

She had not finished. (Ella no había terminado).

## Questions (preguntas)

We invert the subject and *had*:

- ◆ Invertimos el sujeto y *had*:

Had you eaten? (¿Habías comido?)

Had she finished? (¿Ella había terminado?)

## Contractions (contracciones)

It is very common to contract the subject and *had*:

- ◆ Es muy común contraer el sujeto y *had*:

I had => I'd [aɪd]

you had => you'd [ju:d]

he had => he'd [hi:d]

she had => she'd [ʃi:d]

we had => we'd [wi:d]

they had => they'd [ðeɪd]

Be careful: *I'd* can mean *I had* or *I would*. The context tells you which one.

- ◆ Cuidado: *I'd* puede significar *I had* o *I would*. El contexto te dice cuál es.

In negative sentences, we can contract *had* and *not*:

◆ En las oraciones negativas podemos contraer *had* y *not*:

had not => hadn't ['hædənt]

## When to use it (cuándo usarlo)

### Sequencing past events (secuenciar eventos pasados)

When we narrate two past events, we use the past perfect for the earlier one and the past simple for the later one. We often use *when*, *before*, *after*, or *by the time* to connect them.

◆ Cuando narramos dos eventos pasados, usamos el *past perfect* para el primero y el *past simple* para el segundo. Usamos a menudo *when*, *before*, *after* o *by the time* para conectarlos.

*When I arrived, she had already left.* (Cuando llegué, ella ya se había ido).

*I had finished dinner before he called.* (Yo había terminado de cenar antes de que él llamara).

*After they had eaten, they went for a walk.* (Después de haber comido, fueron a pasear).

*By the time we got there, the movie had started.* (Para cuando llegamos, la película ya había empezado).

by the time [baɪ ðə taɪm] - para cuando

### Past perfect + past simple in narration (en la narración)

*I went to the restaurant, but it had closed.* (Fui al restaurante, pero había cerrado).

*She was tired because she had worked all day.* (Estaba cansada porque había trabajado todo el día).

*He didn't want to eat because he had already had lunch.* (No quería comer porque ya había almorzado).

### Questions and negative sentences (preguntas y oraciones negativas)

Had you eaten before the meeting? (¿Habías comido antes de la reunión?)

She hadn't finished when I called. (Ella no había terminado cuando llamé).

# Work and career vocabulary (vocabulario: trabajo y carrera)

job [dʒɒb] - trabajo / empleo  
career [kə'riː] - carrera profesional  
boss [bɒs] - jefe  
employee [ɪm'plɔɪi:] - empleado  
salary ['sæləri] - salario  
meeting ['mi:tɪŋ] - reunión  
project ['prɒdʒekt] - proyecto  
deadline ['dɛdlaɪn] - fecha límite  
office ['ɒfɪs] - oficina

hire [haɪr] - contratar  
fire [faɪr] - despedir  
promote [prə'moʊt] - ascender  
resign [rɪ'zaɪn] - dimitir  
retire [rɪ'taɪr] - jubilarse  
interview ['ɪntərvju:] - entrevista  
apply [ə'plai] - solicitar (un trabajo)  
experience [ɪk'spɪəriəns] - experiencia  
skill [skɪl] - habilidad

## Conversation

Marta: Did you hear about Pedro?

Luis: No, what happened?

M: He got a new job! He had wanted a new job for six months. By the time the company called him, he had already done twenty interviews.

L: That's a lot. Had he quit [kwɪt] (dejar) his old job?

M: No, he hadn't quit yet. He resigned after he had received the offer. His boss was surprised because Pedro had never said anything about wanting to leave.

L: What happened to his old position [pə'zɪʃən] (puesto)?

M: They hired someone new. The new employee had worked at a similar ['sɪmɪlər] (similar) company before.

L: I'm happy for Pedro. He had worked at his old company for ten years. He deserved [dɪ'zɜːvd] (se merecía) a change.

# Some, any, no, every

## Some and any

*Some* [sʌm] and *any* ['eni] both mean an indefinite amount. In general, we use *some* in affirmative sentences and *any* in negative sentences and questions.

◆ *Some* [sʌm] y *any* ['eni] significan una cantidad indefinida. En general, usamos *some* en oraciones afirmativas y *any* en oraciones negativas e interrogativas.

I have some books. (Tengo algunos libros).

I don't have any books. (No tengo ningún libro).

Do you have any questions? (¿Tienes alguna pregunta?)

We can also use *some* in questions when offering or requesting: *Would you like some coffee? Can I have some water?*

◆ También podemos usar *some* en preguntas cuando ofrecemos o pedimos algo: *Would you like some coffee? Can I have some water?*

## No

*No* can be used as a determiner before a noun. It is equivalent to *not any*:

◆ *No* puede usarse como determinante antes de un sustantivo. Equivale a *not any*:

I have no money. = I don't have any money. (No tengo dinero).

There are no chairs. = There aren't any chairs. (No hay sillas).

When we use *no* before a noun, the verb stays affirmative: *I have no money*, not *I don't have no money*.

◆ Cuando usamos *no* antes de un sustantivo, el verbo es afirmativo: *I have no money*, no *I don't have no money*.

## Compound words (palabras compuestas)

We can combine *some, any, no, and every* with *-thing, -one/-body, and -where* to create useful compound words:

◆ Podemos combinar *some, any, no y every* con *-thing, -one/-body y -where* para crear palabras compuestas muy útiles:

### With **-thing** (para cosas)

something ['sʌmθɪŋ] - algo

anything ['eniθɪŋ] - algo (en preguntas) / nada (en oraciones negativas)

nothing ['nʌθɪŋ] - nada

everything ['evriθɪŋ] - todo

### With **-one / -body** (para personas)

someone ['sʌmwʌn] / somebody ['sʌmbədi] - alguien

anyone ['eniwʌn] / anybody ['enibədi] - alguien (en preguntas) / nadie (en oraciones negativas)

no one ['noʊ wʌn] / nobody ['nɒsbədi] - nadie

everyone ['evriwʌn] / everybody ['evribədi] - todos / todo el mundo

### With **-where** (para lugares)

somewhere ['sʌmwɛr] - en algún lugar

anywhere ['eniwɛr] - en algún lugar (en preguntas) / en ningún lugar (en oraciones negativas)

nowhere ['noʊwɛr] - en ningún lugar

everywhere ['evriwɛr] - en todas partes

## Examples (ejemplos)

*Someone is at the door.* (Alguien está en la puerta).

*I don't know anyone here.* (No conozco a nadie aquí).

*Nobody called me yesterday.* (Nadie me llamó ayer).

*Is there anything in the box?* (¿Hay algo en la caja?)

*There is nothing in the box.* (No hay nada en la caja).

*I looked for my keys everywhere.* (Busqué mis llaves en todas partes).

When we use *nothing*, *nobody*, or *nowhere*, the verb stays affirmative. In Spanish, when *nada*, *nadie*, etc. come after the verb, a double negative is mandatory: *No tengo nada*. *No conozco a nadie*. In English, we cannot use double negatives.

◆ Cuando usamos *nothing*, *nobody* o *nowhere*, el verbo es afirmativo. En español, cuando *nada*, *nadie*, etc. van después del verbo, la doble negación es obligatoria: *No tengo nada*. *No conozco a nadie*. En inglés no podemos usar doble negación.

✓ I have nothing.

✓ I don't have anything.

✗ I don't have nothing.

✓ I know nobody.

✓ I don't know anybody.

✗ I don't know nobody.

## Conversation

Ana: Did you do anything interesting last weekend?

David: Yes! I went somewhere new, a small town near the mountains. Everything was very quiet and peaceful ['pi:sfəl] (tranquilo).

A: Did you go with someone?

D: No, I went alone [ə'ləʊn] (solo). Nobody wanted to come with me. But it was OK. I met some nice people at the hotel.

A: Did you buy anything?

D: I bought something for my sister, a beautiful painting. But I couldn't find anything for my brother. There was nothing he would like in the shops.

A: Is there anything you want to do next weekend?

D: I want to go somewhere warm. I don't want to do anything too active [æktiv] (activo). I just want to relax.

# Homework

## 1. Complete, using the past perfect

◆ Completar, usando el *past perfect*.

1. When I arrived at the station, the train \_\_\_\_\_ already \_\_\_\_\_ (leave).
2. She \_\_\_\_\_ never \_\_\_\_\_ (see) the ocean before that trip.
3. By the time he called, I \_\_\_\_\_ already \_\_\_\_\_ (go) to bed.
4. We \_\_\_\_\_ (not / eat) all day, so we were very hungry.
5. \_\_\_\_\_ you \_\_\_\_\_ (finish) the report before the meeting?
6. They were tired because they \_\_\_\_\_ (work) for twelve hours.

## 2. Translate. You can use a dictionary to look up words you don't know.

◆ Traducir. Puedes usar un diccionario para buscar las palabras que no conoces.

1. Cuando llegué, ella ya se había ido.
2. Nunca había visto una película tan buena.
3. Él no había terminado cuando lo llamé.
4. Para cuando llegamos, el restaurante había cerrado.
5. Ella estaba cansada porque había trabajado todo el día.
6. ¿Habías comido antes de ir al gimnasio?

7. Habían vivido en Madrid durante diez años antes de mudarse a Barcelona.
8. Nunca había viajado en avión antes de ese viaje.

### **3. Answer using complete sentences**

◆ Responde usando oraciones completas.

1. Had you studied any English before starting this book?
2. What had you done before you started reading this unit?
3. Had you ever traveled outside your country before you were 18?
4. By the time you finished school, how many years had you studied?

### **4. Translate (some / any / no / every)**

◆ Traducir. Puedes usar un diccionario para buscar las palabras que no conoces.

1. ¿Hay alguien en casa?
2. No hay nada en la caja.
3. Todo el mundo estaba en la fiesta.
4. Busqué en todas partes pero no encontré nada.

## Unit 3

# The present perfect continuous (el presente perfecto continuo)

## How it works (cómo funciona)

The present perfect continuous is used to talk about actions that started in the past and are still happening now, or have just stopped. We use it to emphasize the duration of the action. It is built with *have/has been + verb-ing*.

◆ El *present perfect continuous* se usa para hablar de acciones que empezaron en el pasado y siguen ocurriendo ahora, o que acaban de parar. Lo usamos para enfatizar la duración de la acción. Se forma con *have/has been + verbo-ing*.

I have been waiting for an hour. (Llevo una hora esperando).

She has been working all morning. (Ella lleva toda la mañana trabajando).

It has been raining since 3 PM. (Lleva lloviendo desde las 3).

In English, instead of a construction like *llevar + gerund*, the present perfect continuous is used: *I have been waiting for an hour = Llevo una hora esperando* (literally, *he estado esperando una hora*).

◆ En inglés, en lugar de una construcción como *llevar + gerundio*, se usa el *present perfect continuous*: *I have been waiting for an hour = Llevo una hora esperando* (literalmente, *he estado esperando una hora*).

## Conjugation (conjugación)

I have been + verb-ing

you have been + verb-ing

he / she / it has been + verb-ing

we have been + verb-ing

they have been + verb-ing

## Questions and negative sentences (preguntas y oraciones negativas)

Have you been waiting long? (¿Llevas mucho tiempo esperando?)

How long have you been studying English? (¿Cuánto tiempo llevas estudiando inglés?)

She hasn't been sleeping well. (Ella no ha estado durmiendo bien).

## Present perfect simple vs. continuous (simple vs. continuo)

### Emphasis on result vs. duration (énfasis en el resultado vs. la duración)

The present perfect emphasizes the result. The present perfect continuous emphasizes the ongoing nature of the activity.

◆ El *present perfect* enfatiza el resultado. El *present perfect continuous* enfatiza la naturaleza continua de la actividad.

I have read three books this month. (He leído tres libros este mes). => result

I have been reading a lot this month. (He estado leyendo mucho este mes). => activity/process

She has written the report. (Ella ha escrito el informe). => it's done

She has been writing the report all day. (Ella lleva todo el día escribiendo el informe / Ella ha estado escribiendo el informe todo el día). => emphasis on duration

### Visible evidence (evidencia visible)

We often use the present perfect continuous when we can see the evidence of a recent activity:

◆ A menudo usamos el *present perfect continuous* cuando vemos la evidencia de una actividad reciente:

*Your eyes are red. Have you been crying?* (Tienes los ojos rojos. ¿Has estado llorando?)

*The ground is wet. It has been raining.* (El suelo está mojado. Ha estado lloviendo).

## Stative verbs (verbos de estado)

Some verbs describe states rather than actions. These verbs are not normally used in the continuous form. The most important ones are:

◆ Algunos verbos describen estados y no acciones. Estos verbos normalmente no se usan en la forma continua. Los más importantes son:

know [nɒs] - saber / conocer

believe [br'i:ɪv] - creer

want [wʌnt] - querer

need [ni:d] - necesitar

like [laɪk] - gustar

love [lʌv] - amar / encantar

hate [heɪt] - odiar

belong [br'lɔŋ] - pertenecer

own [əʊn] - poseer

mean [mi:n] - significar

understand [ʌndər'stænd] - entender

With these verbs, we use the present perfect, even when talking about duration:

◆ Con estos verbos, usamos el *present perfect*, incluso cuando hablamos de duración:

*I have known her for ten years.* Not: *I have been knowing her for ten years.*

*He has wanted to visit Japan since he was a kid.* Not: *He has been wanting to visit Japan...*

The song *Since I've Been Loving You* by Led Zeppelin uses the continuous form with *love*, but this is artistic license.

◆ La canción *Since I've Been Loving You* de Led Zeppelin usa la forma continua con *love*, pero es una licencia artística.

# Health and body vocabulary (vocabulario: salud y cuerpo)

headache ['hɛdɛɪk] - dolor de cabeza  
stomachache ['stʌməkeɪk] - dolor de estómago  
backache ['bækɛɪk] - dolor de espalda  
fever ['fi:vər] - fiebre  
cough [kɔf] - tos / toser  
cold [kɔʊld] - resfriado  
flu [flu:] - gripe  
medicine ['mɛdɪsɪn] - medicina / medicamento  
pill [pɪl] - pastilla  
prescription [prɪ'skrɪpʃən] - receta médica  
appointment [ə'pɔɪntmənt] - cita (médica)  
sick [sɪk] - enfermo  
healthy ['helθi] - sano  
pain [peɪn] - dolor  
hurt [hɜrt] - doler / hacer daño  
heal [hi:l] - curar / sanar  
patient ['peɪʃənt] - paciente  
symptom ['sɪmptəm] - síntoma

The suffix *-ache* [eɪk] means *pain*. We use it for common body pains: headache, stomachache, backache, toothache ['tu:θeɪk] (dolor de muelas).

◆ El sufijo *-ache* [eɪk] significa *dolor*. Lo usamos para dolores comunes: headache, stomachache, backache, toothache ['tu:θeɪk] (dolor de muelas).

# Conversation

Doctor: Good morning. What seems to be the problem?

Patient: I've been feeling [fi:lɪŋ] tired for weeks. I've also been having headaches almost every day.

D: Have you been sleeping well?

P: No, I haven't been sleeping well at all. I've been waking up several times every night.

D: How long has this been going on?

P: It started about a month ago. I've been working a lot. I've been doing twelve-hour days at the office.

D: Have you been eating well?

P: Not really. I've been eating a lot of fast food because I haven't had time to cook.

D: I think you need to rest more and eat better. I've seen many patients with similar problems. I'll give you a prescription for the headaches.

rest [rɛst] - descansar

fast food [fæst fu:d] - comida rápida

## A note on consonant clusters

In English, many words start with consonant clusters that don't exist in Spanish, like SP, ST, SK, SM, SN, SL, SPR, STR, SKR. Spanish speakers often add an E before these sounds: *espeak* instead of *speak*. It is important to avoid this.

◆ En inglés, muchas palabras empiezan con grupos consonánticos que no existen en español, como SP, ST, SK, SM, SN, SL, SPR, STR, SKR. Los hispanohablantes a menudo añaden una E antes de estos sonidos: *espeak* en lugar de *speak*. Es importante evitar esto.

To practice, start by saying the S sound alone, and then add the rest of the word without pausing:  
sss...peak, sss...top, sss...now.

◆ Para practicar, empieza pronunciando la S sola, y luego añade el resto de la palabra sin pausa:  
sss...peak, sss...top, sss...now.

speak [spi:k] - hablar

stop [stɒp] - parar

start [stɑ:t] - empezar

small [smɔ:l] - pequeño

snow [snəʊ] - nieve

sleep [sli:p] - dormir

street [stri:t] - calle

spring [sprɪŋ] - primavera

screen [skri:n] - pantalla

# Homework

## 1. Complete, using the present perfect continuous

◆ Completar, usando el *present perfect continuous*.

1. I \_\_\_\_\_ (study) English for two years.
2. She \_\_\_\_\_ (work) at this company since March.
3. How long \_\_\_\_\_ you \_\_\_\_\_ (wait)?
4. It \_\_\_\_\_ (rain) all day.
5. They \_\_\_\_\_ (live) here since 2019.
6. He \_\_\_\_\_ (not / sleep) well lately ['leɪtli] (últimamente).

## 2. Choose between present perfect and continuous

◆ Elige entre *present perfect* y *present perfect continuous*.

1. I \_\_\_\_\_ (read) three books this month. (focus on result)
2. I \_\_\_\_\_ (read) a lot this month. (focus on activity)
3. She \_\_\_\_\_ (write) the report. It's finished.
4. She \_\_\_\_\_ (write) the report all day. It's not finished yet.
5. I \_\_\_\_\_ (know) her for ten years.
6. It \_\_\_\_\_ (rain) since this morning. The streets are wet.
7. He \_\_\_\_\_ (run) five kilometers today. (completed)
8. He \_\_\_\_\_ (run). He's very sweaty [sweti] (sudoroso).

### **3. Translate. You can use a dictionary to look up words you don't know.**

◆ Traducir. Puedes usar un diccionario para buscar las palabras que no conoces.

1. Llevo dos horas esperando.
2. ¿Cuánto tiempo llevas estudiando inglés?
3. Ha estado lloviendo toda la mañana.
4. Ella lleva trabajando aquí desde 2020.
5. He leído tres libros este mes. (resultado)
6. He estado leyendo mucho este mes. (actividad)
7. Tienes los ojos rojos. ¿Has estado llorando?
8. No he estado durmiendo bien últimamente.

### **4. Answer using complete sentences**

◆ Responde usando oraciones completas.

1. How long have you been studying English?
2. How long have you been living in your current city?
3. Have you been exercising recently?

4. What have you been doing today?

5. Have you been reading any good books lately?

# Unit 4

## Relative clauses (oraciones de relativo)

### What they are (qué son)

Relative clauses are parts of a sentence that give us more information about a noun. They start with a relative pronoun: *who, which, that, whose, or where*.

◆ Las oraciones de relativo son partes de una oración que nos dan más información sobre un sustantivo. Empiezan con un pronombre relativo: *who, which, that, whose* o *where*.

The man who lives next door is a doctor.

(El hombre que vive al lado es médico).

The book that I bought yesterday is very good.

(El libro que compré ayer es muy bueno).

### The relative pronouns (los pronombres relativos)

#### Who - for people (para personas)

*The woman who called you is my boss.* (La mujer que te llamó es mi jefa).

*I have a friend who speaks five languages.* (Tengo un amigo que habla cinco idiomas).

#### Which - for things and animals (para cosas y animales)

*The car which is parked outside is mine.* (El coche que está aparcado fuera es mío).

*She made a cake which was delicious.* (Ella hizo un pastel que estaba delicioso).

#### That - for people, things, and animals (para personas, cosas y animales)

*That* can replace both *who* and *which*. It is the most common in everyday speech.

◆ *That* puede sustituir tanto a *who* como a *which*. Es el más común en el habla cotidiana.

*The woman that called you is my boss.*

*The car that is parked outside is mine.*

## Whose - for possession (para posesión)

*Whose* [hu:z] means *cuyo/cuya/cuyos/cuyas*:

◆ *Whose* [hu:z] significa *cuyo/cuya/cuyos/cuyas*:

*The man whose car is red is my neighbor.* (El hombre cuyo coche es rojo es mi vecino).

*I know a woman whose daughter lives in Japan.* (Conozco a una mujer cuya hija vive en Japón).

## Where - for places (para lugares)

*The restaurant where we ate was fantastic.* (El restaurante donde comimos era fantástico).

*This is the city where I grew up.* (Esta es la ciudad donde crecí).

## When can we omit the relative pronoun? (omisión del pronombre relativo)

When the relative pronoun is the object of the clause (not the subject), we can omit it. Compare:

◆ Cuando el pronombre relativo es el objeto de la oración (no el sujeto), podemos omitirlo. Compara:

*The book that I bought yesterday.* => *that* is the object. I can say: *The book I bought yesterday.*

*The man who lives next door.* => *who* is the subject. I cannot omit it.

A simple trick: if there is another subject after the relative pronoun, you can omit it. *The book (that) I bought* - there is *I* after *that*, so we can omit it. *The man who lives* - there is no other subject, so we cannot omit it.

◆ Un truco sencillo: si hay otro sujeto después del pronombre relativo, puedes omitirlo. *The book (that) I bought* - hay un *I* después de *that*, así que se puede omitir. *The man who lives* - no hay otro sujeto, así que no se puede omitir.

## Defining vs. non-defining relative clauses (especificativas vs. explicativas)

A defining relative clause tells us which person or thing we are talking about. It is essential to the meaning. We don't use commas.

◆ Una oración de relativo especificativa nos dice de qué persona o cosa hablamos. Es esencial para el significado. No usamos comas.

*The man who lives next door is a doctor.* (Which man? The one who lives next door).

A non-defining relative clause adds extra information that is not essential. We use commas. We cannot use *that* in non-defining clauses.

◆ Una oración de relativo explicativa añade información extra que no es esencial. Usamos comas. No podemos usar *that* en las explicativas.

*My brother, who lives in London, is a doctor.* (I only have one brother. The clause just adds extra information).

## Technology vocabulary (vocabulario: tecnología)

computer [kəm'pjʊ:tər] - ordenador

phone [fəʊn] - teléfono

screen [skri:n] - pantalla

app [æp] - aplicación

website ['websaɪt] - página web

internet ['ɪntənet] - internet

email ['i:meɪl] - correo electrónico

password ['pæswərd] - contraseña

download [daʊn'ləʊd] - descargar

upload [ʌp'ləʊd] - subir

search [sɜ:tʃ] - buscar

click [klɪk] - hacer clic

social media ['soʊʃəl 'mi:diə] - redes sociales

message ['mesɪdʒ] - mensaje

battery ['bæteri] - batería

charger ['tʃɑ:dʒər] - cargador

update [ʌp'det] (verb) / ['ʌpdet] (noun) - actualizar / actualización

delete [dɪ'li:t] - borrar / eliminar

# Conversation

Sara: Do you know anyone who can fix my computer?

Tomás: Yes, I have a friend who works in tech [tɛk] (tecnología). What's the problem?

S: The screen, which I bought just six months ago, stopped working. And the battery, which used to last eight hours, now only lasts two.

T: That sounds frustrating [frʌs'treɪtɪŋ] (frustrante). The place where my friend works is very close to your office. I'll send you his number.

S: Thanks! Is he the friend whose brother works at Google?

T: No, that's Carlos. The friend I'm talking about is David. He's someone who really knows his stuff [stʌf] (que realmente sabe lo suyo).

S: Great. I have some files [faɪlz] (archivos) that I need to recover [rɪ'kʌvər] (recuperar). I hope he can help.

# Homework

## 1. Complete with **who, which, that, whose, or where**

◆ Completar con *who, which, that, whose* o *where*.

1. The woman \_\_\_\_\_ works at the bank is my aunt.
2. The restaurant \_\_\_\_\_ we had dinner was excellent.
3. I bought a book \_\_\_\_\_ is about the history of Spain.
4. The man \_\_\_\_\_ car was stolen called the police.
5. She is the teacher \_\_\_\_\_ taught me English.
6. This is the park \_\_\_\_\_ I used to play as a child.

## 2. Combine the sentences using a relative pronoun

◆ Combina las oraciones usando un pronombre relativo.

Example: I have a friend. He lives in London. => *I have a friend who lives in London.*

1. I met a woman. She speaks four languages.
2. He bought a car. It was very expensive.
3. That is the hotel. We stayed there last summer.
4. I know a man. His wife is a famous singer.
5. She wrote a book. The book became very popular.

### **3. Translate. You can use a dictionary to look up words you don't know.**

◆ Traducir. Puedes usar un diccionario para buscar las palabras que no conoces.

1. El hombre que vive al lado es médico.
2. El libro que compré ayer es muy interesante.
3. Esta es la ciudad donde nací.
4. Tengo un amigo cuyo padre es profesor.
5. La película que vimos anoche fue horrible.
6. Mi hermana, que vive en París, es ingeniera.
7. El restaurante donde comimos estaba cerca de la playa.
8. La mujer que habló en la reunión es la directora.

## **4. Answer using complete sentences with a relative clause**

◆ Responde usando oraciones completas con una oración de relativo.

1. Do you know anyone who speaks more than two languages?
2. What is a place where you feel happy?
3. What is a movie that you have seen more than once?
4. Do you have a friend whose job is very different from yours?

# Unit 5

## The passive voice (la voz pasiva)

### What it is (qué es)

In an active sentence, the subject does the action. In a passive sentence, the subject receives the action.

- ◆ En una oración activa, el sujeto hace la acción. En una oración pasiva, el sujeto recibe la acción.

Active: Shakespeare wrote Hamlet. (Shakespeare escribió Hamlet).

Passive: Hamlet was written by Shakespeare. (Hamlet fue escrito por Shakespeare).

### How it is built (construcción)

The passive is formed with *to be* + past participle. The tense is shown by the form of *to be*:

- ◆ La voz pasiva se forma con *to be* + participio pasado. El tiempo verbal se indica con la forma de *to be*:

### Present passive (pasiva en presente)

am / is / are + past participle

*English is spoken in many countries.* (El inglés se habla en muchos países).

*These cars are made in Germany.* (Estos coches se fabrican en Alemania).

### Past passive (pasiva en pasado)

was / were + past participle

*The book was written in 1950.* (El libro fue escrito en 1950).

*The pyramids were built thousands of years ago.* (Las pirámides fueron construidas hace miles de años).

## Future passive (pasiva en futuro)

will be + past participle

*The meeting will be held tomorrow.* (La reunión se celebrará mañana).

*The results will be published next week.* (Los resultados se publicarán la semana que viene).

## Present perfect passive (pasiva en present perfect)

have / has been + past participle

*The report has been finished.* (El informe ha sido terminado).

*Three people have been hired this month.* (Tres personas han sido contratadas este mes).

## By + agent (por + agente)

When we want to say who did the action, we use *by*:

◆ Cuando queremos decir quién hizo la acción, usamos *by*:

*The painting was created by Picasso.* (El cuadro fue creado por Picasso).

*The email was sent by the director.* (El correo fue enviado por el director).

Often, we don't include the agent because it is unknown, obvious, or unimportant:

◆ A menudo no incluimos el agente porque es desconocido, obvio o no importante:

*My phone was stolen.* (Me robaron el teléfono / lit. Mi teléfono fue robado). => We don't know who did it.

*The road was repaired last year.* (Arreglaron la carretera el año pasado / lit. La carretera fue arreglada el año pasado). => It doesn't matter who.

## When to use the passive (cuándo usar la pasiva)

We use the passive when:

◆ Usamos la pasiva cuando:

1. We don't know who did the action: *My car was stolen.* ◆ No sabemos quién hizo la acción: *My car was stolen.*
2. The action is more important than the person: *The bridge was built in 1920.* ◆ La acción es más importante que la persona: *The bridge was built in 1920.*
3. In formal or scientific writing: *The experiment was conducted in three phases.* ◆ En escritura formal o científica: *The experiment was conducted in three phases.*

## Questions (preguntas)

Was the book written in English? (¿Fue escrito el libro en inglés?)

Where was the movie filmed? (¿Dónde se filmó la película?)

Has the email been sent? (¿Se ha enviado el correo?)

# Media and entertainment vocabulary (vocabulario: medios y entretenimiento)

news [nu:z] - noticias  
newspaper ['nu:zpeɪpər] - periódico  
magazine [mægə'zi:n] - revista  
article ['ɑ:tɪkəl] - artículo  
reporter [rɪ'pɔ:tər] - reportero  
headline ['hɛdlɑ:n] - titular  
channel ['tʃænəl] - canal  
show [ʃoʊ] - programa / espectáculo  
series ['sɪri:z] - serie  
episode ['epɪsəʊd] - episodio  
audience ['ɔ:diəns] - público / audiencia  
review [rɪ'vju:] - reseña / crítica  
publish ['pʌblɪʃ] - publicar  
broadcast ['brɔ:dkæst] - emitir / transmitir  
award [ə'wɔ:rd] - premio  
director [dɪ'rektər] - director

*News* is uncountable in English. We say *the news is* (not *the news are*). To say one piece of news, we can say *a piece of news* or *a news story*.

◆ *News* es incontable en inglés. Decimos *the news is* (no *the news are*). Para referirnos a una sola noticia, podemos decir *a piece of news* o *a news story*.

# Conversation

Roberto: Did you see the news? A new museum was opened in the city center.

Ana: Yes! It was designed by a famous architect [ˈɑrkɪtɛkt]. The building is beautiful.

R: Have you been there yet?

A: No, but I was invited to the opening [ˈoʊpənɪŋ] (inauguración) next week. The museum was built in just two years. It is said (se dice) that the art collection is one of the best in the country.

R: I heard the project was funded [fʌndɪd] (financiado) by a private [ˈpraɪvɪt] (privado) company.

A: That's right. And the old building that was there before was demolished [dɪˈmɒlɪʃt] (demolido) five years ago. The land [lænd] (terreno) was bought by the company in 2018.

R: Will tours [tɔrz] (visitas guiadas) be offered?

A: Yes, free tours will be given every Saturday.

# Homework

## 1. Change from active to passive

◆ Cambiar de activa a pasiva.

Example: *They built the bridge in 1990.* => *The bridge was built in 1990.*

1. Shakespeare wrote Romeo and Juliet.
2. Millions of people speak English.
3. They will publish the book next month.
4. Someone stole my bicycle.
5. They have repaired the road.
6. A famous chef cooks the food at this restaurant.

## 2. Complete with the correct passive form

◆ Completar con la forma pasiva correcta.

1. English \_\_\_\_\_ (speak) in Australia.
2. The Mona Lisa \_\_\_\_\_ (paint) by Leonardo da Vinci.
3. The new hospital \_\_\_\_\_ (build) next year.
4. The email \_\_\_\_\_ already \_\_\_\_\_ (send).
5. The movie \_\_\_\_\_ (film) in Spain in 2019.
6. These phones \_\_\_\_\_ (make) in China.

### **3. Translate. You can use a dictionary to look up words you don't know.**

◆ Traducir. Puedes usar un diccionario para buscar las palabras que no conoces.

1. El libro fue escrito por un autor español.
2. El español se habla en muchos países.
3. Me robaron el teléfono ayer.
4. La reunión se celebrará el lunes.
5. El puente fue construido en 1920.
6. El informe ya ha sido terminado.
7. ¿Dónde se filmó esta película?
8. El museo fue diseñado por un arquitecto famoso.

### **4. Answer using complete sentences**

◆ Responde usando oraciones completas.

1. Where was the last movie you watched filmed?
2. What language is spoken in Brazil?

3. When was your city founded ['fæʊndɪd] (fundada)?
  
4. Was this book written by one person or by many people?

## 5. Reading comprehension (comentario de texto)

### The Pied Piper of Hamelin (el flautista de Hamelín)

In the town of Hamelin,[1] in Germany, the houses were grey and the people were honest. It was a very rich town, but they had a very big problem: there were thousands of rats[2] in Hamelin. The cats could not fight against so many. The rats multiplied constantly. The citizens were terrified, and the mayor[3] decided that they needed a plan.

One day, a very tall and very thin man arrived in the town. He wore clothes of many colors, a brown feather[4] in his hat, and he carried a flute.[5]

"For a thousand florins,[6] I can take the rats away from Hamelin," said the man.

"A thousand florins!" said the mayor. "We will give you ten thousand florins if you take the rats away."

"Done.[7] Tomorrow night you will have no more rats in Hamelin."

The next day the stranger's[8] flute was heard all over the town. When the rats heard the music, they mysteriously came out of the houses and the sewers.[9] The piper[10] walked towards the river, and the rats followed him. When they reached[11] the river, the current[12] carried them away and they drowned.[13]

By night there were no more rats in Hamelin. The piper went to the town hall[14] to ask for his money. He asked for the ten thousand florins that the mayor had promised.

"Ten thousand florins?" said the mayor and his advisors.[15] "Never!"

"A thousand florins, at least!" said the piper, very angry.

"The rats are dead and they will not come back. We will give you twenty florins, at most, and you should be happy. You are just a simple piper."

The man's eyes turned red. He said nothing more and left the town hall. The mayor and his advisors laughed with arrogance.

That night the stranger's flute was heard again, but this time only the children could hear it. All the children of Hamelin came out of their houses and followed the piper. They left the town and walked towards the mountains. The children never returned to Hamelin, and nobody ever knew where they went.

### *Traditional*

- [1] Hamelin ['hæmɪlɪn] - Hamelín (a town in Germany)
- [2] rats [ræts] - ratas
- [3] mayor [meɪr] - alcalde
- [4] feather ['fɛðər] - pluma
- [5] flute [flu:t] - flauta
- [6] florins ['flɔrɪnz] - florines (old European coins)
- [7] done [dʌn] - hecho / trato hecho
- [8] stranger ['streɪndʒər] - forastero / desconocido
- [9] sewers ['su:ərz] - alcantarillas
- [10] piper ['paɪpər] - flautista
- [11] reach [ri:tʃ] - llegar a / alcanzar
- [12] current ['kərənt] - corriente
- [13] drown [draʊn] - ahogarse
- [14] town hall [taʊn hɔl] - ayuntamiento
- [15] advisors [əd'vaɪzərz] - consejeros

### **Questions (preguntas)**

1. Where was Hamelin?
  
2. What was the main problem in Hamelin?
  
3. Was the mayor's reaction correct?
  
4. Was the piper's reaction correct?

5. What did the piper look like?
  
6. Does the story end well or badly?
  
7. What do you think the moral of the story is?

# Unit 6

## The second conditional (el segundo condicional)

### What it is (qué es)

The first conditional is used for possible or probable situations: *If it rains, I'll stay home*. The second conditional is for imaginary or hypothetical situations. It is built with *if* + past simple, followed by *would* + infinitive.

◆ El primer condicional se usa para situaciones posibles o probables: *If it rains, I'll stay home*. El segundo condicional es para situaciones imaginarias o hipotéticas. Se forma con *if* + *past simple*, seguido de *would* + infinitivo.

If I had more money, I would travel the world.

(Si tuviera más dinero, viajaría por el mundo).

If she lived in London, she would visit museums every week.

(Si ella viviera en Londres, visitaría museos cada semana).

Even though we use the past simple after *if*, we are NOT talking about the past. We are talking about an imaginary present or future. The past simple after *if* is equivalent to the *pretérito imperfecto de subjuntivo* in Spanish: *If I had = Si yo tuviera*.

◆ Aunque usamos el *past simple* después de *if*, NO estamos hablando del pasado. Estamos hablando de un presente o futuro imaginario. El *past simple* después de *if* equivale al pretérito imperfecto de subjuntivo en español: *If I had = Si yo tuviera*.

The *if* clause can go at the beginning or at the end: *I would travel the world if I had more money*. When the *if* clause goes first, we put a comma after it.

◆ La oración con *if* puede ir al principio o al final: *I would travel the world if I had more money*. Cuando la oración con *if* va primero, ponemos una coma después.

## First conditional vs. second conditional (primer condicional vs. segundo condicional)

The first conditional is for real possibilities. The second conditional is for imaginary situations.

◆ El primer condicional es para posibilidades reales. El segundo condicional es para situaciones imaginarias.

If I have time tomorrow, I'll help you. (first conditional - it's possible)

If I had a million dollars, I would buy a yacht. (second conditional - imaginary)

If it rains, I'll stay home. (first conditional - it might rain)

If I were the president, I would change many things. (second conditional - I'm not the president)

## Were instead of was (were en lugar de was)

In the second conditional, it is traditional to use *were* instead of *was* for all persons, especially with *I, he, she, it*:

◆ En el segundo condicional, es tradicional usar *were* en lugar de *was* para todas las personas, especialmente con *I, he, she, it*:

If I were rich, I would buy a big house. (Si yo fuera rico, compraría una casa grande).

If she were here, she would know what to do. (Si ella estuviera aquí, sabría qué hacer).

In everyday speech, many people say *If I was rich...* This is acceptable, but *If I were rich...* is considered more correct, especially in writing.

◆ En el habla cotidiana, mucha gente dice *If I was rich...* Esto es aceptable, pero *If I were rich...* se considera más correcto, especialmente al escribir.

## The expression "If I were you" (la expresión "If I were you")

We use *If I were you* to give advice. It means *yo en tu lugar* or *si yo fuera tú*:

◆ Usamos *If I were you* para dar consejos. Significa *yo en tu lugar* o *si yo fuera tú*:

*If I were you, I would talk to her.* (Yo en tu lugar, hablaría con ella).

*If I were you, I wouldn't accept that job.* (Yo en tu lugar, no aceptaría ese trabajo).

## Could and might instead of would (could y might en lugar de would)

We can use *could* or *might* instead of *would* for possibility:

◆ Podemos usar *could* o *might* en lugar de *would* para expresar posibilidad:

*If I had more time, I could learn another language.* (Si tuviera más tiempo, podría aprender otro idioma).

*If we moved to the coast, we might go to the beach every day.* (Si nos mudáramos a la costa, tal vez iríamos a la playa cada día).

## Using *not* (uso de *not*)

We can use *not* in either clause or in both:

◆ Podemos usar *not* en cualquiera de las dos oraciones o en ambas:

If I didn't have a job, I would travel. (Si no tuviera trabajo, viajaría).

If I had more money, I wouldn't worry. (Si tuviera más dinero, no me preocuparía).

If she didn't live so far, I wouldn't need a car. (Si ella no viviera tan lejos, no necesitaría un coche).

## Questions (preguntas)

What would you do if you won the lottery? (¿Qué harías si ganaras la lotería?)

Would you move to another country if you could? (¿Te mudarías a otro país si pudieras?)

## Summary of conditionals so far (resumen de condicionales)

First conditional: If + present simple, will + infinitive => real/possible

Second conditional: If + past simple, would + infinitive => imaginary/hypothetical

# Emotions and feelings vocabulary (vocabulario: emociones y sentimientos)

excited [ɪk'saɪtɪd] - emocionado  
anxious [ˈæŋkʃəs] - ansioso  
frustrated [frʌs'treɪtɪd] - frustrado  
relieved [rɪ'li:vɪd] - aliviado  
disappointed [dɪsə'pɔɪntɪd] - decepcionado  
jealous [ˈdʒeləs] - celoso  
embarrassed [ɪm'bærəst] - avergonzado  
proud [praʊd] - orgulloso  
ashamed [ə'ʃeɪmd] - avergonzado (de algo que hiciste)  
confident ['kɒnfɪdənt] - seguro de sí mismo  
insecure [ɪnsɪ'kjʊər] - inseguro  
grateful ['ɡreɪtful] - agradecido  
curious ['kjʊəriəs] - curioso  
lonely ['ləʊnli] - solo (que se siente solo)  
overwhelmed [oʊvər'welmd] - abrumado

## Conversation

Elena: If you could live anywhere in the world, where would you live?

Miguel: If I could choose, I would live in a small town by the ocean. I would wake up every morning and go for a swim.

E: That sounds wonderful. If I had enough money, I would buy a house in the mountains.

M: Would you miss the city?

E: Maybe. If I lived far from a city, I might feel lonely sometimes. But if I had a good internet connection, I could work from home.

M: If I were you, I would think about it carefully. What would you do if there were no hospital nearby [ˈnɪrbaɪ] (cerca)?

E: That's true. If I got really sick, I would need to drive a long way. Maybe I would keep an apartment in the city too.

M: If we both had unlimited [ʌn'liːmɪtɪd] (ilimitado) money, we could buy houses everywhere!

E: If only that were true!

## A note on reductions in natural speech (nota sobre las reducciones en el habla natural)

In fast, natural speech, common combinations are often reduced:

- ◆ En el habla natural y rápida, las combinaciones comunes a menudo se reducen:

would you => sounds like "wʊdʒə"

could you => sounds like "kʊdʒə"

what would you => sounds like "wʌr wʊdʒə"

don't you => sounds like "dɒntʃə"

You don't need to speak this way, but recognizing these reductions will help you understand native speakers.

- ◆ No necesitas hablar así, pero reconocer estas reducciones te ayudará a entender a los nativos.

# Homework

## 1. Complete, using the second conditional

◆ Completar, usando el segundo condicional.

1. If I \_\_\_\_\_ (have) more time, I \_\_\_\_\_ (learn) to play the piano.
2. If she \_\_\_\_\_ (live) near the beach, she \_\_\_\_\_ (swim) every day.
3. What \_\_\_\_\_ you \_\_\_\_\_ (do) if you \_\_\_\_\_ (win) the lottery?
4. If he \_\_\_\_\_ (speak) English, he \_\_\_\_\_ (get) a better job.
5. If I \_\_\_\_\_ (be) you, I \_\_\_\_\_ (not / accept) that offer.
6. If we \_\_\_\_\_ (not / have) to work, we \_\_\_\_\_ (travel) the world.

## 2. Choose between first and second conditional

◆ Elige entre el primer y el segundo condicional.

1. If it \_\_\_\_\_ (rain) tomorrow, I \_\_\_\_\_ (stay) home. (possible)
2. If I \_\_\_\_\_ (be) the president, I \_\_\_\_\_ (change) the law. (imaginary)
3. If she \_\_\_\_\_ (call), I \_\_\_\_\_ (answer). (possible)
4. If I \_\_\_\_\_ (have) wings [wɪŋz] (alas), I \_\_\_\_\_ (fly). (imaginary)
5. If you \_\_\_\_\_ (study), you \_\_\_\_\_ (pass) the exam. (real advice)
6. If I \_\_\_\_\_ (live) in Japan, I \_\_\_\_\_ (eat) sushi every day. (imaginary)

### **3. Translate. You can use a dictionary to look up words you don't know.**

◆ Traducir. Puedes usar un diccionario para buscar las palabras que no conoces.

1. Si tuviera más dinero, compraría una casa.
2. ¿Qué harías si ganaras la lotería?
3. Si yo fuera tú, hablaría con ella.
4. Si viviera en Nueva York, iría al teatro cada semana.
5. Si no tuviera que trabajar mañana, dormiría hasta tarde.
6. Si pudieras vivir en cualquier país, ¿dónde vivirías?
7. Si ella estuviera aquí, sabría qué hacer.
8. Si hablara inglés perfectamente, viajaría más.

### **4. Answer using complete sentences**

◆ Responde usando oraciones completas.

1. If you could have any job in the world, what would it be?
2. If you could live in any city, where would you live?
3. What would you do if you had a free year with no obligations [ɔblɪ'geɪʃənz]?

4. If you could meet any person (alive or dead), who would you meet?
5. If you could change one thing about the world, what would you change?

# Unit 7

## Gerund vs. infinitive (gerundio vs. infinitivo)

### The problem (el problema)

In Spanish, when one verb follows another, the second verb is almost always in the infinitive: *quiero nadar, necesito estudiar, evito conducir*.

◆ En español, cuando un verbo sigue a otro, el segundo verbo casi siempre va en infinitivo: *quiero nadar, necesito estudiar, evito conducir*.

In English, this is different. Some verbs are followed by a gerund (verb + *-ing*), and others by an infinitive (*to* + verb). You have to learn which form each verb takes, because there is no general rule that covers all cases.

◆ En inglés, esto es diferente. Algunos verbos van seguidos de un gerundio (verbo + *-ing*), y otros de un infinitivo (*to* + verbo). Hay que aprender qué forma lleva cada verbo, porque no hay una regla general que cubra todos los casos.

Compare:

I avoid driving at night. (Evito conducir de noche). => gerund (-ing)

I want to drive. (Quiero conducir). => infinitive (to + verb)

In Spanish, both sentences use the infinitive (*conducir*). In English, you have to choose between *-ing* and *to* depending on the first verb.

◆ En español, ambas oraciones usan el infinitivo (*conducir*). En inglés, hay que elegir entre *-ing* y *to* según el primer verbo.

## Verbs followed by a gerund (verbos seguidos de gerundio)

These verbs are followed by verb + *-ing*:

◆ Estos verbos van seguidos de verbo + *-ing*:

enjoy [ɪn'dʒɔɪ] (disfrutar) => I enjoy reading.

finish ['fɪnɪʃ] (terminar) => She finished eating.

avoid [ə'vɔɪd] (evitar) => He avoids driving at night.

mind [maɪnd] (importar) => Do you mind waiting?

suggest [sə'dʒɛst] (sugerir) => I suggest going early.

keep [ki:p] (seguir) => Keep working!

practice ['præktɪs] (practicar) => I practice speaking English.

consider [kən'sɪdər] (considerar) => She is considering moving.

imagine [ɪ'mædʒɪn] (imaginar) => Imagine living in Paris!

miss [mɪs] (echar de menos) => I miss living in Spain.

deny [di'naɪ] (negar) => He denied stealing the money.

quit [kwɪt] (dejar) => She quit smoking.

## Verbs followed by an infinitive (verbos seguidos de infinitivo)

These verbs are followed by *to* + verb:

◆ Estos verbos van seguidos de *to* + verbo:

want [wʌnt] (querer) => I want to go.

need [ni:d] (necesitar) => She needs to study.

decide [di'saɪd] (decidir) => We decided to stay.

plan [plæn] (planificar) => I plan to travel next year.

hope [həʊp] (esperar) => He hopes to find a job.

promise ['prɒmɪs] (prometer) => She promised to call.

agree [ə'gri:] (estar de acuerdo) => They agreed to help.

refuse [rɪ'fju:z] (rechazar) => He refused to answer.

learn [lɜ:n] (aprender) => I'm learning to cook.

seem [si:m] (parecer) => She seems to be happy.

afford [ə'fɔ:d] (permitirse) => I can't afford to buy a car.

manage ['mænɪdʒ] (conseguir) => He managed to finish on time.

pretend [prɪ'tend] (fingir) => She pretended to sleep.

offer [ɔ'fər] (ofrecer) => He offered to help.

## Verbs that take both (verbos que aceptan los dos)

Some verbs can take either a gerund or an infinitive, but the meaning changes:

◆ Algunos verbos pueden llevar gerundio o infinitivo, pero el significado cambia:

### Stop

*She stopped smoking.* (Ella dejó de fumar). => She doesn't smoke anymore.

*She stopped to smoke.* (Ella se detuvo para fumar). => She paused in order to smoke.

### Remember

*I remember locking the door.* (Recuerdo haber cerrado la puerta). => I locked it, and I remember it.

*I remembered to lock the door.* (Me acordé de cerrar la puerta). => I didn't forget to do it.

### Try

*Try eating less sugar.* (Prueba a comer menos azúcar). => experiment, see if it works

*I tried to open the door.* (Intenté abrir la puerta). => I made an effort

### Forget

*I'll never forget visiting Rome.* (Nunca olvidaré haber visitado Roma). => a memory

*I forgot to visit the museum.* (Se me olvidó visitar el museo). => I didn't do it

## Preposition + gerund (preposición + gerundio)

After a preposition, we always use the gerund, never the infinitive:

◆ Después de una preposición, siempre usamos el gerundio, nunca el infinitivo:

interested in [ɪn] => I'm interested in learning French.

good at [æt] => She's good at cooking.

tired of [əv] => I'm tired of waiting.

afraid of [əv] => He's afraid of flying.

instead of [ɪn'stɛd əv] => Instead of driving, I walk.

before / after => Before leaving, I checked my phone.

without [wɪð'aʊt] => She left without saying goodbye.

# Education vocabulary (vocabulario: educación)

school [sku:l] - colegio / escuela  
university [ju:nɪ'vɜ:rsəti] - universidad  
degree [di'gri:] - título / grado  
course [kɔ:rs] - curso  
exam [ɪg'zæm] - examen  
test [tɛst] - prueba / examen  
grade [greɪd] - nota / calificación  
pass [pæs] - aprobar

fail [feɪl] - suspender  
graduate ['grædʒueɪt] - graduarse  
lesson ['lesən] - lección / clase  
homework ['həʊmwɜ:k] - deberes  
assignment [ə'saɪnmənt] - tarea / trabajo  
knowledge ['nɒlɪdʒ] - conocimiento  
research [rɪ'sɜ:tʃ] - investigación

*Homework is uncountable in English: I have a lot of homework (not many homeworks).*

◆ *Homework es incontable en inglés: I have a lot of homework (no many homeworks).*

## Conversation

Laura: I've decided to start learning Japanese.

Carlos: That's great! How are you planning to study?

L: I'm considering taking a course at the university. I also plan to practice speaking with a tutor ['tu:tə] (tutor) online.

C: I tried learning Japanese a few years ago. I enjoyed studying the writing system, but I found it very difficult. I quit after three months.

L: I don't mind spending a lot of time on it. I've always been interested in Japanese culture ['kʌltʃə] (cultura). I refuse to give up this time.

C: If I were you, I would avoid trying to learn too much at once. I suggest focusing on speaking first.

L: Good advice. I need to practice speaking without being afraid of making mistakes.

C: Exactly. I miss studying languages. Maybe I should try again!

# Past perfect continuous (pasado perfecto continuo)

*I had been saving money for two years.* (Llevaba dos años ahorrando dinero; literalmente, había estado ahorrando dinero durante dos años).

The continuous tenses emphasize the ongoing nature of the activity. Think of them as a variation of the standard perfect tenses. Here are the four perfect tenses:

◆ Los tiempos continuos enfatizan la naturaleza continua de la actividad. Piensa en ellos como una variación de los tiempos perfectos estándar. Estos son los cuatro:

present perfect: I have lived in Madrid for two years.

present perfect continuous: I have been living in Madrid for two years. => emphasizes the ongoing nature of the activity

past perfect: I had lived in Madrid for two years.

past perfect continuous: I had been living in Madrid for two years. => emphasizes the ongoing nature of the activity

In practice, the difference between the standard and continuous forms is subtle. Both are correct in most situations. Don't worry too much about which one to use.

◆ En la práctica, la diferencia entre las formas estándar y continuas es sutil. Ambas son correctas en la mayoría de situaciones. No te preocupes demasiado por cuál usar.

## A note on the rhythm of English (nota sobre el ritmo del inglés)

In English, stressed syllables are long and clear, but unstressed syllables are much shorter and weaker. In Spanish, all syllables take more or less the same amount of time.

◆ En inglés, las sílabas acentuadas son largas y claras, pero las no acentuadas son mucho más cortas y débiles. En español, todas las sílabas duran más o menos lo mismo.

This means that unstressed syllables can be hard to hear, because they are said very quickly.

◆ Esto hace que las sílabas no acentuadas puedan ser difíciles de entender, porque se dicen muy rápido.

When you speak English, try to make the stressed syllables longer and the unstressed syllables shorter. This will make your English sound more natural.

◆ Cuando hables inglés, intenta alargar las sílabas acentuadas y acortar las no acentuadas. Esto hará que tu inglés suene más natural.

# Homework

## 1. Complete with the gerund or infinitive

◆ Completar con el gerundio o el infinitivo.

1. I enjoy \_\_\_\_\_ (read) before bed.
2. She wants \_\_\_\_\_ (learn) Italian.
3. He avoided \_\_\_\_\_ (answer) the question.
4. We decided \_\_\_\_\_ (go) to the beach.
5. Do you mind \_\_\_\_\_ (help) me?
6. She promised \_\_\_\_\_ (call) me tomorrow.
7. I can't afford \_\_\_\_\_ (buy) a new car.
8. Keep \_\_\_\_\_ (practice)! You're getting better.
9. He refused \_\_\_\_\_ (apologize).
10. I suggest \_\_\_\_\_ (take) a break.

## 2. Choose the correct meaning

◆ Elige el significado correcto.

1. She stopped talking. => a) She went quiet. b) She paused in order to talk.
2. She stopped to talk. => a) She went quiet. b) She paused in order to talk.
3. I remember meeting him. => a) I have the memory. b) I didn't forget to meet him.
4. I remembered to meet him. => a) I have the memory. b) I didn't forget to meet him.

### 3. Complete with the gerund after a preposition

◆ Completar con el gerundio después de una preposición.

1. I'm interested in \_\_\_\_\_ (study) history.
2. She's good at \_\_\_\_\_ (play) the piano.
3. He left without \_\_\_\_\_ (say) goodbye.
4. Before \_\_\_\_\_ (go) to bed, I read a book.
5. I'm tired of \_\_\_\_\_ (wait).
6. Instead of \_\_\_\_\_ (drive), I took the bus.

### 4. Translate. You can use a dictionary to look up words you don't know.

◆ Traducir. Puedes usar un diccionario para buscar las palabras que no conoces.

1. Quiero aprender japonés.
2. Ella dejó de fumar el año pasado.
3. Se detuvo para hablar con un amigo.
4. Estoy interesado en aprender más sobre la historia de España.
5. Estoy pensando en mudarme a otra ciudad. (pensar en = think about)

## 5. Answer using complete sentences

◆ Responde usando oraciones completas.

1. What do you enjoy doing on weekends?
2. What are you considering doing next year?
3. Is there something you have recently quit doing?
4. What are you interested in learning?

## 6. Reading comprehension (comentario de texto)

### Changing direction (cambio de rumbo)

María had been working as an accountant[1] for eight years when she realized she was not happy. She didn't hate her job, but she didn't enjoy going to the office every morning. She spent most of her day looking at numbers on a screen, and she had started to feel that something was missing.

She had always been interested in cooking. As a child, she loved watching her grandmother in the kitchen. She would spend hours learning to make traditional recipes.[2] When she grew up, she kept cooking for friends and family, and everyone told her she was very good at it.

One day, she decided to make a change. She started looking for cooking courses and found a good school in her city. She was nervous about going back to studying — she had finished university more than ten years ago. But she signed up[3] for a one-year course.

The first few months were hard. She was still working at her old job during the day and attending[4] classes in the evening. She had been doing both for about three months when she decided to quit her job. It was a big risk,[5] but she couldn't manage to do both things at the same time.

She finished the course in June. After graduating, she got a job at a small restaurant near the city center. She enjoyed working there, but she had been thinking about opening her own place for a long time.

Two years later, she opened a small restaurant. It was not easy — she had to learn about running a business, managing staff,[6] and keeping costs down. She sometimes missed having a stable[7] salary. [8] But she never regretted[9] making the change.

Today, her restaurant is doing well. She works longer hours than before, but she doesn't mind working late because she loves what she does. When people ask her for advice,[10] she always says the same thing: "Don't be afraid of starting again. It's never too late to try something new."

[1] accountant [ə'kaʊntənt] - contable

[2] recipe ['resɪpi:] - receta

[3] sign up [saɪn ʌp] - inscribirse / apuntarse

[4] attend [ə'tend] - asistir a

[5] risk [rɪsk] - riesgo

[6] staff [stæf] - personal / empleados

[7] stable ['steɪbəl] - estable

[8] salary ['sæləri] - sueldo

[9] regret [rɪ'grɛt] - arrepentirse de

[10] advice [əd'vaɪs] - consejo

### Questions (preguntas)

◆ Responde basándote en el texto.

1. What didn't María enjoy about her job?
2. What had she always been interested in?
3. Why did she quit her job?
4. What did she do after graduating?
5. What does she sometimes miss?
6. What is her advice?

# Unit 8

## Phrasal verbs (los phrasal verbs)

### What they are (qué son)

A phrasal verb is a verb combined with a particle (a preposition or adverb) that creates a new meaning. Phrasal verbs are extremely common in English and they don't exist in Spanish, which makes them one of the biggest challenges for Spanish speakers.

◆ Un *phrasal verb* es un verbo combinado con una partícula (preposición o adverbio) que crea un significado nuevo. Los *phrasal verbs* son extremadamente comunes en inglés y no existen en español, lo que los convierte en uno de los mayores retos para los hispanohablantes.

look => mirar

look for => buscar (significado completamente diferente)

look after => cuidar (otro significado diferente)

### Common phrasal verbs with UP

wake up [weɪk ʌp] - despertarse

get up [ɡet ʌp] - levantarse

pick up [pɪk ʌp] - recoger / levantar

give up [ɡɪv ʌp] - rendirse / dejar de

look up [lʊk ʌp] - buscar (en un diccionario, en internet)

make up [meɪk ʌp] - inventar / reconciliarse

show up [ʃoʊ ʌp] - aparecer / presentarse

grow up [ɡroʊ ʌp] - crecer / hacerse mayor

break up [breɪk ʌp] - romper (una relación)

clean up [kli:n ʌp] - limpiar / recoger

## Common phrasal verbs with DOWN

sit down [sɪt daʊn] - sentarse

calm down [kɑːm daʊn] - calmarse

break down [breɪk daʊn] - averiarse / derrumbarse

turn down [tɜːn daʊn] - rechazar / bajar (el volumen)

write down [raɪt daʊn] - apuntar / anotar

slow down [sləʊ daʊn] - reducir la velocidad

## Common phrasal verbs with ON and OFF

turn on [tɜːn ɒn] - encender

turn off [tɜːn ɒf] - apagar

put on [pʊt ɒn] - ponerse (ropa)

take off [teɪk ɒf] - quitarse (ropa) / despegar (avión)

get on [ɡet ɒn] - subir (a un vehículo)

get off [ɡet ɒf] - bajar (de un vehículo)

go on [ɡoʊ ɒn] - continuar

carry on [ˈkæri ɒn] - seguir / continuar

hold on [həʊld ɒn] - esperar (un momento)

## Common phrasal verbs with OUT

find out [faɪnd aʊt] - descubrir / enterarse  
work out [wɜːk aʊt] - hacer ejercicio / resolver  
go out [ɡoʊ aʊt] - salir  
run out [rʌn aʊt] - quedarse sin / agotarse  
figure out ['fɪɡjər aʊt] - entender / resolver  
check out [tʃek aʊt] - echar un vistazo / irse del hotel  
point out [pɔɪnt aʊt] - señalar  
fill out [fɪl aʊt] - rellenar (un formulario)

## Common phrasal verbs with BACK and FOR/AFTER

come back [kʌm bæk] - volver  
go back [ɡoʊ bæk] - volver / regresar  
give back [ɡɪv bæk] - devolver  
call back [kɔːl bæk] - devolver la llamada  
pay back [peɪ bæk] - devolver (dinero)  
look for [lʊk fɔːr] - buscar  
look after [lʊk 'æftər] - cuidar  
ask for [æsk fɔːr] - pedir  
wait for [weɪt fɔːr] - esperar (a alguien/algo)

## Separable vs. inseparable (separables vs. inseparables)

Some phrasal verbs are *separable*: the object can go between the verb and the particle.

◆ Algunos *phrasal verbs* son *separables*: el objeto puede ir entre el verbo y la partícula.

Turn off the TV. = Turn the TV off. (Apaga la televisión).

Pick up your clothes. = Pick your clothes up. (Recoge tu ropa).

When the object is a pronoun (*it, them, him, her*), it **MUST** go in the middle: *Turn it off*. Not: *Turn off it*.

◆ Cuando el objeto es un pronombre (*it, them, him, her*), **DEBE** ir en el medio: *Turn it off*. No: *Turn off it*.

Some phrasal verbs are *inseparable*: the verb and particle always stay together.

◆ Algunos *phrasal verbs* son *inseparables*: el verbo y la partícula siempre van juntos.

I'm looking for my keys. Not: \*I'm looking my keys for.\*

She looks after her grandmother. Not: \*She looks her grandmother after.\*

Most phrasal verbs with *for* and *after* are inseparable.

◆ La mayoría de *phrasal verbs* con *for* y *after* son inseparables.

## Conversation

Sara: What are you up to [ʌp tu:] (¿qué haces?) this weekend?

Marcos: Not much. I need to clean up my apartment. I've been putting it off [pʊtɪŋ ɪt ɔf] (postergándolo) for weeks.

S: I know the feeling. I need to fill out some forms [fɔrmz] (formularios) for work, and I've been putting that off too. Do you want to go out on Saturday night?

M: Sure! Let me look up some restaurants. I heard about a new place. Let me check it out online.

S: Great. Can you pick me up at 8?

M: Of course. Oh, I just found out that my friend Luis is back in town. He showed up yesterday without telling anyone. Should I ask him to come along?

S: Yes! I haven't seen him since he went back to Argentina. We have a lot to catch up on [kætʃ ʌp ɒn]  
(ponernos al día).

M: Perfect. I'll call him back. He called me this morning but I couldn't pick up.

# Homework

## 1. Replace the underlined words with a phrasal verb

◆ Reemplaza las palabras subrayadas con un *phrasal verb*.

Example: I *discovered* the answer. => I *found out* the answer.

1. I need to *search for* my keys.
2. The car *stopped working* on the highway.
3. Can you *lower* the music?
4. Please *complete* this form.
5. She *returned* the book to the library.

## 2. Complete with the correct particle (up, down, on, off, out, back, for, after)

◆ Completar con la partícula correcta.

1. Can you turn \_\_\_\_\_ the lights? It's dark in here.
2. I grew \_\_\_\_\_ in a small town.
3. We've run \_\_\_\_\_ of milk. Can you buy some?
4. She's looking \_\_\_\_\_ her children while they play.
5. He broke \_\_\_\_\_ with his girlfriend last month.
6. Hold \_\_\_\_\_! I'm coming!
7. I'm looking \_\_\_\_\_ a new apartment.

### 3. Rewrite using a pronoun in the correct position

◆ Reescribe usando un pronombre en la posición correcta.

Example: *Turn off the TV.* => *Turn it off.*

1. Pick up the book.
2. Put on your jacket.
3. Write down the address.
4. Turn down the music.
5. Clean up the kitchen.

### 4. Translate. You can use a dictionary to look up words you don't know.

◆ Traducir. Puedes usar un diccionario para buscar las palabras que no conoces.

1. Me levanté a las 7, me puse la chaqueta y salí.
2. Descubrí que mi vuelo había sido cancelado.
3. ¿Puedes apagar la luz?
4. No te rindas. Sigue intentándolo.
5. Busqué la palabra en el diccionario.
6. Me quedé sin gasolina en la autopista.

7. Ella cuida a su abuela los fines de semana.

8. ¿A qué hora te recojo?

## 5. Answer using complete sentences

◆ Responde usando oraciones completas.

1. What time do you usually wake up?
2. Do you prefer to go out or stay in on weekends?
3. Have you ever given up a hobby? Which one?
4. Have you ever had to look after someone?

## 6. Reading comprehension (comentario de texto)

### The Outsider (el extraño)

I have lived in this dark castle[1] for as long as I can remember. I do not know how I got here, and I do not know how long I have been here. I have never seen sunlight.[2] I have never seen another human being. The only light comes from the candles that I find in the rooms, and I do not know who lights them.

The castle is old and full of shadows.[3] The walls are damp[4] and covered in something that looks like moss.[5] There are spiders[6] everywhere and the smell is terrible. I have spent my whole life walking through these dark rooms and reading the old books in the library. The books have taught me about the world outside — about the sun, about the forests,[7] about other people — but I have never experienced any of it. I have only known darkness.

Above the castle there is a tall tower.[8] It is the highest point I have ever seen. I have always wanted to climb it, because I believe that if I reach the top, I will finally see the light. But the stones are old and dangerous, and for many years I was too afraid to try.

One night, I decided that I could not wait any longer. I had to find out[9] what was above. I had to get out.[10] I began to climb the tower. The stones were wet[11] and slippery,[12] and several times I

almost fell. I climbed for what felt like hours, in complete darkness, feeling the walls with my hands. I could not see anything.

Finally, my hand touched something flat[13] — a stone door above my head. I pushed it with all my strength.[14] It opened, and I crawled[15] out.

I expected to be high above the ground, at the top of the tower, looking down at the world. But instead, I was at ground level.[16] I was in a field,[17] and trees surrounded me. The moon was shining.[18] I could not understand it. I had climbed up for hours, and yet I was on the ground. Then I realized the terrible truth:[19] I had not been living in a castle on the surface.[20] I had been living underground, [21] deep below the earth, and the tower had only brought me up to the surface.

I walked through the forest. Everything was new and strange. I had never felt the wind[22] on my face before. I had never seen the stars. I walked for a long time until I saw lights in the distance.

It was a castle, and through the windows I could see a celebration. There were people inside — laughing, talking, and dancing. I had read about people in my books, but I had never seen them. I was filled with emotion. I wanted to be among them. I wanted to speak to them. I found a door and walked inside.

The moment I entered the room, everything changed. A woman saw me first and screamed.[23] Then another person saw me, and another. Everyone screamed. They ran in every direction, pushing each other, falling over,[24] desperate to get away from me. Within[25] seconds, the room was empty. I stood there alone, confused, not understanding why they had all run away.[26]

Then I saw it. At the far end of the room, there was a dark archway.[27] Standing in the archway, there was a creature[28] — the most horrible thing I had ever seen. It was tall and thin, with a face that was not quite[29] human. Its skin[30] was pale and seemed to be falling apart.[31] Its eyes were empty and dark. It wore old, rotting[32] clothes. I understood why everyone had screamed. This creature was a monster.

I was horrified, but I could not look away. Slowly, I raised[33] my hand. The creature raised its hand at the same time. I reached[34] forward to touch it.

My fingers touched cold, flat glass.[35]

It was a mirror.[36]

*H.P. Lovecraft (1926). Adapted version*

[1] castle ['kæsəl] - castillo

[2] sunlight ['sʌnlɑɪt] - luz del sol

[3] shadows ['ʃædɔʊz] - sombras

[4] damp [dæmp] - húmedo

[5] moss [mɒs] - musgo

- [6] spiders ['spaidərz] - arañas
- [7] forests ['fɔːrɪsts] - bosques
- [8] tower ['taʊə] - torre
- [9] find out [faɪnd aʊt] - descubrir / averiguar
- [10] get out [ɡet aʊt] - salir / escapar
- [11] wet [wɛt] - mojado
- [12] slippery ['slɪpəri] - resbaladizo
- [13] flat [flæt] - plano
- [14] strength [streŋθ] - fuerza
- [15] crawl [krɔːl] - arrastrarse / gatear
- [16] ground level [graʊnd 'levəl] - nivel del suelo
- [17] field [fiːld] - campo
- [18] shine [ʃaɪn] - brillar
- [19] truth [truːθ] - verdad
- [20] surface ['sɜːfɪs] - superficie
- [21] underground [ʌndər'graʊnd] - bajo tierra
- [22] wind [wɪnd] - viento
- [23] scream [skriːm] - gritar
- [24] fall over [fɔːl 'oʊvər] - tropezar / caerse
- [25] within [wɪ'ðɪn] - en cuestión de / dentro de
- [26] run away [rʌn ə'weɪ] - huir / salir corriendo
- [27] archway ['ɑːtʃweɪ] - arco / arcada
- [28] creature ['kriːtʃər] - criatura
- [29] not quite [nɒt kwaɪt] - no del todo
- [30] skin [skɪn] - piel
- [31] fall apart [fɔːl ə'pɑːt] - desmoronarse / deshacerse
- [32] rotting ['rɒtɪŋ] - podrido / en descomposición
- [33] raise [reɪz] - levantar

[34] reach [ri:tʃ] - extender (la mano)

[35] glass [glæs] - cristal / vidrio

[36] mirror ['mɪrər] - espejo

### **Questions (preguntas)**

1. Where had the narrator lived his whole life?
2. How had he learned about the outside world?
3. What did he expect to find at the top of the tower?
4. What happened when he entered the room with the celebration?
5. What was the creature he saw in the archway?
6. Does the story end well or badly?

# Unit 9

## Review

Go over units 1-8 and review everything until you know it to the point where you could explain it to someone else.

- ◆ Repasa las unidades 1-8 hasta que llegues al punto en el que puedas explicar todo a otra persona.

# Homework

Write a short story. It can be classic, funny, gothic or contemporary.

- ◆ Escribe un cuento corto. Puede ser clásico, divertido, gótico o contemporáneo.



# Unit 10

## Pronunciation tips for Spanish speakers (consejos de pronunciación para hispanohablantes)

### The dark L (la L oscura)

In English, the L sound changes depending on its position in the word. When L is at the beginning of a word or before a vowel, it sounds similar to the Spanish L. This is called the *light L*.

◆ En inglés, el sonido de la L cambia dependiendo de su posición. Cuando la L está al principio de una palabra o antes de una vocal, suena parecida a la L del español. Esto se llama *light L*.

like [laɪk]

love [lʌv]

learn [lɜrn]

When L is at the end of a word or before a consonant, it becomes a *dark L*. To pronounce it, raise the back of your tongue towards the soft palate while the tip of the tongue touches the roof of the mouth.

◆ Cuando la L está al final de una palabra o antes de una consonante, se convierte en una *dark L*. Para pronunciarla, levanta la parte posterior de la lengua hacia el paladar blando mientras la punta toca el paladar.

feel [fi:l]

call [kɔ:l]

full [fʊl]

milk [mɪlk]

help [hɛlp]

skill [skɪl]

The symbol [ɫ] is used in this section to show the dark L sound. In the rest of this book and in the other books, L is always represented as [l] for clarity.

◆ El símbolo [ɫ] se usa en esta sección para mostrar el sonido de la L oscura. En el resto de este libro y en los demás libros, la L se representa siempre como [l] para mayor claridad.

## The two TH sounds (los dos sonidos TH)

English has two TH sounds.

◆ El inglés tiene dos sonidos TH.

### Voiced [ð]

This is similar to the Spanish D between vowels (*nada, todo, vida*), but pushing the tongue against the back of the upper teeth.

◆ Es similar a la D entre vocales en español (*nada, todo, vida*), pero empujando la lengua contra la parte trasera de los dientes superiores.

the [ðə]

this [ðɪs]

that [ðæt]

they [ðeɪ]

mother ['mʌðər]

weather ['weðər]

### Voiceless [θ]

Place your tongue between your teeth and blow air, without vocal cord vibration. This sound exists in most dialects of Peninsular Spanish: it is the Z or C (before E, I) in words like *zapato* or *cena*.

◆ Coloca la lengua entre los dientes y sopla aire, sin vibración de las cuerdas vocales. Este sonido existe en la mayoría de los dialectos del español peninsular: es la Z o la C (antes de E, I) en palabras como *zapato* o *cena*.

think [θɪŋk]  
three [θri:]  
month [mʌnθ]  
bath [bæθ]  
birthday ['bɜːrθdeɪ]  
anything ['eniθɪŋ]

## The schwa [ə] (la vocal neutra)

The schwa is the most common vowel sound in English. It is a short, relaxed, neutral sound, like a very soft *a* or *e*. It appears in unstressed syllables.

◆ La schwa es el sonido vocálico más común en inglés. Es un sonido corto, relajado y neutro, como una *a* o *e* muy suave. Aparece en sílabas no acentuadas.

about [ə'baʊt]  
banana [bə'nænə]  
sofa ['sɒfə]  
today [tə'deɪ]  
problem ['prɒbləm]  
animal ['æɪnɪmə]

Many words that are spelled very differently use the same schwa sound in their unstressed syllables. The schwa is key to sounding natural in English.

◆ Muchas palabras que se escriben de forma muy diferente usan el mismo sonido schwa en sus sílabas no acentuadas. La schwa es clave para sonar natural en inglés.

## The initial S + consonant (S inicial + consonante)

In Spanish, words that start with S + consonant always have an E before the S: *escuela*, *España*, *especial*. In English, there is no E. Be careful not to add one.

◆ En español, las palabras que empiezan con S + consonante siempre tienen una E antes de la S: *escuela*, *España*, *especial*. En inglés, no hay E. Ten cuidado de no añadirla.

speak [spi:k] (not "espeak")  
street [stri:t] (not "estreet")  
small [smɔ:l] (not "esmall")  
stop [stɒp] (not "estop")  
school [sku:l] (not "eschool")  
Spain [speɪn] (not "eSpain")

## The R sound [r]

The English R is very different from the Spanish R. In English, the tongue curls back and does not touch the palate. The tongue does not vibrate.

◆ La R en inglés es muy diferente de la R en español. En inglés, la lengua se curva hacia atrás y no toca el paladar. La lengua no vibra.

red [rɛd]  
river ['rɪvər]  
right [raɪt]  
really ['ri:əli]  
breakfast ['breɪkfəst]  
country ['kʌntri]

## Silent letters (letras mudas)

English has many silent letters. Here are the most common patterns:

◆ El inglés tiene muchas letras mudas. Estos son los patrones más comunes:

### **Silent K (before N)**

know [nɒs]

knife [naɪf]

knee [ni:]

knock [nɒk]

### **Silent W (before R)**

write [raɪt]

wrong [rɒŋ]

wrap [ræp]

wrist [rɪst]

### **Silent B (after M)**

climb [klaɪm]

bomb [bɒm]

thumb [θʌm]

dumb [dʌm]

### **Silent GH**

night [naɪt]

light [laɪt]

daughter ['dɔ:tər]

thought [θɔt]

## Silent H

hour ['aʊr]

honest ['ɒnɪst]

honor ['ɒnər]