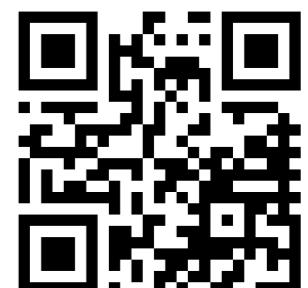


BY JUAN SEBASTIAN CRUZ OLAYA

# GRAMMAR WITHOUT DYING WHILE TRYING

Toda la gramática del nivel **B1** condensada en un eBook simple y rápido de asimilar. **Ideal para hispanos.**

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Designed and structured by



## Juan Sebastián Cruz Olaya

English Coach



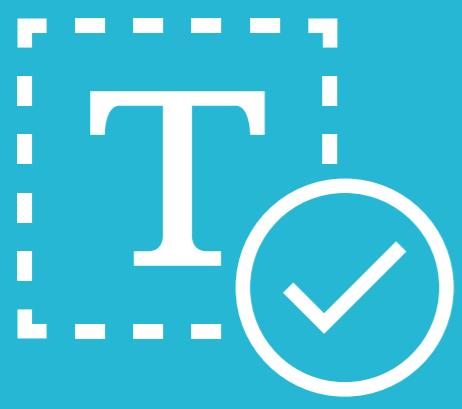
*Hola, soy Juan Cruz, ingeniero bilingüe y coach de inglés certificado internacionalmente.*

*Durante 6 años me he dedicado al estudio del inglés como lengua extranjera. También me he capacitado internacionalmente para alcanzar el nivel avanzado, C1.*

*A lo largo de este eBook encontrarán toda la gramática del nivel B1 de una forma simple y creativa. De manera complementaria, encontrarán ejercicios para practicar lo que han aprendido.*

*Al finalizar este libro, habrán alcanzado nociones propias del nivel B2.*





# Why do we need grammar?

Grammar is an important aspect of a language where learners' and teachers' opinions vary. Some students love to find out or learn the proper usage of the rules while some don't want to do grammar exercises. While some love it, others hate it and think that it is the most boring part of learning a new language. Whatever your stand is, you cannot escape from learning it; it is vital in every sentence you read or write, speak or hear.

Grammar is simply the word for the rules that people follow when they use a language. We need those rules in the same way as we need the rules in any game.

*La gramática es un aspecto importante de un idioma en el que las opiniones de los alumnos y los profesores varían. A algunos estudiantes les encanta descubrir o aprender el uso correcto de las reglas, mientras que otros no quieren hacer ejercicios de gramática. Mientras que algunos la aman, otros la odian y piensan que es la parte más aburrida de aprender un nuevo idioma. Cualquiera que sea su postura, no puede escaparse de aprender gramática; es vital en cada oración que lee o escribe, habla o escucha. La gramática es simplemente la palabra para las reglas que las personas siguen cuando usan un idioma. Necesitamos esas reglas de la misma manera que necesitamos las reglas de cualquier juego.*



# What topics will you learn?

**1.1. Manner Adverbs vs. Adjectives**

**1.2. Adverbs before adjectives and adverbs**

**2.1. Present Perfect**

**2.2. Present perfect and simple past questions and answers**

**3.1. Superlatives**

**3.2. Questions with HOW + Adjective ...?**

**4.1. Verb patterns: let, make, help, have, get, want, ask, tell**

**4.2. Used to and Would**

**5.1. Talking about quantities of food**

**5.2. Too, too much, too many, and enough**

**6.1. Talking about the future**

**6.2. What's advisable / necessary / preferable**

**7.1 Relative clauses**

**7.2. Phrasal verbs**

**8.1. Wishes and imaginary situations or events**

**8.2. Asking about imaginary situations or events**

**9.1. Questions within sentences**

**9.2. Separable phrasal verbs; how to, where to, what to**

**10.1. Present perfect continuous vs. Present perfect**

**10.2. Already, just, still, and yet with present perfect**

**11.1. Modal verbs for speculating**

**11.2. Adjectives ending in -ed and ing**

**12.1. The simple past passive**

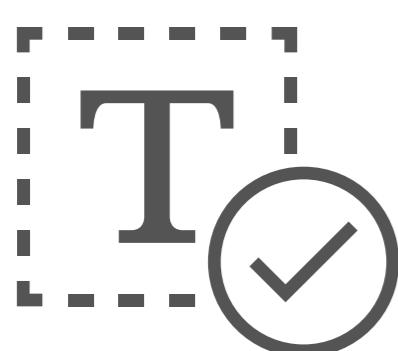
**12.2. The simple present and past passive with by + agent**

A photograph of two hands reaching out from opposite sides towards the center. The hands are covered in a vibrant, iridescent paint that shimmers with colors like green, blue, red, and yellow. The background is a solid, bright blue.

# Unit 1

# They Way We are

# 1.1. Manner Adverbs vs. Adjectives.



## Introduction

### Adverbs

Los adverbios de modo nos indican cómo se desarrolla una acción. Se colocan generalmente después del verbo principal o después del complemento de objeto.

Ejemplos:

- He swims **well**.
- He ran **quickly**.
- James coughed **loudly** to attract her attention.
- He plays the flute **beautifully**. (después del complemento de objeto)
- He ate the chocolate cake **greedily**. (después del complemento de objeto)

El adverbio de modo no debe colocarse entre el verbo y el objeto directo, sino antes del verbo o al final de la proposición.

He ate **greedily** the chocolate cake.  
He gave us **generously** the money.



He ate the chocolate cake **greedily**.  
He **greedily** ate the chocolate cake.  
He gave us the money **generously**.  
He **generously** gave us the money.



Si hay una preposición antes del complemento de objeto, es posible colocar el adverbio de modo antes de la preposición o después del complemento de objeto.

Ejemplos:

- The child ran **happily** towards his mother.
- The child ran towards his mother **happily**.

En inglés, los adverbios deben colocarse siempre después de los verbos que no tienen complemento de objeto (intransitivos):

Ejemplos:

- The town grew **quickly** after 1997.
- He waited **patiently** for his mother to arrive.

Estos adverbios de uso corriente casi siempre se colocan directamente después del verbo al que modifican: ***well***, ***badly***, ***hard***, y ***fast***.

Ejemplos:

- He swam ***well*** despite being tired.
- The rain fell ***hard*** during the storm.

## Adjectives

En inglés, los adjetivos describen personas, lugares y cosas. Es de aclarar que los adjetivos en inglés son invariables. No concuerdan con el nombre al que modifican, es decir, no cambian su forma dependiendo del género o el número del nombre.

Ejemplos:

- This is a ***hot*** potato.
- Those are some ***hot*** potatoes.

Para subrayar o reforzar el significado de un adjetivo, utilizamos ***very*** y ***really*** delante del adjetivo que queremos enfatizar.

Ejemplos:

- This is a ***very hot*** potato.
- Those are some ***really hot*** potatoes.

Los adjetivos en inglés suelen anteceder al nombre al que modifican.

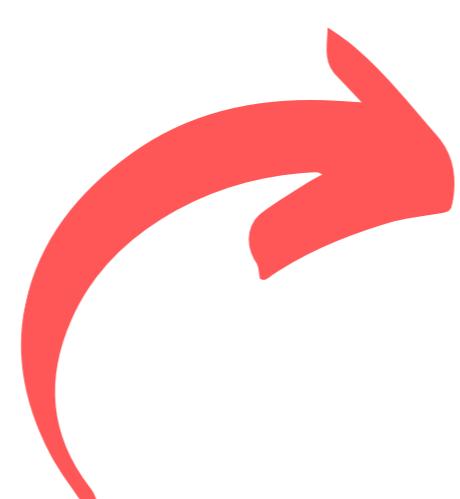
Ejemplos:

- The ***beautiful*** girl ignored me.
- The fast ***red*** car drove away.

También podemos utilizar los adjetivos después de verbos de estado y sensación como ***to be*** (ser), ***to seem*** (parecer), ***to look*** (parecer) y ***to become*** (volverse).

Ejemplos:

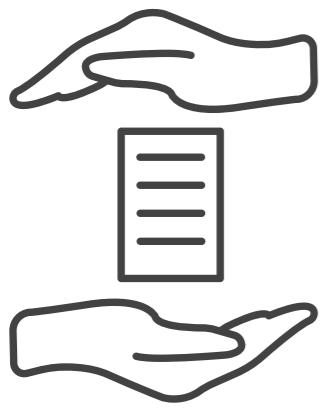
- Italy is ***beautiful***.
- I don't think she seems ***nice*** at all.
- You look ***tired***.
- The night became ***dark***.



**Remember that...**

Adjectives  
modify  
nouns

Adverbs  
modify  
verbs



# Compact Grammar

Como vimos, el adverbio modifica al verbo y el adjetivo modifica al sustantivo. Veamos unas estructuras definidas:

## VERB + MANNER ADVERB

I wait **patiently** in lines.  
He doesn't sing very **well**.  
He drives very **fast**.  
She drives **carefully**.

**ly** = mente

## ADJECTIVE + NOUN

I'm a **patient** person.  
He's not a **good** singer.  
He's a **fast** driver.  
She's a **careful** driver.

Así mismo, debemos tener en consideración el hecho de los adverbios se forman a partir de los adjetivos. Y así como existen adjetivos regulares e irregulares, también lo serán los adjetivos:

## REGULAR -LY ADVERBS

Patient + ly = Patiently  
Careful + ly = Carefully  
Easy + ly = Easily  
Automatic + ly = Automatically

## IRREGULAR ADVERBS

Good → Well  
Late → Late  
Fast → Fast  
Hard → Hard

*In a real  
conversation...*



Los adjetivos de modo más comunes cuya terminación es **-ly**, son:

**QUICKLY**  
**EASILY**  
**DIFFERENTLY**  
**AUTOMATICALLY**  
**SLOWLY**

**PROPERLY**  
**BADLY**  
**STRONGLY**  
**CAREFULLY**  
**FULLY**



# Let's practice

Circle the correct words to complete Cleo's email.

New Message

Subject: My new job

Hi Dana,

I started my new job today! But can you believe it? I almost overslept. My alarm always goes off **automatic / automatically**, but today it didn't. Luckily, I woke up early!

I chose my outfit very **careful / carefully** because I wanted to dress **nice / nicely** for my first day. And I didn't want to arrive **late / lately**, so I left home early. I always get **impatient / impatiently** and stressed when the traffic is **slow / slowly**. And then there are all those **reckless / recklessly** drivers! Anyway, I made it to work with no problems.

My boss seems really **serious / seriously**. He likes everyone to do their work **proper / properly**, and he feels **strong / strongly** that everyone needs to get along **good / well**. There was a lot to learn, but he **patient / patiently** explained all my responsibilities. The job is very similar to my old one, but they do things a bit **different / differently** here. He also introduced me to everyone. It's hard to remember all my co-workers' names, but I need to learn them **quick / fast**.

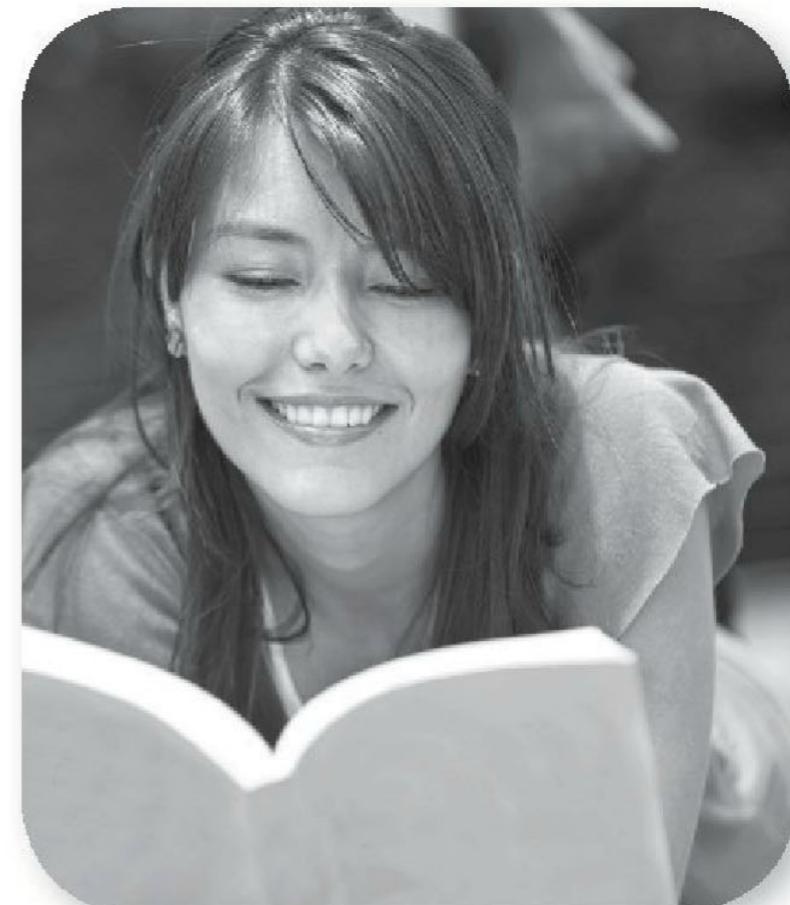
Anyway, the day went by **quick / quickly**, and I'm back home now. I'm really tired, but I can't wait to go back to work tomorrow.

Cleo

## Are you fast?

Complete the answers with an adjective or adverb. Sometimes more than one answer is possible.

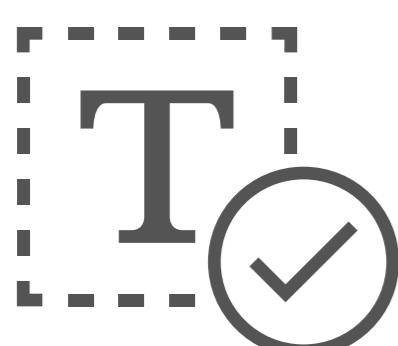
1. A Are you a fast reader?  
B No, actually, I read very slowly.
2. A Do you think you're lazy?  
B No, actually, I'm a \_\_\_\_\_ worker.
3. A Do you have difficulty remembering names?  
B I don't think so. I remember names very \_\_\_\_\_.
4. A Do you eat your meals quickly?  
B Yes, I'm a \_\_\_\_\_ eater.
5. A Are you a careful driver?  
B Actually, yes. I drive very \_\_\_\_\_.
6. A Are you good at sports?  
B Yes, I play most sports \_\_\_\_\_.



### B Write true answers to the questions in part A.

1. Yes, I am. I read everything very quickly.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

# 1.2. Adverbs before adjectives and adverbs.



## Introduction

### Intensifiers

Los intensificadores se utilizan para fortalecer los adjetivos y adverbios. Algunos ejemplos son: **very, really, extremely, amazingly, exceptionally, incredibly, particularly, remarkably, unusually, so, pretty, etc.**

Ejemplos:

It's a **very** interesting story.

Everyone was **pretty** excited.

It's a **really** interesting story.

Everyone was **extremely** excited.

Abusar de la expresión **very** puede hacer que nuestras oraciones suenen "débiles", por ende, sugiero utilizar adjetivos más fuertes.

Very big  
**ENORMOUS**  
**HUGE**

Very small  
**TINY**

Very clever  
**BRILLIANT**

Very Bad  
**AWFUL**  
**DISGUSTING**  
**DREADFUL**

Very sure  
**CERTAIN**

Very good  
**EXCELLENT**  
**IDEAL**  
**SPLENDID**

Very tasty  
**DELICIOUS**

Very hungry  
**STARVING**

Very cold  
**FREEZING**  
**CHILLY**

Very hot  
**BOILING**  
**SCALDING**

Very afraid  
**TERRIFIED**

Very clean  
**SPOTLESS**

Con adjetivos fuertes normalmente se utilizan intensificadores como:



Ejemplos:

The film was **absolutely** awful.

He was an **exceptionally** brilliant child.

The food smelled **really** disgusting.

## Prefixes

Los prefijos son letras o grupos de letras que se añaden al principio de una palabra con el fin de cambiar su significado y/o función de la misma.

**UN**

kind, able, wise,  
healthy, clean,  
faithful

unkind, unable,  
unwise, unhealthy,  
...

**IN**

capable, animate,  
sane, decent,  
definite, active

incapable,  
inanimate, insane,  
indecent, ...

Pero "in" cambia cuando va antes de "p", "m", "i" y "r"

**IM**

possible, patient,  
polite, mortal,  
moral, mobile

impossible,  
impatient, impolite,  
immortal, ...

**IL**

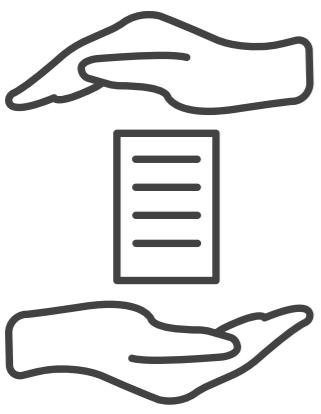
legal, logical,  
legible

illegal, illogical,  
ilegible

**IR**

regular, reverent,  
relevant, reversible

irregular, irreverent,  
irrelevant, ...



# Compact Grammar

Si bien hay gran variedad de **intensifiers**, es importante reconocer que cada uno de ellos tiene una intención, ya sea incrementar o reducir la fuerza del adjetivo o adverbio.

To make adjectives and adverbs stronger, use:

**INCREDIBLY, EXTREMELY, VERY, REALLY, SO, PRETTY, and FAIRLY**

She's **incredibly** talented  
He's **extremely** generous  
I am a **pretty** cool guy  
We get along **really** well

With strong adjective, use these ones:

**ABSOLUTELY or REALLY**

\*Never use **VERY**.

She's **absolutely** wonderful  
The dog was **absolutely** filthy  
He's **really** fantastic  
She was **really** terrified after the movie

To make negative expressions stronger, use:

**AT ALL**

She's not selfish **at all**  
I don't like pizza **at all**  
There's nothing suspicious about that **at all**

If you want to express 100%, use:

**COMPLETELY  
TOTALLY**

I **completely** agree  
Sometimes people lose their voices **completely**  
She's **totally** reliable  
The man was **totally** blind

**In a real  
conversation...**



Las personas usan **really** y **pretty** mucho más amenudo en conversaciones que en escritura.

**Really** es mucho más común.



# Let's practice

What's the best next sentence? Circle *a* or *b*.



1. My brother's not talented at all.
  - a. He sings, dances, and acts.
  - b. He can't sing, dance, or act!
2. My parents are extremely generous.
  - a. They give a lot of money to charity.
  - b. They give a little money to charity.
3. My sister is incredibly smart.
  - a. She's the best student in her class.
  - b. She does fairly well in school.
4. My best friend is so funny.
  - a. His jokes don't make me laugh at all.
  - b. His jokes always make me laugh.
5. My cousin is fairly outgoing.
  - a. She never goes to parties.
  - b. She sometimes goes to parties.
6. My math teacher is really helpful.
  - a. She explains things really well.
  - b. She can't explain things clearly.
7. My dad is pretty laid-back.
  - a. He gets upset about everything.
  - b. He doesn't get upset about most things.
8. My brother is completely inconsiderate.
  - a. He never helps around the house.
  - b. He sometimes helps me around the house.

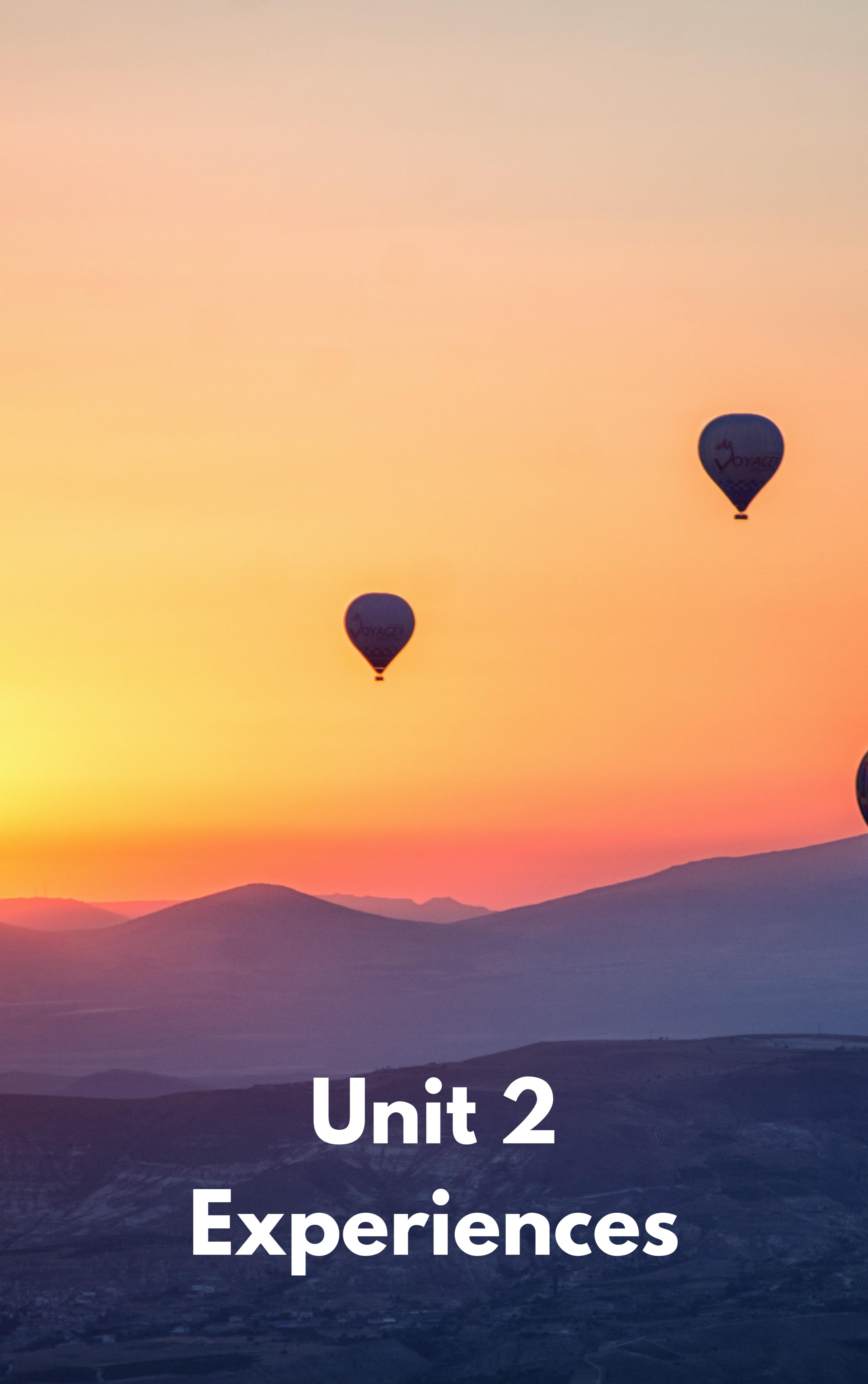
## About you 2

Use the expressions in the box to write true sentences about someone you know.  
Then add a second sentence about yourself.

fairly easygoing	not impatient at all	really practical
incredibly friendly	✓ pretty reliable	very honest

1. My older brother's pretty reliable. I think I'm pretty unreliable.

2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

The background of the image is a sunset over a range of mountains. The sky is a gradient from orange at the horizon to yellow and then blue at the top. Two hot air balloons are visible in the upper right quadrant; one is dark blue with the word "VOYAGER" and a small logo, and another is partially visible on the far right edge.

# Unit 2

# Experiences

# 2.1. Present perfect.



## Introduction

### Statements

El **present perfect** se emplea para señalar un vínculo entre el presente y el pasado. El tiempo en que transcurre la acción es anterior al presente pero inespecífico y, a menudo, recae un mayor interés sobre el resultado que sobre la propia acción.

Ejemplos:

I **have lived** in Bristol since 1984 (= todavía vivo allí.)

She **has been** to the cinema twice this week (= la semana todavía no ha terminado.)

We **have visited** Portugal several times.

I **have just finished** my work. (= "just" indica que la acción se acaba de realizar)

He **has read** 'War and Peace'. (= lo relevante es el resultado de la acción)

## Uses of Present Perfect

### Actions that continue in the present

They haven't lived here for years.

She has worked in the bank for five years.

### Unfinished time period

I have worked hard this week.

It has rained a lot this year.

### Repeated actions

They have seen that film six times

It has happened several times already.

### Very recent past actions

Have you just finished work?

I have just eaten.

### Unknown time dimension

Someone has eaten my soup!

She's studied Japanese, Russian, and English.

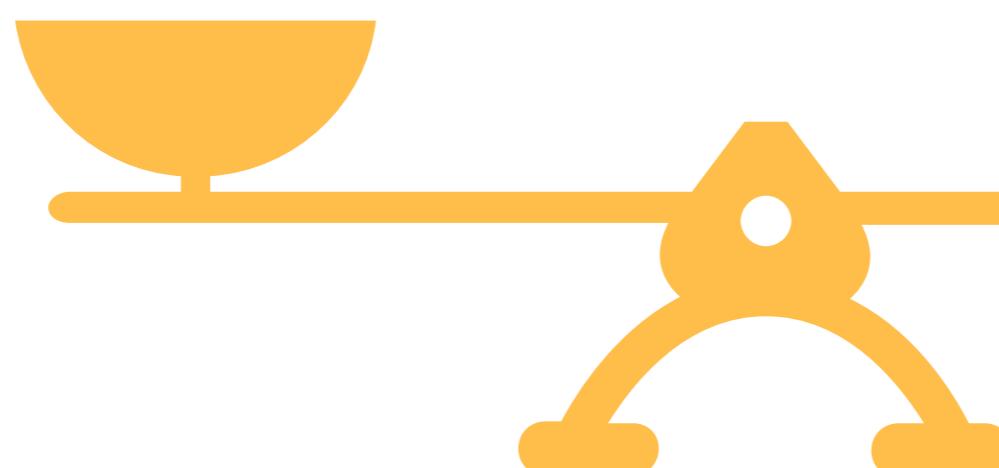
# Present Perfect or Past Simple?

Utilizamos el **present perfect** siempre que el tiempo en que se desarrolla la acción no es relevante o no se especifica. En cambio, empleamos el **simple past** siempre que se solicitan o especifican datos sobre el momento o el lugar de la acción.

Compare:

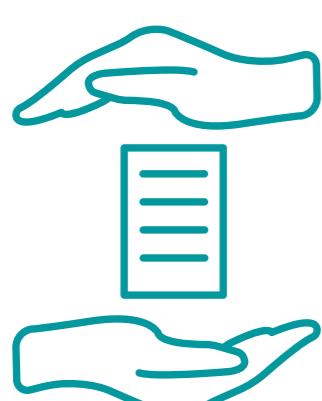
*I have lived in Lyon.  
They have eaten Thai food.  
Have you seen 'Avengers'?  
We have been to Ireland.*

**Present Perfect**



*I lived in Lyon in 1989.  
They ate Thai food last night.  
Where did you see 'Othello'?  
When did you go to Ireland?*

**Past Simple**



## Compact Grammar

El auxiliar del presente perfecto es **Have** o **Has**, según sea la persona. Así mismo, es importante conjugar el verbo principal en participio pasado.

I have been to Europe

She hasn't gone sailing

Have you seen that movie before?

Pronoun

Auxiliary

Auxiliary  
+not

Past  
participle

# Past participle

Verbs

Existe la concepción de que los verbos irregulares son difíciles de memorizar, pues su estructura cambia. Tal es el caso de GO, cuyo pasado es WENT y su participio es GONE, ¡Todos diferentes! Sin embargo, el siguiente método simplifica todo:

## Verb doesn't Change

Basic	Past	P.Participle
Bet	Bet	Bet
Cost	Cost	Cost
Hurt	Hurt	Hurt

## 2nd & 3rd are the same

Basic	Past	P.Participle
Lose	Lost	Lost
Buy	Bought	Bought
Teach	Taught	Taught

## Add ‘-n’ or ‘-en’ from 1st to 3rd

Basic	Past	P.Participle
Drive	Drove	Driven
Ride	Rode	Ridden
Eat	Ate	Eaten

## Add ‘-n’ or ‘-en’ from 2nd to 3rd

Basic	Past	P.Participle
Steal	Stole	Stolen
Choose	Chose	Chosen
Break	Broke	Broken

## 1st column = 3rd column

Basic	Past	P.Participle
Run	Ran	Run
Come	Came	Come
Become	Became	Become

## Vowels change

Basic	Past	P.Participle
Begin	Began	Begin
Drink	Drank	Drunk
Swim	Swam	Swum

# In a real conversation...



Cuando las personas habla de viajar a destinos, usualmente usan **been** como alternativa para **gone**. Sin embargo, esta es la diferencia:

**Been** indica que la visita ya se completó. "**I've been to the UK**" (ya se regresó)

**Gone** indica que la visita aún no la concluido. "**I've gone to the UK**" (Viajó hasta ese país pero no ha regresado)

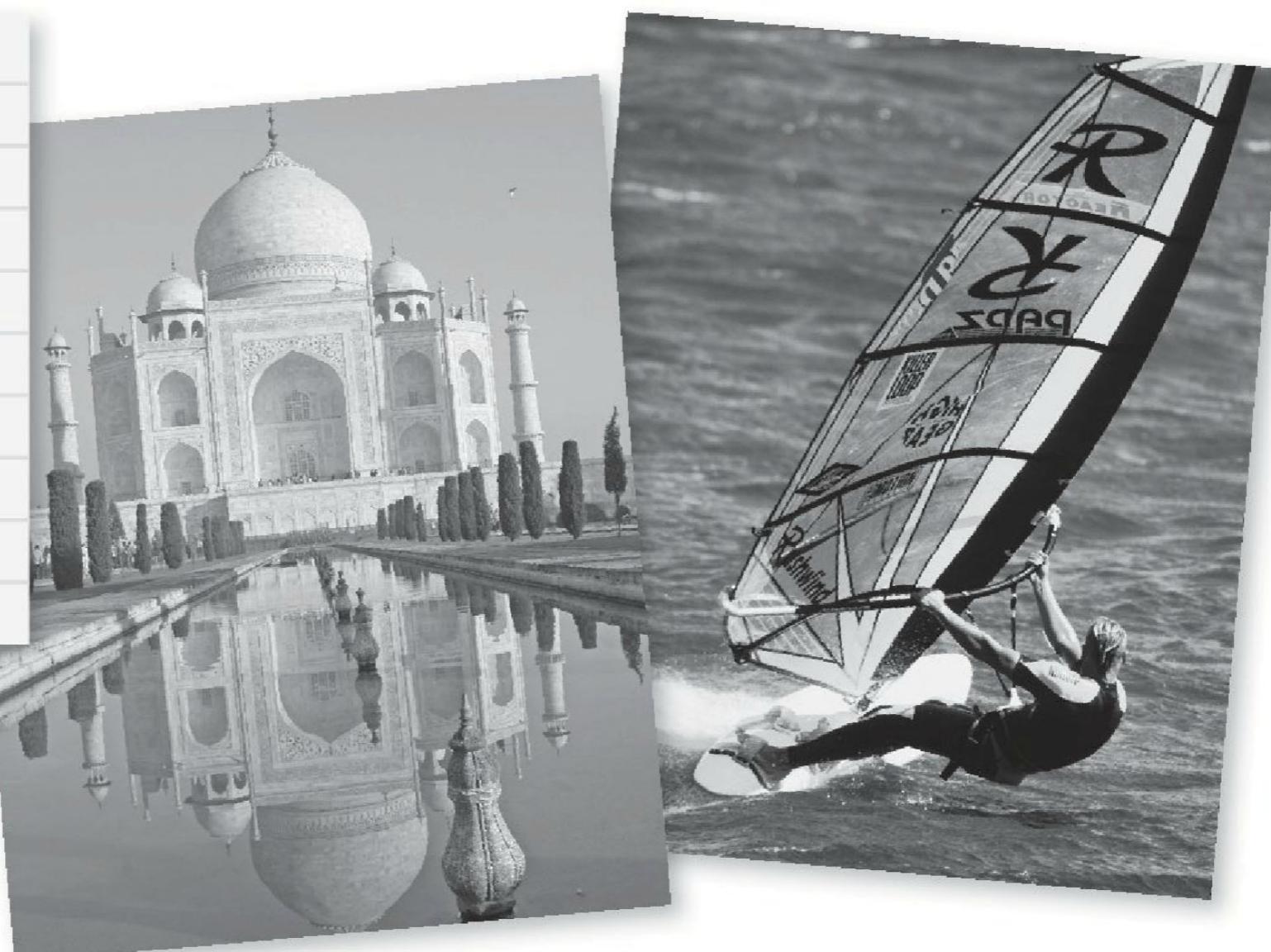
## Let's practice



- A Read the “to do” list. What things have you done? What things haven’t you done?  
Write true sentences using the present perfect.

### Things I want to do

1. drive a sports car
2. go skiing
3. learn a second language
4. see the Taj Mahal
5. study photography
6. travel to Europe
7. try windsurfing
8. surf in Hawai'i



1. I haven't driven a sports car \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

- B Complete the sentences using the present perfect and the expressions in the “to do” list in part A. Use the negative form where necessary.

1. My cousin has driven a sports car once or twice. He loves to drive.
2. My sister and I \_\_\_\_\_ many times. We love the snow.
3. Each of my brothers \_\_\_\_\_. One speaks Mandarin and one speaks Cantonese.
4. We \_\_\_\_\_, but I really want to go to India one day.
5. My teacher \_\_\_\_\_. She takes beautiful travel photos.
6. My parents \_\_\_\_\_ before, but they hope to go next year.
7. My older brother \_\_\_\_\_. He's afraid of the water.
8. My best friend \_\_\_\_\_, but she wants to go this summer.

# 2.2. Present perfect and simple past questions.



## Introduction

## Differences

Se utiliza el pasado simple para acciones que han terminado en el pasado, incluso si han ocurrido en un pasado reciente. Con el presente perfecto la acción está relacionada con el presente. En lo que respecta a las preguntas, los interrogantes del pasado simple se enfocan en un tiempo ya finalizado. Las del presente perfecto, en cambio, indagan por una acción pasada que aun repercute en el presente.

Ejemplos:

**Simple past:**

*Did you eat breakfast this morning? (la mañana ya acabó)*

*Did she travel to Morocco last year? (ya es otro año)*

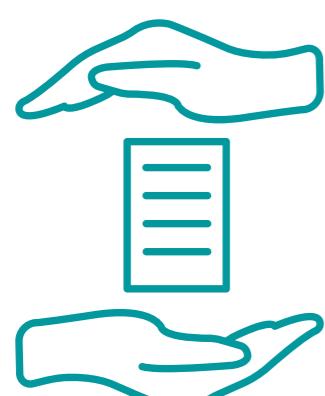
*When did you go surfing? (indaga por una experiencia pasada)*

**Present perfect:**

*Have you eaten breakfast yet this morning? (la mañana aun no ha terminado)*

*Have you travelled to Morocco this year? (el año aun no ha acabado)*

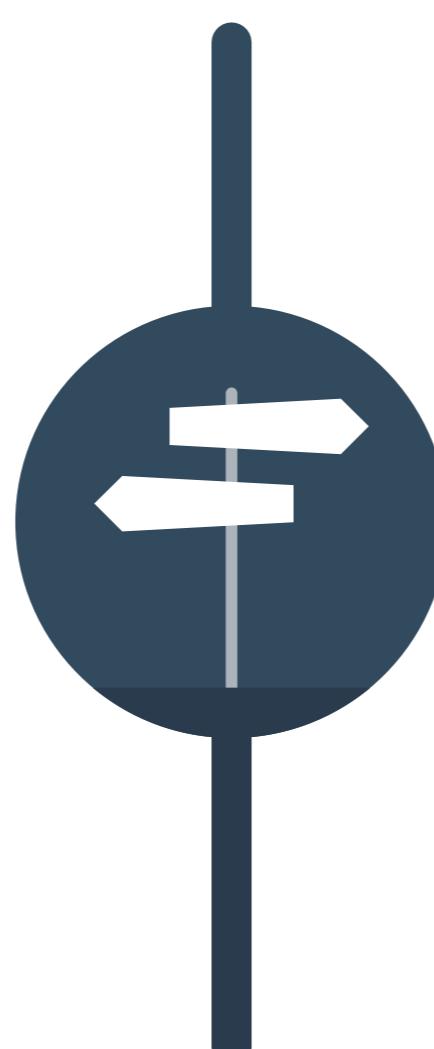
*Where have you gone surfing? (experiencia pasada con repercusión en el presente)*



## Compact Grammar

Have you ever gone white-water rafting?

Did you ever hurt for me?



*Present Perfect for  
indefinite times before now*

*Simple past for specific  
events or times in the past*

Auxiliary

Pronoun

Adverb  
\*optional

Past  
participle

Basic verb



# Let's practice

Complete the conversations with the simple past or present perfect.

1. A Have you ever gone (go) cliff diving?

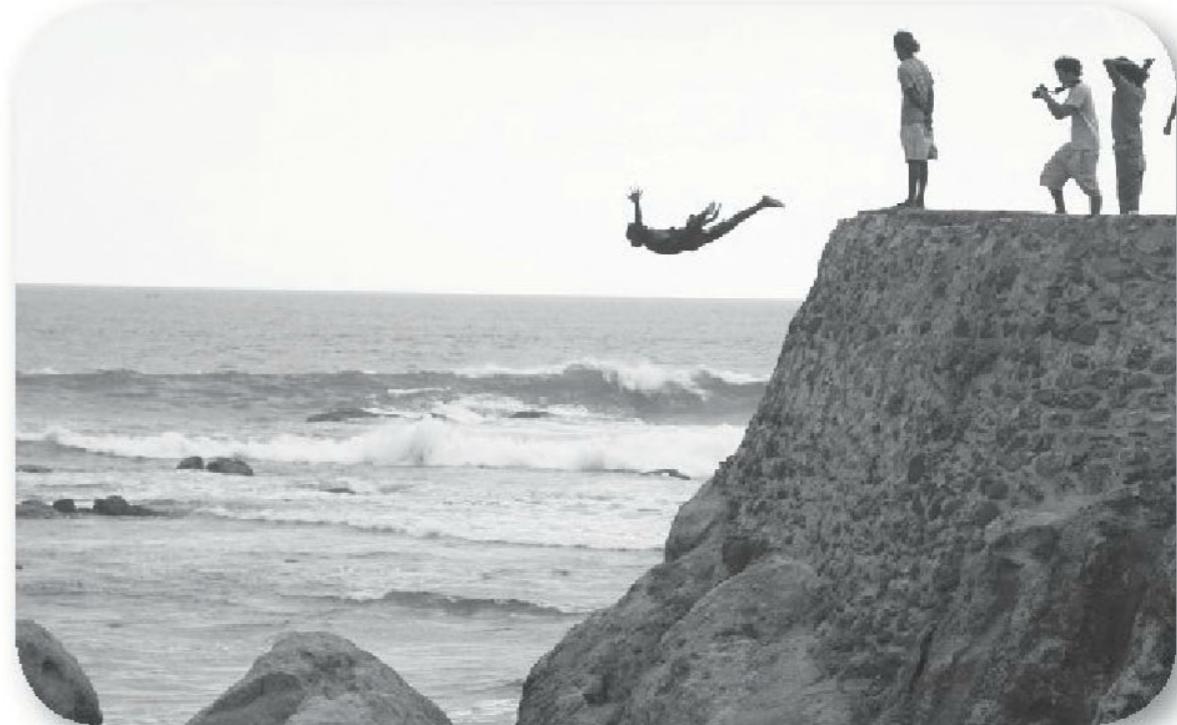
B No, I           . It sounds too scary!

           you            (do) it?

A Yeah, I            (go) last weekend.

B Wow! You're brave. How            (be) it?

A It was incredible! I            (love) it.



2. A I            never            (travel) alone.

How about you?

B No, but I            always            (want) to. I'm sure it's exciting.

A I think so, too. Do you know my friend Jill?

She            (take) a hiking trip alone last year.

B I know. I            (speak) to her about it last week.



3. A            you ever            (try) horseback riding?

B Yeah. I actually            (do) it once several years ago.

A Really?            you            (like) it?

B No, not really. It            (be) very scary.

A Oh, too bad. I go all the time. I            (get) really good at it.



4. A            you            (do) anything special last weekend?

B Yes. My family and I            (take) a ride in a hot-air balloon!            you ever            (be) up in one?

A No, I           .            you            (enjoy) it?

B Yeah, we            (love) every minute! It was amazing!

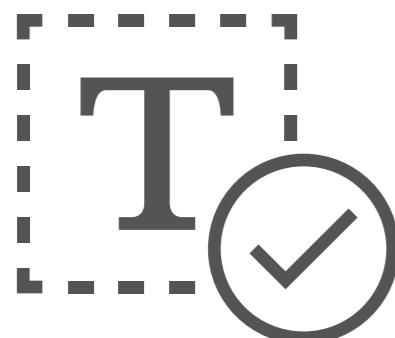


# **Unit 3**

# **Wonders of the**

# **world**

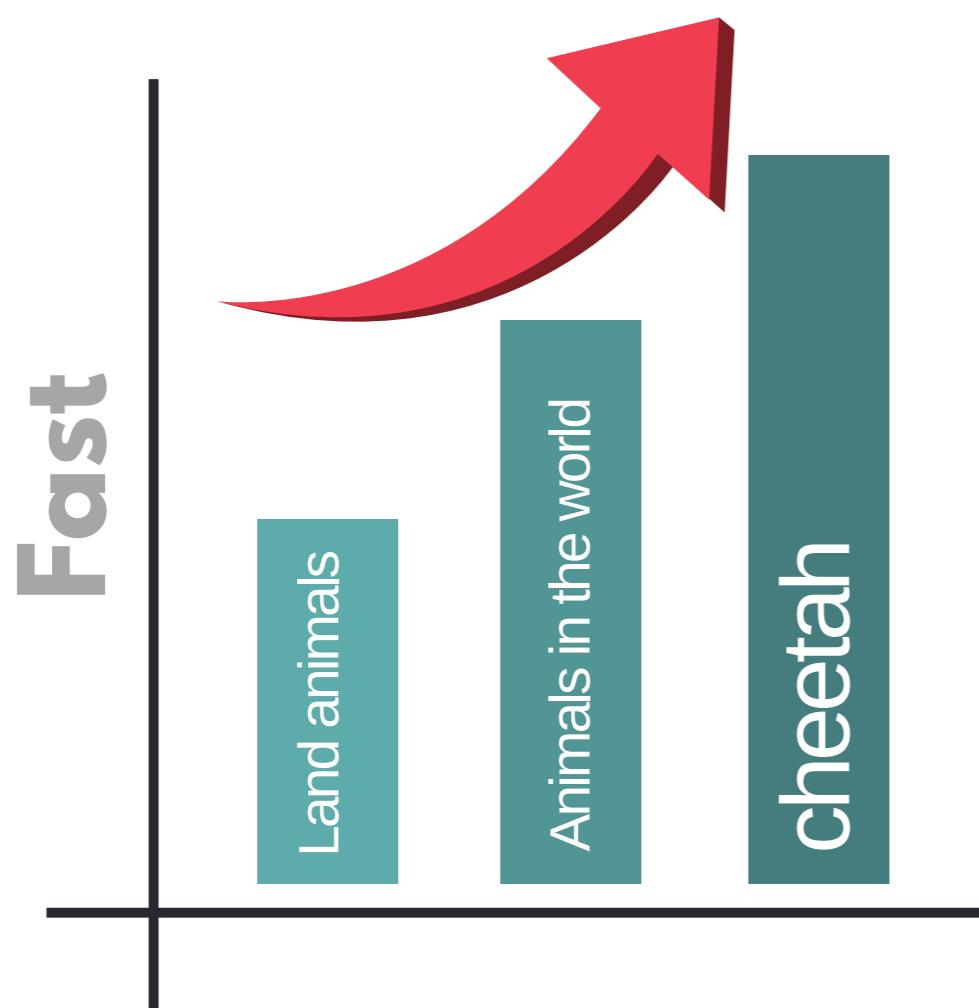
# 3.1. Superlatives.



## Introduction

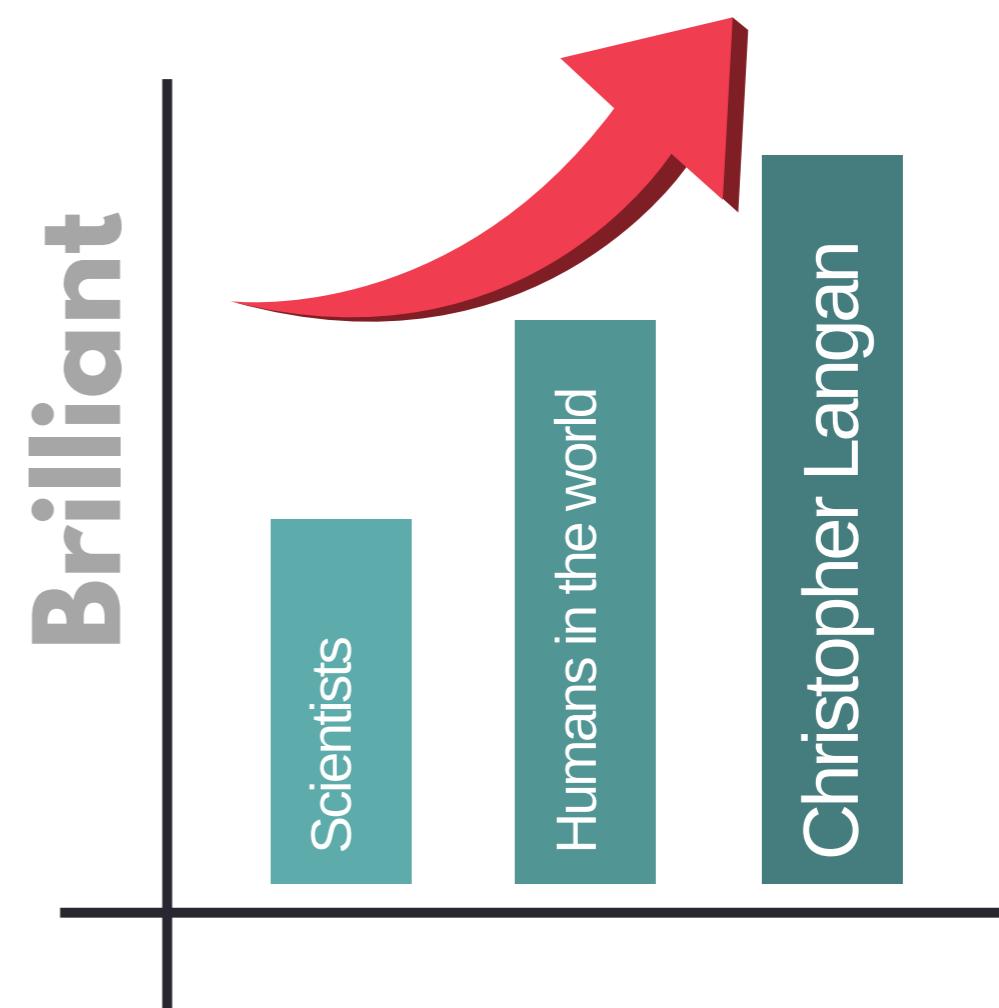
### Superlative Adjectives

El superlativo se emplea para describir un objeto que se encuentra en el extremo superior o inferior de una cualidad (***the tallest, the smallest, the fastest, the highest***). Se utiliza en oraciones en las que comparamos un sujeto con un grupo de objetos, como aquí:



The cheetah is ***the fastest*** animal in the world.

*Any animal in the world runs faster than it.*



Christopher Langan is ***the most brilliant*** man in the world.

*Any person in the world is more intelligent than him.*

El grupo con el que se efectúa la comparación puede omitirse si se entiende a partir del contexto. Ejemplo: ***Bill gates is the richest man (in the world)***.

Ejemplos:

My house is ***the largest*** one in our neighborhood.

This is ***the smallest*** box I've ever seen.

Your dog ran ***the fastest*** of any dog in the race.

We all threw our rocks at the same time. My rock flew ***the highest***. ("of all the rocks" is understood)

# How to form adjectives

En inglés, es simple formar el comparativo y el superlativo de la mayoría de los adjetivos. La forma dependerá del número de sílabas del adjetivo.

## Monosyllabic adjectives

Add -est

Tall	the tallest
fat	the fattest
big	the biggest*
sad	the saddest

## Two-syllable adjectives

Happy	the happiest **
Busy	the busiest
Simple	the simplest ***
Quiet	the quietest

\* If the adjective ends in consonant - vowel - consonant, the last consonant must be doubled.

\*\* If the adjective ends in "Y", the superlative ends in "iest".

\*\*\* If the adjective doesn't end in "Y", you can add "est" or "the most".

## Trisyllabic adjectives

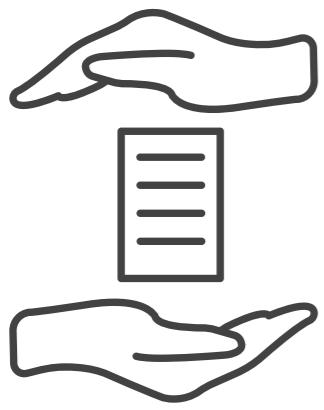
The most...

Expensive	The most expensive
Important	The most important
Difficult	The most difficult
Relevant	The most relevant

## Irregular adjectives

The ...

Good	the best
bad	the worst
little	the least
much	the most
far	the furthest / the farthest



# Compact Grammar

For short adjectives  
the + adjective + -est

What's **the tallest** building in the world?  
What's **the busiest** restaurant?  
What's **the cheapest** house?

For long adjectives  
the + most / least + adj

What's **the most beautiful** city in Colombia?  
What's **the least expensive** store?  
What's **the most critical** problem?

Irregular superlatives  
Good → The best

What's **the best** way to get the capital?  
What's **the worst** problem in your country?  
What's **the furthest** landmark?

Superlatives + nouns  
The most + noun

Which country has **the most tourism**?  
Which stadium has **the most seats**?  
Which city has **the least rate of murder**?

*In a real  
conversation...*



La expresión **The most + adjective** es cerca de 20 veces más común que **The least + adjective**.

Of the three brothers, Tony spent **the least** money on clothes. (Es correcto, aunque no muy común)

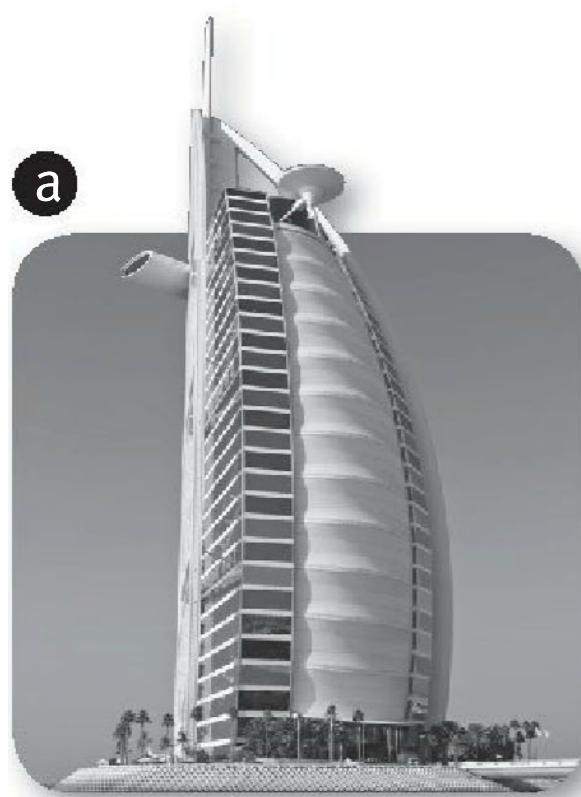
On the three brothers, Jhon **spent the most** money on clothes. (Es correcto y más común)



# Let's practice

Complete the questions with superlatives. Then match the questions with the correct pictures and information below.

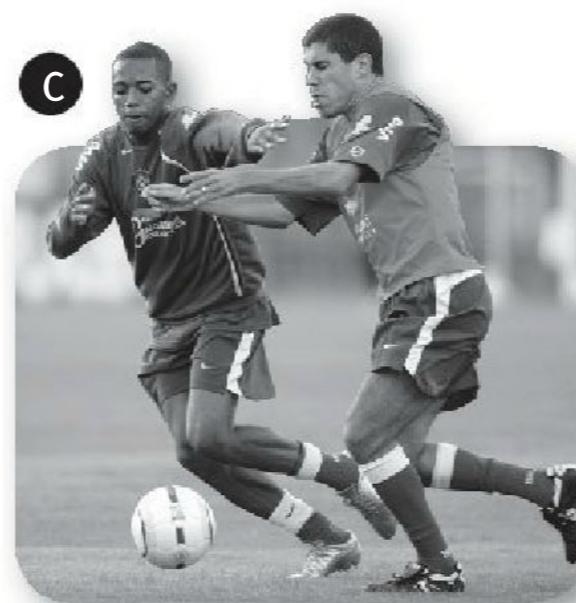
1. What's the most expensive (expensive) musical instrument ever sold? h
2. Which country has \_\_\_\_\_ (long) school year? \_\_\_\_\_
3. What sport has \_\_\_\_\_ (fans) in the world? \_\_\_\_\_
4. Who was \_\_\_\_\_ (young) number-one classical artist? \_\_\_\_\_
5. Where's \_\_\_\_\_ (narrow) house in the world? \_\_\_\_\_
6. What's \_\_\_\_\_ (famous) statue in the United States? \_\_\_\_\_
7. What's one of \_\_\_\_\_ (tall) hotels in the world? \_\_\_\_\_
8. What's \_\_\_\_\_ (fast) car in the world? \_\_\_\_\_



The Burj al-Arab Hotel in Dubai is 321 meters (1,060 feet) tall.



Almost 4 million people visit the Statue of Liberty each year.



Millions of fans around the world watch soccer.



The Thrust SSC went up to 1,227 kilometers (763 miles) per hour.



Welsh soprano Charlotte Church was only 12 years old when her album, *Voice of an Angel*, sold over 2 million copies in the UK.



Chinese children go to school 251 days a year.

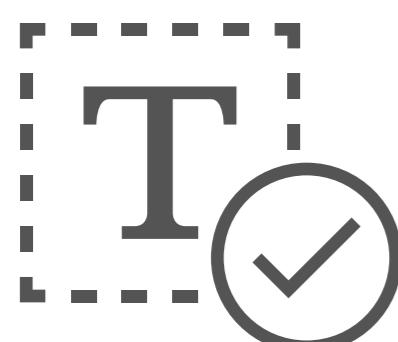


The Keret House in Warsaw, Poland, is less than 1.5 meters (5 feet) at its widest point.



“The Lady Tennant” violin by Antonio Stradivari sold at auction for over \$2 million.

## 3.2. Questions with How + Adjective ...?

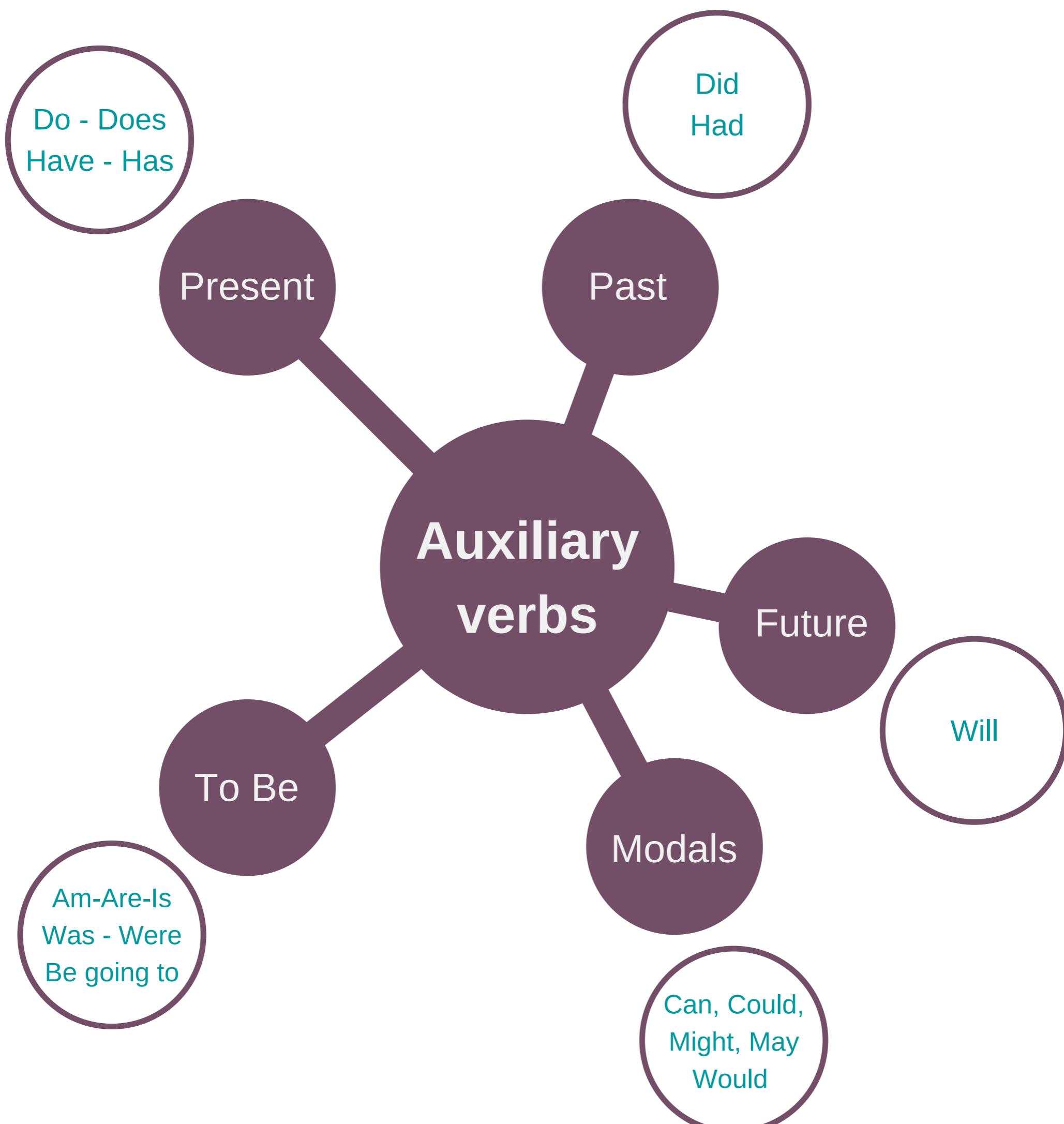


### Introduction

## WH Questions: Review

Las preguntas de información (también conocidas como **WH** questions) indagan por información específica acerca de algo o alguien. Por tanto, no pueden ser respondidas con un simple **Yes** o **No**.

Estas pueden ser utilizadas con el verbo **To Be** o con cualquier otro auxiliar de la lengua inglesa, a saber:



### Who asks about people.

*Who is in the kitchen?*

*Who did you call?*

### What asks about things or situations.

*What was the problem?*

*What will you do to solve that problem?*

### Where asks about a place.

*Where are they from?*

*Where can we go on a rainy day like today?*

### When asks about time.

*When is the exam?*

*When could you attend my brother?*

### Why asks about a reason.

*Why were the dogs in the garden?*

*Why had she gone to the bank in a non-working day?*

### Which asks about a choice.

*Which is your book?*

*Which decision did you make?*

### How followed by to be asks about quality or health.

*How was the play?*

*How is your mother?*

## Size and distance

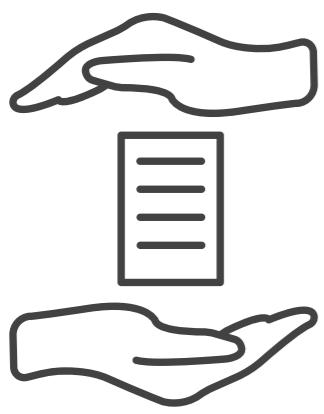
	Present	Past	Future
<i>How big</i> is the pizza?  It's 30 cm across	<i>How far</i> was the museum?  It's was 5 miles away!	<i>How heavy</i> will it get after the rain?  I don't know, actually.	

## Quantity

	Present	Past	Future
<i>How much fruit</i> do you eat per week?  I don't eat much fruit. I prefer vegetables.	<i>How many students</i> were there?  Let me count... around 13.	<i>How much water</i> will you drink after the race?  Around 3 liters.	

# How + adjective

**How** seguido por un adjetivo y un **To Be** indaga qué tanto se aplica ese adjetivo, es decir, su magnitud. A menudo se utiliza para preguntar por tamaño y distancia. Por su parte, la forma **How much** o **How many** preguntan por cantidades sobre algo incontable o contable, respectivamente.



# Compact Grammar



- |       |                                      |
|-------|--------------------------------------|
| High  | How long is Mount Everest?           |
| Long  | How long is the Nile River?          |
| Wide  | How wide is the Grand Canyon?        |
| Deep  | How deep is the Pacific Ocean?       |
| Large | How large is the Sahara Desert?      |
| Hot   | How hot does it get in Death Valley? |

## Measurements

Unit	Metric	English
Length	Meter (m)	Inches (in) / Feet (ft)
Mass	Gram (g)	Pounds (lb)
Volume	Liters (L)	Gallon (Gal)
Temperature	Celsius (°C)	Fahrenheit (°F)
Area	Square meter (m <sup>2</sup> )	Pounds (lb)
Time	Seconds (s)	Minutes (min) / Hours (hr)
Heat	Calories (cal)	British Thermal Units (BTU)
Pressure	Atmospheres (atm)	Pounds /sq in (lb/in <sup>2</sup> )

Some measurements can be followed by an adjective: **high, tall, long, wide, deep.**



# Let's practice

Look at the pictures. Complete each question with *How* + adjective. Then write the answers.

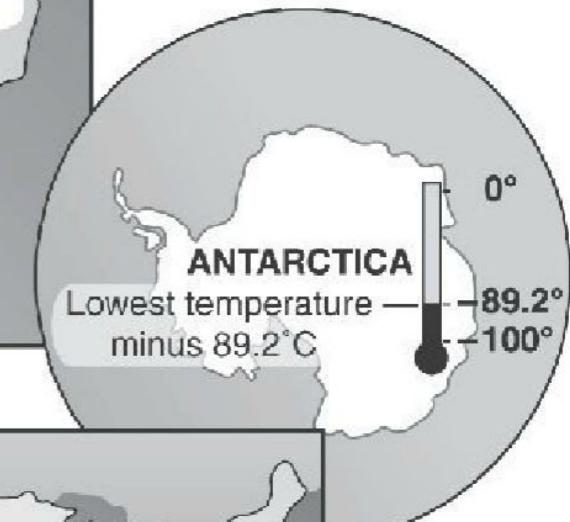
1. Q How wide are the Khone Falls on the Mekong River?

A They're 10.8 kilometers wide.



2. Q                  is the Amazon Rain Forest?

A                 



3. Q                  can it get in Antarctica?

A                 



4. Q                  is the Mississippi River?

A                 

## Discover New Zealand!

Write *How* questions based on the guidebook page. Then answer the questions.

1. Q How big is the North Island?

A It's 115,777 square kilometers.

2. Q

A                 

3. Q

A                 

4. Q

A                 

5. Q

A                 

6. Q

A                 

7. Q

A                 

### DISCOVER NEW ZEALAND!

2. Go rafting on  
New Zealand's  
longest river: the  
Waikato River –  
425 kilometers long

1. Explore  
North Island.  
115,777 square  
kilometers

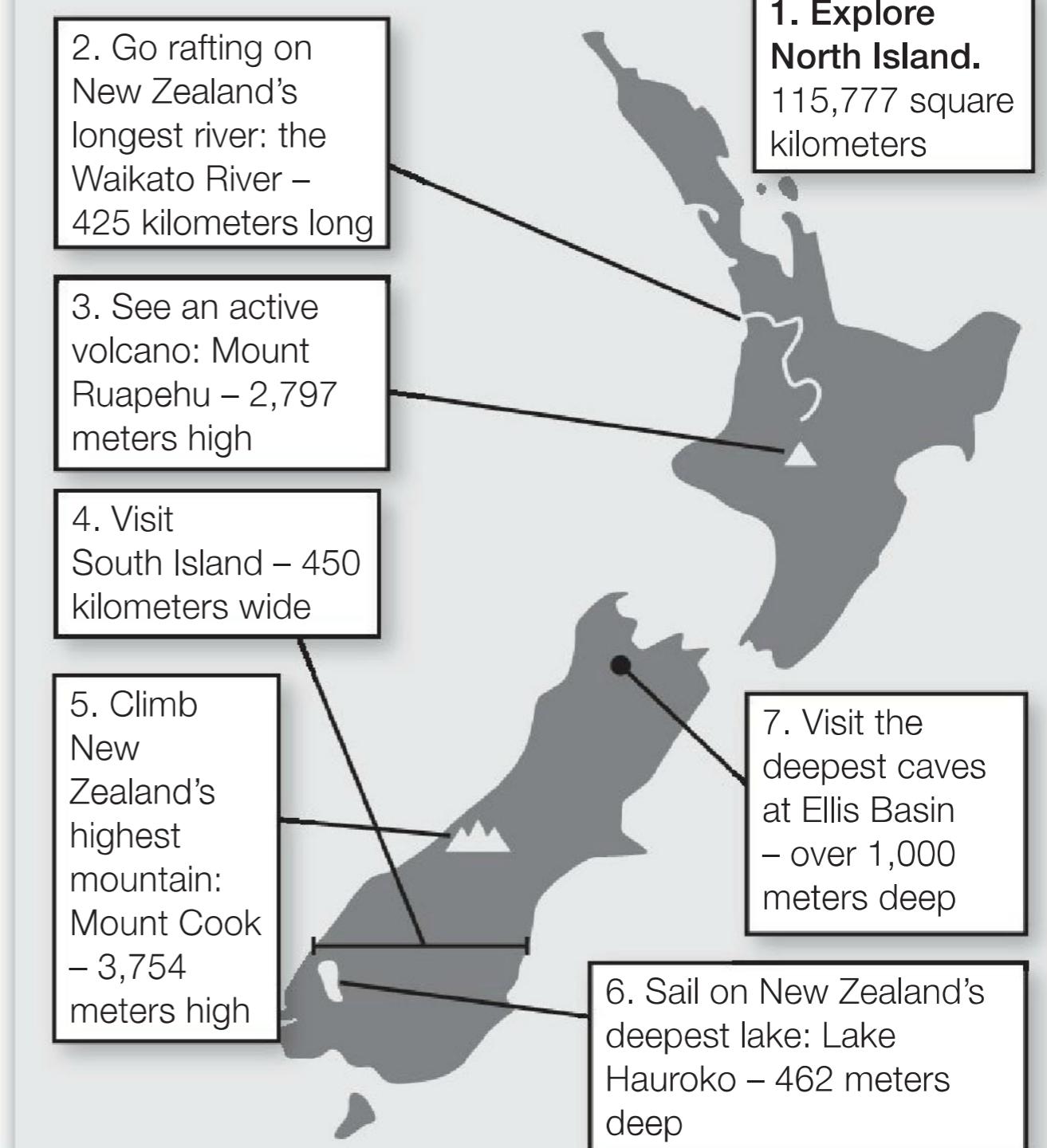
3. See an active  
volcano: Mount  
Ruapehu – 2,797  
meters high

4. Visit  
South Island – 450  
kilometers wide

5. Climb  
New  
Zealand's  
highest  
mountain:  
Mount Cook  
– 3,754  
meters high

7. Visit the  
deepest caves  
at Ellis Basin  
– over 1,000  
meters deep

6. Sail on New Zealand's  
deepest lake: Lake  
Hauroko – 462 meters  
deep

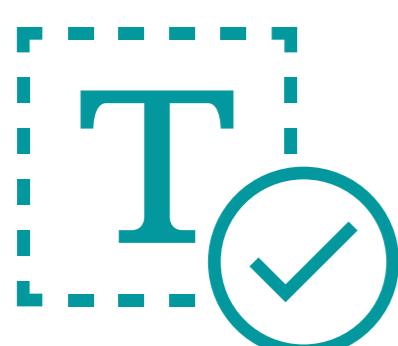




# **Unit 4**

# **Family Life**

# 4.1. Verb patterns: let, make, help, have, get, want, ask, tell.



## Introduction

### Basic concepts

Algunas veces en una oración, un verbo sigue a otro. Por ejemplo, *I want to buy an electric car*. Aquí, el primer verbo es **want** y el segundo es **buy**. En oraciones como estas, hay diferentes patrones posibles.

- (a) *I want to buy an electric car.*
- (b) *I hate driving.*

En la **oración A**, el primer verbo esta seguido de un infinitivo. En otras palabras, están separados por la preposición "to".

En la **oración B**, el primer verbo esta seguido de un gerundio (-ing).

Los patrones de verbos dependen del primer verbo. Hay varios tipos diferentes de patrones. Cuando aprendas un nuevo verbo, necesitas aprender el patrón de verbo.

Desafortunadamente, algunos verbos tienen más de un patrón posible. A veces, si un verbo tiene dos patrones, cada patrón puede tener un significado o uso diferente.

A continuación, están los patrones verbales más importantes del inglés:

#### 1 verb + infinitive

- I want to work* with Dr. Laver.
- Tim hopes to leave* the stockroom soon.
- Helen decided to go out* with Michal.
- Alice might agree to change* wards.

#### 2 verb + verb + ing

- I enjoy working* on the emergency ward.
- Alice doesn't mind working* with children.
- Tim is considering changing* his job.
- She stopped smoking* 2 years ago.

3

## verb + preposition + verb + ing

He **specialises in helping** children.

Michal is **thinking about cooking** dinner.

Michael is **planning of travelling** abroad.

4

## verb + object + verb

Dad **let me keep** the cat.

She **made me say** sorry.

It **made me feel** sad.

5

## verb + object + to + verb

I don't **want him to go**. (NOT I don't want that he goes.)

We don't **allow people to smoke** in the kitchen.

I **asked him to pay** for the meal.

I **advised him to stop** smoking. (check also the rule #2)



Existen verbos que siguen dos patrones verbales al tiempo. Los más relevantes son: **like, love, hate, regret y start**.

I **like to swim** every day = I think it is a good idea to do this  
I **like swimming** every day = I enjoy the activity. It gives me pleasure.

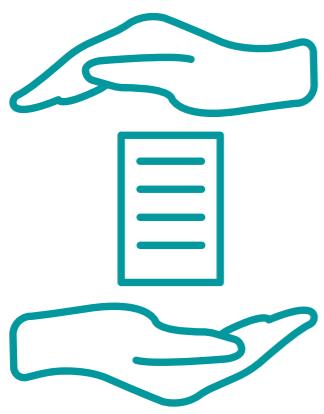
I **hate to tell** you this = I am sorry to tell you this  
I **hate flying** = I do not like this activity

I **regret to tell** you this = I am sorry to tell you this  
I **regret leaving** London = I left London in the past, and I am sorry that I did that

He'll never **forget spending** so much money on his first computer = the person is looking back in the past easily.  
Don't **forget to spend** money on the tickets = it has a future connotation.

**Go on\*** reading the text = to continue with the same thing.  
**Go on\*** to read the text = to change the activity.

**Go on** is a phrasal verb, that is why it works with **on**.



# Compact Grammar

Además de los verbos descritos en los ejemplos anteriores, a continuación se condensan los verbos más comunes por cada patrón:

- 1 **decide / expect / hope / manage / offer / plan / promise / refuse / want / wish + infinitive**
- 2 **allow / avoid / detest / enjoy / fancy love / like / start + verb + ing**
- 3 **look forward / think about / think of / talk about / apologise for / feel like + verb + ing**
- 4 **let / make / help / have / get + object + verb**
- 5 **get / want / ask / tell / expect / encourage + object + to + verb**

**In a real  
conversation...**



Es posible decir o escuchar, por ejemplo, **help me to do something**, pero esto es poco común.

Help + verb

help + to + verb



# Let's practice

Complete the conversations with the correct form of the verbs in the box.

change do help read think  
clean do play stay ✓watch

1. Jeff When I was young, my parents never let me watch TV.

Paul Really? Why not?

Jeff They wanted me \_\_\_\_\_ books and \_\_\_\_\_ about the stories, not just watch TV.

Paul My parents were pretty easygoing about watching TV.

Jeff What do you mean?

Paul Well, they just made me \_\_\_\_\_ my homework first.

Then I could watch all the TV I wanted.



2. Liz I heard you broke your arm. What happened?

Kaya My grandmother asked me \_\_\_\_\_ a lightbulb in the ceiling fan. I lost my balance and fell off a ladder.

Liz Ouch! What did your doctor say?

Kaya He told me \_\_\_\_\_ home for a week.

Liz Yeah. And you should get someone \_\_\_\_\_ you next time.

3. Kyle I hate Mondays!

Naomi Me too. They're the worst.

Kyle Yeah, Monday is when my mom has me \_\_\_\_\_ the entire house.

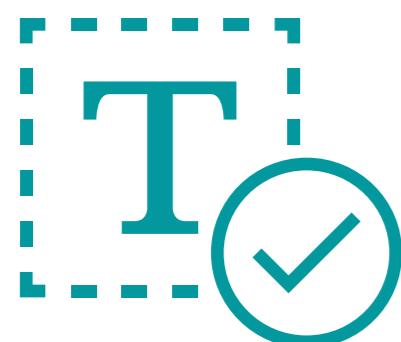
Naomi Really? By yourself? My brother always helps me \_\_\_\_\_ my chores.

Kyle Well, my little sister never helps. My mom just lets her \_\_\_\_\_ video games all day!

Naomi That's not fair!



# 4.2. Used to and Would.



## Introduction

### Used To

Se usa la estructura **used to** cuando se quiere hacer referencia a cosas en el pasado que ya no son ciertas en el presente. Puede referirse a acciones repetidas, estados o situaciones.

Ejemplo:

He **used to play** football for the local team, but he's too old now.

That white house over there **used to belong** to my family. (It belonged to my family in the past, but not any more.)

She **didn't use to write** letters on computer.



En los enunciados afirmativos, la forma del used to no cambia.  
Así: **We used to go to the seaside every summer**.

Evite cometer éstos errores:

We are use to go... We use to go... ó We were used to go...

### Would

Usa **would + verbo** para hablar sobre acciones recurrentes en el pasado (NO para estados).

Ejemplo:

I **would fight** a lot with my sister when we were young, but now we're good friends.

When I was a child, my family and I **would travel** to Italy every summer.



Los siguientes, son ejemplos de usos erróneos de **would**. En cualquier caso, debió haberse utilizado **used to**.

We **would live** in Spain, but then we moved to the United States.  
(stative verb)

My company **would only prefer** hiring part-time workers. (Stative verb)

My kids **would like** to eat ice cream after dinner (Stative verb)

# Stative verbs?

Son verbos que hablan más de estados y no de acciones. Estos verbos no se suelen poner en la forma continua o con **would**.

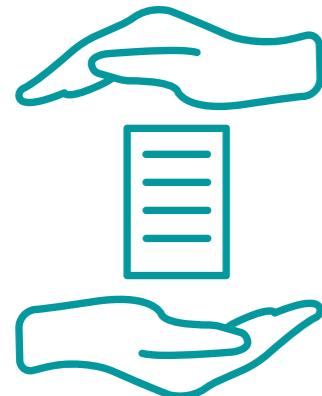
***be, understand, like, love, hate, know, sound, depend, remember, prefer, live, etc.***

I would understand the problems in my family (incorrect)

I **used to understand** the problems in my family (correct)

I wouldn't live in a farmhouse (incorrect)

I **didn't use to live** in a farmhouse (correct)



## Compact Grammar

### Repeated Actions in the past

I used to go over my sister's house a lot

We used to play on a soccer team

They didn't use to work at nights

I would play with my niece and nephew

We would always win

She'd go to sleep before 10 pm



### States or situations

I used to like rock music

They used to remember the accident

My sister used to live in my city

I would love Selena Gomez

They would hate talking about that

She'd live next door



## Questions and Negatives



Did you use to like jazz?



I didn't use to like jazz

Did they use to commute?



They didn't use to commute.

# In a real conversation...



Las personas a menudo comienzan una historia con **used to** y luego continúan con **would**.

Si bien **used to** puede reemplazar el uso de **would**, lo cierto es que los nativos prefieren usar menos sílabas cuando hablan.



## Let's practice

Complete the conversation with **used to** or **would** and the verbs given. Sometimes more than one answer is possible.

Tia Hi, Mom. What are you looking at?

Mom I'm looking at some old pictures from when I was a kid.

Tia Cool. Who's this boy?

Mom That's my friend Jay. He used to live (live) next door to me.

We 'd spend / used to spend (spend) every day together in the summer.

Tia Really? Doing what?

Mom We love (love) to ride bikes.

We bring (bring) our lunches and spend the whole day riding in the woods.

Tia Cool. What else?

Mom Well, we go (go) fishing, and my mom always cook (always cook) whatever fish we caught.

Tia It sounds like you had a lot of fun.

Mom We did. We have (have) an old black-and-white TV, and we watch (watch) horror movies all the time.

Tia Black-and-white TV? You mean you didn't have a color TV?

Mom No, we didn't. And we didn't have remotes, either.

Tia Wow. I can't even imagine!



## About you

Are these sentences true or false for you? Write **T** (true) or **F** (false). Then correct the false sentences.

1. F When I was a kid, I used to go to the movies on Saturdays.

I didn't use to go to the movies on Saturdays. I would play with my brother.

2.   Our neighbors used to have a pet rabbit.

3.   I used to hate pizza.

4.   My parents used to make me go to bed before 9:00.

5.   I used to ride my bike to school every day.

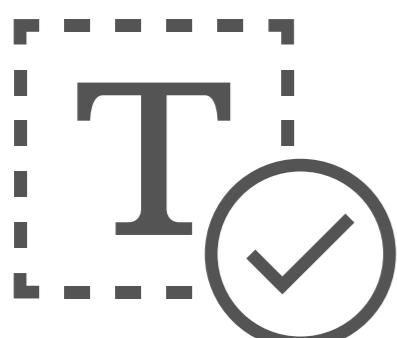
6.   My family used to live in a small house in the country.



# Unit 5

## Food choices

# 5.1. Talking about quantities of food.



## Introduction

### Countable nouns

Los sustantivos contables se refieren a cosas que se pueden contar utilizando números. Tienen una forma para el singular y otra para el plural. El singular puede emplear el determinante **a** o **an**. Para preguntar por la cantidad de un nombre contable, se debe utilizar **How many?** con el nombre contable en plural.

Ejemplos:

**She has three *food options*.**

**I own a *vegetable garden*.**

**I would like two *books* please.**

**She will purchase a few *fruits* for the kids.**

**How many *friends* do you have?**

### Uncountable nouns

Los nombres incontables se refieren a cosas que no podemos contar. Pueden identificar ideas o cualidades abstractas y objetos físicos que son demasiado pequeños o amorfos como para contarlos (líquidos, sustancias en polvo, gases, etc.). Los nombres incontables llevan el verbo en singular. De manera general, no tienen forma plural.

Ejemplos:

**We need some *butter* to prepare the eggs.**

**There's a lot of *money* in that bag!**

**I can't believe you; there's no *evidence* she ruined the soup.**

**There's not too much *water* in the tank.**

**How much *bread* did you buy for the breakfast?**



No es posible usar **a/an** con los sustantivos incontables. Para expresar una cantidad de un nombre incontable, se usan palabras o expresiones como **some, a lot of, much, a bit of, a great deal of**, o unidades de medida como **a cup of, a bag of, 1kg of, 1L of, a handful of, a pinch of, an hour of, a day of**.

Para preguntar por la cantidad de un nombre incontable utilizamos "**How much?**"

# Food containers



A bottle of wine



A jar of jam



Two cups of wine



A piece of cake



A box of chocolates



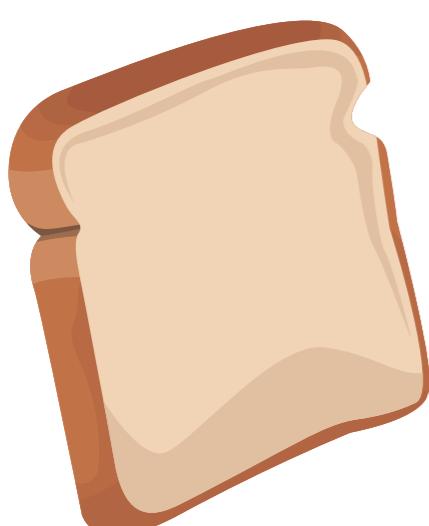
A bowl of fruit



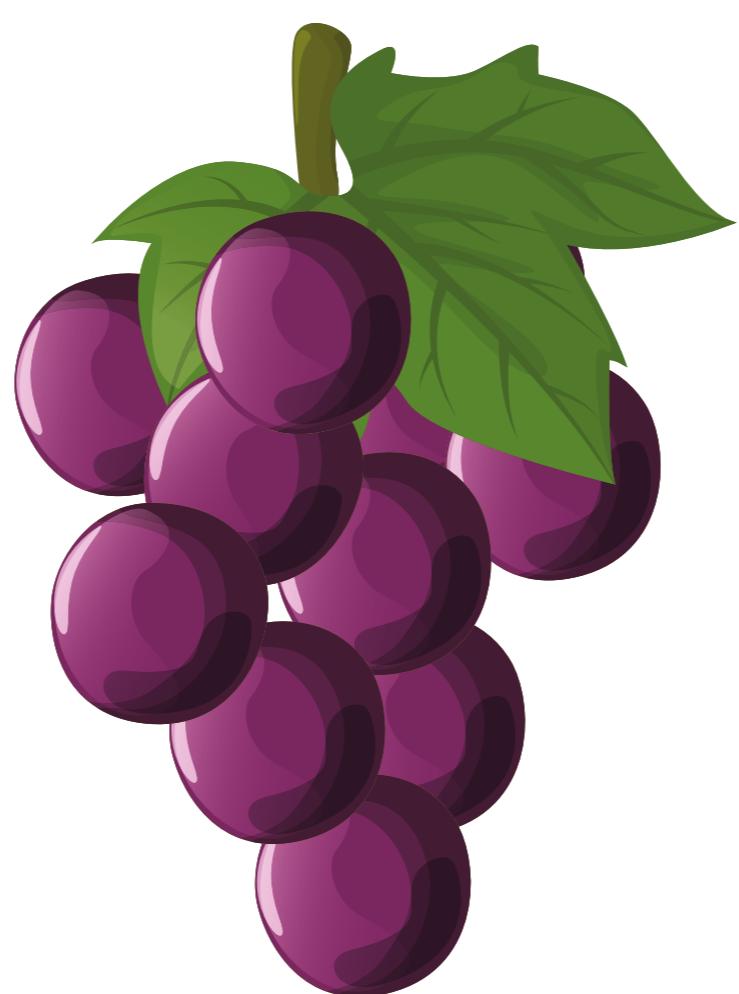
A tube of toothpaste



A carton of milk



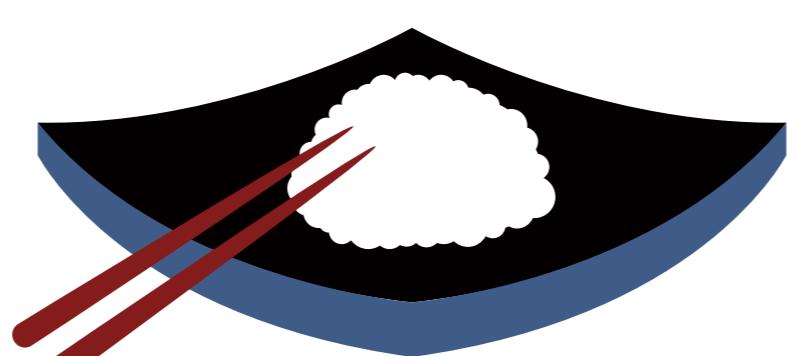
A slice of bread



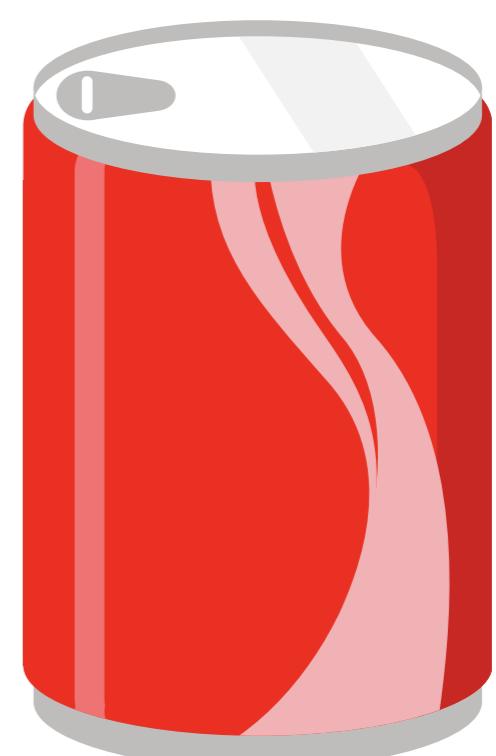
A bunch of grapes



A packet of  
potatoes chips



A plate of rice



A can of coke



A loaf of bread

# Weights and measures

## Equivalence of weights

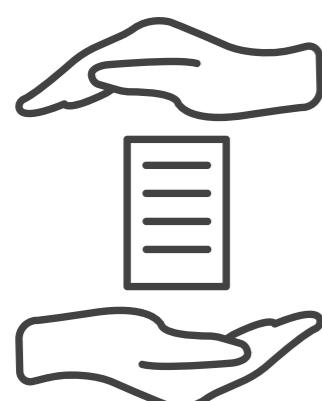
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Unit	Scale	Metric
Pund (lb)	1 lb = 16 oz	45,60 g
Ounce (oz)	1 Ounce	28,35 g
Kilogram (kg)	1 kg = 1.000 g	1.000.000 g
Gram (g)	1 g = 1.000 mg	1.000 g
Milligram (mg)	-	0,0010 g

## Equivalence of volumens

---

Unit	Scale	Metric
Gallon (gal)	1 gal = 3,78 l	3.785,40 ml
Liter (l)	1 l = 1,05 qt	1.000 ml
Quart (qt)	1 qt = 16 fl oz	946,35 ml



## Compact Grammar

---

Existen cuantificadores (*quantifiers*) para cada tipo de sustantivo, contable o incontable.

### Only with countable nouns

(not) many - each - either - (a) few - several - both - neither - fewer

There are **several (many)** vegetables in the basket.

Skim milk has **fewer** calories.

**Neither** boy understood what was happening.

## Colloquial forms for countable nouns

a couple of - hundreds of - thousands of

I'm going to buy a **couple of** apples.

There were **hundreds of** apples in the basket.

There are **thousands of** residents that need food to get through.



## Only with uncountable nouns

(not) much - a bit of - (a / very) little

Would you like a **little** wine?

Could I have **a bit of** butter, please?

There's **very little** food in the fridge.

## Colloquial forms for abstract nouns such as time, money and trouble.

a great deal of - a good deal of

It will probably cost **a great deal of** money.

He spent **a good deal of** time watching television.



## Quantifiers for countable and uncountable nouns

plenty of - heaps of - a load of -  
loads of - tons of

We have **loads of** time.

Joe has **plenty of** friends.

There was **heaps of** food.



# Let's practice

Look at the picture. Write what Selena bought at the grocery store.



1. a jar of olives
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

## A lot or a little?

Carl is doing his weekly grocery shopping. Circle the best quantifier to complete each of his thoughts.

Hmm . . . we only have **a few / a little** cheese left in the refrigerator. I guess I'll get some more. And there's **not many / not much** butter left, either, so I'll get some of that, too. I don't think that there are **many / much** oranges left in the fruit bowl, and I know my roommate likes bananas, so I'll get both. He's such a picky eater. He eats **very few / very little** vegetables, but I should get **a few / a little** peppers, at least. Um . . . the ice-cream section . . . I really want to eat **fewer / less** ice cream, but maybe I can buy a light, fat-free kind with **fewer / less** calories in it. Well, I think that's all I need. . . .



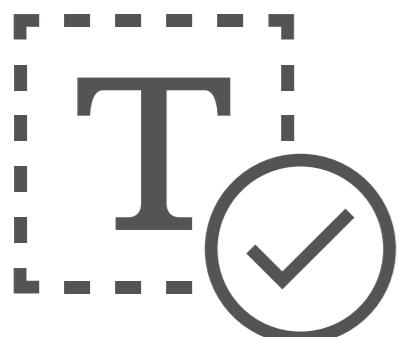
## About you

Complete each sentence with true information. Use a quantifier from the box and a food word. The quantifiers may be used more than once.

a few      fewer      very few  
a little     less      very little

1. There are very few apples in my refrigerator.
2. I try to eat \_\_\_\_\_ every day.
3. I had \_\_\_\_\_ yesterday.
4. I'm eating \_\_\_\_\_ these days.
5. There's \_\_\_\_\_ in my cupboard.
6. I eat \_\_\_\_\_ than I used to.

# 5.2. Too, too much, too many, and enough.



## Introduction

### Basic concepts

**Too** y **So** se usan para exagerar un adjetivo o un adverbio. Se usa **Too** para dar a entender que el adjetivo tiene una connotación negativa. Por su parte, **So**, exagera las cualidades positivas del sustantivo.

Ejemplo:

He's **too** full. (negative connotation)

He's **so** generous. (positive connotation)

She drives **too** slowly. (negative connotation)

Those singers look **so** good. (positive connotation)

**Too much** y **Too many** pueden traducirse como "demasiado" y se usan con incontables y contables, respectivamente. Suelen tener una connotación negativa, es decir, indica una acción poco favorable.

Ejemplos:

There is **too much** salt in my soup.

There are **too many** people in the kitchen.

**Enough** (bastante) puede usarse como un cuantificador cuando se coloca antes de un nombre, para indicar la cantidad necesaria. Puede usarse en frases afirmativas o negativas.

Ejemplos:

There is **enough** bread for lunch.

She has **enough** money.

There **are not enough** apples for all of us.

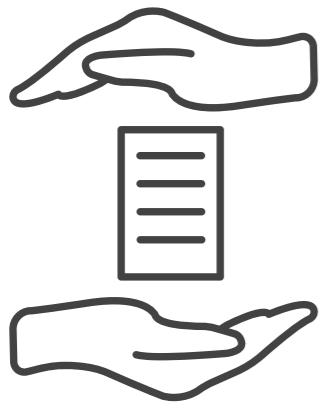
**Enough** como **adverbio** significa "en el grado necesario". Se coloca después del adjetivo o adverbio al que modifica y no antes como ocurre con otros adverbios. Puede emplearse tanto en oraciones negativas como afirmativas.

Ejemplos:

Is your coffee hot **enough**?

This box isn't big **enough**.

I got here early **enough**.



# Compact Grammar

	<b>Too / Too much / too many</b>	<b>Enough</b>
<b>With nouns</b>	I ate too much food I ate too many cookies	I didn't eat enough food I didn't eat enough fries
<b>As pronouns</b>	I ate too much. I ate too many.	I didn't eat enough
<b>With Adjectives</b>	He's too full to eat now	Her salad wasn't filling enough
<b>With Adverbs</b>	She eats too slowly	She doesn't eat fast enough
<b>With verbs</b>	She talks too much while eating	Maybe she doesn't listen enough

**Too** siempre funciona como adverbio pero tiene dos significados distintos.



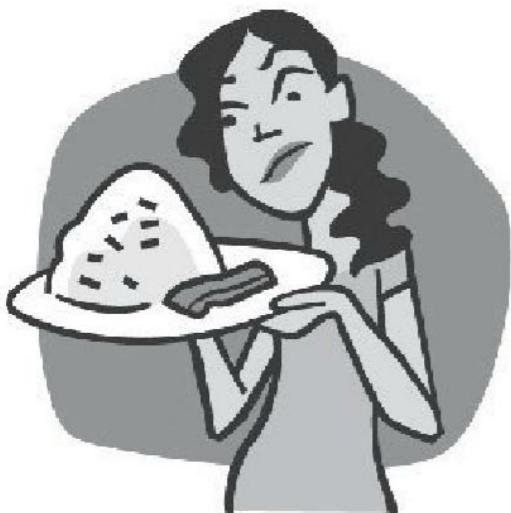
**Too** : "Demasiado"  
This is **too** much food to me.  
This problem is **too** complicated.

**Too** : "También" - Siempre va al final de la oración.  
I would like to go swimming **too**, if you will let me come.  
Can I go to the zoo **too**?



# Let's practice

What's the problem? Complete the sentences with *too*, *too much*, *too many*, or *enough*.



1. Martha got too much rice and not enough meat.



3. This coffee costs                 !  
It's                  expensive.



5. The soup's not hot                 .  
And there's                  salt in it.



2. Sheila ate                  cupcakes!  
She often eats                  dessert.



4. Taro drank the lemonade  
                 fast.



6. Alice didn't take the turkey out early  
                . Now she won't have  
                 food for dinner.

## About you

Complete the questions with *too*, *too much*, *too many*, or *enough*.

Then write true answers.

1. Do you eat a lot of snacks? Do you eat too many? I eat three snacks a day.
2. Do you eat                  vegetables every day?
3. Do you ever feel                  full after eating a meal?
4. Do you exercise                  – at least twice a week?
5. Do you eat                  for lunch so you don't need a snack later?
6. Do you ever eat meals                  quickly and feel sick?
7. Do you drink                  water – at least two liters every day?
8. Do you think you eat                  fried foods?

A photograph of a man and a woman in a gym. The man, on the left, is wearing a blue t-shirt and black shorts, holding a white water bottle. He has a prosthetic leg. The woman, on the right, is wearing an orange tank top and black leggings, with a pink towel around her neck. She is smiling and looking towards the man. They are standing in front of a row of dumbbells. In the background, there's a weightlifting rack.

# Unit 6

# Managing life

# 6.1. Talking about the future.



## Introduction

### Future with Will

A continuación, se listan los usos del futuro simple con **Will**.

1

#### Predecir un evento futuro

It **will** rain tomorrow.

He **won't** be on time, I'm afraid.

2

#### Decisiones espontáneas con "I" o "We"

**I'll** pay for the tickets by credit card.

Jhon! Mary had an accident. **We'll** go to the hospital immediately!

3

#### Para expresar voluntad

**He'll** carry your bag for you.

I'm sure, **they'll** help you.

4

#### En forma negativa, se expresa rechazo (**won't**)

The baby **won't** eat his soup.

I **won't** leave until I've seen the manager!

5

#### En forma interrogativa, expresa ofrecimiento (**shall I?**)

**Shall I** open the window?

**Shall I** call him?

6

#### En forma interrogativa, expresa sugerencia (**shall we?**)

**Shall we** go to the cinema tonight?

**Shall we** tell her what happened?

7

#### En forma interrogativa, se usa para hacer invitaciones

**Will you** come to the dance with me?

**Will you** marry me?

# Future with Be Going To

El uso de ***going to*** para referirse a eventos futuros sugiere un vínculo muy sólido con el presente. Se emplea sobre todo para hablar de nuestros planes e intenciones, o para realizar predicciones basadas en evidencias actuales. En el discurso cotidiano, ***going to*** suele acortarse como ***gonna***, especialmente en inglés americano, aunque nunca se escribe así.



## Para planes e intenciones (se basan en el presente, hay mayor certeza)

*Is* Freddy ***going to*** buy a new car soon?  
*Are* John and Pam ***going to*** visit Milan when they are in Italy?  
I think Nigel and Mary ***are going to*** have a party next week.  
We ***are going to*** have dinner together tomorrow.  
*Aren't* you ***going to*** stay at the library until your report is finished?

## Predecir un evento futuro (suele haber un indicio previo)



He's ***going to*** be a brilliant politician.  
*I'm* ***going to*** have a hard time falling asleep.  
You're ***going to*** be sorry you said that.  
*Is it* ***going to*** rain this afternoon?  
*Aren't* they ***going to*** come to the party?

# Present Continuous

A continuación, se describen los usos del presente continuo, exaltando su uso en futuro.



## 1 Acciones del momento

I'm ***teaching*** English now. // You're ***learning*** now.

## 2 Describir tendencias

More and more people are ***becoming*** vegetarian.

## 3 Eventos futuros programados

We're ***going*** on holiday tomorrow.

I'm ***meeting*** my boyfriend tonight.

Are they ***visiting*** you next winter?

## 4 Situaciones o eventos temporales

He usually plays the drums, but he's ***playing*** bass guitar tonight.

## 5 Acciones irritantes con ***always***, ***constantly***, and ***forever***

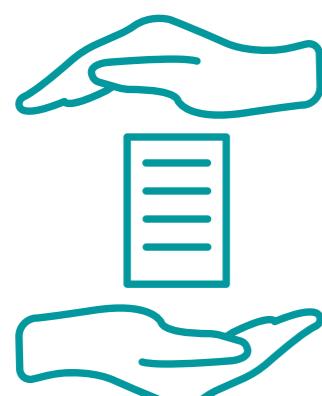
Harry and Sally are ***always arguing***!

# Future with Simple Present

El **simple present** se utiliza para hacer afirmaciones sobre eventos futuros, cuando dichas afirmaciones están basadas en hechos del presente y estos son fijos, como un horario, programación o calendario.

## Ejemplos:

- The plane **arrives** at 18.00 tomorrow.
- She **has** a yoga class tomorrow morning.
- The restaurant **opens** at 19.30 tonight.
- Next Thursday at 14.00 **there is** an English exam.
- The plane **leaves** in ten minutes.



## Compact Grammar

A continuación, se establecen las correlaciones entre cada tiempo.

	Will	Be going to	Present Continuous	Simple Present
Decisions when you're speaking	✓			I'll just stop by my apartment to change clothes, and then I'll come right over to meet you
Predictions based on what you know	✓	✓		You're going to be out of town, but you'll be back Friday?
Decisions you have made and fixed		✓	✓	I'm meeting Anna after my aerobics class. We're going to have dinner together.
Schedules or timetables				✓ I have my aerobics class tomorrow. It starts at 7:00



# Let's practice

Circle the best verb forms to complete the conversations.

1. Ahmed Hey, Finn. What **do you do / are you doing** after work tonight?

Finn I have no plans. **I just go / I'm just going home.**

Why? What are you up to?

Ahmed Well, **I go / I'm going** to the gym around 5:00, but after that, I have no plans.

Finn OK. Well, maybe **I'm stopping by / I'll stop by** later.

Ahmed Sure. **I make / I'll make** dinner.

Finn Oh, no. I just remembered. **I have / I'm having** a doctor's appointment at 6:00.

Ahmed That's OK. **I'm waiting / I'll wait** for you to eat. Just come right over when you're done.

Finn All right. **I'm going to be / I'll be** there by 7:30.

Ahmed Don't be late!



2. Leah Hi, Mom. I was just calling to let you know that **I take / I'm going to take** a 5:30 train this Friday.

Mom Great, honey. **I'm meeting / I'll meet** you at the station.

Leah No, that's OK. **I won't need / I'm not needing** you to pick me up. **I get / I'll get** a taxi.

Mom OK. **Do you bring / Are you bringing** your friend?

Leah Yeah. Janice **will come / is coming** with me.

Mom Oh, how nice. I can't wait to meet her!

Leah I'm sure **you're going to like / you like** her. See you Friday!

Answer the questions with true information.

1. What are you going to do tonight?  
\_\_\_\_\_

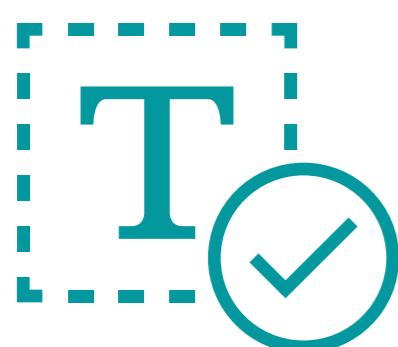
2. Are you doing anything special this weekend?  
\_\_\_\_\_

3. Do you have any appointments this month? If yes, who with?  
\_\_\_\_\_

4. Who are you having dinner with tomorrow night?  
\_\_\_\_\_

5. What do you think you'll do when you finish this exercise?  
\_\_\_\_\_

# 6.2. What's advisable / necessary / preferable.



## Introduction

### What's advisable?

Podemos dar consejos y/o recomendaciones en inglés de diferentes formas. Aquí, es importante usar los verbos modales **had better**, **ought to**. También suele usarse **Might want**.

Ejemplos:

You **'d better** see a doctor. ('d = had)

She **'d better** prepare her homework more carefully. ('d = had)

This **had better not** be one of your manipulations.

You **ought to** rest a little more. (ought to = should)

My mother **ought not to** spend so much money. (en oraciones negativas no es muy común)

You **might want to** hire a professional designer if you have little or no free time to coordinate and shop for home decor items. (might want to ≈ maybe, perhaps)

### What's necessary?

Expresar necesidad en inglés puede hacerse a través de dos variaciones: **Going to** y el verbo **have (got) to**.

Ejemplos:

I'm **going to** have to redo this again; I didn't like the final result.

I've **got to** make the decision by next week.

You **don't have to** change the whole color if you don't want.

### What's preferable?

Indicar que se quiere hacer algo en lugar de otra cosa suele ser sencillo cuando se utiliza la expresión **would rather**. Esta es el equivalente a **would prefer**.

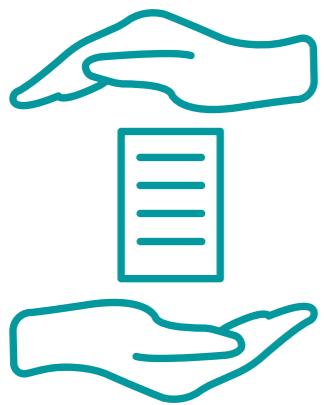
Ejemplos:

I'd **rather** stay here for a while. ('d = would)

Would you **rather** sleep or stay away?

I **would prefer to** go out.

She'd **prefer dancing**. ('d = would)



# Compact Grammar

## What's...

### Advisable

You'd better do something quickly.  
(It's an urgent advice)

You'd better not add anything to my schedule.

I ought to do some volunteer work.  
(It's similar to "should")

You might want to take a colleague with you.

**Better** always takes the past form, even though it is used to talk about the present or future. In informal spoken English the 'd' often dropped (I better go.)

It's used to give strong advice in a specific situation. It suggest that something should be done to avoid a bad consequence.

It's similar to **should** but it refers to moral obligation. **Should** can also have the meaning os "It's a good idea to..."

**Want** is often used in giving advice (e.g. You want to be careful). With **might** it works a suggestion = it's a good idea ...

### Necessary

I'm going to have to do something about it!

I've got to decide by next week. (mostly in the UK)

You don't have to spend money on that. (mostly in US)

**Going to** can soften the strong sense of obligation that have to has, especially when the subject is you.

The expression **Have got** is mostly used in the UK. In this case, **Have** is understood as an auxiliary.

The expression **don't have to** is the negative of **have to**, which is mostly used in the US.

### Preferable

Would rather = "prefer to"  
I'd rather not stay here.

**Would** is usually contracted to 'd in statements.



# Let's practice

Circle the best expression to complete each sentence.

**Dear Daphne**

Dear Daphne,

I'm not doing well in social studies. My teacher talks really fast in class, and I can't understand what he says. **I'd rather not / I don't have to** ask questions in class because I don't want the other kids to make fun of me. But **I'd rather / I've got to** do something because I have a test next week. I don't want to fail it. What should I do?

Miguel

Dear Daphne,

I have a part-time job after school, and so far I've earned about \$2,000. My parents think **I'd better not / I ought to** save it for college because I'll need it then. I disagree with them. **I ought to / I'd rather** buy a car with the money. It's my money, and I want to enjoy it, so I think I can do what I want with it. What do you think?

Risa

Dear Miguel,

**You'd better not / You're going to have to** talk to your teacher. He probably doesn't even realize you're having a problem. **You'd better / You'd rather not** make an appointment with him as soon as possible! Good luck!

Daphne

Dear Risa,

**You'd rather / You'd better** listen to your parents because college is expensive. It's smart to save money for your education. Plus, I'm sure you'll want to have fun once you're in college, and that requires money. So, **you might want to / you don't have to** put money aside for living expenses. Everything costs a lot these days!

Good luck!

Daphne

## About you

Write true sentences about these topics.

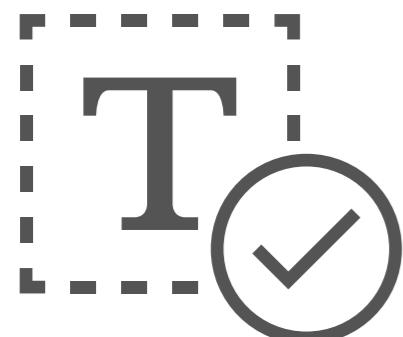
1. something you've got to do this week  
*I've got to make up my mind about a summer job.*
2. something you'd better do before next week
3. two things you don't have to do this week
4. something you feel you ought to do this year
5. something you'd rather do now instead of homework
6. three things you're going to have to do tomorrow

A close-up photograph of two hands held together against a backdrop of a sunset or sunrise over water. The sky is filled with warm, orange, and yellow hues. The person on the left wears a dark sweater with red and white patterns, while the person on the right wears a dark blue shirt. The hands are positioned in the center, with fingers interlaced.

# Unit 7

# Relationships

# 7.1. Relative clauses.



## Introduction

### basic concepts

Una **cláusula relativa** es un tipo de cláusula dependiente. Tiene un **sujeto** y un **verbo**, pero no puede ser una oración independiente. A veces se le llama “cláusula de adjetivo” porque funciona como un adjetivo: brinda más información sobre un sustantivo. Una cláusula relativa siempre comienza con un “pronombre relativo”, que sustituye a un sustantivo, una frase nominal o un pronombre cuando se combinan oraciones.

#### Stands for

People

People

People or things

People or things

Things

#### Uses

Sustituto para los pronombres (he, she, we, they)

Sustituto para los pronombres objeto (him, her, us, them)

Sustituto para los pronombres y sustantivos posesivos (his, her, our, their)

Puede ser usado tanto para sujetos como objetos.

Puede ser usado tanto para sujetos como objetos.



# Relative pronoun as subject

Ejemplos:

I like the person. *The person* was nice to me.

I like the person *who* was nice to me.

I hate the dog. *The dog* bit me.

I hate the dog *that* bit me.

I am moving to Louisville, KY. *It* is home to the Muhammad Ali Museum.

I am moving to Louisville, KY, *which* is home to the Muhammad Ali Museum.

# Relative pronoun as object

Ejemplos:

I like the bike. My father gave me *the bike*.

I like the bike *that* my father gave me.

I'm working on the project. My professor assigned *it* to me.

I'm working on the project *that* my professor assined to me.

Sebastian is someone I can trust. I can trust *Sebastian*.

Sebastian is someone *who / that* I can trust.

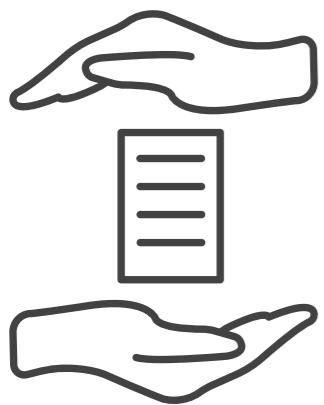
# Relative clause to show possession

Ejemplos:

I saw the man *whose* car you fixed.

That's the neighbor *whose* tools I borrowed.

He's the boy *whose* dog got lost.



# Compact Grammar

## Subject

Before Verb.  
Cannot be omitted.

## Object

Before **Subject + Verb.**  
Can be omitted.

### People



### Who / That

That's the man **who / that** stole the money.

### Who / That

We need to find people **who / that** we can trust.

### Things and Animals



### Which / That

That is the dog **which / that** attacked me the other night.

### Which / That

I'll wear the trousers **which / that** I bought in Paris.

## In a real conversation...



### En las cláusulas relativas tipo sujeto:

**Who** es más común que **That** para personas.  
**That** is más común que **Which** para cosas.

### En las cláusulas relativas tipo objeto:

La gente a menudo omite el **Who** y el **That**, especialmente antes de los pronombres. **Which** no es muy frecuente.



# Let's practice

Complete the email with *who*, *that*, or *which*. Put the word in parentheses () if the sentence is also complete without the relative pronoun. Sometimes more than one answer is possible.

New Message

To: mel\_bes@cup.com  
From: camilleS@cup.com  
Subject: Estella and Ramiro

Dear Melania,

I'm so excited about some news (that / which) I just got from a friend. You know Estella, right? She's my friend from Peru \_\_\_\_\_ I met in college. Well, last year I introduced her to that cute guy, Ramiro, \_\_\_\_\_ I used to work with. He had the desk \_\_\_\_\_ was across from mine. Anyway, a group of us used to go out together sometimes after work. One day, I invited Estella along. (I knew Ramiro was exactly the kind of guy \_\_\_\_\_ she would like.) We went to the Caribbean restaurant \_\_\_\_\_ I love on Essex Street. To make a long story short, they met that night, and now they're getting married. I just got the invitation. I can't wait for the wedding!

Camille

## I have a friend . . .

Use the sentences in the box and *who*, *that*, or *which* to complete the sentences below. Put the relative pronoun in parentheses () if the sentence is also complete without it. Sometimes more than one answer is possible.

Her family owns a store.      It served traditional Korean food.      The paper has rose petals in it.  
I spoke to her in Korean.      ✓ She lives in South Korea.      The shop sells handmade paper.

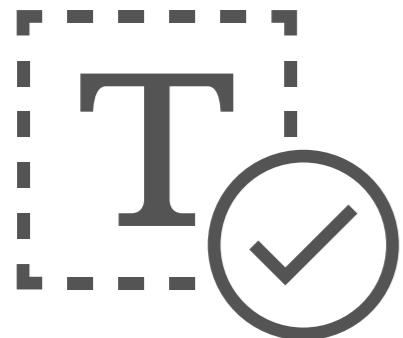
1. I have a friend, Seung-Li, who / that lives in South Korea .
2. I met her in Seoul at the store \_\_\_\_\_ .
3. It is a very special shop \_\_\_\_\_ .
4. I bought some paper \_\_\_\_\_ .
5. She was the only person \_\_\_\_\_ .
6. Later, she invited me to a restaurant \_\_\_\_\_ .

## About you

Complete the sentences with true information. Use relative pronouns where necessary.

1. I have a friend who speaks three languages .
2. My neighbor is someone \_\_\_\_\_ .
3. I like stores \_\_\_\_\_ .
4. I take a class \_\_\_\_\_ .
5. I don't like the food \_\_\_\_\_ .
6. I know someone \_\_\_\_\_ .

# 7.2. Phrasal Verbs.



## Introduction

### Basic concepts

Los famosos **phrasal verbs** o **verbos con preposiciones** son unas construcciones que hacen la vida más fácil a los angloparlantes y más difícil a los que no lo son. Los phrasal verbs consisten de un verbo seguido de un adverbio o de una preposición y suelen ser combinaciones de dos o tres palabras.

Existen dos grandes clasificaciones: intransitivos y transitivos, dependiendo de si requieren o no un objeto directo.

#### Intransitivos

Por si solos expresan una idea completa o una acción realizada y no hacen referencia a un sujeto, como por ejemplo, correr o nadar.

*I run. / I swim.*

Este tipo de verbos no requieren de un complemento directo y aunque se entienden y no hace falta explicar mucho más, hay que aprenderse lo que significa cada uno ya que a veces no está tan claro.

#### Transitivos

Necesitan un objeto para crear una expresión con sentido. Por ejemplo: yo compro "algo" o él vende "algo".

*I buy... / She sells...*

No se puede decir simplemente "yo vendo" o "compro", pues tus interlocutores siempre preguntarán por ese "algo" que vendes o que compras y que determinará la transitividad del verbo.

A su vez, los verbos transitivos se pueden dividir en dos subcategorías, por llamarlas de algún modo:

# Verbos separables

Algunos phrasal verbs se pueden separar, puedes cambiar la posición del adverbio y no cambiará el significado, o como se suele decir, “*el orden de los factores no altera el producto*”.

Si lo que buscas es estar en silencio, puedes “**turn the radio off**” o “**turn off the radio**”. Si quieres invitar a tus amigos a cenar, puedes “**set up the dining room**” o “**set the dining room up**” con mantel, vajilla, cubiertos e incluso algunas velas. Con esta versión de los phrasal verbs te puedes relajar un poco y hacer las cosas a tu manera, total, NO HAY UNA SOLA FORMA correcta de usarlos.

# Verbos Inseparables

Algunos verbos son inseparables, siempre tienen que ir juntos y sus partículas no se pueden cambiar de sitio. Un buen ejemplo es “**go over**”, que significa revisar algo, mientras que “**get over**” es recuperarse de alguna pena o enfermedad. En este caso las partículas no se pueden cambiar de sitio.

Por ejemplo, “**you can take care of my daughter**” pero no podrías decir “**take of my daughter care**”. Podrías decir “**I ran into a friend yesterday**” pero no “**I ran a friend into**”.

# Verbos de tres palabras

Estos verbos de tres palabras son inseparables, siempre los verás unidos y seguidos de un objeto directo.

Ejemplo:

Mi madre “**dropped out of school**” (dejó la escuela o la universidad antes de graduarse) pero más tarde terminó sus estudios. Tuvimos que “**cut down on expenses**” (reducir los gastos) después de que mis padres perdieran sus trabajos, ya que entonces no podíamos gastar tanto dinero. “**I get along with my parents**” (me llevo bien con mis padres). A veces hacemos pícnic con el resto de la familia “**to catch up**” (para ponernos al día). A mi tío le dijo el doctor que debía “**cut down on sugar**” (reducir el consumo de azúcar) pero “**he makes up for it**” (él lo compensa) montando en bici. Dice que los placeres son intercambiables, ¡si no puedes tener uno, elige otro!

# Verbos frasales transitivos e intransitivos

Algunos verbos frasales pueden ser transitivos en una oración y transitivos en otra. Esto se deberá esclarecer según la intención comunicativa. A veces el significado del verbo frasal cambia dependiendo del rol que juega dentro de la oración, es decir, si es transitivo o intransitivo.

## Transitive

He **took off** his tie when he got home

Could you **wake** me **up** at 8?

I'm trying to **work** **out** this crossword.

I **stepped in** a mud puddle yesterday.

Bears generally **come out of** hibernation in the Spring.

I can't wait to **go** **on** this road trip.

## Intransitive

The plane will **take** **off** in ten minutes

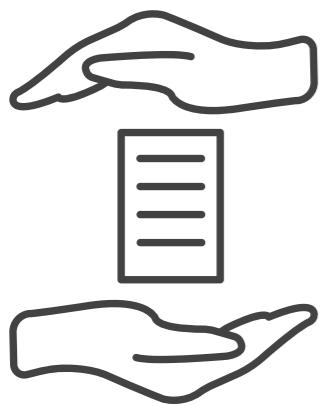
He **woke up**.

We're going to the gym to **work out**.

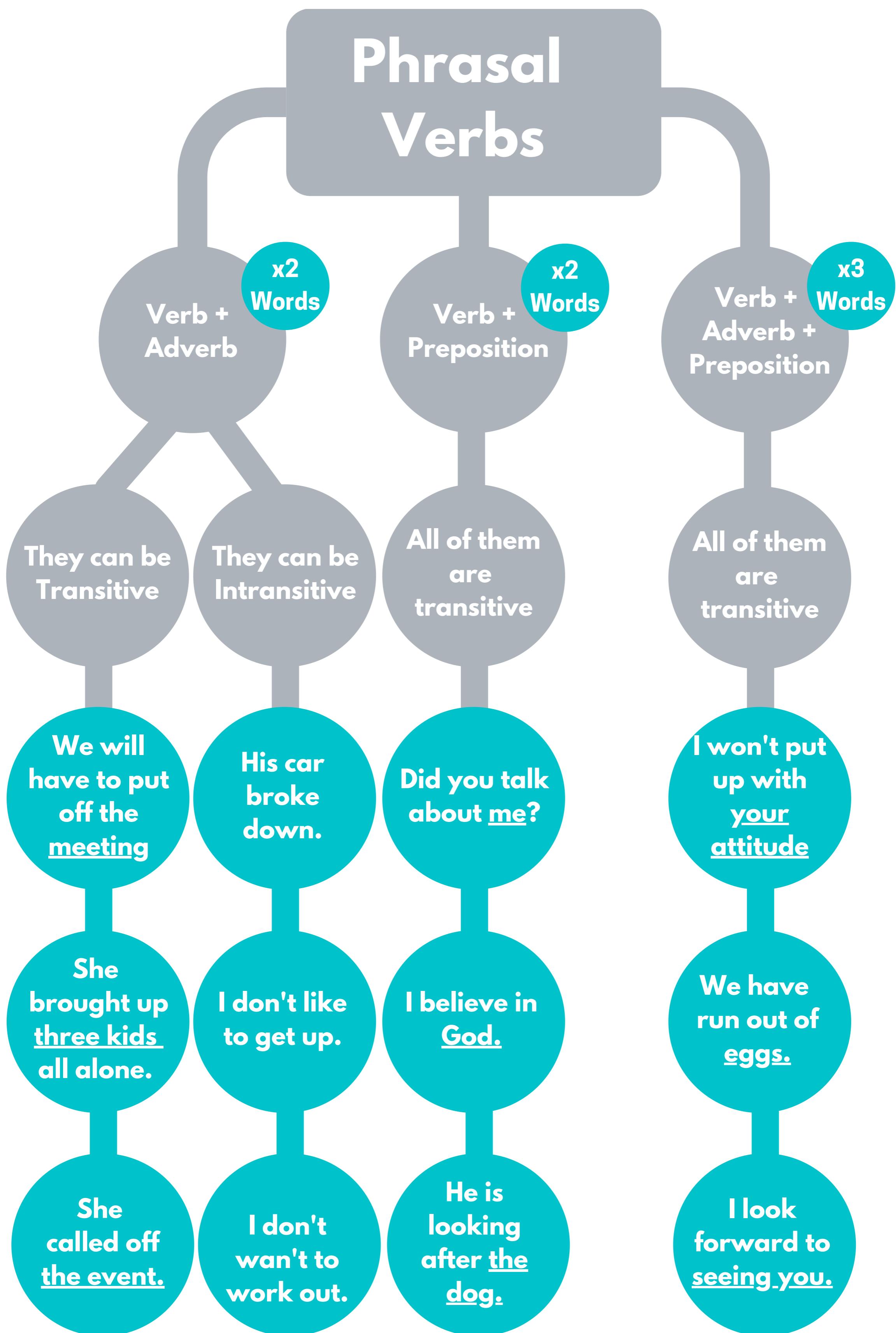
The kids' argument got so loud that their mother had to **step in**.

Did you ask your mom if you can **come out** and play?

After she twisted her ankle, the runner found it impossible to **go** **on**.



# Compact Grammar





# Let's practice

Circle the correct particle to complete each sentence.

1. My sister's not home. She went **up / away / along** for the weekend.
2. I grew **out / down / up** in Morocco, but now I live in California.
3. My brother isn't ready to settle **out / up / down**. He doesn't want to get married yet.
4. My mother's away on business now, but she plans to fly **away / along / back** next Tuesday.
5. I thought I had a doctor's appointment today, but it turns **out / up / down** that it's next week.
6. My best friend is moving **up / away / along** next month. I'm going to miss her.
7. I forgot to sign **back / out / up** for the class trip to the museum, so I can't go.
8. I sent my cousin an email last week, but he never wrote **back / away / out**.

## Figure it out!

Complete the sentences with the phrasal verbs in the box. Then complete the puzzle and the sentence below.

come back    go away    sign up    ✓ write back  
get along    grow up    work out

1. When a friend sends you an email, you should write back immediately.
2. If a relationship doesn't \_\_\_\_\_, don't worry about it. It may be for the best.
3. If you want to \_\_\_\_\_ well with someone, be a good friend!
4. It's good to take a break from your usual routine and \_\_\_\_\_ for a few days.
5. It's fun to go on vacation, but it's always good to \_\_\_\_\_ home, too!
6. A lot of kids \_\_\_\_\_ in blended families these days.
7. One way to meet new people is to \_\_\_\_\_ for a class.

1.	w _ r _ i _ t _ e	b _ a _ c _ k
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____

Some couples like to \_\_\_\_\_ because they think it's fun to make up and get back together!

A man in a dark suit stands on a high concrete ledge, looking out over a city skyline at sunset. He has his right hand to his forehead, shielding his eyes from the bright sun. The city below is filled with lights, and the sky is a warm orange and yellow.

# Unit 8

# What if

# 8.1. Wishes and imaginary situations or events.



## Introduction

### Basic concepts

En inglés se usa el verbo **Wish** o la frase **If only** para hablar de cosas que queremos pero que no son posibles. Un poco triste, ¿verdad?

Ejemplos:

*I wish* I could see you next week.

*If only* we could stop for a drink.

*I wish* we had a bigger house.

They are always busy. *If only* they had more time.

John was very lazy at school. Now *he wishes* he had worked harder.



Pese a que el verbo **Wish** y la expresión **If Only** se usan en tiempo pasado, su connotación puede referirse a un deseo futuro, presente, o pasado.

### Wishes for the present

La estructura base es:

**I wish + past simple**  
**I wish + past continuous**

Ejemplos:

I don't like this place. *I wish I lived* somewhere more interesting.

These seats are very uncomfortable. *I wish we were travelling* first class.

*I wish I was* taller.

John *wishes he wasn't* so busy.

I'm freezing. *If only it wasn't* so cold.

# Wishes for the future

La estructura base es:

I wish + could / would...

Ejemplos:

I don't like my work. **I wish I could** get a better job.

That's a dreadful noise. **I wish it would** stop.

I always have to get home early. **If only my parents would** let me stay out later.

# Wishes for the past

La estructura base es:

I wish + past perfect

Ejemplos:

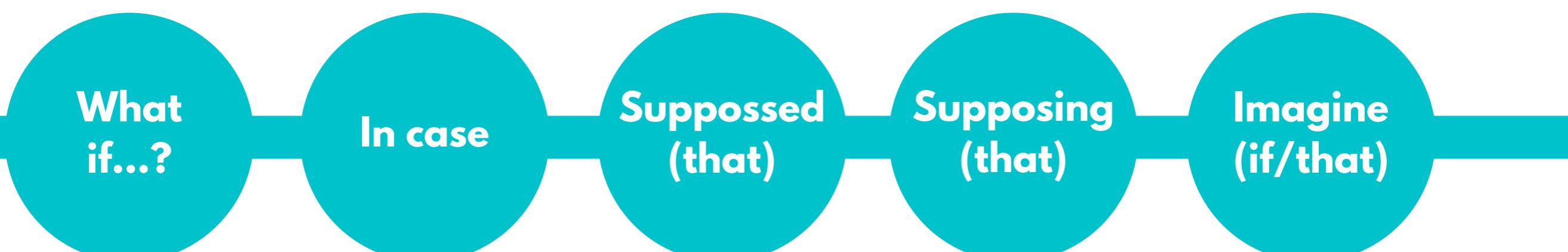
**I wish I had worked** harder when I was at school.

**Mary wishes she had listened** to what her mother told her.

**I wish I hadn't spent** so much money last month.

# Hypothetical situations

Las expresiones que se usan para hablar de hipótesis sin las siguientes:



## We think something is likely to happen

Present tense form

We should phone them **in case** they are lost.

Those steps are dangerous. **Suppose** someone has an accident.

## We think something is NOT likely to happen

Past tense form

**Imagine** you won the lottery. What would you do with the money?  
**What if** he lost his job? What would happen then?

## Refers to those things that did NOT happen

Past perfect tense

**Suppose** you hadn't passed the test. What would you have done?  
**What if** he had lost his job? What would his wife have said?

# Conditionals

A continuación, se describen las estructuras condicionales y se enfatiza en la segunda, que es la ideal para hablar de hipótesis.

## 0 Verdades Universales

If you heat ice, It melts.  
If I work too much, I cry.

## 1 Realidad o posibilidad

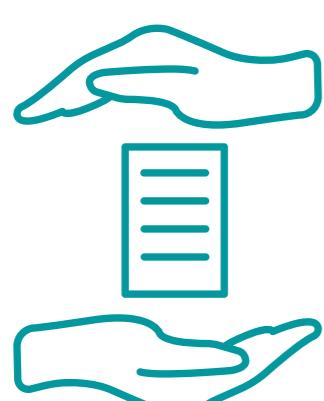
If It rains today, I'll stay at home.  
If I study hard, I'll probably pass the exam.

## 2 Hipótesis

If I won the lottery, I would travel around the world.  
If she had more time, she could visit other landmarks.  
If I were less busy, I could go away on the weekends.

## 3 Lamentos

If I had passed my driving test, I would have bought a car.  
If they had won the competition, they could have travelled to Beijing.



## Compact Grammar

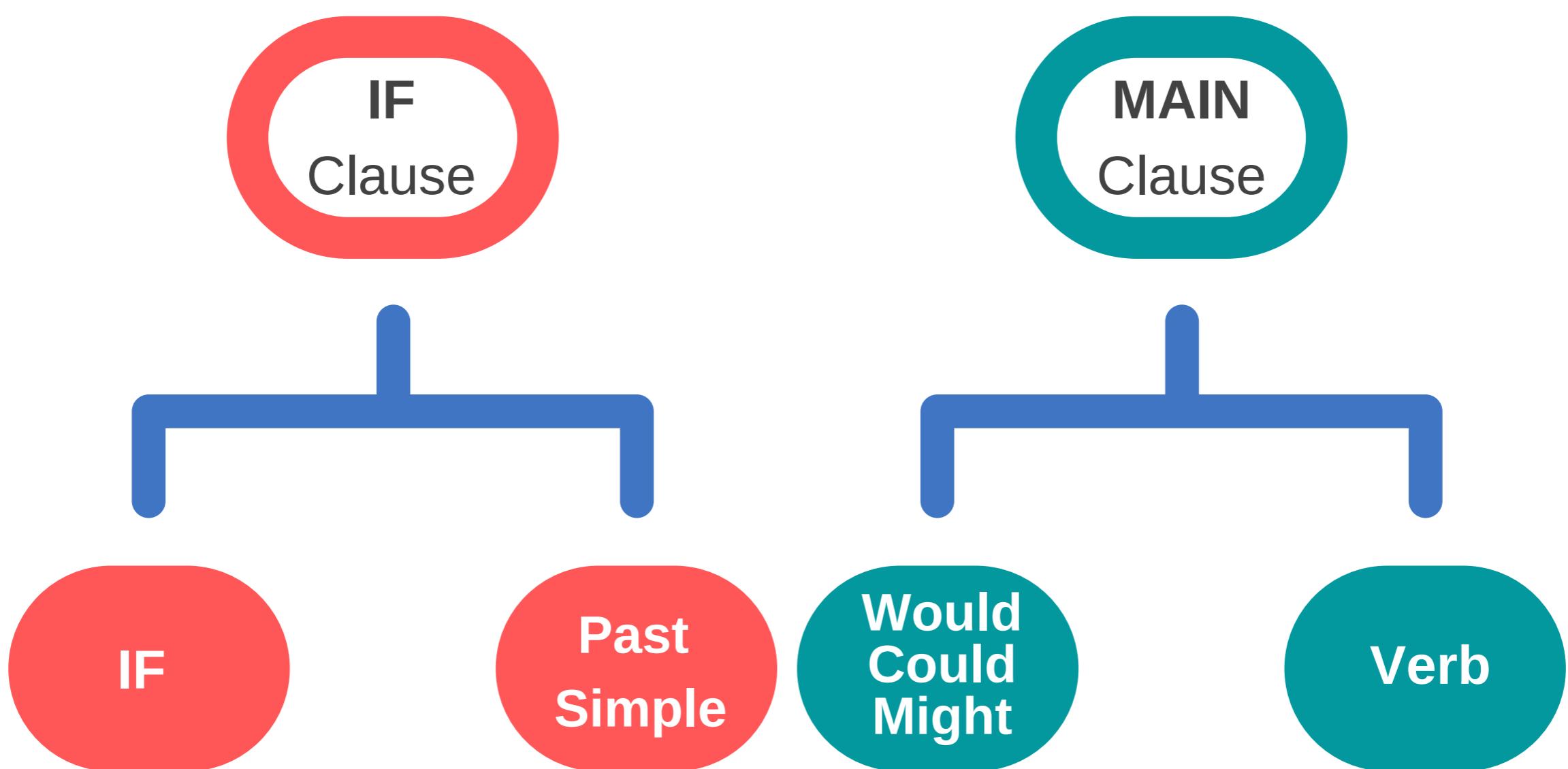
Desires for the present or future. We start with *I wish...* and the following sentence must be in the past.

### I wish + Past form of verb

I wish...	I <b>had</b> more free time.
I wish...	I <b>weren't</b> too busy with my work.
We wish...	we <b>could afford</b> to buy a new house.
She wishes...	she <b>didn't live</b> so far

El segundo condicional para eventos improbables (hipótesis).

## I wish + Past form of verb



*If I were taller, she would like me.*

*If I won the lottery, I would buy my dream house.*

*If she lost weight, the dress would fit.*

*If we lived in France, we could learn French very fast.*

It is possible to invert the order. In this case, the comma disappears.

*She would like me If I were taller.*

*I would buy my dream house If I won the lottery.*

*The dress would fit If she lost weight.*

*We could learn French very fast If we lived in France.*

**In a real  
conversation...**



Las personas tienden a decir más **I wish I was / If I was...** que **I wish I were / if I were ...**

Sin embargo, esto no quiere decir que esté correcto. De hecho, en el inglés escrito, estaría mal escribir **If I was rich, I ....**



# Let's practice

A What are these people wishing for right now? Complete the sentences.



1. James wishes he had a new car.

2. Emi and Sue \_\_\_\_\_.



3. Joey \_\_\_\_\_.

4. Esteban and Pilar \_\_\_\_\_.



5. Al \_\_\_\_\_.

6. Li-ming \_\_\_\_\_.

B Complete the sentences about the people in part A.

1. If James had (have) more money, he would buy (buy) a new car.
2. If Emi and Sue \_\_\_\_\_ (live) in a bigger apartment, they \_\_\_\_\_ (have) more space.
3. If Joey \_\_\_\_\_ (be) taller, he \_\_\_\_\_ (score) more points.
4. If Esteban and Pilar \_\_\_\_\_ (have) two TVs, they \_\_\_\_\_ (not have) to watch the same TV shows.
5. If Al \_\_\_\_\_ (not be) a bad cook, he \_\_\_\_\_ (eat) better.
6. If Li-ming \_\_\_\_\_ (live) in the country, she \_\_\_\_\_ (be) much happier.

# 8.2. Asking about imaginary situations.



## Introduction

### Second conditional questions

Los condicionales en inglés no solo se usan de manera afirmativa o negativa. Es común también utilizarlos de manera interrogativa.

Por cierto, ¿te acuerdas lo que pasaba con el verbo **to be** en el segundo condicional? Con todas las personas se convierte en were: **if I were**, **if she were**, **if he were**, **if it were**, etc.

Veamos preguntas por cada **WH**:

#### Examples



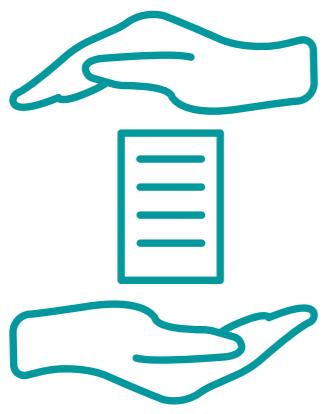
What would you think if I sang out of tune?  
What would you change if it were up to you?

Where would you land if you had a ticket to Colombia?  
Where would he go back to if he had the chance?

When would you tell your boss if you had to hand in your notice?  
When would she travel if she had the whole money?

Who would she turn to if he weren't her friend?  
Who would help us out if we were in trouble?

How would you do it if it were up to you?  
How would you build the house if it were your dream house?



# Compact Grammar

The structure of a question in the second conditional is as follows:

Wh    Would    Subject    Verb    If    Subject    Past

[Optional]

**What would you change if it were up to you?**

- I would definitely disrupt the system.
- I would change the distribution of wealth in the world.

**Would you be president if you had the opportunity?**

- Yes, I would.
- No, I wouldn't.



## Let's practice

Circle the correct word to complete each sentence. Then decide if each sentence is true or false for you. Write **T** (true) or **F** (false). Correct the false statements.

1. F If I had a problem, I would talk **for / to / about** my best friend.

If I had a problem, I would talk to my Aunt Lisa.

2. \_\_\_\_\_ I always apologize **about / to / for** my mistakes.

\_\_\_\_\_

3. \_\_\_\_\_ My friends never thank me **for / about / with** helping them.

\_\_\_\_\_

4. \_\_\_\_\_ I always worry **for / about / from** taking tests!

\_\_\_\_\_

5. \_\_\_\_\_ I often share books **to / with / about** my neighbors.

\_\_\_\_\_

6. \_\_\_\_\_ If I forgot **with / from / about** a friend's birthday, I would feel bad.

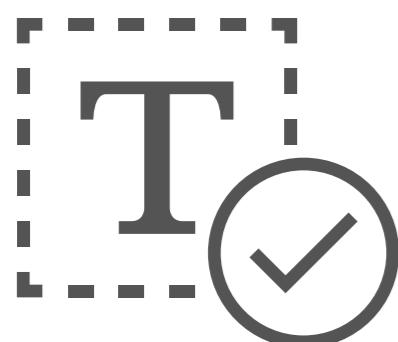
\_\_\_\_\_



# Unit 9

# Tech savvy?

# 9.1. Questions within sentences.



## Introduction

### Embedded Questions

Una pregunta implícita o **embedded question** es una pregunta que está incluida en otra pregunta o enunciado. Son muy utilizadas para preguntar cortésmente por información (**Politely Asking for Information**) o para hablar de algo que el hablante desconoce (**Talking About Something Which Is Unknown to the Speaker**).

Son comunes después de frases introductorias, tales como:

*I wonder...*

*Could you tell me...*

*Do you know...*

*Can you remember...*

*Let's ask...*

*We need to find out...*

*I'd like to know...*

*Could you tell me...*

*I'm not sure...*

*Would you mind explaining...*

### Rules for using Embedded Questions

Si la pregunta implícita es parte de una oración afirmativa, termine con un punto. Si la pregunta está en presente o pasado, omita los auxiliares **do**, **does**, **did**; en su lugar, ponga el verbo en dicho tiempo.

#### Direct Question

What time **did** he leave?

#### Indirect Question

I wonder what time he **left**.



Si la pregunta implícita incluye un verbo auxiliar o el verbo **To Be**, invierta el orden del sujeto y el auxiliar.

## Direct Question

What did he say?

Where is the map?



## Indirect Question

Could you tell me what **he said**?

Do you know where the **map is**?



Nunca use contracciones verbales al final de la oración. Solo es posible contraer el verbo **To Be** en las preguntas directas.

## Direct Question

Where's she?

## Indirect Question

Do you know where **she is**?

Do you know where **she's?**

Cuando no hay **WH** en la pregunta directa, la pregunta implícita se introduce con **whether**, **whether or not**, e **if**. En este caso, la respuesta es corta.

## Direct Question

Will he be there?



## Indirect Question

Do you know **if** he will be there?

Do you know **whether [or not]** he will be there?



Para preguntas directas que incluyan un verbo modal, el orden también se invierte. También es posible omitirlo.

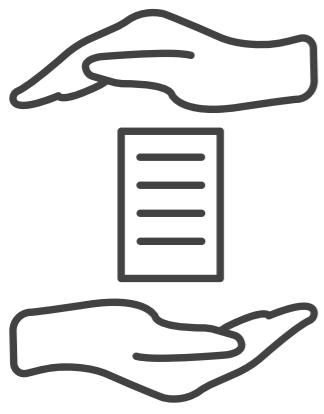
## Direct Question

What should I do?

## Indirect Question

Please tell me what **I should do**.

Please tell me what **to do**.



# Compact Grammar

## Direct Question

**Who is she?**

**Where did he go?**

## Indirect question as a question

**Do you know who she is?**

Introductory phrase

Question Mark

**Can you tell me where he went?**

Introductory phrase

Question Mark

## Indirect question as a statement

**He's asking who she is.**

Introductory phrase

Period.

**I wonder where he went.**

Introductory phrase

Period.

**In a real  
conversation...**



**I don't know** es la expresión de tres palabras más común en inglés.

**I don't know if** es la expresión de cuatro palabras más común en inglés.

**Example:**

Mary: Hi, John. I wanted to ask you something...

John: Sure! Tell me.

Mary: **Do you know if** Hellen will come today?

John: I hope so. She has to bring the cake for the snacks.



# Let's practice

## A Unscramble the questions.

1. which battery / Do you know / should / buy / I / ?

Do you know which battery I should buy?

2. they / where / are / Can you tell me / ?

3. when / you / Can you remember / it / last changed / ?

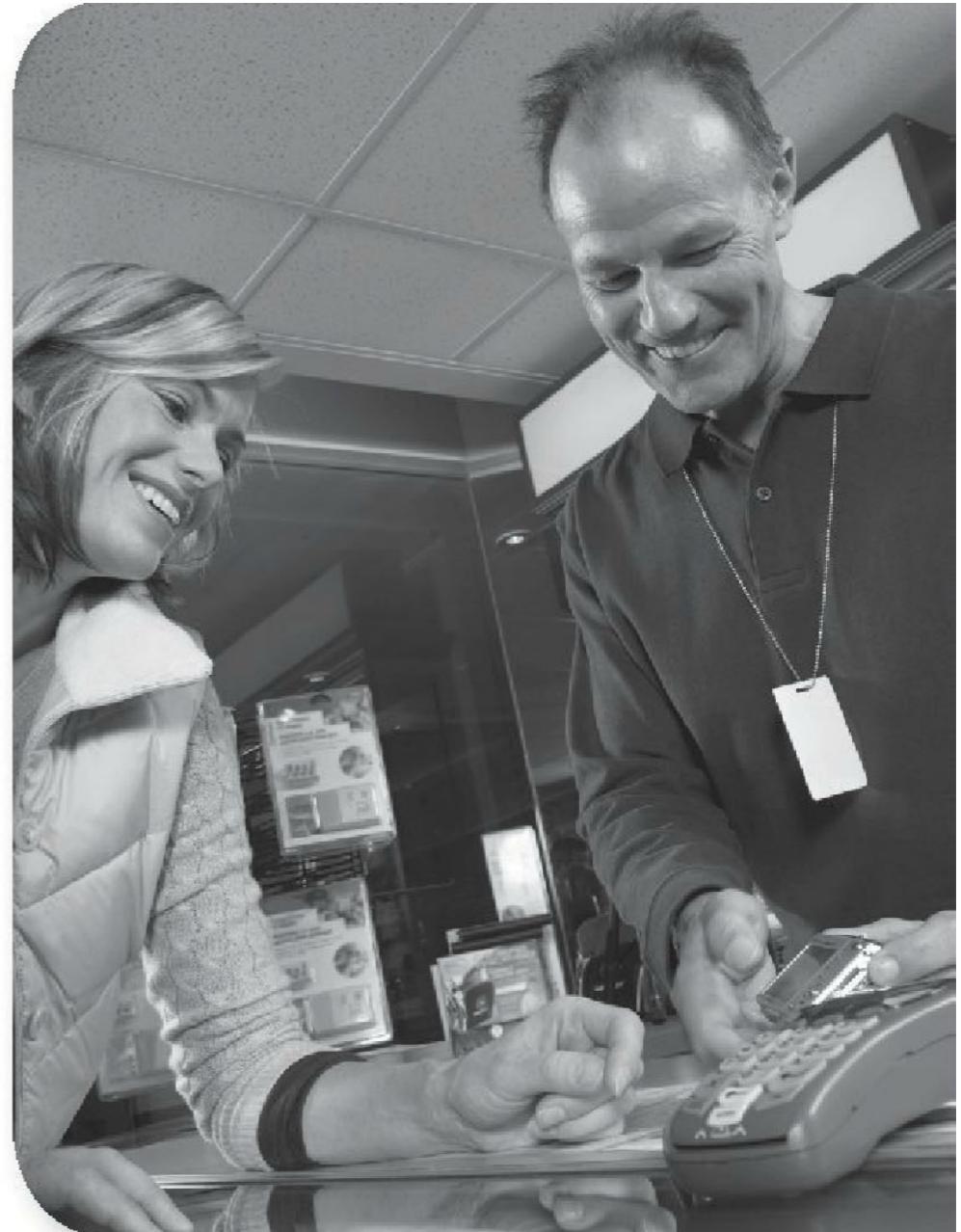
4. it / Do you have any idea / how much / costs / ?

## B Unscramble the statements.

1. why / isn't / I have no idea / working / it

2. last changed it / when / I don't know / I

3. two / I / if / I wonder / should / batteries / buy



## C Complete the conversation with the questions and statements from parts A and B.

Woman Excuse me. Can you help me?

Clerk Sure. What seems to be the problem?

Woman It's my camera. I have no idea why it isn't working.

Clerk Hmm. Let me look at it. It might be the battery. \_\_\_\_\_

Woman No, I can't. \_\_\_\_\_ I'm not sure if I've ever changed it.

Clerk Well, you definitely need a new one.

Woman \_\_\_\_\_

Clerk You need a 3.7 volt battery.

Woman \_\_\_\_\_

Clerk They're \$39.99 each.

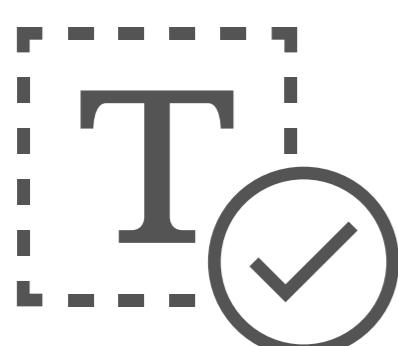
Woman Great. \_\_\_\_\_

Clerk Sure. They're at the back of the store. Here, let me show you.

Woman Thanks. \_\_\_\_\_ Maybe I should have an extra one.

Clerk That might be a good idea.

# 9.2. Separable phrasal verbs; how to, where to, what to.



## Introduction

### Transitive phrasal verbs: Separable Verbs

Como vimos en un capítulo anterior, los phrasal verbs transitivos necesitan de un objeto o complemento y pueden ser separables o inseparables.

Si es separable, significa que el verbo y la partícula se pueden separar para poner el objeto en el medio. Es importante memorizar aquellos verbos que son separables. Por ello, aquí está la lista de los phrasal verbs más usados en inglés.

#### Call off = Cancel

**It was raining heavily. I called off the games.**

**It was raining heavily. I called the games off.**

Puede usarse el pronombre objeto en lugar de "games".

**It was raining heavily. I called them off.**

Pero el pronombre objeto nunca puede ir después de la preposición.

**It was raining heavily. I called off them. ✗**

#### Turn on = switch on

**How do you turn on the Nintendo Wii?**

**How do you turn the Nintendo Wii on?**

Puede usarse el pronombre objeto en lugar de "Nintendo Wii".

**How do you turn it on?**

Pero el pronombre objeto nunca puede ir después de la preposición.

**How do you turn on it? ✗**

Call off  
Drop off  
Give out  
Go over  
Go through  
Let down  
Look over  
Look up  
Make out  
Make up  
Pick up  
Plug in  
Put away  
Put off  
Put on  
Put out  
Turn down  
Turn off  
Turn on  
Turn up

# Question word + to + verb

Siguiendo con el tema de las preguntas implícitas, es importante traer a colación la quinta regla vista en el inciso anterior.

Aquí, el infinitivo puede seguir una *question word*.

# Direct Question

# What can I do?

# Embedded Question

Please tell me *what I can do.*

# Embedded Question with an Infinitive

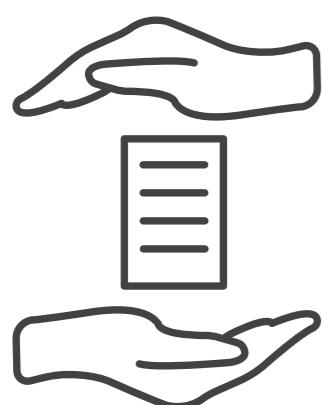
Please tell me *what to do*.

## Más ejemplos:

Let me show you *what* to do.

Can you show me ***how to*** turn the TV on.

Do you know ***where to*** plug the XBOX in?



# Compact Grammar

**Is it possible to...**

**How do you...**

**Could you...**

## Introductory phrase

# turn on the television?

Phrasal                      Object

# turn the television on?

Verb                    Object                    Preposition

# turn it on?

# H

## Object pronoun



Eventhough it is possible to use object pronouns in phrasal verbs, never place "it" after the preposition.

**Could you tell me how to turn on it? X**

**Do you know where to plug in it? X**



# Let's practice

Complete the sentences with the phrasal verbs in the box. Add the correct pronouns.

look up      put away      put on      take apart      throw away  
print out    ✓put down    set up    take off    turn off

1. Thanks for bringing in the box of groceries. Could you put it down over here?
2. I did something awful to my computer. I tried to \_\_\_\_\_, and now I can't get all the pieces back in it.
3. I hate those sticky price labels on things you buy. I can never \_\_\_\_\_.
4. My game controller doesn't work anymore. I wonder if I should just \_\_\_\_\_.
5. There's nothing good on TV. Do you mind if I \_\_\_\_\_?
6. I just bought these new headphones. Do you want to \_\_\_\_\_ and try them out?
7. I downloaded a video-chat app, but I can't \_\_\_\_\_.
8. I don't know what this word means. Maybe I should \_\_\_\_\_ on the Internet.
9. My brother leaves his video games all over the floor. He should \_\_\_\_\_, or they'll get damaged.
10. After you write documents, do you \_\_\_\_\_ to read them?

## Step-by-step

Complete the conversation with the words in the box.

hook up / the computer      ✓turn down / the air conditioning  
pick up / the monitor      turn on / the radio  
plug in / all the cables      turn up / the volume

Ruth We found this great apartment, but it's so cold in here.

Kate Oh, I'll turn down the air conditioning.

There we go. So, what do you want to do first?

Ruth Let's put some music on.

Can you \_\_\_\_\_?

Kate Sure. Is that loud enough?

Ruth Not really. Can you \_\_\_\_\_? Thanks.

Kate I'd like to \_\_\_\_\_, so I can check my email.

Ruth OK, let's put the computer over by the window.

I'll \_\_\_\_\_.

You get the computer and the cables.

Kate OK. You know, I have no idea where to \_\_\_\_\_.

Ruth I'm sure we can figure it out. Do you know where the manual is?

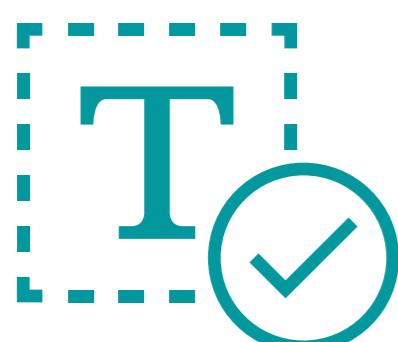




# Unit 10

# What's up?

# 10.1. Present Perfect Continuous vs Present Perfect.



## Introduction

### Present Perfect review

En el capítulo 2 de este eBook se abordó el tema del *present perfect* y sus diferencias con el *past simple*. La conclusión principal es que el present perfect **se utiliza para mostrar los resultados de una actividad** o para indicar cuántas veces ésta ha ocurrido.

Ejemplos:



### Present Perfect continuous

El *present perfect continuous* se refiere a un periodo temporal inespecífico situado entre el pasado y el presente. El hablante se refiere a algo que empezó y que puede no haber concluido en ese periodo de tiempo. **Le interesa tanto la duración como el resultado**, y es posible que dicho proceso acabe de terminar o que aún no haya finalizado.

*They have eaten Thai food\**  
*I have written a novel\**  
\* result.

#### Present Perfect



*He has been crying all night\**  
*I have been living here for years\**  
\* duration

#### Present Perfect Continuous



# Since - For - In for duration

Empleando el **present perfect** podemos definir un periodo de tiempo anterior al momento presente, considerando bien su duración, caso en el que utilizamos **for + periodo temporal**. Podemos también definir el inicio o punto de partida utilizando **since + momento concreto**.

**For** y **Since** pueden asimismo emplearse con el **present perfect continuous** y el **past perfect**.



**Since** admite únicamente tiempos verbales perfectos.

She **has been living** in Turkey **since** 2010.

They **haven't come since** you called.

Por su parte, **For**, puede también emplearse con el **simple past**.

She lived in Turkey **for** 11 years.

They were out **for** 2 days.

## Since

I **have been working** for my uncle **since** June 2020.

It **has been snowing** **since** 10 o'clock.

They **have been living** here **since** they got married.

## For

It **has been snowing** **for** five hours.

It **has been raining** **for** two hours.

He **has been planning** a trip **for** a year.

## In

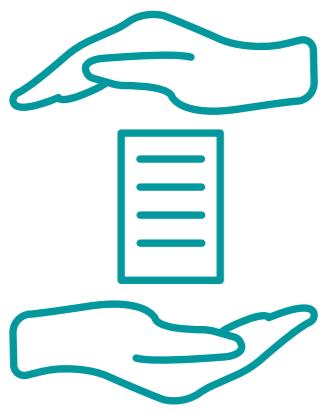
La preposición **In** se utiliza únicamente en enunciados negativos.

Due to the pandemic I **haven't been out** **in** months.

She **hasn't seen** her parents **in** years!

Mary is sick. She **hasn't been eating** **in** days. (sonaría más natural en presente perfecto)

Mary is sick. She **hasn't eaten** **in** days.



# Compact Grammar

The auxiliary verb of Present Perfect Continuous is **Have** or **Has**. The main verb will always be **Been**. Finally, the secondary verb has to have *ing*.

Outgoing or repeated activity that started before now and continues into the present.

**I have been going to pottery class**



Show the results of an activity or how many times it has happened.

**I have edited 3 videos since 9 am**



Uses of **Since**, **for**, and **in** for duration.

With points in time

... since 2010.

... since this morning.

**Since**

**For**

Periods of time(Gaps).

... for 11 years.

... for 4 hours.

**In**

Only in negatives.

.... in months!

... in years!



# Let's practice

- A What have these people been doing? What have they done? Complete the sentences using the present perfect continuous and then the present perfect.



1. Kazuo 's been doing yard work (do yard work). He 's planted (plant) some flowers.

2. Sienna and Lynn \_\_\_\_\_ (shop). They \_\_\_\_\_ (spend) over \$500 each!



3. Lola \_\_\_\_\_ (run). She \_\_\_\_\_ just \_\_\_\_\_ (finish) a marathon.

4. Carmen \_\_\_\_\_ (cook) dinner. She \_\_\_\_\_ (grill) some fish.



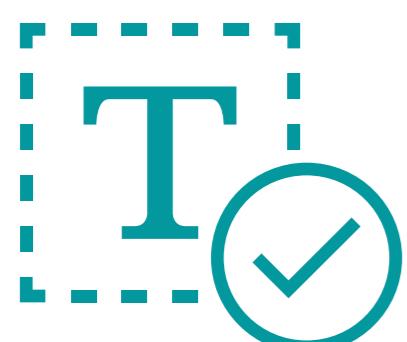
5. Sal and Elena \_\_\_\_\_ (ski). They \_\_\_\_\_ (have) one lesson.

6. Tony \_\_\_\_\_ (do) laundry all morning. He \_\_\_\_\_ (wash) three loads.

- B Circle the correct word to complete each sentence.

- Kazuo's been doing yard work **since / for** a few hours.
- Sienna and Lynn haven't shopped online **since / in** months.
- Lola's been running **since / for** she was in college.
- Carmen hasn't made unhealthy food **since / in** a long time.
- Sal and Elena have been skiing **since / for** this morning.
- Tony's been doing the laundry **for / in** over two hours.

# 10.2. Already, just, still, and yet with present perfect.



## Introduction

### Basic concepts

Utilizamos los adverbios **already**, **just**, **still** y **yet** más a menudo en el presente perfecto, aunque podemos usarlos en otros tiempos verbales. Estos adverbios se utilizan en referencia a tiempo y su posición dentro de la oración depende de cuál de ellos estemos utilizando.

#### Already

Se refiere a algo que ha pasado antes o más pronto de lo que se esperaba y es traducido como "ya" en español. **Already** generalmente va entre el verbo auxiliar y el verbo.

Ejemplos:

They have **already** finished their homework.  
Jacob has **already** left work.  
The train has **already** arrived.

#### Just

Se utiliza para acciones que han ocurrido hace poco tiempo y se traduce como "acabar de" o "justo". Al igual que con **already**, **just** va antes del verbo o entre el auxiliar y el verbo en la frase.

I **just** ate, but I'm already hungry again.  
Where's Jacob? He's **just** left.  
Beth has **just** moved to New York.

#### Still

Se usa para acciones o acontecimientos que todavía no han ocurrido, sobre todo cuando esperamos que ya hubieran ocurrido. Se traduce como "aún" o "todavía". Es con frecuencia usado también con otros tiempos verbales, pero **still** siempre va antes del verbo, independientemente del tiempo verbal que utilicemos.

I took two pills, but I **still** have a headache.  
Is Jacob **still** working at the hospital?  
They **still** haven't finished their homework.

## Yet

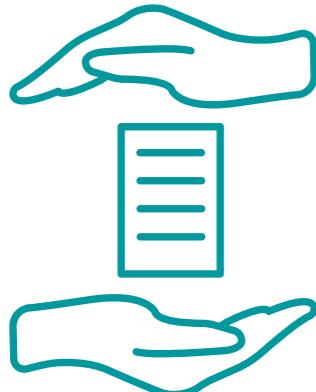
Es usado para algo que esperábamos que sucediera, pero todavía no ha pasado. Tendemos a usarlo en frases negativas e interrogativas. En frases negativas puede ser traducido como "aún" o "todavía" y en preguntas como "ya". En contraste con los otros adverbios de esta lección, **yet** va al final de la frase.

Ejemplos:

I'm really hungry. I haven't eaten **yet**.

Jacob hasn't left his job at the hospital **yet**.

Have they finished their homework **yet?**



## Compact Grammar

**Have you seen Soul yet?**

At the end of questions

**Yes, I've already seen it.**

After Have or Has

**Yes, I've just seen it.**

After Have or Has

**No, I haven't seen it yet.**

At the end of negative sentences

**No, I haven't seen it already.**

At the end of negative sentences

**No, I still haven't seen it.**

before Have or Has

**In a real  
conversation...**



El **17%** de los usos de **Yet** son en **preguntas**, mientras que, el **83%**, se hace en oraciones **negativas**.



# Let's practice

Complete Daria's blog with the words in the box.

✓ comedies    endings    love story    set in    subtitled  
costumes    hilarious    play    stunts    take place

Daria's Blog

Daria 12:31 p.m.

Some of my favorite movies are musicals from Bollywood, especially the romantic comedies. The movies are usually \_\_\_\_\_ India, and the actors often \_\_\_\_\_ characters who fall in love. I really enjoy a good \_\_\_\_\_. They can sometimes be tearjerkers, but the nice thing about Bollywood movies is that they often have happy \_\_\_\_\_, so you leave the movie theater feeling good. Some of them are also very funny – the last one I saw was just \_\_\_\_\_. Some of them are historical and \_\_\_\_\_ in the past. These are my favorites because the colors and the \_\_\_\_\_ are wonderful. The movies aren't usually in English, but they're \_\_\_\_\_, so you can read while you're watching. Sometimes the movies even have fight scenes with lots of special effects and \_\_\_\_\_. They're really great!

## I still haven't see it.

Complete the conversation with *already*, *still*, or *yet*.

- Ann There are so many movies that I still  
haven't seen. Do you want to go see one tonight?
- Gus Yeah, OK. Let's see. How about Brad Pitt's new movie?  
I haven't seen that \_\_\_\_\_.
- Ann Oh, I've \_\_\_\_\_ seen that one. It was good.  
How about the new horror movie that's out?  
Have you seen that \_\_\_\_\_?
- Gus No, I don't like scary movies. I'm 25, and  
I \_\_\_\_\_ haven't seen a horror movie.
- Ann Well, there's a new animated movie out. I haven't  
seen that one \_\_\_\_\_, either.
- Gus Oh, great. Let's go. I've been dying to see it!

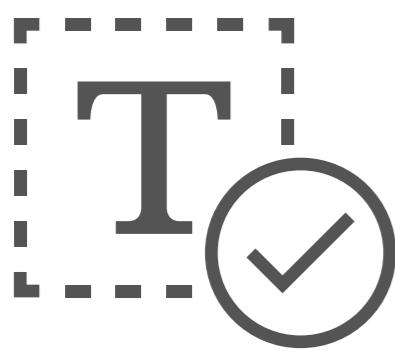




# **Unit 11**

# **Impressions**

# 11.1. Modal verbs for speculating.



## Introduction

## Basic concepts

Los **verbos modales** son verbos auxiliares que no pueden funcionar como un verbo principal, a diferencia de los verbos auxiliares **be**, **do** y **have** que sí pueden funcionar como un verbo principal.

Estos verbos indican:

**Habilidad - Permiso - Consejo - Obligación - Posibilidad - Especulación**

## Purpose of modal verbs

### ABILITY

**Can, Could**

David **can** speak three languages.

He **could** speak fluent French when he was 5.

### PERMISSION

**Can, Could, May**

**Can** I sit in that chair, please?

**Could** I open the window?

**May** I borrow your dictionary?

### ADVICE

**Should, Ought to**

You **should** buy that car. (opinión subjetiva)

You **ought to** follow the university's policy. (verdad objetiva)

### OBLIGATION

**Might, Have to**

I **must** memorize all of these rules.

You **have to** take off your shoes before you get into the mosque.

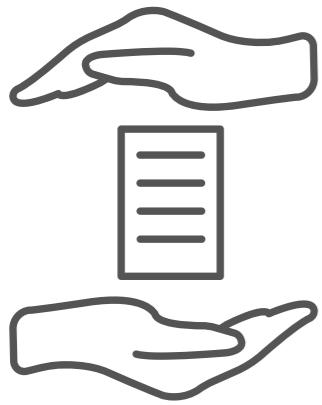
## POSSIBILITY

### Might, May, Could, Can

It looks nice, but it **might** be very expensive.  
Richard **may be** coming to see us tomorrow.  
I think I **can** solve this issue.

# Modals for speculating





# Compact Grammar

## Verb

Must

Can't

Might &  
May

Might not  
May not

Should  
Outght to

## % of certainty

**90-100%**

I am (quite) sure it's true

**90-100%**

I am (quite) sure it's **not** true

**30-50%**

Perhaps it's true

**30-50%**

Perhaps it's **not** true

**Expectation**

I hope it's true or possible

## Example

She **must be** in the garden.  
She **must be** a model.

She **can't be** his daughter.  
They **can't be** dead!

He **may be** professor.  
She **might take** the next bus.

He **may not have** the solution  
They **may not be** there.

You **should stay** home.  
You **ought to follow** the rules.

## To speculate about actions in progress

**modal + be + ing verb**

They are in Dubai. They **must be having** a great time.

You're always hungry. I think that you **might not be eating** enough protein.

New study suggests that air pollution **may be making** people unhappy.

**In a real  
conversation...**



Cerca del **90%** de los usos de los verbos modales **Must** y **Might** se da en las oraciones afirmativas.

**He isn't here. He might be at home.**

En oraciones negativas, la gente usa **Must not** y **Might not** sin contracciones.

**He might not remember who you are.**



# Let's practice

## It could be . . .

Complete the sentences with the expressions in the box. Then write a second sentence using the cues and an appropriate modal.

can't be the winners  
could be taking a hard test

may be taking a driving test  
might be the best student

✓ must be learning to drive  
must be the winners



1. He must be learning to drive.  
It could / might / may be his first lesson.  
(It / be / his first lesson)

2. He \_\_\_\_\_.  
\_\_\_\_\_.  
(It / be / his first lesson)



3. She \_\_\_\_\_.  
\_\_\_\_\_.  
(She / feel proud)

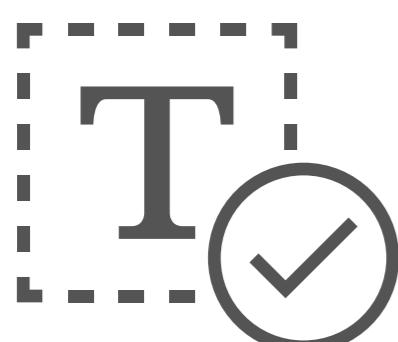
4. She \_\_\_\_\_.  
\_\_\_\_\_.  
(She / be nervous)



5. They \_\_\_\_\_.  
\_\_\_\_\_.  
(They / practice a lot)

6. They \_\_\_\_\_.  
\_\_\_\_\_.  
(They / be disappointed)

# 11.2. Adjectives ending in -ed and -ing.



## Introduction

### Basic concepts

Las terminaciones **-ed** y **-ing** no sólo se usan para formar los tiempos verbales del pasado y presente continuo, también se usan con **adjetivos**. Estos adjetivos están compuestos de un verbo y estas dos terminaciones, pero ten en cuenta que el sentido cambia dependiendo de que terminación se use.

### -ed Adjectives

Los adjetivos que terminan en **-ed** indican o **describen emociones**. Estos adjetivos suelen acabar en “-ado” o “-ido” en español y van generalmente después del verbo “estar”.

Ejemplos:

I was so **bored** in that lesson, I almost fell asleep.

He was **surprised** to see Helen after all those years.

She was really **tired** and went to bed early.

### -ing Adjectives

Los adjetivos que terminan en **-ing** indican o **describen una cosa que causa una emoción**. A diferencia de los adjetivos que terminan en (“-ed”), no hay regla en español para formar estos adjetivos y van después del verbo “ser”.

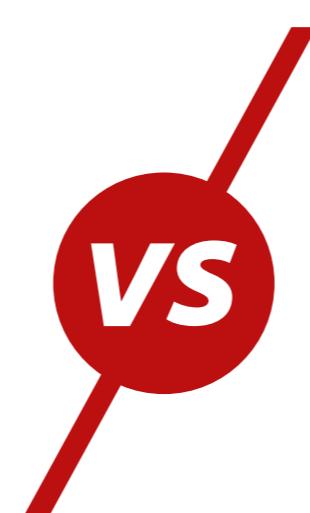
Ejemplos:

Have you seen that film? It's really **frightening**.

I could listen to her for hours. She's so **interesting**.

I can't sleep! That noise is really **annoying**!

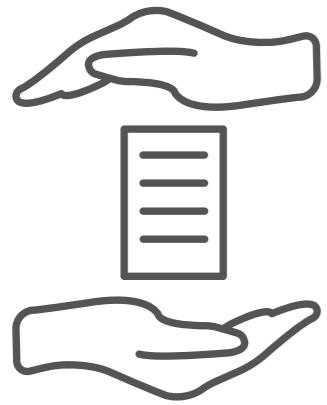
Steve is **embarrassed**  
I am **bored**  
She's **depressed**



Steve is **embarrassing**  
I am **boring**  
She's **depressing**

# Common adjectives

Verb	-ing Adjective	-ed Adjective
Amaze	Amazing	Amazed
Annoy	Annoying	Annoyed
Astonish	Astonishing	Astonished
Bore	Boring	Bored
Convince	Convincing	Convinced
Disgust	Disgusting	Disgusted
Embarrass	Embarrassing	Embarrassed
Excite	Exciting	Excited
Exhaust	Exhausting	Exhausted
Depress	Depressing	Depressed
Dissappoint	Dissappointing	Dissappointed
Frighten	Frightening	Frightened
Interest	Interesting	Interested
Relax	Relaxing	Relaxed
Satisfy	Satisfying	Satisfied
Shock	Shocking	Shocked
Surprise	Surprising	Surprised
Terrify	Terrifying	Terrified
Tire	Tiring	Tired
Worry	Worrying	Worried



# Compact Grammar

## -ing Adjective

This causes a feeling

## -ed Adjective

Describes the feeling

My job is quite **boring**, **that's why** I feel **bored** all the time.

Astronomy class was **interesting** **so** I was **interested**.

She did **annoying** things. **For that reason** I was **annoyed**.

**As a result of** that **exciting** trip, the girl was **excited**.

*In a real  
conversation...*

Los adjetivos **interesting**, **interested**, **amazing**, **surprised**, **worried**, **scared**, **excited**, **exciting** y **boring** hacen parte del **top 2.000** de las palabras más usadas en inglés.

No es correcto decir **scaring** cuando se quiere utilizar como adjetivo. En su defecto, se debe usar **scary**\*.

I'm scared of spiders. They are very **scary**. (= adjetivo)

Thanks for **scaring** the stalker man. (=verb)

Mother, Finn's **scaring** Flora again. (=verb)

\***Scary** también hace parte del top 2.000.



# Let's practice

Complete the emails. Use the correct forms of the adjectives.

New Message

To: EmmaP@cup.com  
From: shak91@cup.com  
Subject: My short story

Hey Emma,

I'm so excited (excite). Remember the short story I wrote for English class last month? Well, my teacher sent it to a competition, and guess what? It won first prize! The judges said my story was very \_\_\_\_\_ (interest). I knew my teacher was \_\_\_\_\_ (please) with my work. She said my story was \_\_\_\_\_ (fascinate). But I never thought she would enter it in a competition! I was totally \_\_\_\_\_ (shock) when she told me. And all my classmates were totally \_\_\_\_\_ (jealous). What's new and exciting with you?

Shakira

New Message

To: shak91@cup.com  
From: EmmaP@cup.com  
Subject: My short story

Hi Shakira,

Congratulations! I wish I had \_\_\_\_\_ (excite) news for you, too, but I don't. Unfortunately, I failed my driver's test last week. I was really \_\_\_\_\_ (disappoint). It's just so \_\_\_\_\_ (embarrass) – it's the third time I've failed the test. The driving instructor told me to make a right-hand turn, and I turned left instead. I guess I got a little \_\_\_\_\_ (confuse). I could tell the instructor was really \_\_\_\_\_ (annoy) with me! My dad told me not to get \_\_\_\_\_ (frustrate). He said he failed his driver's test five times before he finally passed, but I'm starting to get \_\_\_\_\_ (worry). Well, talk to you later.

Emma

## About you

How would you feel in these situations? Complete the sentences with true information.

1. You fail a test that you have studied very hard for.

I would feel disappointed if I failed a test that I thought I was prepared for .  
It might be embarrassing if my friends found out .

2. Your friend doesn't show up for a date.

I would get upset .  
I might feel anxious .

3. You are home alone during a storm.

I might feel scared .  
It could be dangerous .

4. Someone is telling you a story you've already heard ten times.

I might feel bored .  
I would probably think it's silly .



# **Unit 12**

## **In the news**

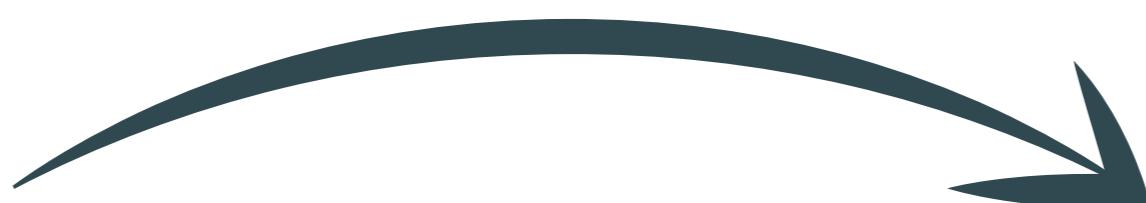
# 12.1. The simple past passive.



## Introduction

### Difference between active and passive voice

Cuando el sujeto de una oración realiza la acción del verbo, decimos que la oración está en **voz activa**. Las oraciones en voz activa tienen un tono fuerte, directo y claro. Hasta ahora hemos hablado de la voz activa donde enfocamos la acción del verbo en el sujeto. Pero cuando queremos dar más importancia a la acción y no a quien la ha realizado, utilizamos la **voz pasiva**.



#### Active Voice

##### Present

She **writes** letters every day

##### Past

Mark **wrote** the book.  
The boy **found** a bag on a bus  
The authorities **closed** the airport.

**Focused on the "doer"**

#### Passive Voice

##### Present

Letters **are written** every day

##### Past

The book **was written**.  
A bag **was found** on a bus.  
The airport **was closed**.

**Focused on the "receiver" or object**

# Uses of the passive voice



To avoid responsibility or when we don't know who did the action

A civilian has been killed.

The car was stolen.

The lake was completely contaminated.



When the action is more important than the agent

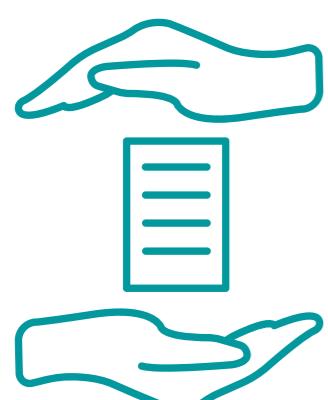
The letter was delivered yesterday.

The house was painted three days ago.

Your package will be delivered within three working days.



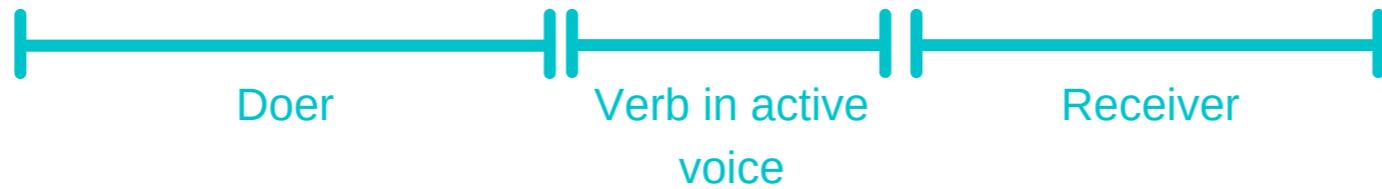
No podemos usar la voz pasiva con verbos intransitivos como **die**, **arrive** o **go**. Verbos intransitivos son verbos que no llevan un objeto directo, por ende, solo pueden ser usados en voz activa.



## Compact Grammar

### Present tense

The gardener **waters** the flowers every night



The flowers **are watered** every night by the gardener



# Past tense

A student **found** a bag on a bus



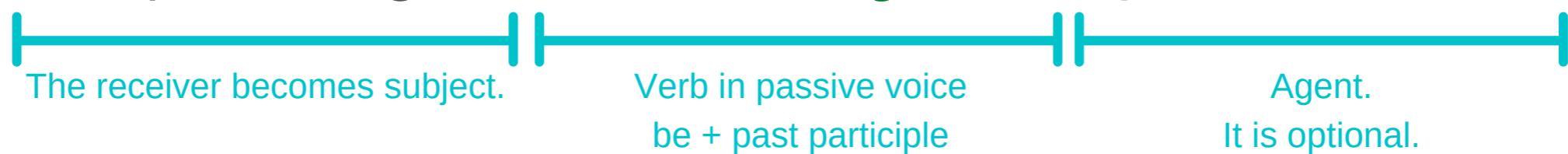
A bag **was found** on a bus by a student



The accident **didn't injure** the passengers



The passengers **weren't injured** by the accident



*In a real  
conversation...*



La **voz pasiva** es aproximadamente **5 veces más común** en las noticias escritas que en una conversación, pero las personas a menudo usan la voz pasiva para hablar sobre **eventos noticiosos**.

- An unknown number of people **were killed** at the Pentagon.
- Some people trapped in the rubble for hours **were rescued**.
- A bomb **was put** in the hall of a building at midnight.

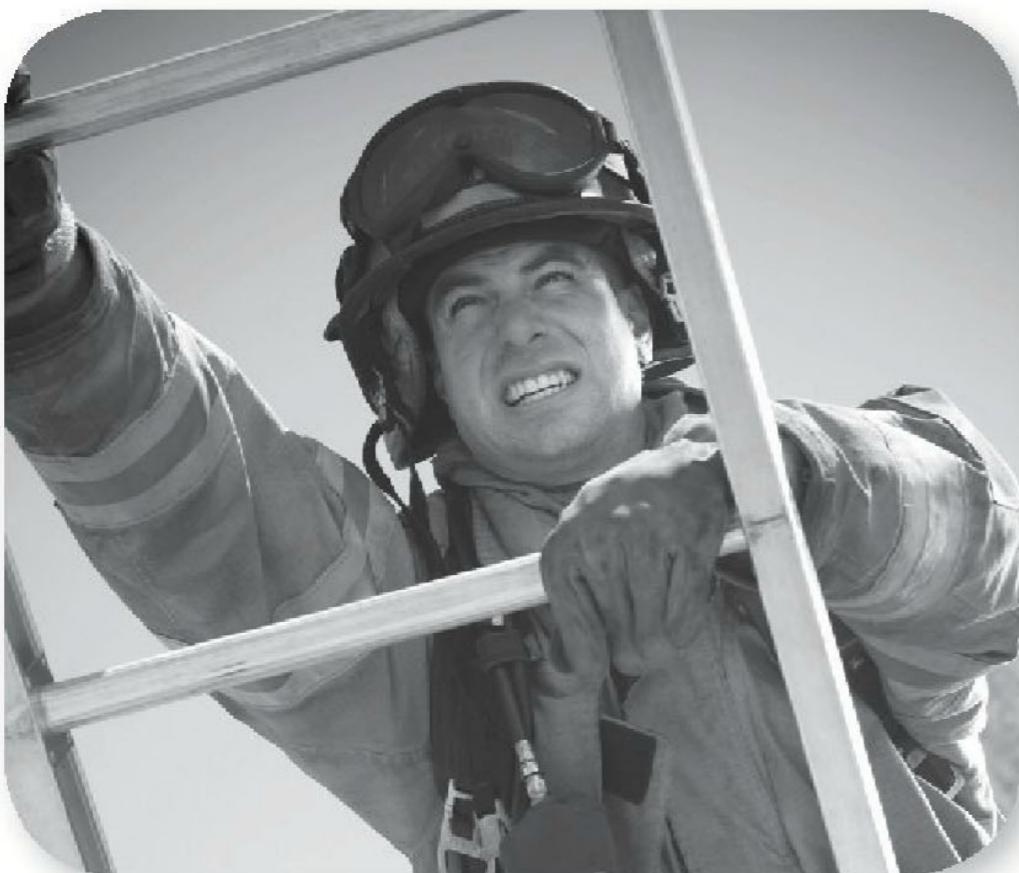


# Let's practice

## And now, the news . . .

Complete the news reports. Use the simple past passive.

1. Newtown Park train station was closed (close) this morning after a bag \_\_\_\_\_ (find) on a train. Several trains \_\_\_\_\_ (delay), and some \_\_\_\_\_ (cancel). The bag \_\_\_\_\_ (remove) from the station and \_\_\_\_\_ (search). Police said later that the bag was full of clothes. The train station \_\_\_\_\_ (reopen) after two hours.

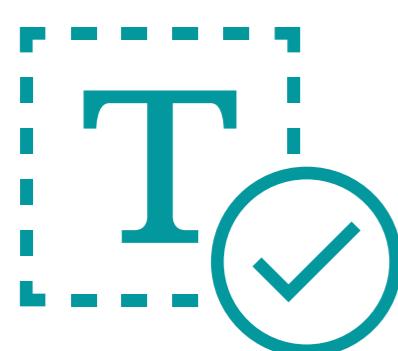


2. A woman \_\_\_\_\_ (rescue) earlier today after she climbed onto her roof to repair her chimney. Firefighters \_\_\_\_\_ (call) to the scene after neighbors heard the woman shout for help. Fortunately, the woman \_\_\_\_\_ (not hurt), but she \_\_\_\_\_ (take) to the local hospital and \_\_\_\_\_ (release) later this afternoon.



3. The National Museum \_\_\_\_\_ (break into) last night, and three valuable paintings \_\_\_\_\_ (steal). The area around the museum \_\_\_\_\_ (close off) following the incident, and bystanders \_\_\_\_\_ (interview). Police are now looking for two young men who \_\_\_\_\_ (see) nearby.

# 12.2. The simple past passive with by + agent.



## Introduction

### by + agent

Anteriormente vimos que la voz pasiva presta más atención a la acción en sí misma que al agente. Sin embargo, cuando el agente (*doer*) es relevante o necesario para transmitir el mensaje correctamente, es indispensable usar la preposición *by* seguido del agente.

Ejemplos:

Three families were rescued **by** emergency workers.  
The fires were caused **by** careless campers.  
A shopping mall was damaged **by** a tornado.

## Adverbs with the passive

Dado que la voz pasiva se centra principalmente en la acción, es relevante abordar el uso de los adverbios en dicho tipo de oraciones. He aquí algunos ejemplos:

Badly

A mall was **badly** damaged by the storm

Seriously

No one was **seriously** injured.

Completely

The forest was **completely** destroyed.

Temporarily

Power was **temporarily** disrupted.

Partially

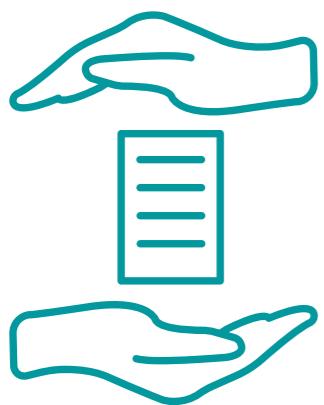
Haiti was **partially** destroyed in 2010.

Violently

They were **violently** arrested.

Well

This house was **well** designed by the architect.



# Compact Grammar

## Past tense

The woman was **violently** abused by her husband.

Adverb goes before  
the verb

Agent  
This gives more information.

Every year animals are **illegally** hunted by traffickers.

The adverb goes  
before the verb

Agent  
This doesn't give more  
information.



## Let's practice

Look at each pair of pictures. What caused the damage? Write a sentence using the given word and *by*.



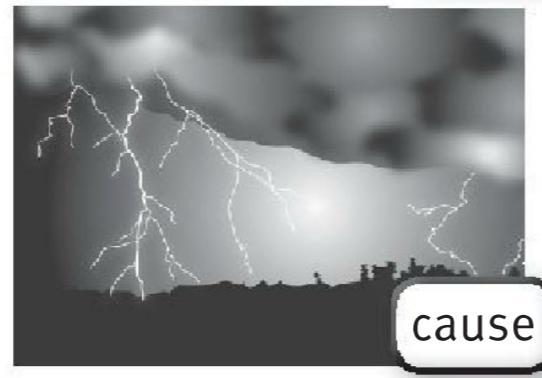
1. A fire was started by a candle.



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_

## In the news

Rewrite the sentences using the simple past passive and the adverb given.

1. The fire damaged the building. (partially)

The building was partially damaged by the fire.

2. The storm disrupted train services. (temporarily)

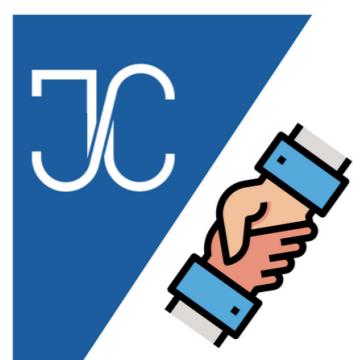
3. Flash floods damaged several houses in the area. (badly)

4. A wildfire injured three firefighters. (seriously)

5. A tornado destroyed a small farm. (completely)

# Do you want to personalize more conversations?

Check out the 10-minicourses list.



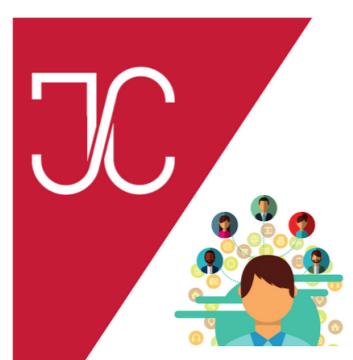
Good manners



Going to Public Places



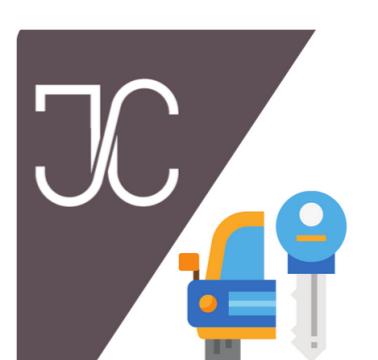
Air Travel



Social Interaction



Shopping



Holidays, Car  
and Flat rental



Eating Out



Staying in a Hotel



Seeing the Doctor



Solving Problems &  
Emergencies



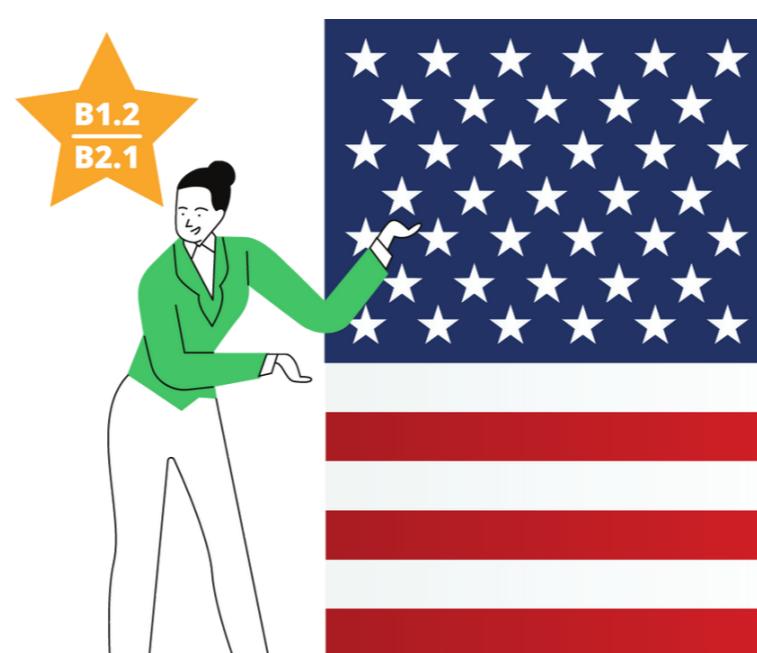
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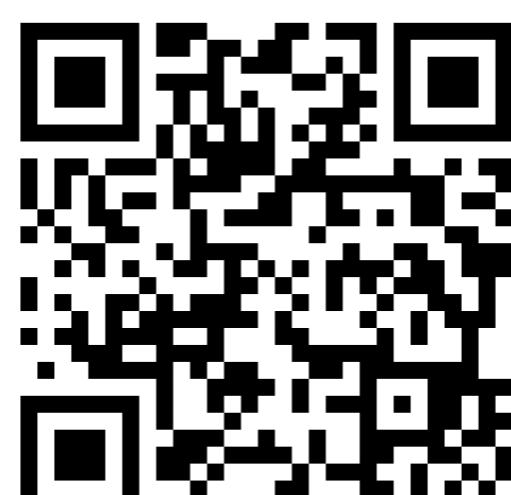


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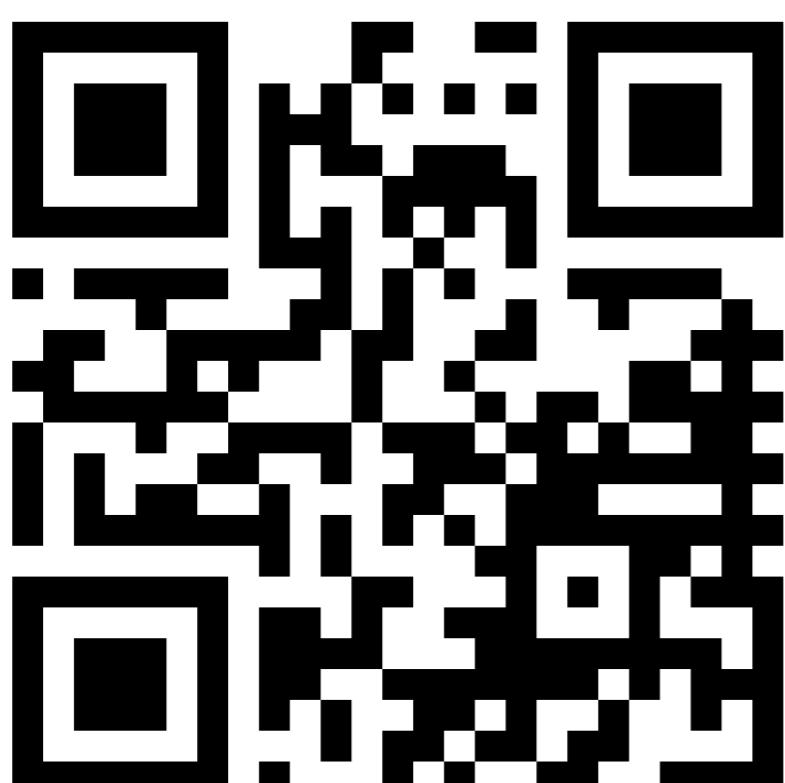
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