

## INTRODUCTION

amusing /ə'mju:zɪŋ/ entretido/a; divertido/a, gracioso/a

ancient /'eɪnʃənt/ antigo/a

ankle /'æŋkl/ nocello, tornecelo

anxious /'æŋkʃəs/ nervioso/a; preocupado/a

arrival /ə'raɪvl/ chegada

awful /'ɔ:ful/ horribel, arrepiente, espantoso/a

back /bæk/ costas

backpack /'bækpæk/ mochila

baked /beɪkt/ asado/a, ao forno

bat /bæt/ bate

beat /bi:t/ gañar

bitter /'bɪtə/ amargo/a

boiled /bɔɪld/ fervido/a, cocido/a

bone /bəʊn/ óso

book a room /'bʊk ə ru:m/ reservar un cuarto

build a campfire /bɪld ə 'kæmpfaɪə/ facer unha fogueira

calories /'kælərɪz/ calorías

campsite /'kæmpsart/ cámping

carbohydrates /kɑ:bəʊ'haidreɪts/ hidratos de carbono, glúcidos

champion /'tʃæmpiən/ campión/oa

cheerful /'tʃɪəfʊl/ alegre, ledo/a, xovial

coach /kəʊtʃ/ adestrador/a

cold /kəʊld/ arrefriado, catarreira, constipado

cooked /kʊkt/ cocinado/a

cough /kɒf/ tusir

courageous /kə'reɪdʒəs/ valente

court /kɔ:t/ cancha, pista

departure /dɪ'pɑ:tʃə/ saída

efficient /ɪ'fɪʃnt/ eficaz

elbow /'elbəʊ/ cóbado

fat /fæt/ graxa/s

find a ride /'faɪnd ə raɪd/ atopar a alguén que te leve

finger /'fɪŋgə/ dedo

fitness centre /'fɪtnəs sentə/ ximnasio

flight /flaɪt/ voo

flu /flu:/ gripe

fresh /frefʃ/ acabado/a de facer

fried /fraɪd/ frito/a

frozen /'frəʊzn/ conxelado/a

get better /get 'betə/ mellorar

go backpacking /gəʊ 'bækpækɪŋ/ facer excursionismo de mochila

goalkeeper /'gəʊlki:pə/ porteiro/a

goggles /'gɒglz/ lentes de natación / baño

headache /'hedeɪk/ dor de cabeza

healthy /'helθi/ san/sa, saudábel

heart /hɑ:t/ corazón

hopeful /'həʊpful/ optimista, esperanzado/a

imaginary /ɪ'mædʒɪnəri/ imaxinario/a

incredible /ɪn'kredəbl/ incríbel

knee /ni:/ xeonllo

lifeguard /'laɪfgɑ:d/ socorrista

make reservations /meɪk rezə'veɪʃnz/ facer reservas, reservar

messy /'mesi/ desordenado/a

miss /mɪs/ perder

nasty /'nɑ:sti/ desagradábel

neat /ni:t/ ordenado/a

net /net/ rede

ordinary /'ɔ:dnri/ normal, corrente

pack your bag /'pæk jɔ: bæɡ/ facer a maleta

pain /peɪn/ dor (in ~: con dor/es)

passenger /'pæsɪndʒə/ pasaxeiro/a

passport /'pɑ:spɔ:t/ pasaporte

pitch /pɪtʃ/ campo (deporte)

plan a route /'plæn ə ru:t/ planificar / proxectar unha ruta

pleasant /'pleznt/ agradábel

predictable /prɪ'dɪktəbl/ previsíbel, predicíbel

protein /'prəʊti:n/ proteína/s

proud /praʊd/ orgulloso/a

put up a tent /'put ʌp ə tent/ montar unha tenda de campaña

raw /rɔ:/ cru/úa

record /'rekɔ:d/ marca, récord

referee /refə'ri:/ árbitro/a

relaxed /rɪ'lækst/ relaxado/a, tranquilo/a

ridiculous /rɪ'dɪkjələs/ ridículo/a, absurdo/a

salty /'sɔ:lti/ salgado/a

score /skɔ:/ marcar; anotar

seat /si:t/ asento

sensitive /'sensətɪv/ sensíbel

shoot (ball) /ʃu:t/ tirar (balón); xutar

shoulder /'ʃəʊldə/ ombreiro

signpost /'saɪnpəʊst/ poste indicador

sore throat /'sɔ: θrəʊt/ dor de gorxa

sour /'sauə/ acedo/a, agre

spend the night /'spend ðə naɪt/ pasar a / facer noite  
 spicy /'spaɪsi/ picante; moi condimentado/a  
 suitcase /'su:tkeɪs/ maleta  
 sweet /swi:t/ doce  
 tablet /'tæblət/ pastilla, pílula; comprimido  
 take a break /'teɪk ə breɪk/ tomar un respiro,  
 descansar  
 tasty /'teɪsti/ saboroso/a, apetitoso/a, rico/a  
 thrilling /'θrɪlɪŋ/ emocionante, apaixonante  
 toe /təʊ/ deda  
 trail /treɪl/ camiño, vieiro  
 upset stomach /ʌpset 'stʌmək/ estómago revolto  
 wholegrain /'həʊlgreɪn/ integral  
 work out /wɜ:k 'aʊt/ facer exercicio  
 wrist /rɪst/ pulso

## UNIT 1

appear /ə'piə/ parecer, semellar  
 assess /ə'ses/ avaliar; valorar  
 board /bɔ:d/ taboleiro (~ game: xogo de mesa)  
 boost /bu:st/ espertar; estimular; promover;  
 aumentar  
 brain /breɪn/ cerebro  
 brand /brænd/ marca  
 cheat /tʃi:t/ facer trampa/s  
 clothing /'kləʊðɪŋ/ roupa  
 compliment /'kɒmplɪmənt/ cumprido, afago,  
 adulación  
 daydream /'deɪdri:m/ soñar esperto/a  
 deliver /dɪ'lɪvə/ facer envíos; entregar  
 design engineer /dɪ'zaɪn endʒɪniə/ enxeñeiro/a  
 diseñador/a  
 develop into /dɪ'veləp ɪntu:/ converterse en  
 die / dice /daɪ/daɪs/ dado/s  
 disorder /dɪs'ɔ:də/ trastorno, doenza  
 fashion designer /'fæʃn dɪzaɪnə/ diseñador/a de  
 modas  
 fashion trend /'fæʃn trend/ moda  
 fashionable /'fæʃnəbl/ de moda  
 figure out /fɪgə 'aʊt/ entender; calcular; descubrir,  
 encontrar, atopar  
 focus /'fəʊkəs/ centrarse, concentrarse  
 for fun /fɜ 'fʌn/ por diversión / divertimento  
 gamble /'gæmbəl/ apostar  
 glamorous /'glæməərəs/ glamuroso/a, elegante  
 high-waisted /haɪ'weɪstɪd/ de talle alto  
 hoodie /'hʊdi/ suadoiro con capucha  
 in a row /ɪn ə 'rəʊ/ consecutivo/a, seguido/a

layer /'leɪə/ capa  
 make an effort /meɪk ən 'efət/ esforzarse, facer un  
 esforzo  
 move (n) /mu:v/ xogada  
 plain /pleɪn/ liso/a; sinxelo/a  
 price tag /'praɪs tæg/ etiqueta (do prezo)  
 read someone's mind /ri:d sʌmwʌnz 'maɪnd/ lerlle o  
 pensamento a alguén  
 recall /rɪ'kɔ:l/ lembrar, recordar  
 recognise /'rekəɡnaɪz/ recoñecer  
 remind /rɪ'maɪnd/ lembrar / recordar (algo a alguén)  
 remove /rɪ'mu:v/ retirar, quitar, sacar  
 ripped /rɪpt/ resgado/a  
 road trip /'rəʊd trɪp/ viaxe por estrada  
 shoulder pads /'ʃəʊldə pædz/ ombreiras  
 sleeve /sli:v/ manga  
 stylish /'staɪlɪʃ/ elegante, con estilo  
 suit /su:t/ sentar / quedar ben; acaer  
 suspect /sə'spekt/ sospeitar  
 swap /swɒp/ cambiar; intercambiar  
 take turns /teɪk 'tɜ:nz/ roldarse, aquendarse  
 think over /θɪŋk 'əʊvə/ pensar, coidar, considerar  
 tights /taɪts/ medias  
 tracksuit bottoms /'træksu:t bɒtəmz/ pantalón/s de  
 chándal  
 trivia game /'trɪviə geɪm/ xogo de preguntas e  
 respostas  
 zip /zɪp/ cremalleira

## UNIT 2

accomplishment /ə'kʌmplɪʃmənt/ logro  
 army /'ɑ:mi/ exército  
 at a time /æt ə 'taɪm/ á vez  
 attempt /ə'tempt/ intentar  
 attend /ə'tend/ asistir a  
 battle /'bætl/ batalla  
 blow up /bləʊ 'ʌp/ (facer) voar (con explosivos)  
 carry out /kæri 'aʊt/ levar a cabo, realizar  
 check out /tʃek aʊt/ ver, botar unha ollada a  
 collapse /kə'læps/ derrubarse, caer redondo  
 contain /kən'teɪn/ albergar, aloxar; conter  
 development /dɪ'veləpmənt/ novidade, cambio;  
 desenvolvemento  
 end up /end 'ʌp/ rematar, terminar, acabar  
 find out /faɪnd 'aʊt/ descubrir; esculcar; saber (de)  
 flowerbed /'flaʊəbed/ parterre, canteiro de flores  
 footstep /'fʊtstep/ pegada  
 freedom /'fri:dəm/ liberdade

freely /'fri:li/ libremente  
 government /'gʌvənmənt/ goberno  
 guard /gɑ:d/ vixiar, custodiar  
 gunpowder /'gʌnpaʊdə/ pólvora  
 Gunpowder Plot /'gʌnpaʊdə plɒt/ Conspiración da Pólvora  
 Houses of Parliament /'haʊzɪz əv 'pɑ:ləmənt/ Parlamento  
 involve /ɪn'vɒlv/ implicar; requirir  
 knowledge /'nɒlɪdʒ/ coñecemento/s (*the ~ that:* saber que)  
 last /lɑ:st/ durar  
 lead to /'li:d tu:/ levar / conducir a; provocar  
 major /'meɪdʒə/ moi importante  
 material /mə'tɪəriəl/ tea, tecido  
 mosque /mɒsk/ mesquita  
 neighbourhood /'neɪbəhʊd/ barrio  
 no longer /nəʊ 'lɒŋgə/ xa non  
 opening /'əʊpənɪŋ/ inauguración  
 play a role /'pleɪ ə rɒl/ desempeñar un papel  
 plot /plɒt/ conspiración  
 prevent /prɪ'vent/ impedir; previr, evitar  
 reach /ri:tʃ/ chegar a  
 restore /rɪ'stɔ:/ restaurar  
 rule /ru:l/ gobernar  
 take place /teɪk 'pleɪs/ ter lugar  
 trade /treɪd/ comercio  
 turn into /tɜ:n 'ɪntə/ converter(se) en  
 wall /wɔ:l/ muro  
 war /wɔ:/ guerra  
 whisper /'wɪspə/ moumear, murmurar

### UNIT 3

ban /bæn/ prohibir  
 be lucky /bi: 'lʌki/ ter sorte  
 boiling hot /'bɔɪlɪŋ hɒt/ moi quente, a ferver  
 (*it's ~:* vai unha calor terrible / moitísima calor)  
 clear up /klɪə ʌp/ despexar  
 close to /'kləʊs tə/ cerca, preto de  
 cool /ku:l/ chulo/a; fresco/a  
 damage /'dæmɪdʒ/ danar  
 drop /drɒp/ baixar; diminuír  
 dry up /'draɪ ʌp/ secar  
 expose /ɪk'spəʊz/ expoñer, expor  
 forecast /'fɔ:kɑ:st/ pronóstico  
 fossil fuel /'fɒsl fju:əl/ combustíbel fósil  
 freezing cold /'fri:zɪŋ kəʊld/ glacial, xead/a  
 (*it's ~:* vai un frío horrible / que pela)

global warming /gləʊbl 'wɔ:mɪŋ/ quecemento global  
 heat /hi:t/ calor  
 hit /hɪt/ alcanzar, acadar; golpear  
 hold /həʊld/ reter  
 land /lənd/ terra/s  
 landscape /'lændskeɪp/ paisaxe  
 likely /'laɪkli/ probábel  
 mild /maɪld/ suave, moderado/a; temperado/a  
 news station /'nu:z steɪʃn/ canal (de noticias / novas)  
 oil spill /'ɔɪl spɪl/ vertedura / fuga de petróleo  
 raise money /'reɪz mʌni/ recadar cartos  
 renewable energy /rɪnju:əbl 'enədʒi/ enerxía/s renovábel/eis  
 report /rɪ'pɔ:t/ informar (sobre)  
 rise /raɪz/ subir, aumentar  
 safety /'seɪfti/ seguridade, seguranza  
 season /'si:zn/ estación; tempada  
 severe /sɪ'viə/ forte; duro/a, rigoroso/a  
 solar-powered /'səʊləpaʊəd/ (que funciona con enerxía) solar  
 source /sɔ:s/ fonte, orixe  
 take action /teɪk 'ækʃn/ actuar; tomar medidas  
 threat /θret/ ameaza  
 warm up /'wɔ:m ʌp/ subir a temperatura, ir máis calor; quentarse  
 warning /'wɔ:mɪŋ/ aviso, alerta  
 wildfire /'waɪldfaɪə/ incendio / lume forestal  
 wildlife /'waɪldlaɪf/ (flora e) fauna

### UNIT 4

account /ə'kaʊnt/ conta  
 advice /əd'vaɪs/ consello/s  
 ALS /eɪ el 'es/ ELA (esclerose lateral amiotrófica)  
 anxiety /æŋ'zaɪəti/ preocupación; ansiedade  
 billion /'bɪljən/ mil millóns  
 blind /blaɪnd/ cego/a  
 block /blɒk/ bloquear (a)  
 bucket /'bʌkɪt/ cubo  
 campaign /kæm'peɪn/ campaña  
 challenge /'tʃælɪndʒ/ reto, desafío  
 channel /'tʃænl/ canal  
 charity /'tʃærəti/ obra benéfica  
 common /'kɒmən/ común, corrente, habitual, frecuente  
 cope with /'kəʊp wɪð/ facer fronte a  
 delete /dɪ'li:t/ borrar  
 disability /dɪsə'bɪləti/ discapacidade, diversidade funcional

face /feɪs/ afrontar, enfrontarse a  
 fear /fiə/ medo  
 follower /'fɒləʊə/ seguidor/a  
 go viral /gəʊ 'vaɪrəl/ difundirse axiña / rapidamente, facerse viral  
 hack (into) /hæk 'ɪntə/ piratear  
 harmless /'hɑ:mləs/ inofensivo/a  
 helpless /'helpləs/ incapacitado/a; indefenso/a  
 injury /'ɪndʒəri/ lesión  
 light-coloured /'laɪtkʌləd/ pálido/a  
 make up your mind /meɪk ʌp jɔ: 'maɪnd/ decidirse  
 model /'mɒdl/ ser / traballar de modelo  
 outcome /'aʊtkʌm/ resultado; consecuencias  
 overview /'əʊvəvjʊ:/ visión xeral  
 password /'pɑ:swɜ:d/ contrasinal  
 pour /pɔ:/ botar, verter  
 privacy /'prɪvəsi/ intimidade, o que é privado / persoal  
 profile /'prəʊfaɪl/ perfil  
 recipient /rɪ'sɪpiənt/ destinatario/a  
 release /rɪ'li:s/ sacar, pór á venda; estrear  
 right /raɪt/ dereito  
 role model /'rəʊl mɒdl/ modelo de conduta  
 screenshot /'skri:ŋʃɒt/ captura de pantalla  
 settings /'setɪŋz/ axustes  
 sign into /saɪn 'ɪntu:/ comezar sesión en  
 struggle /'strʌgl/ enfrontarse; ter problemas; loitar  
 subscribe /səb'skraɪb/ subscribirse  
 suffer (from) /'sʌfə frɒm/ sufrir, padecer  
 support /sə'pɔ:t/ apoiar (~ oneself: gañar a vida)  
 treatment /'tri:tment/ tratamento; trato  
 turn to /'tɜ:n tu:/ acudir a  
 update /'ʌpdeɪt/ noticia, nova, actualización  
 upload /ʌp'ləʊd/ subir / colgar (en Internet)  
 upset /ʌp'set/ molestar, amolar; desgustar  
 view /vju:/ visualización; visión

## UNIT 5

age /eɪdʒ/ madurar, madurecer  
 amount of /ə'maʊnt əv/ cantidade de  
 berry /'beri/ baga  
 branch /brɑ:ntʃ/ póla, galla, rama  
 cable car /'keɪbl kɑ:/ teleférico, funicular  
 capable of /'keɪpəbl əv/ capaz / quen de  
 cave /keɪv/ cova  
 collect /kə'lekt/ coller  
 come up with /'kʌm ʌp wɪð/ propor, suxerir, ocorrerse

coral reef /'kɒrəl ri:f/ arrecife de coral  
 crop /krɒp/ colleita, cultivo  
 dig /dɪg/ cavar  
 farm /fɑ:m/ cultivar  
 feeling of belonging /'fi:lɪŋ əv bɪləŋɪŋ/ sentimento de pertenza  
 freeze /fri:z/ conxelar  
 get around /get ə'raʊnd/ moverse / desprazarse (por)  
 greenhouse gas /'ɡri:nhaʊs gæs/ gas invernadoiro  
 high-speed /haɪ'spi:d/ de alta velocidade  
 iodine /'aɪədi:n/ iodo  
 long-distance /'lɒŋdɪstəns/ de longa distancia; de longo percorrido  
 network /'netwɜ:k/ rede  
 nut /nʌt/ froito seco  
 on its own /ɒn ɪts 'əʊn/ só/oa  
 pick /pɪk/ recoller, coller  
 recipe /'resɪpi/ receita  
 reef /ri:f/ arrecife  
 risky /'rɪski/ arriscado/a  
 root /ru:t/ raíz  
 run on /'rʌn ɒn/ funcionar con  
 seaweed /'si:wi:d/ alga/s  
 seed /si:d/ semente  
 set up /set 'ʌp/ construír; habilitar; montar (un negocio); instalar  
 ship /ʃɪp/ enviar  
 soil /sɔɪl/ terra  
 spice /speɪs/ especia  
 standard of living /stændəd əv 'lɪvɪŋ/ nivel de vida  
 steam /sti:m/ vapor  
 sunrise /'sʌnraɪz/ amencer, abrente do día  
 sunset /'sʌnset/ solpor, posta do sol  
 tide /taɪd/ marea  
 time-consuming /'taɪmkənsju:mɪŋ/ que require moito tempo  
 tonne /tʌn/ tonelada  
 track /træk/ vía  
 trunk /trʌŋk/ tronco  
 urban planner /'z:bən plænə/ urbanista  
 waste /weɪst/ desperdicio, refugallo  
 wave /weɪv/ onda, vaga  
 workshop /'wɜ:kʃɒp/ taller, obradoiro

## UNIT 6

|                                            |                                   |
|--------------------------------------------|-----------------------------------|
| battery-operated /'bætəriɒpəreɪtɪd/        | que funciona con pilas            |
| block of flats /'blɒk əv flæts/            | bloque de pisos                   |
| breed /bri:d/                              | criar                             |
| breeding /'bri:diŋ/                        | de cría                           |
| brick /brɪk/                               | ladrillo                          |
| bring back /brɪŋ 'bæk/                     | devolver, volver; recuperar       |
| cheetah /'tʃi:tə/                          | guepardo                          |
| concrete /'kɒŋkri:t/                       | formigón                          |
| contest /'kɒntest/                         | concurso                          |
| cub /kʌb/                                  | cachorro                          |
| deadly /'dedli/                            | mortal                            |
| facilities /fə'sɪlətɪz/                    | servizos; instalacións            |
| flock /flɒk/                               | bandada; rabaño                   |
| floor /flɔ:/                               | piso; chan, solo                  |
| fox /fɒks/                                 | raposo                            |
| goat /gəʊt/                                | cabra                             |
| heat up /'hi:t ʌp/                         | quentar, requentar                |
| herd /hɜ:d/                                | manda                             |
| high-rise /'haɪraɪz/                       | de moitos pisos                   |
| hunt /hʌnt/                                | cazar                             |
| inhabitant /ɪn'hæbɪtənt/                   | habitante                         |
| judge /dʒʌdʒ/                              | xuíz/a                            |
| killer whale /'kɪlə weɪl/                  | candorca                          |
| landmark /'lændmɑ:k/                       | lugar / monumento emblemático     |
| leave something alone /li:v sʌmθɪŋ ə'ləʊn/ | non tocar ningunha cousa          |
| lift /lɪft/                                | ascensor                          |
| lizard /'lɪzəd/                            | lagarto; lagarta                  |
| look after /lʊk 'ɑ:ftə/                    | coidar a / de, ocuparse de        |
| lunchbox /'lʌntʃbɒks/                      | tarteira, friameira               |
| makerspace /'meɪkəspeɪs/                   | espazo de creación                |
| mate /meɪt/                                | (parella) macho / femia           |
| model (n) /'mɒdl/                          | maqueta; modelo                   |
| octopus /'ɒktəpʊs/                         | polbo                             |
| office block /'ɒfɪs blɒk/                  | bloque de oficinas                |
| playground /'pleɪgraʊnd/                   | patio                             |
| predator /'predətə/                        | depredador, predador              |
| prey /preɪ/                                | presa                             |
| property /'prɒpəti/                        | propiedade, terreo                |
| rare /reə/                                 | pouco común                       |
| reach /ri:tʃ/                              | alcanzar, acadar                  |
| rewild /'ri:waɪld/                         | restaurar (a natureza)            |
| school /sku:l/                             | cardume, banco de peixes; colexio |
| schoolyard /'sku:ljɑ:d/                    | patio do colexio                  |

shark /ʃɑ:k/ quenlla, tiburón

skyscraper /'skaɪskreɪpə/ rañaceos

slow /sləʊ/ minorar, frear

soap bar /'səʊp bɑ:/ pastilla de xabón

spot /spɒt/ mancha

stand /stænd/ soporte (para aparcas bicicletas)

steel /sti:l/ aceiro

stripe /straɪp/ raia

submit /sʌb'mɪt/ enviar

surround /sə'raʊnd/ rodear, arrodear

wolf /wʊlf/ lobo

working /'wɜ:kɪŋ/ que funcione

young /jʌŋ/ cría/s

## UNIT 7

adapt /ə'dæpt/ adaptarse

amateur /'æmətə/ afeccionado/a

appearance /ə'piərəns/ aspecto

aware (of) /ə'weə (ɒv)/ consciente (de) (*made me ~: fixo decatarme (de)*)

background /'bækgraʊnd/ orixe; antecedentes; contorna (~ *music*: música ambiental)

baker /'beɪkə/ panadeiro/a; pasteiro/a

base note /'beɪs nəʊt/ nota de fondo / base

beat /bi:t/ ritmo

border /'bɔ:də/ fronteira

chemistry /'kemɪstri/ química

colourful /'kʌləfʌl/ colorido/a, de cores vivas

conlang /'kɒnlæŋ/ lingua construída, linguaxe artificial

degree /dɪ'ɡri:/ título (universitario)

dubbing mixer /'dʌbɪŋ mɪksə/ editor/a de son / dobraxe

expand (your) horizons /ɪkspænd (jɔ:) hə'raɪznz/ ampliar / ensanchar (os teus) horizontes

expat /eks'pæt/ expatriado/a

experience /ɪk'spiəriəns/ percibir; experimentar (con); coñecer

flavour /'fleɪvə/ sabor

fluent /'flu:ənt/ fluído/a (*be / become ~ in ... : falar... con fluidez, dominar o...*)

foreign language /fɔ:rən 'læŋgwɪdʒ/ idioma estranxeiro

get to know /get tə 'nəʊ/ (chegar a) coñecer (a)

goal /ɡəʊl/ meta, obxectivo

gorgeous /'ɡɔ:dʒəs/ precioso/a; guapísimo/a

hang out /hæŋ 'aʊt/ pasar o tempo

have in common /hæv ɪn 'kɒmən/ ter en común

hearing /'hiəriŋ/ oído, ouvido

|                                         |                                    |
|-----------------------------------------|------------------------------------|
| heart note /'hɑ:t nəʊt/                 | nota de corazón / corpo            |
| lifestyle /'laɪfstɑɪl/                  | estilo de vida                     |
| lonely /'ləʊnli/                        | só/oa                              |
| pattern /'pætɪn/                        | patrón; debuxo                     |
| remain /rɪ'meɪn/                        | durar, permanecer                  |
| rotten /'rɒtn/                          | podre                              |
| rough /rʌf/                             | áspero/a                           |
| scent /sent/                            | perfume, fragancia; aroma, recendo |
| shape /ʃeɪp/                            | forma, figura                      |
| shiny /'ʃaɪni/                          | brillante                          |
| smell /smel/                            | olfacto                            |
| smooth /smu:ð/                          | suave, mol                         |
| soft /sɒft/                             | suave, mol                         |
| soundtrack /'saʊndtræk/                 | banda sonora                       |
| stare /steə/                            | fitar                              |
| stink /stɪŋk/                           | feder, apestar, alcatrear          |
| stressful /'stresfl/                    | estresante                         |
| suit /su:t/                             | adaptarse a                        |
| supplies /sə'plaɪz/                     | materiais                          |
| take advantage of /teɪk əd'vɑ:ntɪdʒ ðv/ | aproveitar                         |
| temporary /'tempərəri/                  | temporal                           |
| term /tɜ:m/                             | trimestre                          |
| top note /'tɒp nəʊt/                    | nota de saída / cabeza             |
| unpleasant /ʌn'pleznt/                  | desagradábel                       |
| whisper /'wɪspə/                        | murmurar, moumear                  |
| wooden /'wʊdn/                          | de madeira                         |
| yell /jel/                              | gritar, berrar                     |

## UNIT 8

|                                                                  |                                                                              |
|------------------------------------------------------------------|------------------------------------------------------------------------------|
| abroad /ə'brɔ:d/                                                 | no estranxeiro                                                               |
| allow /ə'laʊ/                                                    | permitir / deixar (a)                                                        |
| blame /bleɪm/                                                    | culpar / botar a culpa (a)                                                   |
| bother /'bɒðə/                                                   | molestar                                                                     |
| bright /braɪt/                                                   | listo/a, intelixente                                                         |
| bring up /brɪŋ 'ʌp/                                              | criar / educar (a)                                                           |
| challenging /'tʃælɪndʒɪŋ/                                        | que supón un desafío / reto                                                  |
| charity shop /'tʃærəti ʃɒp/                                      | tenda de artigos de segunda man que dedica a súa recadación a fins benéficos |
| common sense /'kɒmən sens/                                       | sentido común                                                                |
| deal with /'di:l wɪð/                                            | enfrentarse a; ocuparse / encargarse de                                      |
| envy /'envi/                                                     | envexar (a)                                                                  |
| fail /feɪl/                                                      | fracasar                                                                     |
| fixed / growth mindset /'fɪkst/'grəʊθ maɪndset/                  | mentalidade fixa / de crecemento                                             |
| follow in (somebody's) footsteps /fɒləʊ ɪn (sʌmbədɪz) 'fʊtstɛps/ | seguir os pasos (de alguén)                                                  |

|                                            |                                                                   |
|--------------------------------------------|-------------------------------------------------------------------|
| forgive /fə'gɪv/                           | perdoar (a)                                                       |
| genius /'dʒɪːniəs/                         | xenio                                                             |
| get along /get ə'lɒŋ/                      | levarse ben                                                       |
| gifted /'gɪftɪd/                           | talentoso/a, dotado/a (be ~: ter talento)                         |
| give up /gɪv 'ʌp/                          | darse por vencido/a, abandonar; renunciar a                       |
| have what it takes /hæv wɒt ɪt 'teɪks/     | ter o que fai falta                                               |
| hidden /'hɪdn/                             | oculto/a, agochado, escondido/a                                   |
| keep in touch /ki:p ɪn 'tʌtʃ/              | manter o contacto                                                 |
| make the most of /meɪk ðə 'məʊst ðv/       | aproveitar ao máximo, tirar o máximo partido de                   |
| multitask /'mʌltɪtɑ:sk/                    | facer / realizar diferentes tarefas simultaneamente               |
| only child /'əʊnli tʃaɪld/                 | fillo/a único/a                                                   |
| outgoing /aʊt'gəʊɪŋ/                       | sociábel, extravertido/a                                          |
| outstanding /aʊt'stændɪŋ/                  | excepcional, extraordinario/a                                     |
| partly /'pɑ:tlɪ/                           | en parte                                                          |
| performance /pə'fɔ:məns/                   | rendemento, actuación                                             |
| pressure /'preʃə/                          | presión                                                           |
| put off /'put ɒf/                          | aprazar, adiar, pospor                                            |
| row /raʊ/                                  | discusión, pelexa                                                 |
| sibling /'sɪblɪŋ/                          | irmán/á                                                           |
| spoiled /spɔɪld/                           | mimado/a, mecoso/a, consentido/a                                  |
| strength /streŋθ/                          | punto forte                                                       |
| successful /sək'sesfl/                     | exitoso/a (be / become ~: ter éxito)                              |
| take responsibility /teɪk rɪspɒnsə'bɪləti/ | asumir a responsabilidade, responsabilizarse, facerse responsábel |
| training /'treɪnɪŋ/                        | formación                                                         |
| twin /twɪn/                                | xemelgo/a                                                         |
| valuable /'væljuəbl/                       | valioso/a                                                         |
| weakness /'wi:k nəʊs/                      | punto débil / fraco                                               |
| well-liked /wel'laɪkt/                     | querido/a, apreciado/a                                            |

# Speaking Glossary

## Exchanging personal information

Can you tell me something about yourself? /kæn ju: tel mi: 'sʌmθɪŋ əbaʊt jɔ:sɛlf/ Podes contarme algunha cousa sobre ti?

What year are you in at school? /wɒt 'jɪə ɑ: ju: ɪn æt sku:l/ En que curso estás no colexio?

What's your favourite sport? /wɒts jɔ: 'feɪvərɪt spɔ:t/ Cal é o teu deporte preferido?

What do you like doing in your free time? /wɒt du: ju: laɪk 'du:ɪŋ ɪn jɔ: fri: taɪm/ Que che gusta facer no teu tempo libre?

What type of person are you? /wɒt taɪp ɒv 'pɜ:sn ɑ: ju:/ Que tipo de persoa es?

How do you feel about school? /haʊ du: ju: fi:l əbaʊt 'sku:l/ Que opinas sobre / che parece o colexio?

## Classroom language

What's this word in English? /wɒts ðɪs wɜ:d ɪn 'ɪŋɡlɪʃ/ Como se di esta palabra en inglés?

How do you pronounce this name? /haʊ du: ju: prə'naʊns ðɪs neɪm/ Como pronuncias / se pronuncia este nome?

How much time have we got? /haʊ mʌtʃ 'taɪm hæv wi: gɒt/ Canto tempo temos?

What page is it on? /wɒt 'peɪdʒ ɪz ɪt ɒn/ En que páxina está?

What time is the break? /wɒt 'taɪm ɪz ðə breɪk/ A que hora é o recreo / descanso?

Can you explain this, please? /kæn ju: ɪk'spleɪn ðɪs pli:z/ Podes explicar isto, por favor?

Can you repeat that, please? /kæn ju: rɪ'pi:t ðæt pli:z/ Podes repetir iso, por favor?

Can I borrow your ... ? /kæn aɪ 'bɒrəʊ jɔ:/ Préstasme o teu...?

When is the ... due? /wen ɪz ðə '... dju:/ Cando hai que entregar / Para cando é o / a...?

## Shopping for a present

Can I help you? /kæn aɪ 'help ju:/ Podo axudarte?

I'm just looking around. /aɪm dʒʌst 'lʊkɪŋ əraʊnd/ Só estou botando unha ollada.

I want to buy ... . /aɪ 'wɒnt tə baɪ/ Quero mercar... .

Why don't you buy him / her ... ? /waɪ dəʊnt ju: 'baɪ hɪm/hɜ:/ Por que non lle mercas...?

You could purchase ... . /ju: kəd 'pɜ:tʃəs/ Poderías mercar... .

How much is this one? /haʊ mʌtʃ ɪz 'ðɪs wʌn/ Canto custa este/a?

That's so expensive! /ðæts səʊ ɪk'spensɪv/ É moi caro/a!

But maybe I can ... . /bʌt 'meɪbi aɪ kæn/ Mais talvez poida... .

## Making recommendations

We're thinking about ... . /wiə 'θɪŋkɪŋ əbaʊt/ Estamos a pensar / considerar... .

You should definitely ... . /ju: ʃəd 'defɪnətli/ Decididamente / Sen dúbida, deberiades... .

That's why I recommend ... . /ðæts waɪ aɪ rekə'mend/ Por iso recomendo... .

That's good to know. /ðæts 'ɡʊd tə nəʊ/ Está ben sabelo.

What else do you suggest ... ? /wɒt 'els du: ju: sədʒest/ Que máis suxires...?

Should we ... ? /ʃəd wi:/ Deberíamos...?

I'll check it out. /aɪl 'tʃek ɪt aʊt/ Mirareino.

## Talking about the weather

The weather has been ... lately. /ðə 'weðə hæz bi:n ... lertli/ O tempo estivo / foi... ultimamente.

Yesterday it was ... . /jestədeɪ ɪt wəz/ Onte ía... .

Today it's ... . /tə'deɪ ɪts/ Hoxe vai... .

Look at the forecast. /lʊk ət ðə 'fɔ:kɑ:st/ Mira o prognóstico do tempo.

It seems like it will be ... . /ɪt 'si:ms laɪk ɪt wɪl bi:/ Seica irá... .

This season has been ... . /ðɪs 'si:zn hæz bi:n/ Esta estación / época foi... .

It's ... out. /ɪts'... aʊt/ Vai... fóra.

Let's hope it ... soon. /lets 'həʊp ɪt ... su:n/ Agardemos que... pronto / axiña.

## Discussing options

We have to ... /wi 'hæv tə/ Temos que...

Would you rather ... ? /wʊd ju: 'rɑ:ðə/ Prefires...?

Either is ... , as far as I'm concerned. /'aɪðə ɪz ... æz fɑ: æz aɪm kənsɜ:nd/ Calquera é / está... , polo que a min respecta.

What about you? /wɒt əbaʊt 'ju:/ E ti?

I haven't got a preference. /aɪ 'hævnt ɡɒt ə prefərəns/ Non teño preferencia., Tanto me ten.

Why don't we ... ? /waɪ 'dəʊnt wi:/ Por que non...?

That's a possibility. /ðæts ə pɒsə'bɪləti/ É unha posibilidade.

I think we should also consider ... /aɪ θɪŋk wi: ʃʊd 'ɔ:lsoʊ kənsɪdə/ Coido que tamén deberíamos considerar / pensar en... .

Let's (put) ... /lets put/ (Poñamos)...

... might be good, too. /maɪt bi: 'ɡʊd tu:/  
... podería estar ben tamén.

## Making predictions

I think ... /aɪ 'θɪŋk/ Coido / Teño para min...

I expect ... /aɪ ɪk'spekt/ Agardo...

Definitely. /'defɪnətli/ De certo que si.

I don't think ... /aɪ 'dəʊnt θɪŋk/ Non penso...

I don't agree. /aɪ dəʊnt ə'ɡri:/ Non estou de acordo.

People will probably (always want) ... /pi:pl wɪl 'prɒbəbli ɔ:lweɪz wɒnt/ Probabelmente a xente (sempre quere)...

It's likely that ... /ɪts 'laɪkli ðæt/ Seica / É probábel que...

I'm sure ... /aɪm 'ʃʊ:/ Estou certo/a de (que)...

## Talking about endangered animals

Where do ... live? /weə du: ... 'lɪv/ Onde viven...?

Why are they endangered? /waɪ ɑ: ðeɪ ɪn'deɪndʒəd/ Por que están en perigo de extinción?

What role do they play in the ecosystem? /wɒt 'rəʊl du: ðeɪ pleɪ ɪn ði: 'i:kəʊsɪstəm/ Que papel desempeñan no ecosistema?

What would happen if they disappeared? /wɒt wʊd hæpən ɪf ðeɪ dɪsə'pɪəd/ Que ocorrería se desaparecesen?

What can organisations do to save them? /wɒt kən ɔ:ɡənə'zeɪʃnz du: tə serv ðəm/ Que poden facer as organizacións para salvalos?

## Talking about a learning experience

How's ... ? /haʊz/ Como é...?, Que tal (é)...

What's it like ... ? /wɒts ɪt 'laɪk/ Como é...?

At first it was a bit ... . But soon ... /ət 'fɜ:st ɪt wəz ə bɪt ... bʌt 'su:n/ Ao comezo foi un pouco... .  
Mais axiña...

What do you like best? /wɒt du: ju: laɪk 'best/ Que é o que máis che gusta?

Something that I really like is ... /səmθɪŋ ðæt aɪ 'rɪəli laɪk ɪz/ Algo que me gusta moito é...

Is there anything that's hard for you? /ɪz ðeə 'eniθɪŋ ðæts hɑ:d fə ju:/ Hai algo que che resulte difícil / custe?

It's difficult for me to ... /ɪts 'dɪfɪkəlt fə mi: tə/ Resultame difícil...

## Role-playing an interview

Why do you think you'd be a good volunteer? /waɪ du: ju: θɪŋk ju:d bi: ə ɡʊd vɒlən'tɪə/ Por que cre vostede que sería un/ha bo/a voluntario/a?

What are you good at? /wɒt ɑ: ju: 'ɡʊd æt/ Que se lle dá ben?

I'm good at ... /aɪm 'ɡʊd æt/ Dáseme ben...

Would you like to work ... ? /wʊd ju: laɪk tə 'wɜ:k/ Gustaríame traballar...?

What type of volunteer work do you want to do? /wɒt taɪp ɒv vɒlən'tɪə wɜ:k du: ju: wɒnt tə du:/ Que tipo de traballo de voluntariado quere facer?

I'd like to work with ... /aɪd laɪk tə 'wɜ:k wɪð/ Gustaríame traballar con...

How often can you volunteer? /haʊ 'ɒftən kən ju: vɒlən'tɪə/ Con que frecuencia pode traballar como voluntario/a?

# Grammar Appendix

## INTRODUCTION

### O Present Simple

Emprégase para falar de verdades xerais, facer descrições, comentar feitos habituais ou cotiáns, expresar gustos e opinións, e tamén para falar de programas e horarios.

Ponse o verbo na forma base (infinitivo sen **to**) en todas as persoas menos na 3ª do singular, na que se engade **-s**.

Nos seguintes casos, engádese **-es** no canto de **-s**:

- Se remata en **ss, sh, ch** e **x**: *pass* - *passes*, *wash* - *washes*, *watch* - *watches*, *mix* - *mixes*
- Se remata en **o**: *do* - *does*, *go* - *goes*
- Se remata en **consonante** + **y**, cámbiase o **y** por un **i**: *study* - *studies*, *carry* - *carries*

O *Present Simple* adoita ir acompañado de **expresións temporais** como **every day**, **on** + día da semana en plural, **in the morning**, etc., e adverbios de frecuencia como **always**, **often**, **never**, etc.

*Does she often play volleyball? No, she doesn't.*

*She doesn't often play volleyball, but she sometimes plays basketball.*

(Ela xoga ao voleibol a miúdo? Non. Ela non xoga ao voleibol a miúdo, pero ás veces xoga ao baloncesto.)

### O Present Continuous

Expresa o que está a ocorrer no intre de falar ou no período de tempo presente. Ponse o verbo rematado en **-ing**.

Nos seguintes casos, cómpre reparar nestas regras ortográficas para engadir **-ing**:

- Se remata en **e** mudo, pérdese o **e**: *live* - *living*
- Se é de 1 sílaba e remata en **1 vogal** + **1 consoante** que non sexa **w, x** ou **y**, dóbrase esta consoante:  
*run* - *running*, *sit* - *sitting*
- Se é de 2 sílabas, ten o acento na última e remata en **1 vogal** + **1 consoante** que non sexa **w, x** ou **y**, dóbrase a última consoante:  
*refer* - *referring*, *begin* - *beginning*
- Se remata en **ie**, cámbiase **ie** por un **y**:  
*lie* - *lying*, *die* - *dying*

O *Present Continuous* adoita ir acompañado de **expresións temporais** como **now**, **at the moment**, **today**, etc.

*Are you leaving school now? No, I'm not. This week, I'm participating in a school project, so I'm not leaving now.*

(Estás a marchar do colexio agora? Non. Esta semana estou a participar nun proxecto escolar, de maneira que non estou a marchar agora.)

### Contraste Present Simple / Present Continuous

- O *Present Simple* expresa hábitos, e tamén se adoita empregar para contar o que ocorre nunha historia ou nunha película. En troques, o *Present Continuous* sinala o que está a ocorrer no momento de falar, e tamén se adoita empregar para describir fotos.
- Os **verbos estáticos** empréganse para expresar gustos, sentimentos e desexos, actividades da mente, posesión e percepción. Refírense a estados no canto de accións, polo que non se adoitan empregar co *Present Continuous*.

### 1 Complete the sentences with the verbs in brackets. Use the Present Simple.

1. She rarely ..... (score) lots of points.
2. I ..... (not work out) every day.
3. .... Tim always ..... (look) anxious?
4. An olive ..... (not taste) sweet.
5. .... you always ..... (use) this bat?

### 2 Write sentences with the words below. Use the Present Continuous.

1. the girls / put up / the tent / at the moment / ?  
.....
2. I / book / a room / now / .  
.....
3. we / not prepare / fried fish / today / .  
.....
4. she / not cough / right now / .  
.....
5. what / the referee / say / to the players / ?  
.....

### 3 Complete the dialogue with the verbs in brackets. Use the Present Simple or the Present Continuous.

- A:** Where <sup>1</sup> ..... you ..... (go) now?
- B:** To the fitness centre. I always <sup>2</sup> ..... (work out) on Mondays.
- A:** But you still <sup>3</sup> ..... (not look) well.
- B:** It <sup>4</sup> ..... (get) better. I <sup>5</sup> ..... (not cough) now either.
- A:** OK, but I <sup>6</sup> ..... (come) with you.
- B:** I <sup>7</sup> ..... (not need) a babysitter.
- A:** I <sup>8</sup> ..... (know). But it's near my house. I <sup>9</sup> ..... (want) a ride there!

| Artigos e cuantificadores |                                                                                                                                                                                                 |                                                                                                                                                                                          |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| the                       | Con nomes contábeis e non contábeis.<br>Emprégase diante dun nome que é coñecido polo falante.                                                                                                  |                                                                                                                                                                                          |
|                           | o, a, os/as                                                                                                                                                                                     | <i>I have got a house.</i><br><b>The</b> house is very big.<br>(Teño unha casa. A casa é moi grande.)                                                                                    |
| a / an                    | Con nomes contábeis en singular.<br>Empréganse diante dun nome que non é coñecido polo falante.                                                                                                 |                                                                                                                                                                                          |
|                           | un/ha                                                                                                                                                                                           | <b>a</b> shelf, <b>an</b> armchair<br>mais <b>a</b> uniform                                                                                                                              |
| some                      | Frases afirmativas:<br>Con nomes contábeis en plural e non contábeis.<br>Frases interrogativas:<br>Cando a pregunta expresa unha oferta ou pedimento e agárdase que a resposta sexa afirmativa. |                                                                                                                                                                                          |
|                           | uns/has<br>algúns/has<br>algo de<br>un pouco de<br>(ou non se traduce)                                                                                                                          | <i>I've got <b>some</b> books.</i><br>(Teño algúns libros.)<br><i>There is <b>some</b> juice.</i><br>(Hai zume.)<br><i>Would you like <b>some</b> tea?</i><br>(Queres té?)               |
| any                       | Frases negativas e interrogativas:<br>Con nomes contábeis en plural e non contábeis.                                                                                                            |                                                                                                                                                                                          |
|                           | ningún/unha<br>nada de<br>(ou non se traduce)                                                                                                                                                   | <i>There aren't <b>any</b> children.</i><br>(Non hai ningún neno.)<br><i>I haven't got <b>any</b> water.</i><br>(Non teño auga.)                                                         |
| a lot of /<br>lots of     | algún/unha<br>algúns/nhas<br>algo de<br>(ou non se traduce)                                                                                                                                     | <i>Are there <b>any</b> bananas?</i><br>(Hai algún plátano?)<br><i>Have you got <b>any</b> olive oil?</i><br>(Tes aceite de oliva?)                                                      |
|                           | Con nomes contábeis en plural e non contábeis.                                                                                                                                                  |                                                                                                                                                                                          |
| a lot of /<br>lots of     | moito/a/os/as<br>un montón /<br>unha chea de                                                                                                                                                    | <i>There are <b>a lot of / lots of</b> people in the audience.</i><br>(Hai moita xente no público.)<br><i>They've got <b>a lot of / lots of</b> cake.</i><br>(Teñen unha chea de torta.) |
|                           | Con nomes contábeis en plural.                                                                                                                                                                  |                                                                                                                                                                                          |
| many                      | moitos/as                                                                                                                                                                                       | <i>There are <b>many</b> passengers.</i><br>(Hai moitos pasaxeiros.)                                                                                                                     |
|                           | Frases negativas e interrogativas:<br>Con nomes non contábeis.                                                                                                                                  |                                                                                                                                                                                          |
| much                      | moito/a                                                                                                                                                                                         | <i>I haven't got <b>much</b> money.</i><br>(Non teño moitos cartos.)<br><i>Was there <b>much</b> food?</i><br>(Había moita comida?)                                                      |

|                   |                                |                                                                                      |
|-------------------|--------------------------------|--------------------------------------------------------------------------------------|
| How<br>many ... ? | Con nomes contábeis en plural. |                                                                                      |
|                   | Cantos/as...?                  | <b>How many</b> students are there in your class? (Cantos alumnos hai na túa clase?) |

|                   |                                                                                                         |                                                                                             |
|-------------------|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| How<br>much ... ? | Con nomes non contábeis.<br>Cando vai co verbo <b>to be</b> , serve para preguntar o prezo dunha cousa. |                                                                                             |
|                   | Canto/a...?                                                                                             | <b>How much</b> tea do you drink? (Canto té bebes?)<br><b>How much is it?</b><br>(Canto é?) |

## 1 Choose the correct answers.

- You need **a / an / some** passport for the trip.
- Are there **a / some / any** passengers on the aeroplane?
- The / A / Any** vegetables are frozen.
- This is **a / an / any** incredible trip!
- Some / Any / A** children talk to imaginary friends.
- There isn't **a / some / any** boiled chicken on the menu.

## 2 Complete the sentences with **a, an, some or any**.

- There isn't ..... net on the court.
- Are there ..... flights today?
- There is ..... bread on the shelf.
- She's ..... excellent coach.
- There isn't ..... fat in this soup.
- I need ..... goggles for swimming.

## 3 Choose the correct answer.

- How much / How many** seats are there on the train?
- There isn't **many / much** milk in the bottle.
- How much / How many** soup do you want?
- There's **much / a lot of** protein in this meal.
- There are **many / much** signposts on the road.
- We've got **much / lots of** time before the flight.

## 4 Complete the sentences with the quantifiers in brackets.

- There's ..... water on the court.  
It isn't ..... good day for tennis.  
(a, lots of)
- We haven't got ..... fresh vegetables.  
Is there ..... open market near us?  
(any, an)
- I didn't put ..... sugar in the cake,  
so there weren't ..... calories in each piece. (many, much)
- There's ..... juice in the fridge. But we haven't got ..... fizzy drinks. (some, any)
- ..... eggs do you like in your omelette?  
..... cheese do you usually use? (How many, How much)
- I always eat ..... snacks at the game.  
There isn't ..... healthy food at the food stand. (much, lots of)

## UNIT 1

## O Past Simple

- **Afirmativa:** suxeito + verbo rematado en **-ed** no caso dos verbos regulares, que é o mesmo que en todas as persoas.

Os verbos irregulares non seguen regra ningunha e, por iso, cómpre aprender de memoria as súas formas de pasado. Podes consultar a listaxe das páxinas 27-28.

*I **packed** my bag.* (Fixen a maleta.)

*We **met** at school.* (Coñecémonos no colexio.)

Nos seguintes casos, cómpre reparar nestas regras ortográficas para engadir **-ed**:

- Se é de 1 sílaba e remata en **1 vogal + 1 consoante** que non sexa **w, x** ou **y**, dóbrase esta consoante: **stop - stopped, plan - planned**

- Se é de 2 sílabas, ten o acento na última e remata en **1 vogal + 1 consoante** que non sexa **w, x** ou **y**, dóbrase a última consoante:

*prefer - preferred, permit - permitted*

- Se remata en **consoante + y**, cámbiase o **y** por un **i**: *worry - worried, try - tried*

- Se remata en **e mudo**, só se engade **-d**:  
*bake - baked, live - lived*

- **Negativa:** suxeito + **did not** ou **didn't** + verbo na forma base.

*They **didn't find** a restaurant.*

(Non atoparon un restaurante.)

- **Interrogativa:** **Did** + suxeito + verbo na forma base.  
***Did** he **book** a room?* (El reservou un cuarto?)

- **Respostas curtas:**ponse o pronome persoal suxeito + **did** ou **didn't**.

***Did** she **receive** a prize? Yes, she **did**. / No, she **didn't**.* (Ela recibiu un premio? Recibiu. Si. / Non.)

## Usos

|                                          |                                                                                                           |
|------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| Expresar accións pasadas                 | <i>We <b>toured</b> the city yesterday.</i><br>(Visitamos a cidade onte.)                                 |
| Dicir o que se fixo nun momento concreto | <i>They <b>had</b> the meeting at 4.00 pm.</i><br>(Tiveron a reunión ás 16:00 h.)                         |
| Contar accións pasadas consecutivas      | <i>I <b>arrived</b> at the beach and <b>went</b> swimming.</i><br>(Cheguei á praia e fun nadar.)          |
| Contar como eran as cousas noutro tempo  | <i>In the past, women <b>didn't wear</b> trousers.</i><br>(No pasado, as mulleres non levaban pantalóns.) |

- Adoitan empregarse estas **expresións temporais**: as que levan **ago** (hai) ao final da expresión, **last night / week / year** (esta noite, a semana pasada, o ano pasado), **at** + unha hora, **on** + un día ou unha data, **in** + un ano, **in the past** (no pasado), **yesterday** (onte), etc. Todas poden ir ao comezo ou ao final da frase, mais adoitan pórse ao final.  
*My brother **moved** to Glasgow **last month**.* (Meu irmán mudouse a Glasgow o mes pasado.)
- O pasado de **have got** é **had** (sen **got**).  
✓ *We **had** an exam yesterday.*  
✗ *We **had got** an exam yesterday.*

## 1 Complete the sentences with the verbs in brackets. Use the Past Simple.

1. Women ..... (not buy) tights because they were too expensive.
2. .... you ..... (swap) the T-shirt for a smaller one?
3. I ..... (not look) at the price tags in the shop yesterday.
4. When ..... the shop ..... (deliver) your new shoes?
5. Anna and I ..... (shop) for designer hoodies last weekend.

## 2 Complete the sentences with the verbs below. Use the Past Simple.

not wear • sell • not suit • cost • receive

1. The hoodie was on sale. It ..... £20.
2. The shirt ..... me. It was too red.
3. .... the girls ..... lots of compliments on their stylish clothes?
4. Sam ..... a coat last night. It was hot.
5. When ..... Levi Strauss ..... his first pair of jeans to a customer?

## 3 Write questions with the words below. Use the Past Simple.

1. what / most women / wear / before World War II  
.....
2. why / Lia / wear / a glamorous dress / yesterday  
.....
3. where / you / get / your new boots  
.....
4. when / this 1990s fashion trend / return  
.....
5. Coco Chanel / design / women's sportswear  
.....

## used to

**Used to** expresa feitos ou estados que eran habituais noutro tempo e logo deixaron de sê-lo. Só ten a forma de pasado e vai seguido doutro verbo na forma base. Tradúcese como o pretérito imperfecto do verbo “adoitar” ou do verbo que o segue.

- **Afirmativa:** suxeito + **used to** + verbo na forma base.  
*I **used to fish** with my grandfather on Saturdays.*  
(Eu adoitaba ir pescar / pescaba co meu avó os sábados.)
- **Negativa:** suxeito + **did not** ou **didn't** + **use to** (sen “d”) + verbo na forma base.  
*You **didn't use to like** horror films.*  
(Non adoitaban gustarche / che gustaban as películas de terror.)
- **Interrogativa:** **Did** + suxeito + **use to** (sen “d”) + verbo na forma base.  
***Did she use to wear** a red coat?*  
(Ela adoitaba levar / levaba un abrigo vermello?)
- **Respostas curtas:**ponse o pronome persoal suxeito + **did** ou **didn't**.  
***Did they use to travel** by car? Yes, they **did**. / No, they **didn't**.*  
(Adoitaban viaxar / Viaxaban en coche? Adoitaban. Si. / Non.)

### 1 Complete the sentences with the verbs in brackets and the correct form of **used to**.

1. The boy ..... (daydream) a lot in class.
2. *Cluedo* ..... (be) my favourite game.
3. The ancient Indians ..... (not call) Snakes and Ladders by the same name.
4. We ..... (not download) games every day.
5. You ..... (figure out) puzzles easily.
6. The Converse company ..... (not produce) trainers. Their first shoes were rain boots.

### 2 Write questions with the words below. Use **used to**. Then complete the short answers.

1. James / play / chess / with his grandfather

.....  
.....  
No, .....

2. you and your brother / take turns / on the computer

.....  
.....  
Yes, .....

3. Wendy's sister / cheat / at cards

.....  
.....  
Yes, .....

4. people / have / digital board games / 30 years ago

.....  
.....  
No, .....

### 3 Write the words in the correct order to make questions. Use **used to**. Then match the questions in A to the answers in B.

#### A

1. cost / years ago / *Lego* / how much

.....  
.....

2. enjoy / what / when you were a child / you / board games

.....  
.....

3. they / how often / buy / new Nintendo games

.....  
.....

4. Dave / where / play / chess

.....  
.....

5. have / your parents / when / games evenings

.....  
.....

#### B

- ..... a. *Ludo* and Snakes and Ladders
- ..... b. in the park
- ..... c. on Saturday nights
- ..... d. about \$6
- ..... e. once a month

## UNIT 2

## O Past Continuous

- **Afirmativa:** suxeito + **was / were** + verbo rematado en **-ing**.  
*The students **were playing** with the children.*  
(Os estudantes estaban a xogar cos nenos.)  
As regras ortográficas para engadir **-ing** están na páxina 9.
- **Negativa:** suxeito + **was / were** + **not** ou **n't** + verbo rematado en **-ing**.  
*My friend **wasn't waiting** at the corner.*  
(O meu amigo non estaba a esperar na esquina.)
- **Interrogativa:** **Was / Were** + suxeito + verbo rematado en **-ing**.  
***Was she sleeping?*** (Ela estaba a durmir?)
- **Respostas curtas:**ponse o pronome persoal suxeito + **was / were** ou **wasn't / weren't**.  
***Was it raining** yesterday? Yes, it **was**. / No, it **wasn't**.*  
(Estivo a chover onte? Estivo. Si. / Non.)

## Usos

|                                                                                                          |                                                                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Expresar o que estaba a ocorrer no pasado                                                                | <i>I <b>was exercising</b> at 10.00 am.</i><br>(Eu estaba a facer exercicio ás 10:00 h.)                                                                                          |
| Describir dúas ou máis accións prolongadas e simultáneas no pasado, unidas por <b>while</b> ou <b>as</b> | <i>Kate and I <b>were cleaning</b> the house <b>while / as</b> Bob <b>was cooking</b> dinner.</i><br>(Kate e mais eu estabamos a limpar a casa mentres Bob estaba a facer a cea.) |

- Adoitan empregarse estas **expresións temporais**: as que levan **ago** (hai) ao final da expresión, **at** + unha hora, **yesterday morning / afternoon** (onte pola mañá / tarde), **last night** (esta noite), **all day** (todo o día), etc. Todas poden ir ao comezo ou ao final da frase, mais adoitan poñerse ao final.  
*She **was working** on her project **at 4 o'clock yesterday**.*  
(Ela estaba a traballar no seu proxecto onte ás 4 en punto.)

## 1 Complete the sentences with the verbs in brackets. Use the Past Continuous.

- I ..... (not watch) a documentary about Sparta at 7.00 pm.
- In 1979, the boy and his parents ..... (plan) their escape from East Germany.
- You ..... (not discuss) the new developments a minute ago.
- King James I ..... (not rule) England in 1840.
- At 2 o'clock, the tour guide ..... (tell) us about the ancient Roman buildings.

2 Write questions with the words below. Use the Past Continuous. Then match the questions in A to the answers in B. Complete the answers with **was, were, wasn't or weren't**.

## A

- where / you / go / at 6.00 last night  
.....
- trade / between the countries / improving  
.....
- why / members of the government / meet / at 10.00 pm  
.....
- the students / take / a tour / of the museum / at 2.00 in the afternoon  
.....
- what / take place / at 7.00 / yesterday evening  
.....

## B

- No, they .....
- Because they ..... assessing the situation.
- I ..... going home.
- No, it .....
- The reporter ..... taking pictures of the army.

## 3 Complete the sentences with the verbs below. Use the Past Continuous.

not walk • wait • not discuss • show • dance

- The government members ..... the new trade laws at 9.00 last night. They met to talk about other issues.
- ..... you ..... for the bus at 3.00 pm?
- A documentary about World War II ..... on Channel 4 at 8.00 pm.
- ..... you ..... in the show last night?
- We ..... around the Old Town yesterday morning.

## 4 Correct the mistakes in bold. Use the Past Continuous.

- I **were sleeping** all morning. ✗  
.....
- The acting group was** performing *Antony and Cleopatra* yesterday evening? ✗  
.....
- Mum **was prepare** lunch at 11.00 am. ✗  
.....
- Why was you** shopping at 9.00 at night? ✗  
.....

## Contraste *Past Continuous* / *Past Simple*

- O *Past Simple* sinala que a acción ocorreu e rematou no tempo sinalado na frase, mentres que o *Past Continuous* fala de accións prolongadas que estaban a ocorrer no pasado.  
He **did** his homework last Monday.  
(El fixo os deberes luns pasado.)  
He **was doing** his homework yesterday afternoon.  
(El estivo a facer os deberes onte pola tarde.)
- Cando os dous tempos aparecen xuntos, sinalan que unha acción en progreso foi interrompida por outra. A acción que interrompe adoita levar **when** e un verbo en *Past Simple*, mentres que na acción interrompida se adoitan empregar **while** ou **as** e o *Past Continuous*.  
We were listening to the news **when** he arrived.  
(Estabamos a escoitar as noticias cando chegou el.)  
**While** / **As** we **were listening** to the news, he arrived.  
(Mentres estabamos a escoitar as noticias, chegou el.)

### 1 Choose the correct answer.

1. The workers **restored** / **were restoring** the building when it collapsed.
2. While we were taking pictures of the Colosseum, the rain **turned into** / **was turning into** a storm.
3. Peter **attempted** / **was attempting** the marathon when the accident happened.
4. The police **discovered** / **were discovering** a bomb while they were carrying out a search of the building.
5. I **explored** / **was exploring** the town when I saw an 18th-century cannon.

### 2 Complete the sentences with the verbs in brackets. Use the *Past Continuous* or *Past Simple*.

1. Susan ..... (not look) for treasure when she ..... (end up) at the cave.
2. .... you ..... (carry out) my instructions while you ..... (hike)?
3. I ..... (not find out) about the explosion while I ..... (travel) on the train.
4. While the rescue workers ..... (search) for the missing woman, they ..... (discover) an abandoned building.
5. .... Sam still ..... (hike) the trail when the rest of the group ..... (reach) the campsite?

### 3 Match A to B. Then write sentences with the words below. Use the *Past Continuous* or *Past Simple*.

#### A

1. they / not restore / any paintings /
2. while / Mike / travel / in Peru, /
3. luckily, / Jack's father / not work / in the Twin Towers /
4. while / I / attempt / to build a campfire, /
5. you / find out / anything interesting / about the Queen /

#### B

- a. he / discover / any / interesting / artifacts / ?
- b. while / they / volunteer / at the museum / .
- c. while / you / read / her biography / ?
- d. my friends / put up / their tents / .
- e. when / they / collapsed / after the terror attack / .

1. ....
2. ....
3. ....
4. ....
5. ....

### 4 Complete the mini-dialogues with the words in brackets. Use the *Past Continuous* or *Past Simple*.

1. **A:** What <sup>1.</sup> ..... you ..... (watch) when I <sup>2.</sup> ..... (call)?  
**B:** A news report. A prisoner <sup>3.</sup> ..... (escape) while the guards <sup>4.</sup> ..... (not look).
2. **A:** Why <sup>5.</sup> ..... they ..... (blow up) a building at 3.00 yesterday afternoon?  
**B:** It was a dangerous building. While some people <sup>6.</sup> ..... (explore) it, a wall <sup>7.</sup> ..... (collapse) on them.
3. **A:** What <sup>8.</sup> ..... the police officer ..... (find out) while she <sup>9.</sup> ..... (interview) witnesses?  
**B:** I don't know. I <sup>10.</sup> ..... (not pay attention) to the story while Dan <sup>11.</sup> ..... (tell) it.

## UNIT 3

## O Present Perfect Simple

- **Afirmativa:** suxeito + **have / has** + verbo en participio. O participio fórmase engadindo **-ed** aos verbos regulares (as regras ortográficas están na páxina 11) e é o mesmo en todas as persoas. Os verbos irregulares no seguen regra ningunha e, por iso, cómpre aprender de memoria as súas formas de participio. Podes consultar a listaxe das páxinas 27-28.

We **have eaten** the cake.

(Comemos a torta.)

- **Negativa:** suxeito + **have / has** + **not** ou **n't** + verbo en participio.

I **haven't closed** the door.

(Non pechei a porta.)

- **Interrogativa:** **Have / Has** + suxeito + verbo en participio.

**Have you watched** this film?

(Viches esta película?)

- **Respostas curtas:**ponse o pronome persoal suxeito + **have / has** ou **haven't / hasn't**.

**Has she taken** the bus? Yes, she **has**. / No, she **hasn't**. (Ela colleu o autobús? Colleu. Si. / Non.)

- Co Present Perfect Simple adoitan empregarse as seguintes **expresións temporais** e **adverbios**:

|         |                                                          |                                                                                                                              |
|---------|----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| ever    | INTERROGATIVA:<br>algunha vez                            | <b>Have you ever been to California?</b> (Estiveches algunha vez en California?)                                             |
|         | NEGATIVA:<br>nunca, xamais                               | <b>I haven't ever read that book.</b> (Nunca lin ese libro.)                                                                 |
| never   | AFIRMATIVA:<br>nunca, xamais                             | <b>They have never seen the sea.</b> (Nunca viron o mar.)                                                                    |
| always  | sempre                                                   | <b>Tom has always been very kind.</b> (Tom sempre foi moi amábel.)                                                           |
| already | AFIRMATIVA:<br>xa                                        | <b>I have already done the shopping.</b> (Xa fixen a compra.)                                                                |
| just    | AFIRMATIVA:<br>acabar / vir de + infinitivo              | <b>We have just arrived home.</b> (Acabamos de chegar á casa.)                                                               |
| yet     | NEGATIVA:<br>aínda                                       | <b>He hasn't tidied his room yet.</b> (El aínda non ordenou o seu cuarto.)                                                   |
|         | INTERROGATIVA:<br>xa                                     | <b>Have you checked your notes yet?</b> (Revisaches xa os teus apuntamentos?)                                                |
| for     | dende / desde<br>hai, hai...<br>que, levar<br>+ xerundio | <b>I have followed you on Instagram for months.</b> (Levo seguíndote en Instagram meses.)                                    |
| since   | desde / dende                                            | <b>We haven't been to this country house since we were kids.</b> (Non estivemos nesta casa de campo desde que eramos nenos.) |

|                |                                |                                                                                         |
|----------------|--------------------------------|-----------------------------------------------------------------------------------------|
| recently       | hai pouco                      | <b>Sam and Tina have recently got married.</b> (Sam e Tina casaron hai pouco.)          |
| lately         | ultimamente                    | <b>Have you heard from Tim lately?</b> (Soubeches algo de Tim ultimamente?)             |
| over the years | co tempo,<br>ao longo dos anos | <b>Lydia has matured a lot over the years.</b> (Lydia madurou moito ao longo dos anos.) |

- Cómpre ter en conta que **ever, never, always, already, just** e **recently** van situados entre o auxiliar **have** e o participio do verbo principal. **Yet** colócase ao final da frase, **for** vai seguida dun período de tempo porque sinala a duración da acción e **since** vai diante do momento en que esta comezou. **Lately** e **over the years**, e tamén **recently**, poden ir ao comezo ou ao final da frase, mais adoitan pórse ao final.

## Usos

|                                                                                                             |                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Accións que comezaron no pasado e aínda continúan (leva <b>for</b> ou <b>since</b> e tradúcese en presente) | <b>I have worked here for a year.</b> (Traballo aquí dende hai un ano. / Hai un ano que traballo aquí. / Levo a traballar aquí un ano.)<br><b>I have lived here since 2014.</b> (Vivo aquí desde 2014.) |
| Accións pasadas que afectan ao presente ou teñen consecuencias no momento actual                            | <b>I feel sad because Peter has lied to me.</b> (Sintome triste porque Peter me mentiu.)                                                                                                                |
| Accións pasadas sen especificar cando ocorreron                                                             | <b>We have invited her for dinner.</b> (Convidámola a cear.)                                                                                                                                            |
| Accións moi recentes (leva <b>just</b> e tradúcese por "acabar / vir de" + infinitivo)                      | <b>They have just read the news.</b> (Acaban de ler as noticias.)                                                                                                                                       |

## 1 Complete the sentences with the verbs in brackets. Use the Present Perfect Simple.

- The Sea Shepherds organisation ..... (do) a lot for ocean wildlife over the years.
- I ..... ever ..... (not volunteer) for a beach clean-up.
- The students ..... just ..... (watch) a documentary about global warming.
- This shop ..... (not sell) plastic tableware for years.
- My classmates and I ..... recently ..... (plant) some trees at our school.
- Some countries ..... (not ban) the use of fossil fuels yet.
- Billy and his brother ..... already ..... (put) all the bottles in the recycling bin.
- Carl ..... (not be) to the Amazon rainforests for years.

## 2 Complete the sentences with the verbs below. Use the Present Perfect Simple.

kill • become • not take • expose • not allow  
not visit

1. The newspaper won an award because it ..... many threats to the environment over the years.
2. We ..... action to solve the problem yet, but we will soon.
3. Unfortunately, plastic in the ocean ..... already ..... fish and other sea animals.
4. The children ..... ever ..... an urban farm. This will be their first trip.
5. This species of wildlife ..... recently ..... extinct.
6. Some cities ..... cars inside their limits for years. But you can drive in our city.

## 3 Write the words in the correct order to make questions. Use the Present Perfect Simple.

1. in your city / air pollution / become / yet / a major threat  
.....  
.....
2. be / these recycling bins / how long / here  
.....  
.....
3. you / pictures / take / ever / of the landscape  
.....  
.....
4. already / which beach / the oil spill / affect  
.....  
.....
5. raise money / she / ever / for environmental organisations  
.....  
.....

### Contraste Present Perfect Simple / Past Simple

O *Present Perfect Simple* indica que o que ocorreu no pasado garda relación co presente e non di cando sucedeu.

En troques, o *Past Simple* fala de accións pasadas que xa non afectan ao momento actual e sinala cando ocorreron.

A noise **has scared** me.

(Un ruído asustoume.)

A noise **scared** me this morning.

(Un ruído asustoume esta mañá.)

## 1 Choose the correct answer.

1. The temperature suddenly dropped **recently** / **yesterday**.
2. Did you hear the tornado warning **a minute ago** / **yet**?
3. The heat didn't cause any wildfires **yet** / **last year**.
4. How many storms have hit your area **last year** / **recently**?
5. The weather hasn't been mild **since May** / **last May**.
6. People stayed indoors **ever** / **yesterday** because of the freezing cold weather.
7. Has it been sunny in the UK **lately** / **last weekend**?

## 2 Choose the correct answer.

1. It **warmed up** / **has warmed up** since Thursday – let's go to the beach.
2. Last night's forecast **didn't predict** / **hasn't predicted** rain.
3. Becky and Anne **worked** / **have worked** at the weather station for two years.
4. **Has the wildfire begun** / **Did the wildfire begin** yesterday?
5. The heatwave **lasted** / **has lasted** from July to August last year.
6. We **didn't have** / **haven't had** a picnic since the beginning of the season.
7. How many fish **did the oil spill kill** / **has the oil spill killed** since last week?

## 3 Complete the sentences with the verbs in brackets. Use the Present Perfect Simple or Past Simple.

1. Temperatures ..... (rise) to 38°C last week.
2. When ..... Sam ..... (become) a meteorologist?
3. It's very hot, but the rivers ..... (not dry up) yet.
4. David ..... just ..... (check) the forecast on his weather app.
5. .... a tsunami ..... (hit) Thailand since 2002?
6. .... any trees ..... (fall down) since the hurricane began?
7. I ..... (not wear) a coat yesterday, although it was freezing cold.
8. How many photos ..... the weather satellite already ..... (send)?

## UNIT 4

## Os verbos modais

**can**

**Can** expresa habilidade ou capacidade para facer algo (saber) e posibilidade (poder), e tamén se emprega para pedir permiso ou favores (poder).

**Can** vai seguido dun verbo na forma base.

*She **can speak** English very well.*  
(Ela sabe falar inglés moi ben.)

***Can you help** me tomorrow, please? No, I **can't**.  
I **cannot help** you tomorrow, but I **can help** you  
next week.* (Podes axudarme mañá, por favor? Non.  
Non podo axudarte mañá, mais podo axudarte a  
semana que vén.)

**could**

**Could** expresa habilidade ou capacidade e posibilidade no pasado, e tamén se pode empregar para pedir permiso ou favores de maneira máis educada que con **can**.

**Could** vai seguido dun verbo na forma base.

***Could you write** when you were five years old?  
No, I **couldn't**. I **couldn't write**, but I **could read**.*  
(Sabías escribir cando tiñas cinco anos? Non. Non  
sabía escribir, mais sabía ler.)

**may, might**

**May** (poida que, talvez) e **might** (puidera / podería ser que) expresan posibilidade en afirmativa e negativa, malia que con **might** a posibilidade é máis recuada.

**May** tamén se emprega para dar, pedir ou denegar permiso, ou para facer peticións educadas.

- **Afirmativa:** suxeito + **may / might** + verbo na forma base.  
*I **may / might miss** the bus.* (Poida / Podería ser que perda o autobús.) [posibilidade]  
*You **may use** the printer while you're here.* (Podes usar a impresora mentres esteas aquí.) [permiso]
- **Negativa:** suxeito + **may / might not** + verbo na forma base.  
*He **may / might not come** to the parade.*  
(Poida / Podería ser que el non veña ao desfile.) [posibilidade]  
*You **may not watch** TV after dinner.*  
(Non podes ver a tele logo de cear.) [permiso]
- **Interrogativa:** **May** + suxeito + verbo na forma base. En interrogativa adoita empregarse **may** e ten o significado de permiso ou pedimento, non o de posibilidade.  
***May I take** one brochure?*  
(Podo coller un folleto?)
- **Respostas curtas:**ponse o pronome persoal suxeito + **may** ou **may not**.  
***May we go** now? Yes, you **may**. / No, you **may not**.* (Podemos ir agora? Podemos. Si. / Non.)

**1 Complete the sentences with the correct form of can or could.**

- I ..... build my own website yet, but I am learning to do it.
- Susan ..... remember her password yesterday because she changed it so many times.
- This photo app is amazing! You ..... do so many things with your pictures.
- My friend ..... upload her new video to TikTok because she had no Wi-Fi.
- How ..... I block this person? He keeps sending me nasty messages.
- Sarah's YouTube channel was great. You ..... get lots of useful cooking tips from her videos.
- ..... other people see your personal information before the privacy update last week?

**2 Choose the correct answers.**

- I really love Jojo's music. I **may not / may** subscribe to his channel.
- This video **may not / might** go viral because it isn't very good.
- Peter's channel has become very popular. He **might / might not** get even more followers.
- Sonia is having technical problems, so she **may not / might** release her new video today.
- Using your name as your password isn't a good idea. It **may / might not** prevent people from hacking your account.
- Yes, you **may / may not** use my laptop to watch the film.

**3 Complete the sentences with the correct form of the modals below. There may be more than one correct answer.**

**can • could • may • might**

- Tom accidentally deleted his account, so he ..... upload any new posts yesterday.
- ..... you please delete that picture of me? I look horrible in it!
- Your mobile phone is very old. Some of the new apps ..... work on it.
- This video is likely to make people upset, so I ..... upload it.
- Try changing your settings. It ..... help to protect your privacy online.
- Before I improved my security settings, anyone ..... hack into my computer.

## must / mustn't

En **afirmativa**, expresa a obriga e a necesidade ou conveniencia de facer algunha cousa, e significa “deber”. Ademais, pode empregarse para dar consellos e tamén para recomendar algunha cousa (neste caso, adoita traducirse por “ter que”).

**Must** vai seguido dun verbo na forma base.

*Passengers **must have** a valid ticket.*

(Os pasaxeiros deben ter un billete válido.) [obriga]

*You **must listen** to this song. You'll love it!*

(Tes que escoitar esta canción. Encantarache!)

[recomendación]

En **negativa**, expresa prohibición, que algo non está permitido, e tamén que algo non se debe facer porque non convén ou non é correcto. Ademais, pode empregarse para dar consellos.

*You **mustn't use** your phone in class.*

(Non debes usar o teléfono na clase.) [está prohibido]

*You **mustn't chew** with your mouth open.*

(Non debes mastigar coa boca aberta.)

[non é correcto]

*You **mustn't forget** your trainers.*

(Non debes esquecer as túas zapatillas de deporte.)

[consello]

Este verbo modal non se adoita empregar na forma **interrogativa**.

## have to

En **afirmativa**, significa “ter que” e expresa, como **must**, a obriga ou necesidade de facer algo. A diferenza é que **have to** si se conxuga e, por iso, pode empregarse en distintos tempos verbais.

**Have / has to** vai seguido dun verbo na forma base.

*I **have to take** my cat to the vet.*

(Teño que levar o meu gato ao veterinario.)

*I **had to take** my cat to the vet yesterday.*

(Tiven que levar o meu gato ao veterinario onte.)

En **negativa**, significa “non ter que / por que”.

***Does she have to call** now? No, she **doesn't**.*

*She **doesn't have to call** now, but she **has to call** in two days.*

(Ela ten que chamar agora? Non. Ela non ten por que chamar agora, pero ten que chamar dentro de dous días.)

Lembra que **have to** significa o mesmo que **must**, mais **don't have to** e **mustn't** non son equivalentes.

*You **don't have to do** it.*

(Non tes que / por que facelo.) [non é preciso]

*You **mustn't do** it.*

(Non debes facelo.) [está prohibido]

## should

**Should** emprégase para dar ou pedir consellos e para dicir o que se debería ou non facer.

**Should** vai seguido dun verbo na forma base.

***Shouldn't** we **practise** again later? Yes, we*

***should**. We **shouldn't forget** what we have*

*learned, so we **should practise** a lot.*

(Non deberíamos practicar outra vez logo?

Deberíamos. Si. Non deberíamos esquecer o que aprendemos, de xeito que deberíamos practicar moito.)

## 1 Complete the sentences with the modals below.

**shouldn't • mustn't • don't have to • has to should • must**

1. We ..... make up our minds about a topic for our project. The teacher wants our answer tomorrow.
2. You ..... cope with this problem alone. I'll help you.
3. John ..... help a lot at home. It isn't easy for him.
4. He ..... stop the treatment now! That's really dangerous!
5. I don't think Lynn is a good friend. She ..... support you, not laugh at you.
6. We ..... miss Janet's birthday party. It will upset her terribly.

## 2 Choose the correct answer to complete the mini-dialogues.

1. **A: Employers have to / Should employers / Do employers have to** know about disability laws?  
**B:** Yes, they do. They also **don't have to / mustn't / have to** make their workplace accessible to all workers.
2. **A: Does Sara have to / Should Sara / Sara has to** be in our group? I don't want to work with her.  
**B:** I think you **shouldn't / should / mustn't** be nicer to her. You might be surprised by the outcome.
3. **A: What should we do / we should do / do we have to do** about Peter? He's afraid to climb the mountain with us.  
**B:** One of us **shouldn't / mustn't / must** stay down here with him. It's against the rules to leave a student alone.

## UNIT 5

A voz pasiva do *Present Simple*

- **Afirmativa:** suxeito + **am / is / are** + participio do verbo principal.  
*The food **is served** in your own room.*  
(A comida é servida / sèvese no teu propio cuarto.)  
Se se quere mencionar que ou quen realiza a acción, ponse ao final da frase precedido de **by**.  
*The actors **are interviewed by** the journalist.*  
(Os actores son entrevistados / entrevístanse pola xornalista.)  
En inglés emprégase moito a pasiva, mais adoita traducirse o verbo en impersoal, en pasiva reflexa ou na voz activa.  
*Bread **is baked** every day.*  
(Fan / Faise pan todos os días.)
- **Negativa:** suxeito + **am / is / are + not** ou **n't** + participio do verbo principal.  
*The carpet **isn't cleaned** on Tuesdays.*  
(A moqueta non se limpa os martes.)
- **Interrogativa:** **Am / Is / Are** + suxeito + participio do verbo principal.  
***Are** these articles **written** by students?*  
(Estes artigos están escritos por estudantes?)
- **Respostas curtas:** ponse o pronome persoal suxeito + **am / is / are** ou **'m not / isn't / aren't**.  
***Is** the car **repaired** in the garage? Yes, it **is**. / No, it **isn't**.*  
(Arranxan o coche no taller? Arranxan. Si. / Non.)

## Usos

|                                                                                  |                                                                                               |
|----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| Salientar a acción e non o suxeito que a realiza                                 | <i>Books <b>are sold</b> here.</i><br>(Véndense libros aquí.)                                 |
| Cando o suxeito que realiza a acción é obvio, descoñecido ou non se quere nomear | <i>Olive oil <b>is extracted</b> from olives.</i><br>(O aceite de oliva extráese das olivas.) |

A voz pasiva do *Past Simple*

- **Afirmativa:** suxeito + **was / were** + participio do verbo principal.  
*The patient **was examined** by the doctor.*  
(O paciente foi examinado pola doutora.)
- **Negativa:** suxeito + **was / were + not** ou **n't** + participio do verbo principal.  
*The bridge **wasn't built** last year.*  
(A ponte non se construíu o ano pasado.)
- **Interrogativa:** **Was / Were** + suxeito + participio do verbo principal.  
***Were** the letters **sent** yesterday?*  
(Mandáronse as cartas onte?)
- **Respostas curtas:** ponse o pronome persoal suxeito + **was / were** ou **wasn't / weren't**.  
***Was** the book **printed** in Spain? Yes, it **was**. / No, it **wasn't**.*  
(Imprimiuse o libro en España? Imprimiuse. Si. / Non.)

## Como pasar unha frase activa a pasiva

Ponse **to be** no mesmo tempo que tiña o verbo principal en activa, e este verbo, en participio.  
**Activa:** *She **opened** the window.* (Ela abriu a ventá.)  
**Pasiva:** *The window **was opened**.* (A ventá foi aberta.)

Ponse como suxeito o primeiro complemento que haxa detrás do verbo na voz activa, quer sexa o directo ou o indirecto.

**Activa:** *We **use gloves** to protect our hands from the cold.* (Empregamos luvas para protexer as nosas mans do frío.)

**Pasiva:** ***Gloves are used** to protect our hands from the cold.* (As luvas empréganse para protexer as nosas mans do frío.)

Se o complemento é un pronome persoal, cámbiase pola súa correspondente forma de suxeito.

**Activa:** *They **showed him** how to do it.* (Ensináronlle como facelo.)

**Pasiva:** ***He was shown** how to do it.* (Ensináronlle como facelo.)

Pásase o suxeito da oración activa ao final da pasiva precedido de **by**.

**Activa:** *Tom **walks** the dog three times a day.* (Tom pasea o can tres veces ao día.)

**Pasiva:** *The dog **is walked** three times a day **by Tom**.* (O can é paseado tres veces ao día por Tom.)

Se o suxeito é un pronome persoal, cámbiase polo pronome obxecto correspondente.

**Activa:** *He **cooked** dinner.* (El cociñou a cea.)

**Pasiva:** *Dinner **was cooked by him**.* (A cea foi cociñada por el.)

- As **expresións temporais** que se empregan na voz pasiva son as mesmas que na activa. Polo tanto, se o verbo está en presente, empréganse **every day / week / year, once / twice a week / month / year, on** + día da semana en plural ou adverbios como **usually, sometimes**, etc. Se o verbo está en pasado, empréganse **last night / week / month / year, at** + unha hora, **on** + un día ou unha data, **in** + un ano, **in the past, yesterday, a week / month / year ago**, etc.

### 1 Write the words in the correct order to make sentences and questions in the Present Simple Passive.

- taken / around 115 million rides / on the London Underground / are / every month / .  
.....
- isn't / Underground service / after midnight / offered / usually / .  
.....
- cleaned / how often / Underground train windows / are / ?  
.....
- aren't / over 40 old stations / today / used / .  
.....
- what distance / is / by the Underground network / covered / ?  
.....

## 2 Complete the sentences with the verbs in brackets. Use the Present Simple Passive.

1. This track ..... (not set up) for a high-speed train.
2. City engineers ..... (pay) to design roads and bridges.
3. We ..... (drive) to school every day by our parents.
4. .... a lot of money ..... (spend) on public transport?
5. A very young child ..... (not allow) to ride on the bus on his own.
6. .... I ..... (require) to reserve a seat on the train?
7. Cars ..... (not need) in order to get around small towns.
8. How often ..... vehicles ..... (ship) here from Japan?

## 3 Write sentences with the words below. Use the Past Simple Passive.

1. Chris / take / on a high-speed train ride / last month / .  
.....
2. we / not allow / on the train / because of our dog / .  
.....
3. the British train network / create / 50 years ago / ?  
.....
4. the first stone roads / build / by the Romans / ?  
.....
5. when / you / teach / to drive a car / ?  
.....
6. I / not tell / about the new bus timetable / .  
.....
7. electric bikes / first produce / in the 1990s / .  
.....

## 4 Correct the mistakes in bold.

1. Millions of flight reservations **are make** every day. ✗  
.....
2. The ferry tickets **wasn't purchased** online last night. ✗  
.....
3. This bicycle is old, so it **not ridden** any more. ✗  
.....
4. Columbus' journey to the New World **completed** in 1492. ✗  
.....

## Contraste entre a voz pasiva do Present Simple e a do Past Simple

A voz pasiva do *Present Simple* emprégase para falar de feitos xerais e rutinas. En troques, a voz pasiva do *Past Simple* emprégase para falar de accións pasadas que xa remataron.

*Many babies **are born** every day.*

(Nacen moitos bebés cada día.)

*Many babies **were born** last month.*

(Naceron moitos bebés o mes pasado.)

## 1 Complete the sentences with the verbs in brackets. Use the Present Simple Passive or Past Simple Passive.

1. These vegetables ..... (not pick) yesterday. They've been in the shop for days.
2. This flower ..... often ..... (plant) in home gardens today.
3. I ..... (pay) to water the garden every day – it's a great job!
4. The Learn about Forest Foods workshop ..... (not hold) last month.
5. It's early for berries. The first crop ..... usually ..... (send) to the market in late spring.
6. Nuts ..... (not grow) in this part of the world – it's too hot.

## 2 Complete the mini-dialogues with the verbs in brackets. Use the Present Simple Passive or Past Simple Passive.

1. **A:** ..... you ..... (tell) to bring a jacket for yesterday's hike?  
**B:** Yes, because cold weather ..... (expect).
2. **A:** ..... afternoon art lessons ..... (hold) at the beach?  
**B:** No, people ..... (not allow) on the beach when the tide is high.
3. **A:** When ..... this cave ..... (discover)?  
**B:** It ..... (find) by some children two years ago.
4. **A:** ..... these branches usually ..... (leave) on the beach?  
**B:** No. They ..... sometimes ..... (collect) by a local artist. He makes sculptures from them.
5. **A:** ..... seeds ..... (plant) in this soil in the past?  
**B:** Yes. But they ..... (not water) enough and they died.

## UNIT 6

## Os tempos de futuro

*will*

Fórmase con **will** + verbo na forma base. É o mesmo en todas as persoas.

**Will she be a famous singer? No, she won't. She won't be a famous singer, but she'll become a great artist.**

(Ela será unha cantante famosa? Non. Ela non será unha cantante famosa, mais converterase nunha grande artista.)

## Usos

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| Anunciar accións ou feitos futuros | <b>We'll eat Chinese food today.</b><br>(Hoxe comeremos comida chinesa.)          |
| Predicir o que se cre que ocorrerá | <b>I'm sure they will come.</b><br>(Estou certa de que virán.)                    |
| Expresar decisións repentinas      | <b>It's so hot! I'll open the window.</b><br>(Vai moita calor! Abrirei a xanela.) |

*be going to*

Significa "ir" + infinitivo. Fórmase con **am / is / are + going to** + verbo na forma base.

**Are you going to meet Tim? No, I'm not. I'm not going to meet Tim because I'm going to stay at home.**

(Vas quedar con Tim? Non. Non vou quedar con Tim porque vou quedar na casa.)

## Usos

|                                                      |                                                                   |
|------------------------------------------------------|-------------------------------------------------------------------|
| Falar de intencións, plans ou decisións              | <b>We are going to leave soon.</b><br>(Imos marchar axiña.)       |
| Expresar o que vai ocorrer porque se ven sinais diso | <b>Careful! You're going to break it!</b> (Coidado! Vas rompelo!) |

Con **will** e **be going to** adoitan empregarse **expresións temporais** como **in an hour, soon, tomorrow**, etc.

O *Present Continuous* con valor de futuro

- Como se viu na unidade introdutoria, o *Present Continuous* expresa o que está a ocorrer no presente, mais tamén se emprega para anunciar plans persoais que ocorrerán no futuro porque se fixaron de antemán.

**I am having tea with my friends this afternoon.**  
(Esta tarde tomo / tomarei o té cos meus amigos.)

- Distínguese de **be going to** en que expresa algo seguro, non unha intención, e do *Present Continuous* normal nas expresións temporais, que se refiren ao futuro e non ao presente.

O *Present Simple* con valor de futuro

O *Present Simple* pode empregarse como tempo futuro cando vai seguido de programas e horarios.

**The train leaves the station at half past ten.**  
(O tren sae da estación ás dez e media.)

1 Complete the sentences with the verbs in brackets. Use the correct form of *will*.

- The improved facilities ..... (benefit) our community in the future.
- ..... people ..... (live) on other planets one day?
- I'm sure Jack ..... (come) to your party on Friday night.
- According to the weather forecast, it ..... (not warm up) next week.
- Susan ..... ever ..... (not move) to the city – she prefers the countryside.

2 Choose the correct verb in brackets to complete the sentences. Use *be going to*.

- I ..... (work / live) in an office block soon.
- ..... you ..... (use / surround) bricks to build the house?
- ..... Claire ..... (leave / move) to a new block of flats next month?
- We ..... (not take / not join) the lift to the third floor.
- Sam ..... (not make / not eat) supper this evening – he's meeting me at a restaurant at 8.00.

3 Complete the sentences with the verbs below. Use the *Present Continuous* with future meaning.

not add • repair • move • not look • give

- ..... you ..... into one of the new blocks of flats next month?
- They ..... any new facilities in the near future.
- The tour guide ..... us a tour of the famous landmarks tomorrow.
- When ..... they ..... the lift? It hasn't worked for days.
- Dawn and Peter ..... at properties for sale later this afternoon.

4 Complete the sentences with the verbs in brackets. Use the correct form of the *Present Simple* with future meaning.

- The properties ..... (go) on sale next week.
- The library ..... (not open) at 8.00 tomorrow.
- ..... the next tour ..... (leave) at 3.00 pm?
- Construction of the new skyscraper ..... (begin) on Monday.

## O primeiro condicional

Emprégase para dicir o que ocorrerá se se cumpre a condición sinalada.

As oracións condicionais están compostas dunha oración subordinada, que expresa a condición, e unha oración principal, que expresa o resultado.

**Condición:** *if* + *Present Simple*

**Resultado:** *will* + forma base do verbo

Se a condición vai primeiro, ponse unha vírgula entre a oración subordinada e a principal.

- **Afirmativa:**

*If I study, I will pass the test.*

(Se estudo, aprobarei o exame.)

- **Negativa:** pode negarse o verbo da condición, o do resultado ou de ambos os dous.

*If I don't find it, I won't ask Greg.*

(Se non o atopo, non preguntarei Greg.)

- **Interrogativa:** *Will* + suxeito + resto do predicado da oración principal + oración subordinada. Nas **respostas curtas** ponse o pronome persoal suxeito + *will* ou *won't*.

*Will she come here if we invite her?*

*Yes, she will. / No, she won't.*

(Ela virá aquí se a convidamos? Vira. Si. / Non.)

Para dicir que ocorrerá se non se cumpre a condición, a subordinada introdúcese pola conxunción **unless**, que equivale a **if not** (a non ser que, a menos que, se non). Esta conxunción emprégase con bastante recorrencia no primeiro condicional, pero é menos frecuente no segundo.

*I will take him to the doctor unless he gets better.*

(Levareino ao médico a non ser que mellore / a menos que mellore / se non mellora.)

## O segundo condicional

Emprégase para dicir o que ocorrería se se cumprise a condición sinalada. Trátase de situacións hipotéticas referidas ao presente ou ao futuro. Tamén serve para dar consellos.

**Condición:** *if* + *Past Simple*

**Resultado:** *would* ('d) + forma base do verbo

- **Afirmativa:**

*If I had the chance, I'd do it.*

(Se tivese a oportunidade, faríao.)

Se o verbo da condición é **to be**, adoita empregarse **were** en todas as persoas do singular e do plural, aínda que o emprego de **was** para a primeira e terceira persoa do singular é cada vez máis habitual en contextos informais. Ademais, para dar consellos emprégase a fórmula **If I were**.

*If she were / was here, she'd be thrilled. If I were you, I'd invite her.*

(Se ela estivese aquí, estaría encantada. Eu de ti, convidaría.)

- **Negativa:** pódese negar o verbo da condición, o do resultado ou ambos os dous.

*If I didn't live in the city, I would take the car.*

(Se non vivise na cidade, collería o coche.)

- **Interrogativa:** *Would* + suxeito + resto do predicado da oración principal + oración subordinada. Nas **respostas curtas** ponse o pronome persoal suxeito + *would* ou *wouldn't*.  
*Would you accept the job if they offered it to you?*  
*Yes, I would. / No, I wouldn't.*  
(Aceptarías o traballo se cho ofrecesen? Aceptaría. Si. / Non.)

### 1 Choose the correct answer.

1. If people **will continue** / **continue** to hunt wild animals, those animals **become** / **will become** endangered.
2. Wait! If you **don't move** / **won't move** the cub, its mother **finds** / **will find** it again.
3. We **won't save** / **don't save** this rare lizard unless we **act** / **will act** now.
4. Unless the wolf **will need** / **needs** food, it **doesn't come** / **won't come** into town.

### 2 Complete the sentences with the verbs in brackets. Use the First Conditional.

1. If my sister ..... (go) on a safari in Africa, I will join her.
2. The fox ..... (catch) the rats if we give it a chance.
3. If you go on a photo safari, you ..... (not hurt) any animals.
4. Unless something ..... (frighten) it, the goat won't run away.
5. He ..... (not remove) the lizard from its habitat unless it needs medical treatment.

### 3 Choose the correct answer.

1. If we **would have** / **had** a herd of goats, we would make cheese from goat's milk.
2. You **didn't lose** / **wouldn't lose** so many sheep if you got a sheepdog.
3. If a predator killed its mate, the penguin **didn't look for** / **wouldn't look for** a new partner.
4. Jackie **wouldn't keep** / **doesn't keep** a pet dog if she lived in a small flat.

### 4 Complete the sentences with the verbs in brackets. Use the Second Conditional.

1. If foxes ..... (not hunt) small animals, they wouldn't survive.
2. We ..... (not hate) wolves if we understood them.
3. The herd would protect the young if a predator ..... (come) near them.
4. If I ..... (be) you, I wouldn't go near those deadly snakes.

## UNIT 7

## As oracións de relativo

Son oracións subordinadas que achegan información engadida sobre o antecedente que se menciona na oración principal. Van introducidas polos pronomes relativos **who**, **which**, **when**, **where** e **that**.

## As oracións de relativo especificativas

Achegan información esencial para identificar o antecedente. Os pronomes relativos poden ser suxeito ou complemento da oración subordinada. Se funcionan como complemento, pódense omitir os pronomes **who**, **which**, **when** e **that**.

- **Who**: emprégase cando o antecedente é unha persoa. Pode substituírse por **that**.  
*He is the person **who** / **that** wrote this book.*  
(El é a persoa que escribiu este libro.)  
*Those are the musicians (**who** / **that**) we saw at the auditorium.*  
(Eses son os músicos que vimos no auditorio.)
- **Which**: emprégase para se referir a cousas ou animais. Pode substituírse por **that**.  
*The lynx is an animal **which** / **that** is endangered.*  
(O lince é un animal que está en perigo de extinción.)  
*This is the sweater (**which** / **that**) I lent Freddy.*  
(Este é o xersei que lle prestei a Freddy.)
- **When**: emprégase cando o antecedente é unha cláusula temporal. Adoita substituírse por **that** cando vai despois de substantivos que fan referencia ao tempo (**day**, **week**, **year**, **time**, etc.).  
*That was the day (**when** / **that**) I met you.*  
(Ese foi o día no que te coñecín.)
- **Where**: emprégase cando o antecedente é un lugar.  
*That's the company **where** I work.*  
(Esa é a empresa onde traballo.)

## 1 Choose the correct answer.

- Some birds are attracted to objects **that** / **where** are shiny.
- I don't like people **which** / **who** yell a lot.
- This is the park **where** / **when** we used to play years ago.
- 2019 is the year **where** / **when** I took my first trip to the USA.
- Lemniscate is the name of the shape **who** / **which** represents infinity.
- A perfumer is someone **which** / **who** creates scents.
- Times Square is the place **where** / **when** tourists come to experience the lights of New York City.

2 Complete the sentences with **who**, **which**, **where** or **when**.

- The famous tartan pattern ..... is on all Burberry clothing was introduced in the 1920s.
- Asghar Adam Ali is the man ..... created the world's most expensive perfume – the scent is called Shumukh by Nabeel.
- Keukenhof Tulip Gardens near Amsterdam is a place ..... you can see the most gorgeous tulips.
- Cha-cha and Quickstep are dance styles ..... have got a fast beat.
- 1888 was the year ..... Vincent van Gogh created his colourful painting *The Red Vineyard*.

## 3 Match A to B. Add a relative pronoun to make sentences with defining relative clauses. Use each relative pronoun once.

## A

- Simon is the chef
- That gorgeous dress is something
- The 1930s was the decade
- The Museum of Modern Art is a place
- Rotten cheese is a food

## B

- ..... I'd really like to wear.
- ..... really stinks!
- ..... I can stare at interesting paintings.
- ..... opened this amazing restaurant.
- ..... sound was added to films.

## 4 Write the words in the correct order to make sentences with defining relative clauses.

- unique / which / you can get here / the ice cream flavours / are  
.....
- that / is / the pattern / unusual / you / chose  
.....
- are grown / where / a farm / flowers / visited / we  
.....
- was / Leonid Afremov / paintings / very colourful / who / an artist / created  
.....
- is blind / Stevie Wonder / is / who / a singer, songwriter and musician  
.....
- the time / I'll / experienced / never forget / when / my first flight / I  
.....

## Os compostos de *some* / *any*

Ás veces empréganse nas oracións de relativo. Lembra que, se fan de suxeito na frase, levan o verbo en singular.

- A partir de **some** fórmanse **someone** (alguén), **somewhere** (algures) e **something** (algo, algunha cousa), que se empregan en oracións afirmativas e naquelas oracións interrogativas para as que se agarda unha resposta afirmativa (pedimentos, ofrecementos, etc.).  
*Someone has knocked at the door.*  
(Alguén petou na porta.)  
*We can go somewhere on holiday.*  
(Podemos ir a algures de vacacións.)  
*She has got something important to tell her friends.*  
(Ten algo importante que dicir aos seus amigos.)  
*Do you want to eat something?*  
(Queres comer algo?)
- A partir de **any** fórmanse **anyone**, **anywhere** y **anything**, que se empregan xeralmente en oracións negativas e interrogativas. A súa tradución varía segundo o caso: en frases negativas significan “ninguén, ningún sitio, ningures, nada”, mentres que en oracións interrogativas significan “alguén, algún sitio, algures, algo, algunha cousa”.  
*Do you know anyone who watches this programme?*  
(Coñeces alguén que vexa este programa?)  
*I didn't go anywhere last weekend.*  
(Non fun a ningures a pasada fin de semana.)  
*The actors won't say anything about the next season.*  
(Os actores non contarán nada sobre a vindeira tempada.)  
Estes compostos tamén se poden empregar en oracións afirmativas nas que **any** se traduza como “calquera”.  
*The princess could be anywhere.*  
(A princesa podería estar en calquera sitio.)

### 1 Choose the correct answer.

- He is **anyone** / **someone** who can easily adapt to new surroundings.
- I learned **something** / **anything** interesting about his background.
- Bruce was recently **somewhere** / **someone** in Africa.
- There isn't **someone** / **anyone** staying in this hotel.
- Is there any **anywhere** / **anything** that you've got in common?
- I've lost my sunglasses – they could be **somewhere** / **anywhere**!

### 2 Complete the sentences with the *some* / *any* compounds below.

**anyone** • **someone** • **anywhere** • **something** **somewhere**

- Latin is called a dead language because it isn't spoken ..... in the world.
- I don't know ..... else with such amazing language skills.
- Is there ..... special that you'd like to go during your visit?
- Sam spoke to ..... who has got a lot of knowledge about British culture.
- We learned ..... interesting about word families today.

### 3 The *some* / *any* compounds in bold are in the wrong sentences. Write the compounds next to the correct sentences.

- I'm learning German with an app, but I know **something** who is studying it at the community centre.  
.....
- I'm aware of her situation, but there isn't **somewhere** that I can do to help her.  
.....
- Is there an Amharic dictionary **anyone** in the library?  
.....
- This place is too noisy. Let's go **someone** quiet where we can talk.  
.....
- Learning a new language is **anywhere** that can expand your horizons.  
.....
- We don't speak French. Is there **anything** who can translate this for us?  
.....

### 4 Complete the mini-dialogues with a *some* / *any* compound.

- A:** Is there ..... interesting online?  
**B:** Yes, there is. There's a post about ..... who is fluent in 15 languages.
- A:** Do you know ..... who has chosen an alternative lifestyle?  
**B:** Yes, I do. My uncle lives in a caravan ..... in the forest.
- A:** Is there a café for expats ..... in town? I'd like to get to know more people who speak my language.  
**B:** I heard ..... about a café for French speakers. It's on High Street.

## UNIT 8

## O estilo indirecto

Emprégase para contar o que dixo alguén sen repetir exactamente as súas palabras.

## Reported statements

- Empréganse os verbos **say** ou **tell** e a conxunción **that** (esta adoita omitirse no inglés falado), quítanse as comiñas e cámbianse o pronome suxeito e a persoa do verbo.
- O verbo **tell** vai sempre seguido dun complemento indirecto sen a preposición **to**. O verbo **say** non adoita levar complemento indirecto, mais se o leva, cómpre que vaia con esa preposición.
- O verbo que introduce a subordinada en estilo indirecto adoita ir en pasado (**said / told**), polo que o verbo da subordinada introducida por **that** dá un salto atrás no tempo.

| Estilo directo                                                                                                                                                                                                       | Estilo indirecto       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| <b>Present Simple</b>                                                                                                                                                                                                | <b>Past Simple</b>     |
| <i>"I travel a lot in my job," Serena said.</i><br><i>Serena said that she travelled a lot in her job.</i><br>(Serena dixo que viaxaba moito no seu traballo.)                                                       |                        |
| <b>Present Continuous</b>                                                                                                                                                                                            | <b>Past Continuous</b> |
| <i>"I'm having a great time," my friend told me.</i><br><i>My friend told me that she was having a great time.</i><br>(A miña amiga díxome que o estaba a pasar moi ben.)                                            |                        |
| <b>will</b>                                                                                                                                                                                                          | <b>would</b>           |
| <i>"I will sentence Mr Lee to one year in prison," the judge said.</i><br><i>The judge said that he would sentence Mr Lee to one year in prison.</i><br>(O xuíz dixo que condenaría ao Sr. Lee a un ano no cárcere.) |                        |
| <b>can</b>                                                                                                                                                                                                           | <b>could</b>           |
| <i>"You can send letters at the post office," Jen told us.</i><br><i>Jen told us that we could send letters at the post office.</i><br>(Jen díxonos que podíamos enviar cartas na oficina de correos.)               |                        |
| <b>must</b>                                                                                                                                                                                                          | <b>had to</b>          |
| <i>"You must fasten your seat belts," the driver said.</i><br><i>The driver said that we had to fasten our seat belts.</i><br>(O condutor dixo que tiñamos que nos abrochar os cintos.)                              |                        |

- Cando a frase enuncia unha verdade xeral, non hai cambio nos tempos verbais.  
*"I like reading detective stories," Jon said.*  
*Jon said that he likes reading detective stories.*  
 (Jon dixo que lle gusta ler novelas policiaais.)

- Se o verbo da frase en estilo directo é **have got**, lembra que o pasado deste verbo en afirmativa é **had** (sen **got**).  
 En negativa é **didn't have**, e en interrogativa fórmase con **Did** + suxeito + **have**.  
*"I've got a dog," he said.*  
*He said that he had a dog.*  
 (El dixo que tiña un can.)

## 1 Choose the correct answer.

1. Oliver said that he **isn't bringing up / wouldn't bring up** the topic again.
2. Ellen said that she **doesn't enjoy / didn't enjoy** being an only child.
3. My parents said that we often **act / acted** like spoiled children.
4. My siblings said that I **can't help / couldn't help** them bake Mum's birthday cake.
5. Kate said that she **was dealing / is dealing** with the problem.
6. The boy's mother said that he **must take / had to take** responsibility for breaking the laptop.
7. I said that I **wasn't forgiving / didn't forgive** people easily.

## 2 Complete the sentences with the words below.

could • had to • would • was • that • knew

1. Alice said that she ..... getting along better with her sister.
2. My parents said that I ..... go to the party on Saturday night.
3. Tim said that he ..... never give up his dream of becoming a successful actor.
4. Bill and Julie said ..... they were having a row.
5. Carla's father said that she ..... study for her history test and couldn't go out with her friends.
6. The boy said that he ..... a family from Manchester.

### 3 Read the first sentence. Then complete the second sentence in reported speech.

1. "You must respect your parents," Sarah said.  
Sarah said that I ..... my parents.
2. "Paul can't blame me for what happened," I said.  
I said that Paul ..... me for what happened.
3. "The siblings are fighting again," Frank said.  
Frank said that the siblings ..... again.
4. "I'll forgive you," my sister said.  
My sister said that she ..... me.
5. "Your messy room really bothers me," Kate said to her son.  
Kate said to her son that his messy room really ..... her.
6. "I don't find it hard to make new friends," said the girl.  
The girl said that she ..... it hard to make new friends.
7. "I'm not looking forward to seeing my cousins," Frank said.  
Frank said that he ..... forward to seeing his cousins.

#### O estilo indirecto: outros cambios

- O cambio de estilo directo a indirecto tamén afecta ás expresións de tempo e de lugar, aos demostrativos e aos posesivos:

| Estilo directo   | Estilo indirecto                                 |
|------------------|--------------------------------------------------|
| now              | then                                             |
| today, tonight   | that day, that night                             |
| tomorrow         | the next / following day, the day after          |
| yesterday        | the previous day, the day before                 |
| next week / year | the following week / year, the week / year after |
| last week / year | the week / year before, the previous week / year |
| a month ago      | the month before, the previous month             |
| here             | there                                            |
| this, these      | that, those                                      |
| my               | his / her                                        |

### 1 Choose the correct answer.

1. "I'm not blaming you for what happened," Liz said.  
Liz said that she wasn't blaming **me / her** for what happened.
2. "Mark isn't well-liked in this class," said Sally.  
Sally said that Mark wasn't well-liked in **those / that** class.
3. "We will discuss the issue tomorrow," said Paul's parents.  
Paul's parents said that they would discuss the issue **the following day / then**.
4. "You're doing outstanding work today," said their teacher.  
Their teacher said that they were doing outstanding work **that day / the next day**.
5. "I don't know how to deal with these gifted students," said the new teacher.  
The new teacher said she didn't know how to deal with **that / those** gifted students.
6. "Bob is taking some college courses now," Vera said.  
Vera said that Bob was taking some college courses **now / then**.

### 2 Read the first sentence. Then complete the second sentence in reported speech.

1. "I'll put off the exam till next Friday," said the teacher.  
The teacher said that he ..... the exam till .....
2. "I want you to use your common sense now," my mother said to me.  
My mother said that she ..... me to use ..... common sense .....
3. "We can't hold activities for the youth group here," said Valerie.  
Valerie said that we ..... activities for the youth group .....
4. "I'm making the most of the beautiful weather today," the girl said.  
The girl said that she ..... the most of the beautiful weather .....
5. "This quiz will help me discover my hidden talents," Colin said.  
Colin said that ..... quiz ..... him discover ..... hidden talents.
6. "We can join the skills workshop tomorrow," Helen said to Wendy.  
Helen said to Wendy that ..... the skills workshop .....

# Irregular Verb List

| BASE FORM (V1)   | PAST SIMPLE (V2)              | PAST PARTICIPLE (V3)          | GALEGO                      |
|------------------|-------------------------------|-------------------------------|-----------------------------|
| be /bi:/         | was/were /wɒz/wɜ:/            | been /bi:n/                   | ser, estar                  |
| beat /bi:t/      | beat /bi:t/                   | beaten /'bi:tən/              | golpear                     |
| become /br'kʌm/  | became /br'keɪm/              | become /br'kʌm/               | chegar a ser, converterse   |
| begin /br'gɪn/   | began /br'gæn/                | begun /br'gʌn/                | comezar, empezar            |
| bend /bend/      | bent /bent/                   | bent /bent/                   | dobrar(se)                  |
| bet /bet/        | bet /bet/                     | bet /bet/                     | apostar                     |
| bite /baɪt/      | bit /bɪt/                     | bitten /'bɪtən/               | morder, trabar              |
| bleed /bli:d/    | bled /bled/                   | bled /bled/                   | sangrar                     |
| blow /bləʊ/      | blew /blu:/                   | blown /bləʊn/                 | soprar                      |
| break /breɪk/    | broke /brəʊk/                 | broken /'brəʊkən/             | romper                      |
| bring /brɪŋ/     | brought /brɔ:t/               | brought /brɔ:t/               | traer                       |
| build /bɪld/     | built /bɪlt/                  | built /bɪlt/                  | construír                   |
| burn /bɜ:n/      | burnt/burned /bɜ:nt/bɜ:nd/    | burnt/burned /bɜ:nt/bɜ:nd/    | queimar                     |
| buy /baɪ/        | bought /bɔ:t/                 | bought /bɔ:t/                 | comprar, mercar             |
| catch /kætʃ/     | caught /kɔ:t/                 | caught /kɔ:t/                 | coller, agarrar             |
| choose /tʃu:z/   | chose /tʃəʊz/                 | chosen /'tʃəʊzn/              | elixir                      |
| come /kʌm/       | came /keɪm/                   | come /kʌm/                    | vir                         |
| cost /kɒst/      | cost /kɒst/                   | cost /kɒst/                   | custar                      |
| cut /kʌt/        | cut /kʌt/                     | cut /kʌt/                     | cortar                      |
| dig /dɪg/        | dug /dʌg/                     | dug /dʌg/                     | cavar, sachar               |
| do /du:/         | did /dɪd/                     | done /dʌn/                    | facér                       |
| draw /drɔ:/      | drew /dru:/                   | drawn /drɔ:n/                 | debuxar                     |
| dream /dri:m/    | dreamt/dreamed /dremt/dri:md/ | dreamt/dreamed /dremt/dri:md/ | soñar                       |
| drink /drɪŋk/    | drank /dræŋk/                 | drunk /drʌŋk/                 | beber                       |
| drive /draɪv/    | drove /drəʊv/                 | driven /'drɪvn/               | conducir                    |
| eat /i:t/        | ate /eɪt/                     | eaten /'i:tən/                | comer                       |
| fall /fɔ:l/      | fell /fel/                    | fallen /'fɔ:lən/              | caer                        |
| feed /fi:d/      | fed /fed/                     | fed /fed/                     | alimentar                   |
| feel /fi:l/      | felt /felt/                   | felt /felt/                   | sentir(se)                  |
| fight /faɪt/     | fought /fɔ:t/                 | fought /fɔ:t/                 | loitar, pelexar             |
| find /faɪnd/     | found /faʊnd/                 | found /faʊnd/                 | encontrar, atopar           |
| fly /flaɪ/       | flew /flu:/                   | flown /fləʊn/                 | voar                        |
| forget /fə'get/  | forgot /fə'gɒt/               | forgotten /fə'gɒtn/           | esquecer                    |
| forgive /fə'gɪv/ | forgave /fə'geɪv/             | forgiven /fə'gɪvn/            | perdoar                     |
| freeze /fri:z/   | froze /frəʊz/                 | frozen /'frəʊzn/              | conxelar(se)                |
| get /get/        | got /gɒt/                     | got /gɒt/                     | conseguir; chegar           |
| give /gɪv/       | gave /geɪv/                   | given /'gɪvn/                 | dar                         |
| go /gəʊ/         | went /went/                   | gone /gɒn/                    | ir                          |
| grow /grəʊ/      | grew /gru:/                   | grown /grəʊn/                 | crecer; cultivar            |
| hang /hæŋ/       | hanged/hung /hæŋd/hʌŋ/        | hanged/hung /hæŋd/hʌŋ/        | pendurar, colgar            |
| have /hæv/       | had /hæd/                     | had /hæd/                     | ter                         |
| hear /hɪə/       | heard /hɜ:d/                  | heard /hɜ:d/                  | oír, ouvir                  |
| hide /haɪd/      | hid /hɪd/                     | hidden /'hɪdn/                | esconder(se), agochar(se)   |
| hit /hɪt/        | hit /hɪt/                     | hit /hɪt/                     | golpear, pegar              |
| hold /həʊld/     | held /held/                   | held /held/                   | suxeitar                    |
| hurt /hɜ:t/      | hurt /hɜ:t/                   | hurt /hɜ:t/                   | ferir, facer dano; doer     |
| keep /ki:p/      | kept /kept/                   | kept /kept/                   | gardar, manter              |
| know /nəʊ/       | knew /nju:/                   | known /nəʊn/                  | saber, coñecer              |
| lay /leɪ/        | laid /leɪd/                   | laid /leɪd/                   | pór, poñer; estender        |
| lead /li:d/      | led /led/                     | led /led/                     | guiar, conducir             |
| learn /lɜ:n/     | learnt/learned /lɜ:nt/lɜ:nd/  | learnt/learned /lɜ:nt/lɜ:nd/  | aprender                    |
| leave /li:v/     | left /left/                   | left /left/                   | deixar; irse, saír, marchar |

| BASE FORM (V1)           | PAST SIMPLE (V2)            | PAST PARTICIPLE (V3)        | GALEGO                       |
|--------------------------|-----------------------------|-----------------------------|------------------------------|
| lend /lend/              | lent /lent/                 | lent /lent/                 | prestar, emprestar           |
| let /let/                | let /let/                   | let /let/                   | permitir, deixar             |
| lie /laɪ/                | lay /leɪ/                   | lain /leɪn/                 | tombarse, botarse            |
| lie /laɪ/ (regular verb) | lied /laɪd/                 | lied /laɪd/                 | mentir                       |
| light /laɪt/             | lit /lɪt/                   | lit /lɪt/                   | acender                      |
| lose /luːz/              | lost /lɒst/                 | lost /lɒst/                 | perder                       |
| make /meɪk/              | made /meɪd/                 | made /meɪd/                 | facér, fabricar              |
| mean /miːn/              | meant /ment/                | meant /ment/                | significar, querer dicir     |
| meet /miːt/              | met /met/                   | met /met/                   | coñecer a; quedar con        |
| overcome /əʊvə'kʌm/      | overcame /əʊvə'keɪm/        | overcome /əʊvə'kʌm/         | superar                      |
| pay /peɪ/                | paid /peɪd/                 | paid /peɪd/                 | pagar                        |
| put /pʊt/                | put /pʊt/                   | put /pʊt/                   | poñer, pór                   |
| quit /kwɪt/              | quit/quitted /kwɪt/'kwɪtɪd/ | quit/quitted /kwɪt/'kwɪtɪd/ | deixar (de)                  |
| read /riːd/              | read /red/                  | read /red/                  | ler                          |
| ride /raɪd/              | rode /rəʊd/                 | ridden /'rɪdn/              | montar                       |
| ring /rɪŋ/               | rang /ræŋ/                  | rung /rʌŋ/                  | chamar (por teléfono)        |
| rise /raɪz/              | rose /rəʊz/                 | risen /'rɪzn/               | elevarse, alzarse            |
| run /rʌn/                | ran /ræn/                   | run /rʌn/                   | correr                       |
| say /seɪ/                | said /sed/                  | said /sed/                  | dicir                        |
| see /siː/                | saw /sɔː/                   | seen /siːn/                 | ver                          |
| sell /sel/               | sold /səʊld/                | sold /səʊld/                | vender                       |
| send /send/              | sent /sent/                 | sent /sent/                 | enviar                       |
| set /set/                | set /set/                   | set /set/                   | colocar                      |
| shake /ʃeɪk/             | shook /ʃʊk/                 | shaken /'ʃeɪkən/            | axitar                       |
| shine /ʃaɪn/             | shone /ʃɒn/                 | shone /ʃɒn/                 | brillar                      |
| shoot /ʃuːt/             | shot /ʃɒt/                  | shot /ʃɒt/                  | disparar                     |
| show /ʃəʊ/               | showed /ʃəʊd/               | shown /ʃəʊn/                | mostrar, ensinar             |
| shut /ʃʌt/               | shut /ʃʌt/                  | shut /ʃʌt/                  | pechar                       |
| sing /sɪŋ/               | sang /sæŋ/                  | sung /sʌŋ/                  | cantar                       |
| sink /sɪŋk/              | sank /sæŋk/                 | sunk /sʌŋk/                 | afundir                      |
| sit /sɪt/                | sat /sæt/                   | sat /sæt/                   | sentar                       |
| sleep /sliːp/            | slept /slept/               | slept /slept/               | durmir                       |
| smell /smel/             | smelt/smelled /smelt/smeld/ | smelt/smelled /smelt/smeld/ | cheirar, ulir                |
| speak /spiːk/            | spoke /spəʊk/               | spoken /'spəʊkən/           | falar                        |
| spell /spel/             | spelt/spelled /spelt/speld/ | spelt/spelled /spelt/speld/ | soletrear, deletrear         |
| spend /spend/            | spent /spent/               | spent /spent/               | gastar; pasar (tempo)        |
| stand /stænd/            | stood /stʊd/                | stood /stʊd/                | estar de pé                  |
| steal /stiːl/            | stole /stəʊl/               | stolen /'stəʊlən/           | roubar                       |
| stick /stɪk/             | stuck /stʌk/                | stuck /stʌk/                | pegar                        |
| sting /stɪŋ/             | stung /stʌŋ/                | stung /stʌŋ/                | picar (insecto)              |
| sweep /swiːp/            | swept /swept/               | swept /swept/               | varrer                       |
| swim /swɪm/              | swam /swæm/                 | swum /swʌm/                 | nadar                        |
| take /teɪk/              | took /tʊk/                  | taken /'teɪkən/             | coller; levar                |
| teach /tiːtʃ/            | taught /tɔːt/               | taught /tɔːt/               | ensinar                      |
| tear /teə/               | tore /tɔː/                  | torn /tɔːn/                 | romper, esgazar              |
| tell /tel/               | told /təʊld/                | told /təʊld/                | dicir, contar                |
| think /θɪŋk/             | thought /θɔːt/              | thought /θɔːt/              | pensar                       |
| throw /θrəʊ/             | threw /θruː/                | thrown /θrəʊn/              | tirar; lanzar, guindar       |
| understand /ʌnde'stænd/  | understood /ʌnde'stʊd/      | understood /ʌnde'stʊd/      | comprender, entender         |
| wake up /weɪk 'ʌp/       | woke up /wəʊk 'ʌp/          | woken up /wəʊkən 'ʌp/       | espertar                     |
| wear /weə/               | wore /wɔː/                  | worn /wɔːn/                 | levar posto; poñerse, vestir |
| win /wɪn/                | won /wʌn/                   | won /wʌn/                   | gañar                        |
| write /raɪt/             | wrote /rəʊt/                | written /'rɪtn/             | escribir                     |

# Translation Exercises

## UNIT 1

1. Entregaron o teu suadoiro con capucha onte.  
.....
2. O vestido de manga longa non me quedaba ben.  
.....
3. Con que frecuencia adoitaba apostar Tim?  
.....
4. Os nenos adoitaban aquendarse para elixir xogos para xogar.  
.....
5. El fíxoche un cumprido?  
.....

## UNIT 2

1. A caixa contiña algúns documentos históricos antigos interesantes.  
.....
2. A guía turística estaba a falar dos logros do exército británico.  
.....
3. Mentres estaban a restaurar o vello castelo, parte del derrubouse.  
.....
4. Os terroristas estaban a planear voar os edificios gubernamentais.  
.....
5. Dende a invención do ordenador portátil, a xente xa non usa ordenadores grandes.  
.....

## UNIT 3

1. A nosa empresa non usa combustíbeis fósiles dende 2010.  
.....
2. Algunha vez viches unha paisaxe tan fermosa?  
.....
3. Foi un frío horribel dende o comezo do inverno.  
.....
4. Xa recadamos cartos abondo para mercar papeleiras de reciclaxe.  
.....
5. Varios ríos secaron por mor da calor.  
.....

## UNIT 4

1. Deberías pensalo ben antes de decidirte.  
.....
2. Teño que cambiar o meu contrasinal pois alguén *hackeou* a miña conta.  
.....
3. Laura non debería colgar esa foto nin usala para o seu perfil.  
.....
4. Non tes por que afrontar o problema ti soa.  
.....
5. Non debes amolar tanto á túa irmá!  
.....

## UNIT 5

1. Que bagas e froitos secos se colleron das pólas das árbores?  
.....
2. Eses produtos non se enviaron dende China até o Reino Unido.  
.....
3. O noso nivel de vida mellora con boas redes de transporte público.  
.....
4. Cavou un gran burato para que puideran plantar a árbore.  
.....
5. Leváronme á praia onte pola mañá cedo para ver o abreinte.  
.....

## UNIT 6

1. A xente non usará formigón para construír rañaceos no futuro.  
.....
2. Jim vai mercar o terreo preto do parque?  
.....
3. Van construír un rañaceo novo o ano que vén.  
.....
4. O raposo estará esfameado se non atrapa a súa presa.  
.....
5. Se eu deseñase unha cidade, non incluíría edificios de moitos pisos.  
.....

## UNIT 7

1. Julie uliu unha fragancia que cheiraba a mazá.  
.....
2. Nunca vin a ninguén tan guapísima coma Selina.  
.....
3. A mudanza a un país novo é algo que pode ser  
estresante.  
.....
4. Aos nenos pequenos a miúdo lles encantan os  
patróns coloridos.  
.....
5. Estiveches no restaurante onde podes  
experimentar comer na escuridade?

## UNIT 8

1. O meu pai dixo que lembraba xogar cos seus  
irmáns ese día.  
.....
2. Jack e Kate dixeron que aproveitarían ao máximo a  
súa viaxe á India.  
.....
3. Díxenlles a meus pais que ía comezar un programa  
de voluntariado a semana seguinte.  
.....
4. A profesora dixo que eses estudantes se levaban  
moi ben.  
.....
5. A irmá de Dave dixo que o perdoaba por deixala alí.  
.....

# Writing Guide

## ANTES DE ESCRIBIR

### Brainstorming

- Fai unha listaxe de ideas ou un mapa de preguntas relacionadas co tema (**who?**, **why?**, etc.).
- Leas e risca as que creas irrelevantes.
- Ordena as restantes.

## ORGANIZACIÓN DO TEXTO

### Paragraph structure

Un parágrafo ten tres partes:

- A primeira oración (*opening sentence*), que presenta a idea principal.
- O corpo do parágrafo (*body of paragraph*), que amplía a idea principal con información importante.
- A derradeira oración (*closing sentence*), que resume a idea principal e a repite con outras palabras.

|                                                                                                                                                                                                                                                                                                                                                                  |                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| Science has always been my favourite subject.                                                                                                                                                                                                                                                                                                                    | opening sentence  |
| This is because I'm curious about things. I always try to work out how everything works. I love taking apart electrical appliances and putting them back together. I've got an excellent microscope at home and I often take a close look at different things I find. I'm also interested in astronomy and I have gone on many star-gazing trips with my family. | body of paragraph |
| To sum up, if you ask me which subject I enjoy studying the most, the answer will definitely be science.                                                                                                                                                                                                                                                         | closing sentence  |

### Text organisation

Un texto divídese en parágrafos. Cada parágrafo ten unha función diferente:

- O primeiro parágrafo (*opening*) introduce o tema.
- O corpo do texto (*body*) desenvolve o tema e subministra máis información.
- O derradeiro parágrafo (*closing*) resume o tema e expón unha conclusión.

It's hard to imagine Paris without the Eiffel Tower. This tower is the city's most famous symbol. But what do you know about it?

opening

First of all, it's 300 metres tall and it weighs 7,000 tons. It was built in 1889. Back then, it was the tallest structure in the world. It was designed by an iron engineer, Gustave Eiffel. The French Government asked Eiffel to build something in honour of an international exhibition. He wanted to design a building with a special open shape that showed its iron structure. Some people thought the building was unsafe. Others found it to be quite ugly. But obviously, Eiffel's design is original and powerful. Over 250 million tourists have visited the tower and enjoyed its views of Paris.

body

Clearly, the Eiffel Tower is no ordinary skyscraper. It has been one of the world's favourite attractions since it was built.

closing

## REPASA O QUE ESCRIBICHES

### Checking your writing

#### A puntuación (Punctuation)

- O punto (.) vai ao final das oracións afirmativas e negativas.  
*I love cats and dogs.*
- A coma ou vírgula (,) emprégase para separar palabras ou ideas. Polo xeral non se pon diante de **and**.  
*They sell fruit, vegetables, nuts and spices.*
- O signo de interrogación (?)ponse ao final das preguntas.  
*Are you tired?*
- O signo de exclamación (!) tamén se pon ao final da frase e serve para expresar unha emoción e para facer fincapé en algo.  
*Wow! That's brilliant!*
- Ao escribirmos un correo electrónico informal, adoita empregarse unha puntuación tamén informal, como a raia (-), os puntos suspensivos (...), as parénteses (()) ou o signo de exclamación (!).  
*Next week, I'm visiting Tom – my favourite cousin.  
Don't worry. You'll see ...  
Tina (my friend's sister) is having a party.  
Send me photos. I can't wait!*
- As comillas (" ") úsanse para escribir o que a xente dixo citando as súas palabras exactas, eponse unha vírgula entre a cita e o emisor. En inglés, a vírgula vai dentro das comiñas ("... with me," he said), mentres que en galego vai fóra ("... comigo", dixo).
- Os apóstrofes serven para indicar posesión e tamén para unir dúas palabras contraéndooas: *John's, I'll, He'd, She's*, etc.

## As maiúsculas (Capital letters)

Escríbense con maiúscula:

- os nomes e títulos das persoas: *Rick Day, Dr Kim*
- os nomes de lugares como cidades, países, continentes, edificios famosos, museos, etc.: *Rome, Mexico, Asia, Tower Bridge, the Louvre*
- as nacionalidades (*British*) e os idiomas (*German*)
- os días (*Sunday*) e os meses (*March*)
- a primeira palabra dunha oración e o pronome *I*: *My name is Ron. I live here.*
- as palabras importantes dos títulos de libros e películas, cancións, festividades e videoxogos: *Pride and Prejudice, Time after Time, Easter, Minecraft*

## As preposicións de tempo (Prepositions of time)

É moi importante que saibas empregar a preposición de tempo axeitada en cada caso:

- at** horas: *at five o'clock*  
festividades: *at Christmas*
- on** días da semana: *on Tuesday*  
datas: *on 15th June*  
*on Christmas Day*
- in** meses: *in September*  
estacións: *in summer*  
anos: *in 2014*  
partes do día: *in the evening*

Excepcións: *at the weekend*  
*at night*

## A orde das palabras: suxeito – verbo (Word order: subject – verb)

- O suxeito da oración ponse diante do verbo.  
*Peter is athletic. You like tennis.*  
s v s v
- Nas preguntas, o suxeito vai detrás do verbo ou entre o auxiliar e o verbo principal.  
*Is Peter athletic? Do you like tennis?*  
v s aux s v

## A orde das palabras: as expresións temporais (Word order: time expressions)

- As expresións temporais poden ir ao comezo da frase (separadas por unha vírgula) ou ao final.  
*Yesterday, we arrived. We arrived yesterday.*  
time expr. time expr.

## A orde das palabras: os adxectivos (Word order: adjectives)

- Polo xeral van diante dos substantivos.  
*mashed potatoes*  
adj n  
E detrás do verbo **to be** ou dos verbos estáticos.  
*The skirt is long. It looks strange.*  
v adj v adj
- Se hai varios adxectivos, adoitan ir nesta orde: opinión (o), tamaño (s), cor (c), nacionalidade (n).  
*It's a lovely, little French set of small yellow bowls.*  
o s n s c

## A orde das palabras: os adverbios (Word order: adverbs)

- Adverbs of manner** (de modo): van detrás do verbo.  
*The child sings happily.*  
v adv
- Adverbs of degree** (de cantidade ou grao): pónense diante dun adxectivo ou doutro adverbio. Ex.: **quite, not at all, really, very, absolutely, (not) a bit, pretty, totally, incredibly, extremely**, etc.  
*She is very tall. You sing quite nicely.*  
adv adj  
adverb of degree adverb of manner
- Adverbs of frequency** (de frecuencia): adoitan ir diante do verbo. Mais, se é **to be**, van detrás.  
*He usually works from home. He is usually at home.*  
adv v v adv

## Os adxectivos posesivos e os pronomes (Referencing)

Serven para facer referencia aos nomes amentados con anterioridade e non repetilos.

*My school isn't far from here. It is opposite the church.*  
*Dan and I are going to the beach. We want to surf.*  
*Do you want to come with us?*  
*Mike's phone is on the table. That's his phone.*

## Feitos e opinións (Facts and opinions)

Un feito é algo que se sabe que é verdade e que a miúdo pode probarse. Unha opinión é o que unha persoa sente ou pensa sobre algo ou alguén.

### Os conectores para introducir opinións (Expressions to state opinions)

Para introducir opinións, empréganse as expresións salientadas destes exemplos:

- I **think** / I **feel** maths is a difficult subject.*
- I **believe** some students are afraid of maths.*
- In my **opinion**, history is the most interesting subject.*
- It **seems to me that** sport is the most important activity.*
- If you **ask me**, the lessons should start at 10.00 am.*
- As I **see it**, our school breaks aren't long enough.*
- In my **view**, students should choose their own subjects.*

### Os conectores adversativos (Connectors of contrast)

Os conectores adversativos empréganse para relacionar ideas opostas: **but**, **however**, **although**, **even though**, **yet**, etc.

- I am daring, **but** I'm not fearless.*
- The film was funny. **However**, it wasn't original.*
- Although** he is my favourite actor, the film was boring.*
- Even though** I was tired, I enjoyed the film.*
- Ben was young, **yet** he made excellent decisions.*

### Os conectores para dar exemplos (Connectors to present examples)

Empréganse palabras e expresións como **like**, **for example** e **such as** para introducir exemplos.

- I often do activities **like** yoga and dancing.*
- There are rules at school. **For example**, you must wear a uniform.*
- Water sports **such as** surfing are my favourite.*

### Os conectores finais (Connectors of purpose)

Os conectores finais empréganse para expresar a finalidade ou o propósito manifestado na oración principal: **to**, **in order (not) to**, **so that**, **so as (not) to**, etc.

- I called **to** invite you to my party.*
- She came **in order to** help us.*
- We spoke quietly **in order not to** wake Mum up.*
- I shouted **so that** they would hear me.*
- I talked to him **so as to** understand the situation.*
- We're setting out now **so as not to** be late.*

### Os conectores aditivos (Connectors of addition)

Os conectores aditivos empréganse para relacionar dúas ou máis ideas e agregar información adicional. O máis común é **and**. A mesma función poden exercela estes outros conectores: **also**, **in addition**, **what's more**, **as well as**, **moreover** e **furthermore**.

- We took the train **and** we rented a car for a day.*
- We visited a museum. We **also** toured a palace.*
- In addition**, we stopped using disposable products.*
- The town has got a lovely beach. **What's more**, there are interesting historical sites.*
- There's a café **as well as** a restaurant on the beach.*
- We recycle bottles. **Moreover**, we have a compost bin.*
- The hotel is central. **Furthermore**, it's eco-friendly.*

### Os conectores consecutivos (Connectors of result)

Os conectores consecutivos empréganse para describir o resultado dunha situación ou o efecto causado por algo: **so**, **as a result**, **for this reason**, **therefore**, **that's why**, **consequently**, etc.

- I was late, **so** I missed the train.*
- As a result**, I didn't get to London on time.*
- We can't speak French. **For this reason**, we needed a translator.*
- I was sceptical. **Therefore**, I didn't listen to her advice.*
- I had to leave. **That's why** I didn't see them perform.*
- It's very cloudy. **Consequently**, we can't see the stars.*

### Os conectores causais (Connectors of cause)

Os conectores causais empréganse para expresar a causa ou razón pola que algo ocorreu: **because**, **because of**, **since**, **as a result of**, etc.

- We didn't go **because** it was raining.*
- We couldn't hear him **because of** all the music.*
- We went home **since** we ran out of money.*
- As a result of** your support, I didn't give up.*

### Os sinónimos (Synonyms)

Ao escribirmos, os sinónimos serven para evitar a repetición de palabras ou para facer máis interesante o texto.

- These modern hotels have **ruined** the beautiful coast.*
- They've **destroyed** the view.*

### Os conectores de secuencia (Connectors of sequence)

Os conectores de secuencia amosan a orde en que ocorreron as cousas. Os máis usados son: **(at) first, first of all, soon, before, after, after that, next, then, later, by the time, finally, in the end e at last.**

*First, we smelt smoke. Soon, we saw flames. After that, we heard a loud sound. Next, I phoned the police. Then, I ran outside. Later, the firefighters arrived. Finally, we went home. In the end, everyone was safe.*

### As expresións temporais (Time expressions)

As expresións temporais empréganse para presentar con claridade unha sucesión de acontecementos e explicar procesos: **after a while, eventually, as soon as, when, suddenly, during, while,** etc.

*I started watching a film, but after a while, I fell asleep.*

*The puzzle was difficult, but eventually, we solved it.*

*As soon as I got home, I realised someone had broken into my flat.*

*When the rain started, we tried to find shelter.*

*I was walking home when suddenly, I heard a scream.*

*During the concert, someone started coughing.*

*While we were sitting by the lake, we saw a duck.*

### A linguaxe formal (Formal language)

Ao escribirmos unha carta ou un correo electrónico formal, emprégase unha linguaxe educada e seria, sen contraccións e con expresións como:

**Dear ... , In response to ... ,**

**I believe that ... , I hope you will consider ... ,**

**I would be willing to ... , I look forward to ... ,** etc.

# Cadros Resumo

| TEMPOS VERBAIS                                                                                                                                                                                     | TENSES                                                                                                                                                                                   | OUTRAS EQUIVALENCIAS                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| <b>PRESENTE</b>                                                                                                                                                                                    | <b>PRESENT SIMPLE</b>                                                                                                                                                                    |                                                                                                               |
| eu xogo<br>ti xogas<br>el, ela xoga<br>nós xogamos<br>vós xogades<br>eles, elas xogan                                                                                                              | I play<br>you play<br>he, she, it plays<br>we play<br>you play<br>they play                                                                                                              |                                                                                                               |
| <b>PERÍFRASE</b>                                                                                                                                                                                   | <b>PRESENT CONTINUOUS</b>                                                                                                                                                                | <b>FUTURO: PERÍFRASE</b>                                                                                      |
| eu estou a xogar / xogando<br>ti estás a xogar / xogando<br>el, ela está a xogar / xogando<br>nós estamos a xogar / xogando<br>vós estades a xogar / xogando<br>eles, elas están a xogar / xogando | I am playing<br>you are playing<br>he, she, it is playing<br>we are playing<br>you are playing<br>they are playing                                                                       | eu vou xogar<br>ti vas xogar<br>el, ela vai xogar<br>nós imos xogar<br>vós ides xogar<br>eles, elas van xogar |
|                                                                                                                                                                                                    | <b>FUTURE: BE GOING TO</b><br><br>I am going to play<br>you are going to play<br>he, she, it is going to play<br>we are going to play<br>you are going to play<br>they are going to play |                                                                                                               |
| <b>FUTURO</b>                                                                                                                                                                                      | <b>FUTURO: WILL</b>                                                                                                                                                                      |                                                                                                               |
| eu xogarei<br>ti xogarás<br>el, ela xogará<br>nós xogaremos<br>vós xogaredes<br>eles, elas xogarán                                                                                                 | I will play<br>you will play<br>he, she, it will play<br>we will play<br>you will play<br>they will play                                                                                 |                                                                                                               |

| PRETÉRITO IMPERFECTO                                                                              | PAST CONTINUOUS                                                                                                          | PERÍFRASE                                                                                                                                         |
|---------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| eu xogaba<br>ti xogabas<br>el, ela xogaba<br>nós xogabamos<br>vós xogabades<br>eles, elas xogaban | I was playing<br>you were playing<br>he, she, it was playing<br>we were playing<br>you were playing<br>they were playing | eu estaba a xogar<br>ti estabas a xogar<br>el, ela estaba a xogar<br>nós estábamos a xogar<br>vós estabades a xogar<br>eles, elas estaban a xogar |
|                                                                                                   | PAST SIMPLE                                                                                                              |                                                                                                                                                   |
| PRETÉRITO PERFECTO                                                                                | I played<br>you played<br>he, she, it played<br>we played<br>you played<br>they played                                   |                                                                                                                                                   |
| eu xoguei<br>ti xogaches<br>el, ela xogou<br>nós xogamos<br>vós xogastes<br>eles, elas xogaron    | PRESENT PERFECT                                                                                                          | PERÍFRASE                                                                                                                                         |
|                                                                                                   | I have played<br>you have played<br>he, she, it has played<br>we have played<br>you have played<br>they have played      | eu teño xogado<br>ti tes xogado<br>el, ela ten xogado<br>nós temos xogado<br>vós tedes xogado<br>eles, elas teñen xogado                          |
| PRETÉRITO PLUSCUAMPERFECTO                                                                        | PAST PERFECT                                                                                                             |                                                                                                                                                   |
| eu xogara<br>ti xogaras<br>el, ela xogara<br>nós xogaramos<br>vós xogarades<br>eles, elas xogaran | I had played<br>you had played<br>he, she, it had played<br>we had played<br>you had played<br>they had played           |                                                                                                                                                   |