

INTRODUCTION

aeroplane /'eərəpleɪn/	avión
angry /'æŋɡri/	amolado/a, enfadado/a
apple /'æpl/	mazá
aunt /ɑːnt/	tía
bathroom /'bɑːθruːm/	cuarto de baño
bed /bed/	cama
bedroom /'bedruːm/	dormitorio, cuarto
behind /br'haɪnd/	detrás de
between /br'twiːn/	entre (dous)
bicycle /'baɪsɪkl/	bicicleta
boat /bəʊt/	barco; barca, bote
bored /bɔːd/	aborrecido/a, aburrido/a
brother /'brʌðə/	irmán
carpet /'kɑːpɪt/	alfombra; moqueta
chair /tʃeə/	cadeira
cheese /tʃiːz/	queixo
children /'tʃɪldrən/	nenos/as; fillos/as
cousin /'kʌzn/	curmán/á
cupboard /'kʌbəd/	armario
daughter /'dɔːtə/	filla
desk /desk/	escritorio
dining room /'daɪnɪŋ ruːm/	comedor
dress /dres/	vestido
drive /draɪv/	conducir, guiar (un coche); ir en coche
father /'fɑːðə/	pai
fly /flaɪ/	ir en avión; pilotar (un avión)
frightened /'fraɪtnd/	asustado/a, amedornado/a (be ~ : ter medo)
garage /'ɡærɑːʒ/	garaxe
garden /'ɡɑːdn/	xardín
grandfather /'ɡrændfɑːðə/	avó
grandmother /'ɡrændmʌðə/	avoa
grandparents /'ɡrændpeərənts/	avós
hall /hɔːl/	entrada, recibidor (Br. Eng.); corredor (Am. Eng.)
happy /'hæpi/	feliz, ledo/a, contento/a
hat /hæt/	chapeu, sombreiro; gorro/a
helicopter /'helɪkɒptə/	helicóptero
hungry /'hʌŋɡri/	famento/a, esfameado/a (be ~ : ter fame)
in /ɪn/	en, dentro de
in front of /ɪn 'frʌnt əv/	diante de
jacket /'dʒækɪt/	chaqueta

kitchen /'kɪtʃɪn/	cociña
living room /'lɪvɪŋ ruːm/	cuarto de estar, salón
lorry /'lɒri/	camión
mirror /'mɪrə/	espello
mother /'mʌðə/	nai
next to /'nekst tə/	ao lado de, a carón de
notebook /'nəʊtbʊk/	caderno
on /ɒn/	sobre, en
opposite /'ɒpəzɪt/	en fronte de
over /'əʊvə/	sobre
parents /'peərənts/	pais
pencil case /'pensl keɪs/	estoxo
ride /raɪd/	montar / ir (en); pilotar
sad /sæd/	tristeiro/a, triste
sail /seɪl/	navegar, ir en barco; zarpar, saír
sandwich /'sænwɪtʃ/	sándwich
scarf /skɑːf/	bufanda
scooter /'skuːtə/	vespa, scooter
ship /ʃɪp/	barco
shirt /ʃɜːt/	camisa
sister /'sɪstə/	irmá
socks /sɒks/	calcetíns
son /sʌn/	fillo
surprised /sə'praɪzd/	sorprendido/a, abraiado/a
sweater /'swetə/	xersei
swimsuit /'swɪmsuːt/	traxe de baño
table /'teɪbl/	mesa
tablet /'tæblət/	tableta
take /teɪk/	collar, ir en
taxi /'tæksi/	taxi
toilet /'tɔɪlət/	baño, servizo, váter
tractor /'træktə/	tractor
train /treɪn/	tren
trainers /'treɪnəz/	zapatillas de deporte
trousers /'traʊzəz/	pantalóns
uncle /'ʌŋkl/	tío
under /'ʌndə/	baixo, debaixo de

UNIT 1

art /ɑːt/	arte
atlas /'ætɫəs/	atlas
break /breɪk/	recreo
calculator /'kælkjuleɪtə/	calculadora

compass /'kʌmpəs/	compás
computer technology /kəmˈpjʊtə tek'nɒlədʒi/	informática
dictionary /'dɪkʃənri/	dicionario
disappear /dɪsə'piə/	desaparecer
drama /'drɑ:mə/	teatro
English /'ɪŋɡlɪʃ/	inglés
even /'i:vən/	mesmo, até
flash drive /'flæʃ draɪv/	memoria
French /frentʃ/	francés
geography /dʒi'ɒɡrəfi/	xeografía
history /'hɪstri/	historia
laptop /'læptɒp/	(ordenador) portátil
literature /'lɪtrətʃə/	literatura
lunch /lʌntʃ/	comida
maths /mæθs/	mates (matemáticas)
microscope /'maɪkrəskəʊp/	microscopio
music /'mju:zɪk/	música
paintbrush /'peɪntbrʌʃ/	pincel
science /'saɪəns/	ciencias
sport /spɔ:t/	deporte, educación física
textbook /'tekstbʊk/	libro de texto
whiteboard /'waɪtbɔ:d/	encerado branco

UNIT 2

above /ə'bv/	enriba de, sobre
adventurous /əd'ventʃərəs/	aventureiro/a
amaze /ə'meɪz/	asombrar, abraiar
balloon /bə'lu:n/	globo
become /br'kʌm/	chegar a ser, facerse; converterse en
brave /breɪv/	valente
careful /'keəfl/	prudente, coidadoso/a (be ~: ter coidado)
chance /tʃɑ:ns/	oportunidade
clever /'kleɪv/	listo/a, espelido/a, intelixente
cry /kraɪ/	chorar
Earth /ɜ:θ/	a Terra
enjoy /ɪn'dʒɔɪ/	gozar (de)
fall /fɔ:l/	caer
fearless /'fiələs/	valente, intrépido/a, afouto/a
feel /fi:l/	sentir
finish line /'fɪnɪʃ laɪn/	(liña de) meta
foolish /'fu:lɪʃ/	desasinado/a, imprudente
for fun /fɔ 'fʌn/	para se divertir
ground /graʊnd/	chan
hard-working /hɑ:d'wɜ:kɪŋ/	traballador/a

hold /həʊld/	suxeitar; coller
hug /hʌɡ/	apertar, abrazar
kind /kaɪnd/	amábel, atento/a
kiss /kɪs/	bicar, beixar
know /nəʊ/	saber
laugh /lɑ:f/	rir(se)
lazy /'leɪzi/	preguiceiro/a, lacazán/ana
let /let/	deixar, permitir
messy /'mesi/	desordenado/a
neat /ni:t/	ordenado/a
over /'əʊvə/	rematado/a
research /rɪ'sɜ:tʃ/	investigación/s
rightful /'raɪtfl/	lexítimo/a
season /'si:zn/	tempada
shout /ʃaʊt/	berrar
show /ʃəʊ/	ensinar, amosar
shy /ʃaɪ/	tímido/a, apoucado/a
sing /sɪŋ/	cantar
smile /smaɪl/	sorrir
spacesuit /'speɪsu:t/	traxe espacial
standing /'stændɪŋ/	de pé
think /θɪŋk/	pensar, coidar
touch /tʌtʃ/	tocar
worry /'wʌri/	preocupar(se)

UNIT 3

agoraphobia /ægərə'fəʊbiə/	agorafobia (medo aos espazos abertos)
all over /ɔ:l 'əʊvə/	por todo/a
bass guitar /beɪs ɡɪ'tɑ:/	baixo
career /kə'riə/	carreira profesional
clarinet /klærə'net/	clarinete
classical /'klæsɪkl/	(música) clásica
colourful /'kʌləfl/	colorido/a, de cores vivas
conquer /'kɒŋkə/	vencer
crowded /'kraʊdɪd/	ateigado/a, cheo/a (de xente)
dance /dɑ:ns/	(música) <i>dance</i> / de baile
dead /ded/	morto/a
drums /drʌmz/	batería, tambores
electric guitar /ɪlektɪk ɡɪ'tɑ:/	guitarra eléctrica
exciting /ɪk'saɪtɪŋ/	apaixonante, emocionante
fame /feɪm/	sona, fama
famous /'feɪməs/	célebre, famoso/a
fantastic /fæn'tæstɪk/	fantástico/a, estupendo/a

flute /flu:t/	frauta traveseira
free /fri:/	gratis, gratuito/a
hard rock /hɑ:d 'rɒk/	rock duro
hip-hop /'hɪphɒp/	hip-hop
jazz /dʒæz/	jazz
keep on /ki:p 'ɒn/	seguir, continuar
keyboard /'ki:bɔ:d/	teclado
Latin /'lætn/	(música) latina
live /laɪv/	ao vivo, en directo
loud /laʊd/	alto/a, forte
organ /'ɔ:gən/	órgano
outside world /aʊtsaɪd 'wɜ:ld/	mundo de fóra
piano /pi'ænəʊ/	piano
pop /pɒp/	pop
popular /'pɒpjələ/	célebre, popular; de moda
quiet /'kwaɪət/	calado/a; tranquilo/a
R&B /r ɒnd 'bi:/	R & B (Rhythm and Blues)
recorder /rɪ'kɔ:də/	frauta doce
reggae /'regeɪ/	reggae
rock /rɒk/	rock
saxophone /'sæksəfəʊn/	saxofón, saxófono
techno /'teknəʊ/	(música) tecno
terrible /'terəbl/	arrepianante, terríbel
trombone /trɒm'bəʊn/	trombón
trumpet /'trʌmpɪt/	trompeta
unusual /ʌn'ju:ʒəl/	estranho, pouco común / corrente
upbeat /'ʌpbi:t/	optimista
violin /vaɪə'lm/	violín
voice /vɔɪs/	voz

UNIT 4

AD /eɪ'di:/	d. de C.
back /bæk/	costas; lombo
bat /bæt/	morcego
beak /bi:k/	peteiro
blood /blʌd/	sangue
brain /breɪn/	cerebro
break /breɪk/	romper(se)
claw /klɔ:/	pouta
create /kri'eɪt/	crear
dark /dɑ:k/	(o) anoitecer; empardecen
die /daɪ/	morrer
drop /drɒp/	caer, deixar caer
eagle /'i:gl/	aguia

elbow /'elbəʊ/	cóbado
eyebrows /'aɪbraʊz/	cellas
face /feɪs/	cara, face, faciana
fear /fiə/	medo
feather /'feðə/	pluma
forehead /'fɔ:hed/	fronte
grow /grəʊ/	crecer; cultivar
hear /hiə/	oír; escoitar
heart /hɑ:t/	corazón
hurt /hɜ:t/	mancar
keep /ki:p/	levar, escribir
knee /ni:/	xeonllo
lift /lɪft/	levantar, erguer (~ out: sacar; ~ into the air: erguer polos aires)
neck /nek/	pESCOZO
paw /pɔ:/	pata; pouta
pay /peɪ/	pagar
post /pəʊst/	publicar, colgar, postear
return /rɪ'tɜ:n/	volver; devolver
shoulder /'ʃəʊldə/	ombro, ombreiro
slave /sleɪv/	escravo/a
statue /'stætʃu:/	estatua
stay /steɪ/	ficar, quedar
stomach /'stʌmək/	estómago; barriga, ventre, bandullo
survive /sə'vaɪv/	sobrevivir
tongue /tʌŋ/	lingua
werewolf /'weəwʊlf/	lobishome

UNIT 5

Arctic /'ɑ:kɪk/	Ártico
at the time /æt ðə 'taɪm/	nese momento
avalanche /'ævələ:nʃ/	alude, avalancha
charge /tʃɑ:dʒ/	cargar
cloudy /'klaʊdi/	neboento/a (it's ~: hai nubes)
cold /kəʊld/	frío/a
cool /ku:l/	fresco/a
destroy /dɪ'strɔɪ/	destruír, esnaquizar
drought /draʊt/	seca
dry /draɪ/	seco/a, ermo/a
earthquake /'ɜ:kweɪk/	terremoto
fall out of /fɔ:l 'aʊt əv/	caer de
fire /'faɪə/	lume, incendio
flood /flʌd/	asolagamento, alagamento, inundación
foggy /'fɒgi/	de néboa, bretemoso/a (it's ~: vai néboa)

heat /hi:t/ calor
hot /hɒt/ caloroso/a, cálido/a (<i>it's</i> ~: vai calor)
hurricane /'hʌrɪkən/ furacán
icy /'aɪsi/ xeadado/a (<i>it's</i> ~: xea)
join /dʒɔɪn/ unirse, xuntarse a
nearly /'niəli/ case
rainy /'reɪni/ chuvioso/a
snowy /'snəʊi/ nevarento/a, de moita neve
storm /stɔ:m/ tormenta
stormy /'stɔ:mi/ tormentoso/a (<i>it's</i> ~: vai tormenta)
sunny /'sʌni/ solleiro/a (<i>it's</i> ~: vai sol)
survivor /sə'vaɪvə/ supervivente
tornado /tɔ:'neɪdəʊ/ tornado
tsunami /tsu:'nɑ:mi/ tsunami
volcanic eruption /vɒl'kæɪnɪk ɪrəpʃn/ erupción volcánica
warm /wɔ:m/ cálido/a, temperado/a
wet /wet/ chuvioso/a
windy /'wɪndi/ ventoso/a, de moito vento (<i>it's</i> ~: vai vento)

UNIT 6

alert /ə'leɪt/ alerta, atento/a
beans /bi:nz/ fabas, feixóns
beef /bi:f/ vitela, tenreira
broken arm /brəʊkən 'ɑ:m/ brazo roto
broken leg /brəʊkən 'leg/ perna rota
cereal /'sɛəriəl/ cereal/ís
chewing gum /'tʃu:ɪŋ ɡʌm/ goma de mascar
clearly /'kliəli/ ás claras, con claridade, con clareza
cold /kəʊld/ arrefriado, catarreira
cough /kɒf/ tose
daydream /'deɪdri:m/ soñar esperto/a, fantasiar
do well (at school) /du: 'wel ət sku:l/ tirar boas cualificacións (no colexio)
earache /'ɪərəɪk/ dor de oídos
excitement /ɪk'saɪtmənt/ emoción
fidget /'fɪdʒɪt/ non parar de bulir
flour /'flaʊə/ fariña
flu /flu:/ gripe
grapes /greɪps/ uvas
habit /'hæbɪt/ costume, hábito (<i>bad</i> ~: vicio)
headache /'hedɪk/ dor de cabeza
high blood pressure /haɪ 'blʌd prefə/ tensión alta, hipertensión

high cholesterol /haɪ kə'lestərɒl/ colesterol alto
honey /'hʌni/ mel
horror /'hɒrə/ de terror / medo
improve /ɪm'pru:v/ mellorar
ketchup /'ketʃəp/ ketchup
lamb /læm/ año
margarine /mɑ:dʒə'ri:n/ margarina
mayonnaise /meɪə'neɪz/ maionesa
melon /'melən/ melón
noodles /'nu:dlz/ tallaríns
oil /ɔɪl/ aceite
pepper /'pepə/ pemento, pementa
quietly /'kwaɪətlɪ/ sosegadamente
roll /rɒl/ panciño
salt /sɔ:lt/ sal
sausage /'sɔ:sɪdʒ/ salchicha
shrimp /ʃrɪmp/ camarón, gamba
solve /sɒlv/ resolver, solventar
sore throat /sɔ: 'θrəʊt/ dor de gorxa
stomach ache /'stʌmək eɪk/ dor de estómago / ventre
stress /stres/ estrés
succeed /sək'si:d/ ter éxito
sugar-free /'ʃʊɡəfri:/ sen azucre
temperature /'temprətʃə/ febre
toothache /'tu:θeɪk/ dor de moas
walk out /wɔ:k 'aʊt/ saír
yoghurt /'jɒɡət/ iogur

UNIT 7

ant /ænt/ formiga
bear /beə/ oso
cage /keɪdʒ/ gaiola
cheetah /'tʃi:tə/ guepardo
climb /klaɪm/ agatuar, gabear, subir a
cockroach /'kɒkrəʊʃ/ cascuda
count /kaʊnt/ contar
cow /kaʊ/ vaca
crocodile /'krɒkədail/ crocodilo
dangerous /'deɪndʒərəs/ perigoso/a
deer /diə/ cervo
endangered /ɪn'deɪndʒəd/ en perigo de extinción
fast /fɑ:st/ rápido/a
fly /flaɪ/ mosca
frightening /'fraɪtnɪŋ/ arrepante, espantoso/a

goat /gəʊt/ cabra
gorilla /gə'ri:lə/ gorila
hamster /'hæmstə/ hámster
heavy /'hevi/ pesado/a (be ~ : pesar (moito))
high /haɪ/ agudo/a
hippopotamus /hɪpə'pɒtəməs/ hipopótamo
huge /hju:dʒ/ enorme, inmenso/a
intelligent /ɪn'telɪdʒənt/ intelixente
jellyfish /'dʒelɪfɪʃ/ augamar, medusa
large /lɑ:dʒ/ grande
light /laɪt/ lixeiro/a, levián/á
lizard /'lɪzəd/ lagarto; lagarta
mosquito /mə'ski:təʊ/ mosquito
octopus /'ɒktəpəs/ polbo
old /əʊld/ vello/a
ostrich /'ɒstrɪtʃ/ avestruz
pig /pɪg/ porco
pretty /'prɪti/ bonito/a, fermoso/a
rat /ræt/ rata
sheep /ʃi:p/ ovella
slow /sləʊ/ vagoroso/a, lento/a
smoke /sməʊk/ fumar
spider /'spɪdə/ araña
step on /'step ɒn/ pisar
strong /strɒŋ/ forte
stupid /'stju:pɪd/ parvo/a, fato/a
succeed /sək'si:d/ acadar, lograr
tiny /'tɪni/ diminuto/a, minúsculo/a
up to /'ʌp tə/ até
weak /wi:k/ débil, feble
wolf /wɒlf/ lobo
wrong /rɒŋ/ errado/a (be ~: non ser certo/a; non ter razón)
young /jʌŋ/ mozo/a

UNIT 8

bring together /brɪŋ tə'geðə/ reconciliar
comment /'kɒment/ comentar, facer un comentario
connect /kə'nekt/ conectar
copy /'kɒpi/ copiar
develop /dɪ'veləp/ desenvolver, elaborar
disc drive /'dɪsk draɪv/ unidade de disco
download /daʊn'ləʊd/ descargar(se), barallar(se)

install /ɪn'stɔ:l/ instalar
invite /ɪn'vaɪt/ convidar
joystick /'dʒɔɪstɪk/ panca de mando / control, joystick
keyboard /'ki:bɔ:d/ teclado
microphone /'maɪkrəfəʊn/ micrófono
mouse /maʊs/ rato
mouse pad /'maʊs pæd/ alfombra de rato
one in five /wʌn ɪn 'faɪv/ un de cada cinco
paste /peɪst/ pegar
portable hard drive /'pɔ:təbl hɑ:d draɪv/ unidade de disco duro portátil
printer /'prɪntə/ impresora
read out /ri:d 'aʊt/ ler (en voz alta)
record /re'kɔ:d/ gravar
respond /rɪ'spɒnd/ contestar, responder; reaccionar
save /seɪv/ gardar
scanner /'skænə/ escáner
screen /skri:n/ pantalla
search /sɜ:tʃ/ procurar, buscar
share /ʃeə/ compartir
speakers /'spi:kəz/ altosfalantes
store /stɔ:/ almacenar
successfully /sək'sesfli/ con éxito; satisfactoriamente
surf the net /sɜ:f ðə 'net/ navegar pola rede
touch screen /'tʌtʃ skri:n/ pantalla táctil
turn off /tɜ:n 'ɒf/ apagar
turn on /tɜ:n 'ɒn/ prender, acender
upload /ʌp'ləʊd/ subir, colgar (en Internet)
USB port /ju: es 'bi: pɔ:t/ porto USB
webcam /'webkæm/ cámara web

UNIT 9

active /'æktɪv/ activo/a
actor /'æktə/ actor / actriz
amazing /ə'meɪzɪŋ/ asombroso/a, incríbel
architect /'ɑ:kɪtekt/ arquitecto/a
artist /'ɑ:tɪst/ artista
athlete /'æθli:t/ deportista; atleta
calm /kɑ:m/ tranquilo/a; en calma
chef /ʃef/ xefe/a de cociña, chef
coach /kəʊtʃ/ adestrador/a
computer programmer /kəm'pjʊ:tə 'prəʊgræmə/ programador/a informático/a
construction worker /kən'strʌkʃn wɜ:kə/ obreiro/a

designer	/dɪˈzaɪnə/	deseñador/a
difficult	/'dɪfɪkəlt/	difícil
dishonest	/dɪsˈɒnɪst/	pouco honrado/a, deshonesto/a
doctor	/'dɒktə/	doutor/a, médico/a
easy	/'i:zi/	doado
engineer	/endʒɪˈnɪə/	enxeñeiro/a
far	/fɑ:/	lonxe
generous	/'dʒenərəs/	xeneroso/a
hairdresser	/'heədresə/	peiteador/a
helpful	/'helpfl/	servizal, amábel
honest	/'ɒnɪst/	honrado/a, honesto/a
mechanic	/məˈkænɪk/	mecánico/a
medium-length	/'mi:diəmleŋθ/	mediano/a (de longo)
model	/'mɒdl/	modelo
near	/nɪə/	preto de
noisy	/'nɔɪzi/	ruidoso/a
peaceful	/'pi:sfl/	tranquilo/a
pilot	/'paɪlət/	piloto
repair	/rɪˈpeə/	arranxar, reparar
replace	/rɪˈpleɪs/	substituír
scientist	/'saɪəntɪst/	científico/a
shop assistant	/'ʃɒp əsɪstənt/	dependente/a, vendedor/a
singer	/'sɪŋə/	cantante
tour guide	/'tuə gaɪd/	guía turístico/a
vet	/vet/	veterinario/a
writer	/'raɪtə/	escritor/a

Speaking Glossary

INTRODUCTION

Greetings and Introductions

Hi, I'm (*Charlie*). /haɪ aɪm ('tʃɑ:li)/ Ola, son (*Charlie*).

What's your name? /wɒts 'jɜ: neɪm/ Como te chamas?

I'm (*Molly*) and this is my friend, (*Ella*). /aɪm (mɒli) ənd ðis ɪz maɪ 'frend (elə)/ Son (*Molly*) e esta é a miña amiga (*Ella*).

Nice to meet you. /naɪs tə 'mi:t ju:/ Encantado/a de coñecerte.

Where are you from? /weə ɑ: ju: 'frɒm/ De onde es / sodes?

We're from (*London*). /wiə frɒm ('lʌndən)/ Somos de (*Londres*).

Oh, I'm from (*Cambridge*). /əʊ aɪm frɒm ('keɪmbɪdʒ)/ Ah, eu son de (*Cambridge*).

I'm in Year (9). /aɪm ɪn jɪə ('naɪm)/ Estou no curso (9).

What year are you in? /wɒt 'jɪə ɑ: ju: m/ En que curso estades?

I'm in Year (9), but (*Ella*)'s in Year (8). /aɪm ɪn jɪə ('naɪm) bət (elə)z ɪn jɪə ('eɪt)/ Eu estou no curso (9), mais (*Ella*) está no curso (8).

I'm (*fourteen*) and (*Ella*)'s (*thirteen*). /aɪm ('fɔ:ti:n) ənd (elə)z ('θɜ:ti:n)/ Eu teño (*catorce*) e (*Ella*), (*trece*).

Classroom Language

Where is your homework? /weə ɪz jɜ: 'həʊmwɜ:k/ Onde están os teus deberes?

I don't understand the instructions. /aɪ dəʊnt ʌndə'stænd ðə ɪnstrəkʃnz/ Non entendo os enunciados.

Please write the answers on the board. /pli:z raɪt ðə 'ɑ:nsəz ɒn ðə bɔ:d/ Por favor, escribe as respostas no encerado.

Copy the answers into your notebooks. /'kɒpi ðə 'ɑ:nsəz ɪntə jɜ: nəʊtbʊks/ Copiade as respostas nos cadernos.

Can I use a dictionary? /kæn aɪ ju:z ə 'dɪkʃənəri/ Podo empregar un dicionario?

I can't find my pencil. /aɪ kɑ:nt faɪnd maɪ 'pensl/ Non atopo o meu lapis.

Please sit down. /pli:z sɪt 'dəʊn/ Por favor, senta / sentade.

UNIT 1

Talking About Likes and Dislikes

Do you like (*science*)? /du: ju: laɪk ('saɪəns)/ Gústache (*a ciencia*)?

I don't mind it, but I prefer (*art*). /aɪ dəʊnt 'maɪnd ɪt bət aɪ prɪfɜ: (ɑ:t)/ Tanto me ten, pero prefiro (*a arte*).

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

I love (*art*), but my favourite school subject is (*French*). /aɪ lʌv (ɑ:t) bət maɪ 'feɪvərɪt sku:l sʌbdʒɪkt ɪz (frentʃ)/ Encántame (*a arte*), mais a miña materia favorita do colexio é (*o francés*).

I hate (*French*). It's boring. /aɪ 'heɪt (frentʃ). ɪts 'bɔ:ɪɪŋ/ Odio (*o francés*). É aborrecido.

Do you think (*English*) is boring? /du: ju: θɪŋk (ɪŋɡlɪʃ) ɪz 'bɔ:ɪɪŋ/ Cres que (*o inglés*) é aborrecido?

I like (*English*). /aɪ 'laɪk (ɪŋɡlɪʃ)/ Gústame / Gusto de (*o inglés*).

I like (*English*) too. It's interesting. /aɪ laɪk (ɪŋɡlɪʃ) tu:. ɪts 'ɪntərəstɪŋ/ A min tamén me gusta / Eu tamén gusto de (*o inglés*). É interesante.

Getting Information

How old is he / she? /haʊ 'əʊld ɪz hi:/ʃi:/ Que idade / Cantos anos ten (el / ela)?

What school subjects does he / she like? /wɒt 'sku:l sʌbdʒɪkts dʌz hi:/ʃi: laɪk/ Que materia do colexio lle gusta (a el / ela)?

Where is he / she from? /weə ɪz hi:/ʃi: 'frɒm/ De onde é (el / ela)?

What does he / she do at the weekend? /wɒt dʌz hi:/ʃi: du: ət ðə wɪk'end/ Que fai (el / ela) as fins de semana?

When is his / her birthday? /wen ɪz hɪz/hɜ: 'bɜ:θdeɪ/ Cando é o seu aniversario?

What does he / she do after school? /wɒt dʌz hi:/ʃi: du: ɑ:ftə 'sku:l/ Que fai (el / ela) logo do colexio?

UNIT 2

Talking About Current Activities

What's happening? /wɒts 'hæpənɪŋ/ Que está a pasar / a ocorrer / a suceder?

Why is (she lying on the floor)? /waɪ ɪz (ʃi: 'laɪɪŋ ɒn ðə flɔː)/ Por que está (deitada no chan)?

Is (she crying)? /ɪz (ʃi: 'kraɪɪŋ)/ Está (a chorar)?

What else can you see? /wɒt 'els kən ju: si:/ Que máis ves / podes ver?

What (are they) doing? /wɒt (ɑ: ðeɪ) 'du:ɪŋ/ Que (están) a facer?

Describing Pictures

Who's in the picture? /'hu:z ɪn ðə pɪktʃə/ Quen sae na imaxe?

What's (she) doing? /wɒts (ʃi:) 'du:ɪŋ/ Que está a facer (ela)?

What's (the woman) wearing? /wɒts (ðə wʊmən) 'weəriŋ/ Que leva posto (a muller)?

What else can you say about the picture? /wɒt 'els kən ju: seɪ əbaʊt ðə pɪktʃə/ Que máis podes dicir sobre a imaxe?

UNIT 3

Making Recommendations

Can you recommend any songs? /kən ju: rekə'mend eni sɒŋz/ Podes recomendarme algunha canción?

What type of music do you like? /wɒt taɪp əv 'mju:zɪk du: ju: laɪk/ De que tipo de música gustas?

I like (hip-hop) but I prefer (R&B). /aɪ laɪk (hɪp'hɒp) bət aɪ prɪ'fɜː (r ɒnd biː)/ Gusto do (hip-hop), mais prefiro (o R&B).

How about (Stay) by (Rihanna)? /'haʊ əbaʊt (steɪ) baɪ (rɪ'hænə)/ Que che parece (Stay) de (Rihanna)?

That's a great idea! /ðæts ə 'ɡreɪt aɪdɪə/ (Esa) É unha idea estupenda!

Have you got any other suggestions? /hæv ju: ɡɒt eni 'ʌðə sədʒestʃənz/ Tes algunha outra suxestión?

Yes, (Love in the Sky) by (The Weeknd) is a great song, too. /jes (lʌv ɪn ðə skaɪ) baɪ (ðə wi:kend) ɪz ə 'ɡreɪt sɒŋ tuː/ Si, (Love in the Sky) de (The Weeknd) tamén é unha canción xenial.

Describing Past Events

The event was a (concert). /ðə ɪ'vent wəz ə (kɒnsət)/ O acontecemento foi un (concerto).

I was in (the park). /aɪ wəz ɪn (ðə 'pɑ:k)/ Estiven en (o parque).

It was on (Saturday) at (9.00 pm). /ɪt wəz ɒn ('sætədɪ) ət (nʌm pi: em)/ Foi o (sábado) ás (21.00 h).

At the event, there were (hundreds of people). /ət ðə ɪ'vent ðeə wɜː (hʌndrədz əv pi:pl)/ No acontecemento houbo / había (centos de persoas).

She liked (the food). /ʃi: 'laɪkd (ðə fu:d)/ Gustoulle (a comida).

UNIT 4

Asking for Information

Do you know about (the sphinx)? /du: ju: 'nəʊ əbaʊt (ðə sfiŋks)/ Sabes algo sobre (a esfínx)?

What do you want to know? /'wɒt də ju: wɒnt tə nəʊ/ Que queres saber?

Where did (it) live? /weə dɪd (ɪt) 'lɪv/ Onde viviu?

What did (it) look like? /wɒt dɪd (ɪt) 'lʊk laɪk/ Como era?

What did (it) do? /wɒt dɪd (ɪt) 'duː/ Que fixo?

Talking About Past Experiences

What happened? /wɒt 'hæpənd/ Que pasou / ocorreu / sucedeu?

Where were you? /weə 'wə ju:/ Onde estabas / estiveches?

When did it happen? /wen dɪd ɪt 'hæpən/ Cando pasou / ocorreu / sucedeu?

Who was with you? /hu: wəz 'wið ju:/ Quen estaba canda ti?

What did you do? /wɒt dɪd ju: 'du:/ Que fixeches?

How did you feel? /haʊ dɪd ju: 'fi:l/ Como te sentiches?

What happened in the end? /wɒt 'hæpənd ɪn ði: end/ Que pasou / ocorreu / sucedeu ao final?

Did you tell anyone about it? /dɪd ju: 'tel enɪwʌn əbaʊt ɪt/ Contáchesllo a alguén?

UNIT 5

Talking About the Weather

What's the weather like in (London)? /wɒts ðə 'weðə laɪk ɪn (lʌndən)/ Que tempo vai en (Londres)?

It's (cool and rainy) here. /ɪts (ku:l ənd 'reɪni) hɪə/ Aquí vai (fresco e chove).

What's the temperature? /wɒts ðə 'temprətʃə/ Que temperatura vai?

It's (18°C). /ɪts ('eɪtɪ:n dɪɡrɪz)/ Van (18°C).

What's the forecast for (London tomorrow)? /wɒts ðə 'fɔ:kəst fɔ: (lʌndən təmɒrəʊ)/ Cal é a previsión para (Londres mañá)?

(Cloudy) with a high of (17°C) and a low of (12°C). /('klaʊdi) wɪð ə haɪ əv (sevnɪ:n dɪɡrɪz) ənd ə ləʊ əv (twelv dɪɡrɪz)/ (Neboento) cunha máxima de (17°C) e unha mínima de (12°C).

Describing Past Events

What happened? /wɒt 'hæpənd/ Que pasou / ocorreu / sucedeu?

What was happening at the time? /wɒt wəz 'hæpənɪŋ ət ðə taɪm/ Que estaba a pasar / a ocorrer / a suceder nese momento?

Where did it happen? /weə dɪd ɪt 'hæpən/ Onde pasou / ocorreu / sucedeu?

Was anyone else there? /wəz 'eniwʌn els ðeə/ Había alguén máis alí?

What was the weather like? /wɒt wəz ðə 'weðə laɪk/ Que tempo facía / fixo?

What was (the boy) doing? /wɒt wəz (ðə bɔɪ) 'du:ɪŋ/ Que estaba a facer (o rapaz)?

Why was (he) doing that? /'waɪ wəz (hi:) du:ɪŋ ðæt/ Por que estaba (el) a facer iso?

Was (he) OK? /wəz (hi:) əv'keɪ/ Atopábase / Estaba ben (el)?

UNIT 6

Giving Advice

Maybe you should (go home). /'meɪbi ju: ʃəd (gəʊ həʊm)/ Quizais / O mesmo deberías (marchar á casa).

You shouldn't (take an exam). /ju: 'ʃʊdnt (teɪk æn ɪgzæm)/ Non deberías (facer un exame).

Why don't you (take it another day)? /waɪ dəʊnt ju: (teɪk ɪt ə'nʌðə deɪ)/ Por que non (o fas outro día)?

I think you'd better (take some medicine). /aɪ 'θɪŋk ju:d betə (teɪk səm medsn)/ Creo que será mellor que (tomes algún medicamento).

Making Suggestions

We should (have a sports day). /wi: ʃəd (həv ə 'spɔ:ts deɪ)/ Deberíamos (ter un día dedicado aos deportes).

Maybe we can (invite our parents). /'meɪbi wi: kən (ɪnvart æ: peərənts)/ Quizais / O mesmo podemos (convidar aos pais).

Let's have (races and competitions). /lets həv (reɪsɪz ənd kɒmpə'tɪʃnz)/ Fagamos (carreiras e competicións).

How about (class football matches, too)? /'haʊ əbaʊt (klɑ:s fʊtbɔ:l mætʃɪz tu:)/ E / Que hai de (partidos de fútbol entre clases tamén)?

UNIT 7

Talking About Animals

What type of animal is it? /wɒt taɪp əv 'æniml ɪz ɪt/ Que tipo de animal é?

How tall is it? /haʊ 'tɔ:l ɪz ɪt/ Como é de alto?, Que altura ten?

How long is it? /haʊ 'lɒŋ ɪz ɪt/ Como é de longo?, Que lonxitude ten?

How much does it weigh? /haʊ maɪtʃ dʌz ɪt 'wei/ Canto pesa?, Que peso ten?

How long can it live? /haʊ 'lɒŋ kən ɪt liːv/ Canto pode (*chegar a*) vivir?

What does it eat? /wɒt dʌz ɪt 'i:t/ Que come?

Is it endangered? /ɪz ɪt m'deɪndʒəd/ Está en perigo de extinción?

It's smaller than (*a mouse*). /ɪts 'smɔ:lə ðən (ə maʊs)/ É máis pequeno ca (*un rato*).

It's got (*six legs*), but it hasn't got (*wings*). /ɪts ɡɒt (sɪks legz) bət ɪt 'həznt ɡɒt (wɪŋz)/ Ten (*seis patas*), mais non ten (*ás*).

It lives in (*rivers and lakes*). /ɪt liːvz ɪn ('rɪvəz ənd leɪks)/ Vive en (*ríos e lagos*).

It often eats (*fruit*). /ɪt 'ɒfn i:ts (fru:t)/ A miúdo come (*froita*).

UNIT 8

Asking for Help

I need some help, please. /aɪ ni:d səm 'help plɪz/ Preciso (un pouco de) axuda, por favor.

Can you help me for a minute? /kæn ju: 'help mi: fɔ: ə mɪnɪt/ Podes axudarme un momento?

Could you give me a hand with this? /kʊd ju: ɡɪv mi: ə 'hænd wɪð ðɪs/ Podes botarme unha man con isto?

Would you mind helping me with (*this printer*)? /wʊd ju: maɪnd 'helpɪŋ mi: wɪð ðɪs prɪntə/ Importárame axudarme con (*esta impresora*)?

Making Plans

Are you free (*tomorrow morning*)? /ɑ: ju: fri: (təmə'rɒʊ 'mɔ:niŋ)/ Estás libre (*mañá pola mañá*)?

What are you going to do after that? /wɒt ɑ: ju: ɡəʊɪŋ tə 'du: ɑ:ftə ðæt/ Que vas facer logo (*diso*)?

What have you got in mind? /wɒt hæv ju: ɡɒt ɪn 'maɪnd/ Que tes pensado?

Is (*ten o'clock*) OK? /ɪz ('ten əklɒk) əʊkeɪ/ Ás (*dez en punto*) está ben?

How about (*12.00*)? /haʊ əbaʊt ('twelv əklɒk)/ E / Que tal ás (*12.00*)?

We could go to the (*computer shop*). /wi: kəd ɡəʊ tə ðə (kəm'pjʊ:tə ʃɒp)/ Poderíamos ir á (*tenda de informática*).

UNIT 9

Making Predictions

Where do you see yourself in (*20*) years? /weə də ju: 'si: jɔ:self ɪn (twenti) jɪəz/ Onde te ves dentro de (*vinte*) anos?

In (*20*) years, I'll probably (*be a famous singer*). /ɪn (twenti) jɪəz aɪl 'prɒbəbli (bi: ə feɪməs sɪŋə)/ Dentro de (*vinte*) anos, probabelmente (*serei un/ha cantante famoso/a*).

I think I'll (*be a vet*). /aɪ 'θɪŋk aɪl (bi: ə vet)/ Eu creo que (*serei veterinario/a*).

I'm sure I'll (*have three children*). /aɪm 'ʃʊə aɪl (hæv θri: tʃɪldrən)/ Estou certo/a de que (*tereí tres fillos*).

I don't think I'll (*have three children*). /aɪ dəʊnt 'θɪŋk aɪl (hæv θri: tʃɪldrən)/ Eu creo que non (*tereí tres fillos*).

I hope I'll (*have three dogs*). /aɪ 'həʊp aɪl (hæv θri: dɒgz)/ Agardo (*ter tres cans*).

Talking About the Future

What do you think (*Anne*) will be in the future? /wɒt də ju: θɪŋk (æn) wɪl bi: ɪn ðə 'fju:tʃə/ Que cres que será (*Anne*) no futuro?

(*She*)'ll probably be (*a writer*). / (ʃi:)l 'prɒbəbli bi: (ə raɪtə)/ Se cadra (*ela*) será (*escritora*).

Are you sure about that? /ɑ: ju: 'ʃʊə əbaʊt ðæt/ Estás certo/a diso?

Where do you see (*Peter*) in (20) years? /weə də ju: si: ('pi:tə) ɪn (twenti) jɪəz/ Onde ves a (*Peter*) dentro de (*vinte*) anos?

I see (*him as a chef*). /aɪ 'si: (hɪm æz ə ʃef)/ Véxo(o) (*como xefe de cociña / chef*).

Do you think so? /du: ju: 'θɪŋk səʊ/ Iso cres?

What about (*Jennifer*)? /wɒt əbaʊt ('dʒenɪfə)/ E a (*Jennifer*)?

I'm not sure. /aɪm nɒt 'ʃʊə/ Non estou certo/a.

Why do you say that? /waɪ də ju: 'seɪ ðæt/ Por que o dis / dis iso?

So do I. /səʊ du: 'aɪ/ Eu tamén.

INTRODUCTION

0 verbo *to be*

O verbo **to be** significa principalmente “ser” ou “estar”. Emprégase para expresar feitos xerais e para describir cousas: idade, sentimentos, nacionalidade, prezo, tempo atmosférico, etc.

En presente ten tres formas (**am**, **is** e **are**), que adoitan contraer co pronome persoal suxeito ao falar.
I'm in Year 8. (Estou en oitavo.)

En negativa engádese a partícula **not** a todas as formas do verbo **to be** ou a contracción **n't** a **is** e **are** (**isn't** y **aren't**), mais non a **am**.

I'm not at home. (Non estou na casa.)

Laura isn't my friend. (Laura non é a miña amiga.)

The cat isn't in the box. (O gato non está na caixa.)

En interrogativa invértese a orde do suxeito e o verbo. As respostas curtas fórmanse co pronome persoal suxeito e o verbo **to be**, sen contraer en afirmativa ou contraído coa partícula **not** en negativa.

Is your sister in the garage? Yes, she is. / No, she isn't. (A túa irmá está no garaxe? Está. Si. / No.)

1 Complete the sentences with the correct form of *to be*.

1. Casper English. He's from Holland.
2. Laura in your class?
3. My eyes brown. They're green.
4. The cats hungry. Please feed them.
5. It's late. I tired.
6. Where my trainers?

0 verbo *have got*

O verbo **have got** significa “ter”. Expressa o que posuímos ou os trazos de alguén ou algo.

En presente ten dúas formas: **have got** con **I**, **you**, **we** e **they**, e **has got** con **he**, **she** e **it**.

I have got a new sweater. (Teño un xersei novo.)

My teacher has got a red car. (A miña profesora ten un coche vermello.)

En negativa engádese a partícula **not** ou a contracción **n't** (**haven't** / **hasn't**). Empréganse máis as formas contraídas.

He hasn't got a mirror in his bedroom. (Non ten un espello no seu cuarto.)

En interrogativaponse **Have** / **Has** + o suxeito + **got**. Nas respostas curtasponse o pronome persoal suxeito e **have** / **haven't** ou **has** / **hasn't**, sen **got**.

Have you got a green shirt? Yes, I have. (Tes unha camisa verde? Teño. Si.)

Has she got a brother? No, she hasn't. (Ten un irmán? Non.)

2 Complete the sentences with the correct form of *have got*.

1. Tony a Japanese friend. He's from Tokyo.
2. Sorry, Mum, I can't do the dishes now. I time.
3. you my pencil?
4. Our house is small. It a dining room or garage.
5. My aunt and uncle two children. They're my cousins.
6. Maya a sister or a brother.

Check Yourself!

Choose the correct answer.

- Sam and Bill **am / is / are** brothers.
- I **have got / has got** a big family.
- Have / Has** Jack got blue eyes?
- I **am / is / are** hungry.
- Rebecca **haven't got / hasn't got** a cat.
- My house **am not / isn't / aren't** big.
- Am / Is / Are** Sue in your class?
- We **haven't got / hasn't got** a red car.

➡ **Answers, see page 32**

There is / There are

There is e **There are** significan "hai". **There is** vai diante de nomes contábeis en singular e de nomes non contábeis. **There are** vai diante de nomes contábeis en plural.

There is a dress in the box. (Hai un vestido na caixa.)

There is cheese in the sandwich. (Hai queixo no sándwich.)

There are chairs in the dining room. (Hai cadeiras no comedor.)

A negativa fórmase engadindo **not** ou a contracción **n't** a **is** e **are**.

There are not / aren't scarves in the shop. (Non hai bufandas na tenda.)

En interrogativaponse **Is / Are** diante de **there**. Nas respostas curtas vólvese á orde normal e, de seren negativas, empréganse as formas contraídas.

Is there homework for tomorrow? Yes, **there is**. / No, **there isn't**. (Hai deberes para mañá? Hai. Si. / Non.)

Are there students in the classroom? Yes, **there are**. / No, **there aren't**. (Hai estudantes na clase? Hai. Si / Non.)

3 Complete the sentences with the affirmative or negative form of *There is / There are*.

- a train at the station. Let's run and catch it.
- It's cold today. any people at the beach.
- some trainers in the hall. Are they yours?
- Where's my lunch? any food in my schoolbag!
- five bathrooms in this house!
- Where are your clothes? a cupboard in your bedroom.

4 Write questions with the words below and *Is there* or *Are there*.

- cakes / in a bakery
.....
- a carpet / in the living room
.....
- any boats / on the river
.....
- a post office / next to your house
.....
- elephants / in the zoo
.....
- any juice / in the fridge
.....

Check Yourself!

Choose the correct answer.

- There is / There are** books on the table.
- There isn't / There aren't** a clean shirt in my cupboard!
- Is there / Are there** an apple in the fruit salad?
- There isn't / There aren't** any chips for lunch.
- There is / There are** some ice cream in the fridge.
- Is there / Are there** any chairs in the kitchen?
- There is / There are** two cars in the garage.
- Is there / Are there** any sugar in the coffee?

➡ **Answers, see page 32**

UNIT 1

0 Present Simple

O *Present Simple* emprégase para expresar hábitos e verdades xerais, e para falar de gostos, opinións e horarios. Adoita ir acompañado das seguintes expresións temporais: **every day** (todos os días), **at night** (pola noite), **on** + día da semana en plural, etc. Todas poden ir ao comezo ou ao final da frase, mais adoitan poñerse ao final. Tamén se empregan estes adverbios de frecuencia: **always** (sempre), **usually** (polo xeral), **often** (a miúdo), **sometimes** (ás veces, algunhas veces), **rarely** (ao raro, rara vez) e **never** (nunca, xamais).

En afirmativa é o mesmo que o infinitivo sen **to**, agás na 3ª persoa do singular, na que se engade **-s**. Nalgúns casos, dependendo da terminación do verbo, engádese **-es**:

- Se remata en **ss, sh, ch** e **x**.
pass → *passes* *wash* → *washes* *teach* → *teaches* *mix* → *mixes*
- Se remata en **o**.
do → *does* *go* → *goes*
- Se remata en **consonante + y**, cámbiase o **y** por un **i** antes de engadirlle a terminación **-es**.
study → *studies* *carry* → *carries*

We always **bring** our textbooks to school. (Sempre traemos os libros de texto ao colexio.)

She **studies** literature twice a week. (Estuda literatura dúas veces por semana.)

He **likes** science lessons. (Gusta das clases de ciencias.)

The maths lesson **starts** at 10.00. (A clase de matemáticas comeza ás 10.)

A negativa fórmase poñendo **don't / doesn't** diante do verbo.

I **don't use** my laptop every day. (Non uso o portátil todos os días.)

En interrogativaponse **Do / Does** o suxeito + o verbo. Nas respostas curtasponse o pronome persoal suxeito + **do / does** ou **don't / doesn't**, segundo corresponda.

Do you understand French? Yes, I **do**. / No, I **don't**. (Entendes francés? Entendo. Si. / Non.)

Se a pregunta ten unha partícula interrogativa,ponse esta primeiro, antes de **do / does**.

What do you do after the break? (Que fas logo do recreo?)

1 Complete the sentences with the correct form of the verbs in brackets. Use the Present Simple, affirmative or negative.

- School (start) at 8.30.
- I never (drink) tea.
- Sue (not eat) meat.
- They (like) art lessons.
- Ted often (watch) TV.
- We (not work) on Sundays.

2 Write questions with the words below. Use the Present Simple.

- you / like / science lessons
.....
- the teacher / give / you / homework / on Fridays
.....
- your friends / take / the bus / to school
.....
- your father / drive / you / to school
.....
- it / usually rain / in January
.....

Check Yourself!

Choose the correct answer.

- Sam's sister **live** / **lives** in Oxford.
- My cousin and I **don't chat** / **doesn't chat** online every day.
- Does your parents watch** / **Do your parents watch** TV every evening?
- We never **wear** / **wears** trainers at school.
- I usually **get up** / **gets up** late on Sundays.
- Do the cat sleep** / **Does the cat sleep** in your bedroom?
- Mark and Ben **do** / **does** judo twice a week.
- Mr Wilson **don't teach** / **doesn't teach** drama at our school.

► Answers, see page 32

As partículas interrogativas

As partículas interrogativas aparecen só en preguntas que non poden contestarse cun “si” ou un “non”.

Who? = Quen?

When? = Cando?

What? = Que?, Cal/es?

Why? = Por que?

Where? = Onde?

How often? = Con que frecuencia?

Who is your art teacher? *Mr Jenkins.* (Quen é o teu profesor de arte? O Sr. Jenkins.)

What do you usually have for breakfast? *Cereal.* (Que almorzas polo xeral? Cereais.)

When is the exam? *On Monday at 10.30.* (Cando é o exame? Luns ás 10:30.)

Where are your paintbrushes? *At home.* (Onde están os teus pinceis? Na casa.)

Why are they at school? *Because it's Monday.* (Por que están no colexio? Porque é luns.)

How often do you use the whiteboard? *Every day.* (Con que frecuencia usades o encerado branco? Todos os días.)

3 Match the questions in A to the answers in B.

A

- Who do you sit next to in class?
- What do they wear for school?
- When do you do your homework?
- How often do you have music lessons?
- Where does Sandy do karate?
- Why does Tom walk to school?

B

- A shirt and jeans.
- Twice a week.
- Because he hasn't got a bike.
- My friend Zoe.
- In the evenings.
- At the sports centre.

4 Choose the correct answer.

- Where / How often** does Brigitte come from?
- When / Who** do you have lunch with?
- Who / How often** do you play computer games?
- Why / Where** does our teacher give so much homework?
- What / When** do you come home from school?
- Who / What** do you usually have for dinner?

Check Yourself!

Complete the questions according to the answers.

- does your grandmother live?
In Australia.
- does Cindy have for breakfast?
Fruit.
- does George sit next to in class?
Vanessa.
- do classes start?
At nine o'clock.
- does Tim want for his birthday?
A new mobile phone.
- do you tidy your room?
Once a week.
- do they work?
At the airport.
- do the girls wear jackets and skirts at school?
Because that's the school uniform.

► Answers, see page 32

UNIT 2

0 Present Continuous

O *Present Continuous* expresa o que está a ocorrer no intre de falar ou no período de tempo presente. Adoita ir acompañado destas expresións temporais: **at the moment** (neste momento), **now** (agora), **right now** (agora mesmo, arestora), **today** (hoxe), etc. Todas poden ir ao comezo ou ao final da frase, mais adoitan poñerse ao final.

A afirmativa fórmase co presente do verbo **to be** + un verbo rematado en **-ing**. Nos seguintes casos, cómpre reparar nestas regras ortográficas para engadir **-ing** ao verbo:

- Se remata en **e** mudo, perde o **e**.
arrive → *arriving*
- Se é de 1 sílaba e remata en **1 vogal + 1 consoante**, dóbrase esta consoante.
put → *putting*
- Se é de 2 sílabas e se pronuncia como palabra aguda, dóbrase a consoante final.
refer → *referring* *begin* → *beginning*
- Se ten 2 sílabas e remata nun **l**, dóbrase esa letra.
travel → *travelling*
- Se remata en **ie**, cámbianse estas dúas letras por un **y**.
die → *dying*

The baby is crying now. (O bebé está a chorar agora.)

En negativa engádese a partícula **not** ás formas **am**, **is** e **are**, ou a contracción **n't** a **is** e **are**.

I'm not singing that song at the moment. (Non estou a cantar esa canción neste momento.)

En interrogativaponse o verbo **to be** + o suxeito + un verbo rematado en **-ing**. Nas respostas curtas afirmativasponse o pronome persoal suxeito e **am**, **is** ou **are**, mais nas negativas **is** e **are** contraen coa partícula **not**.

Is he laughing at the film? Yes, he is. / No, he isn't. (Está a rir coa película? Está. Si. / Non.)

Se a pregunta ten unha partícula interrogativa,ponse esta primeiro, antes de **am / is / are**.

Why am I worrying about that? (Por que me estou a preocupar por iso?)

1 Complete the sentences with the verbs below. Use the Present Continuous.

not wear • sing • not smile • hug • draw

- Cathy her daughter.
- The birds in the garden.
- I my new dress.
- The students a picture.
- Mike He's sad.

2 Write questions with the words below. Use the Present Continuous.

- Dad / watch / the news
.....
- I / sit / in your chair
.....
- they / chat / online
.....
- Mum / use / the computer
.....
- you / do / your homework
.....

Check Yourself!

**Complete the sentences with the verbs in brackets.
Use the correct form of the Present Continuous.**

- My friends (wait) in front of the cinema right now.
- Wendy (not listen) to music at the moment.
- I (read) a very strange book.
- Grandma (smile) at the baby.
- the children
..... (play)?
- The students (not use) their dictionaries now.
- Don't worry! I (not touch) your new iPhone.
- Jessica
(enjoy) the film?

► **Answers, see page 32**

Contraste entre o *Present Simple* e o *Present Continuous*

O *Present Simple* expresa hábitos, mentres que o *Present Continuous* sinala o que está a ocorrer no intre de falar.

*I usually **sing** rock songs, but today I'm **singing** pop songs.*

(Polo xeral canto cancións de rock, mais hoxe estou a cantar cancións de pop.)

As expresións temporais axudan a diferenciar un tempo do outro.

Os verbos “estáticos”

Os verbos estáticos empréganse para expresar gostos, sentimentos e desexos, actividades da mente, pertenza e percepción. Refírense a estados, non a accións, polo que non se adoitan empregar co *Present Continuous*.

*I **like** brave people.* (Gusto da xente valente.)

3 Choose the correct answer.

1. My friends **send** / **sends** / **are sending** text messages now.
2. **Does Ann play** / **Is Ann playing** / **Do Ann play** tennis on Saturdays?
3. I **don't have** / **am not having** / **doesn't have** lunch right now.
4. Mike **is always knowing** / **always know** / **always knows** the right answer.
5. **Is it raining** / **Does it rain** / **It rains** at the moment?
6. We **don't study** / **doesn't study** / **aren't studying** history every day.

4 Complete the questions with the correct form of the verbs below. Use the Present Simple or the Present Continuous.

take • use • drive • think • drink

1. Sam usually a blue jeep?
2. the students a test right now?
3. people in the USA tea with milk?
4. Julia the computer at the moment?
5. you skateboarding is fun?

Check Yourself!

Write sentences with the words below. Use the Present Continuous or the Present Simple.

1. you / wear / jeans / today / ?

.....

2. Mark and I / not usually have / breakfast / .

.....

3. I / walk / my dog / at the moment / .

.....

4. you / know / any / popular songs / ?

.....

5. Michael / like / vegetables / ?

.....

6. the children / not sleep / right now / .

.....

7. Vicky / usually / meet / her friends / after school / .

.....

8. Karen / not use / my laptop / at the moment / .

.....

► Answers, see page 32

UNIT 3

There was / There were

Son as formas de pasado de **There is** e **There are** e, polo tanto, significan “había” ou “houbo”. Tradúcense sempre en singular, aínda que en inglés haxa unha forma para o singular e outra para o plural. **There was** vai diante de nomes contábeis en singular e de nomes non contábeis. **There were** vai diante de nomes contábeis en plural.

There was a fantastic concert on Friday. (vai diante de nomes contábeis en plural.)

There was live music at the pub. (Había música ao vivo no pub.)

There were flutes in the band. (Había frautas na banda.)

En negativa engádese a partícula **not** ou a contracción **n't** (**wasn't** / **weren't**).

There weren't unusual instruments in the orchestra. (Non había instrumentos estraños na orquestra.)

En interrogativaponse **Was** / **Were** diante de **there**. Nas respostas curtas vólvese á orde normal e, de seren negativas, empréganse as formas contraídas.

Were there famous drum players at the party? Yes, **there were**. / No, **there weren't**.

(Había baterías famosos na festa? Había. Si. / Non.)

1 Complete the sentences with *There was*, *There wasn't*, *There were* or *There weren't*.

- four musicians in the rock band.
- a famous singer in the band.
- (not) any piano players in the orchestra.
- (not) a concert in the park last night.
- some great music on the radio last night.
- some amazing concerts at the music festival.
- (not) any jazz music at the concert.

2 Complete the questions with *Was there* or *Were there*.

- electric guitars in 1960?
- a recorder on the kitchen table?
- any violins in the orchestra?
- any classical music at the festival?
- a poster of Eminem in your brother's room?
- any hip-hop dancers at the party?

Check Yourself!

Choose the correct answer.

- There was** / **There were** / **There weren't** a song competition on Saturday.
- Was there** / **There were** / **Were there** any new e-mails on your phone?
- There wasn't** / **Was there** / **There weren't** a dance performance at the festival.
- Was there** / **Were there** / **There wasn't** a thousand people at the concert?
- There was** / **Was there** / **There were** some fantastic Taylor Swift videos on YouTube.
- There was** / **There weren't** / **There were** some great music at the party.
- Were there** / **Was there** / **There was** a jazz musician at the disco?
- There was** / **There wasn't** / **There weren't** any old people at the rock concert.

► **Answers, see page 32**

0 Past Simple en afirmativa

O *Past Simple* emprégase para expresar accións ocorridas nun momento concreto do pasado e para contar historias en pasado. Por isto adoita haber na frase algunha expresión temporal que sinala cando ocorreu a acción: as que levan **ago** (hai) ao final da expresión, **yesterday** (onte), **last month** (o mes pasado), **two years ago** (hai dous anos), etc. Todas poden ir ao comezo ou ao final da frase, pero adoitan poñerse ao final.

O *Past Simple* dos verbos regulares fórmase engadindo **-ed** á forma base do verbo. Para iso cómpre reparar nestes regras ortográficas:

- Se remata en **e** mudo, só se engade **-d**.

live → *lived*

- Se é de 1 sílaba e remata en **1 vocal + 1 consonante**, dóbrase esta consoante.

stop → *stopped*

- Se remata en **consonante + y**, cámbiase o **y** por un **i**.

carry → *carried*

Mozart **composed** classical music. (Mozart compuxo música clásica.)

Os verbos irregulares non seguen ningunha regra e, por iso, cómpre aprender de memoria as súas formas de pasado. Nas páxinas 33-34 hai unha listaxe.

We **saw** a film about Mozart. (Vimos unha película sobre Mozart).

3 Complete the sentences with the Past Simple affirmative form of the verbs below.

buy • go • perform • wear • have • find

1. A rap group Pitbull songs last night.
2. Dan an old violin in his grandmother's house.
3. I three CDs for £10 at the music shop.
4. We dinner at a restaurant before the concert.
5. My grandfather to a Beatles concert in 1968.
6. Kate her new jacket at the party.

4 Write sentences with the words below. Use the Past Simple affirmative.

1. my aunt / dance / in the ballet *Giselle*
.....
2. we / listen / to pop music / yesterday afternoon
.....
3. Jeff / study / music / with a famous teacher
.....
4. Beth and Mark / perform / at the music festival
.....
5. I / stay / with my friend / for the weekend
.....
6. the music / stop / at midnight
.....

Check Yourself!

Complete the sentences with the verbs in brackets. Use the Past Simple affirmative.

1. The pianist (smile) for the camera.
2. Tony (hold) the new baby in his arms.
3. My parents (enjoy) the dance performance.
4. AC/DC (make) their first album in 1975.
5. Our music teacher (win) a singing competition.
6. My friend (show) me her new MP4 player.
7. Elton John (begin) playing the piano when he was four years old.
8. We (finish) our homework before dinner.

► **Answers, see page 32**

UNIT 4

0 Past Simple en negativa e interrogativa

A negativa do *Past Simple* fórmase poñendo **didn't** diante do verbo e é igual en todas as persoas do singular e plural.

He **didn't break** his leg in the accident. (Non rompeu a perna no accidente.)

En interrogativaponse **Did** + suxeito + verbo. Nas respostas curtasponse o pronome persoal suxeito + **did** / **didn't**, segundo corresponda.

Did you **see** the monster's claws? Yes, I **did**. / No, I **didn't**. (Viches as poutas do monstro? Vin. Si. / Non.)

Si la pregunta tiene una partícula interrogativa, se pone esta primero, antes de **did**.

What did the scientists **create**? (Que crearon os científicos?)

1 Write negative sentences with the correct form of the verbs in bold and the words in brackets.

1. We **used** a camera to take pictures. (mobile phone)

.....

2. The minotaur **ate** people. (plants)

.....

3. Mary Shelley **wrote** a book about Frankenstein. (Dracula)

.....

4. The creature **lived** in the jungle. (ocean)

.....

5. Ivan's grandparents **spoke** Russian. (English)

.....

6. They **travelled** to see the Loch Ness Monster. (Yeti)

.....

2 Complete the sentences with the Past Simple form of the verbs below.

not enjoy • put • learn • not know • not read • meet • take • not build

1. Eric the answer to the teacher's question.

2. Joanna the train to work yesterday.

3. I the film last night. It was terrible!

4. Jane her friends at the shopping centre.

5. The Romans the Pyramids or the Sphinx.

6. After the lesson, the teacher the microscope in the cupboard.

7. We about Ancient Greece in the history lesson.

8. We a famous mystery novel in our literature lesson.

3 Write questions with the words below and the Past Simple. Then match the questions to the answers.

1. what / Medusa / look like
.....
 2. Dracula / kill / people
.....
 3. when / you / see / the film *Twilight*
.....
 4. the monster / have / long claws and a beak
.....
 5. where / zombies / come from
.....
 6. you / photograph / the creature
.....
 7. why / your mother / worry / about you
.....
 8. who / you / go / to the cinema / with
.....
 9. the Minotaur / live / in Ancient Egypt
.....
 10. How often / you / take / piano lessons
.....
-
- a. They originated in Africa.
 - b. No, it lived in Ancient Greece.
 - c. Yes, and he drank their blood.
 - d. Because I came home late.
 - e. Once a week.
 - f. No, it had feathers and a long neck.
 - g. She had snakes for hair.
 - h. I tried, but it disappeared.
 - i. My friends.
 - j. Last week.

Check Yourself!

Complete the sentences with the verbs in brackets. Use the correct form of the Past Simple.

1. The people (describe) a strange monster.
2. Where you (put) my atlas?
3. Luke (not buy) an electric guitar.
4. the cat (have) white paws?
5. I (see) a live concert last night.
6. Why you (laugh) in the history lesson?
7. Matt (show) you his new motorbike?
8. Cathy (not feel) well yesterday.

► **Answers, see page 32**

UNIT 5

0 Past Continuous

O *Past Continuous* emprégase para dicir o que estaba a ocorrer nun momento concreto do pasado. Adóitase empregar con estas expresións temporais: as que levan **ago** (hai) ao final da expresión, **at** + unha hora, **last night** (esta noite), **yesterday morning / afternoon** (onte pola mañá / tarde), etc. Todas poden ir ao comezo ou ao final da frase, pero adoitan poñerse ao final.

En afirmativa fórmase con **was / were** + un verbo rematado en **-ing**. Para engadir **-ing** ao verbo cómpre seguir as mesmas regras ortográficas que para formar o *Present Continuous*.

It was raining yesterday morning. (Estivo a chover onte pola mañá.)

En negativa engádese a partícula **not** ou a contracción **n't** a **was / were** (**wasn't** e **weren't**).

The neighbours weren't talking about the fire. (Os veciños non estaban a falar sobre o lume.)

En interrogativaponse **Was / Were** + o suxeito + un verbo rematado en **-ing**. Nas respostas curtasponse o pronome persoal suxeito e **was / were** ou **wasn't / weren't**.

Were you driving at the time of the earthquake? Yes, I was. / No, I wasn't.

(Estabas a conducir no momento do terremoto? Estaba. Si. / Non.)

Se a pregunta ten unha partícula interrogativa,ponse esta primeiro, antes de **was / were**.

Why was she crying during the storm? (Por que estaba a chorar durante a treboada?)

1 What was happening at the Carsons' house at 8.00 yesterday evening? Choose the correct answer.

- Mum and Dad **was listening / were listening** to the weather forecast.
- They **weren't preparing / wasn't preparing** dinner.
- Greg **wasn't walking / weren't walking** the dog.
- He and Jenny **was playing / were playing** computer games.
- Chris **weren't watching / wasn't watching** TV.
- He **was sleeping / were sleeping** on the sofa.

2 Complete the sentences with the verbs in brackets. Use the Past Continuous.

- It was cloudy yesterday afternoon, but it (not rain).
- The students (have) an English lesson at 11 o'clock this morning.
- Mum (watch) her favourite TV show at 4 o'clock this afternoon.
- We (not eat) dinner at 9 o'clock last night.
- At this time last week, we (fly) to Rome.
- Jack still (live) in France a year ago.

3 Complete the sentences with the correct form of the verbs below. Use the Past Continuous.

not shine • ski • not watch • learn • not snow wear • help • not carry

On Saturday morning

Liz and Ben ¹ TV at home.
 They ² in Chamonix in France. The sun ³ It was cloudy, but it ⁴ Liz and Ben ⁵ warm ski clothes.
 They ⁶ schoolbags. A little girl ⁷ how to use a snowboard. Her brother ⁸ her.

4 Write questions with the words below. Use the Past Continuous. Then match the questions to the answers.

1. Sarah / send / text messages / during the lesson

..... a. My friend Alice.

2. who / you / talk to / half an hour ago

..... b. Fixing his bike.

3. your parents / watch / the news / at 8.00 yesterday evening

..... c. No, she wasn't.

4. what / Dave / do / in the garage / at 6.00 this morning

..... d. Yes, it was.

5. the dog / sleep / on the sofa / at 11.00 last night

..... e. Yes, they were.

Check Yourself!

Complete the sentences with the verbs in brackets. Use the correct form of the Past Continuous.

1. It was hot during the day. We (not wear) sweaters.
2. Tim wasn't in the office yesterday. He (work) at home.
3. you (talk) on the phone an hour ago?
4. I (not listen) to the weather forecast at 6.00.
5. It was 50°C in Death Valley. Birds (die) from the heat.
6. Why people (shout) in the street at midnight?
7. By 10.00 this morning, the weather (get) warm.
8. A week after the disaster, rescue helicopters (not look) for any more survivors.

► Answers, see page 32

EXTRA!

Contraste entre o Past Simple e o Past Continuous

O *Past Simple* sinala que a acción ocorreu e rematou no tempo especificado na frase, mentres que o *Past Continuous* expresa accións prolongadas que estaban a ocorrer no pasado.

It **snowed** yesterday. (Nevou onte.)

It **was snowing** this morning. (Estivo a nevar esta mañá.)

Os dous tempos úsanse xuntos para sinalar que no medio dunha acción longa ocorreu algunha cousa. A acción máis curta leva **when** (cando) e o verbo en *Past Simple*, e a acción longa leva as conxuncións **while** ou **as** (mentres) e o verbo en *Past Continuous*.

He was walking in the forest **when** the fire **started**. (Estaba a andar polo bosque cando comezou o lume.)

The fire started **while** / **as** he **was walking** in the forest. (O lume comezou mentres estaba a andar polo bosque.)

Se as dúas accións son prolongadas e simultáneas, emprégase **while** ou **as** e os dous verbos van en *Past Continuous*.

I **was building** a snowman **while** / **as** my friends **were ice skating**.

(Estaba a facer un boneco de neve mentres os meus amigos estaban a patinar sobre xeo.)

5 Complete the sentences with the correct form of the verbs in brackets. Use the Past Simple and Past Continuous.

1. Mum (wait) when the train (arrive).
2. We (see) a dolphin while we (swim).
3. While I (walk) the dog, I (meet) my friend.
4. When we (wake) up, it (snow).
5. The teacher (sit) at her desk while we (take) the test.

UNIT 6

Os modais

Son verbos auxiliares, polo que sempre van seguidos dun verbo na forma base (infinitivo sen **to**). Non se conxugan, así que non hai que engadir **-s** na 3ª persoa do singular. En negativa engádese a partícula **not** ou a contracción **n't** ao verbo modal, e en interrogativa ponse o verbo modal + o suxeito + o verbo na forma base.

- **Can** significa “saber” cando expresa habilidade ou capacidade para facer algo, e “poder” cando expresa posibilidade ou permiso.

*My sister **can** make mayonnaise.* (A miña irmá sabe facer maionesa.)

*He **can** put ketchup on the sausages.* (Pode poñer ketchup nas salchichas.)

***Can** I have a yoghurt, please?* (Podo tomar un iogur, por favor?)

En negativa emprégase **cannot** (sen separación) ou a forma contraída **can't**.

*She **cannot** cook noodles.* (Non sabe cociñar tallaríns.)

*I **can't** eat with this stomach ache.* (Non podo comer con esta dor de estómago.)

- **Could** é o pasado de **can**. Expressa habilidade e posibilidade no pasado.

*She **could** cook when she was ten years old.* (Sabía cociñar cando tiña dez anos.)

*I **couldn't** go to school because I had the flu.* (Non puideron ir ao colexio, porque tiña a gripe.)

En interrogativa tamén serve para pedir permiso ou favores, pero de maneira máis educada que con **can**.

***Could** you help me with the shopping?* (Poderías axudarme coas compras?)

- **Must** significa “deber” e expresa a obriga e a necesidade ou conveniencia de facer algo.

*You **must** eat healthy food.* (Debes comer comida sa.)

En negativa, **mustn't** expresa prohibición, que algo non está permitido, e tamén que algo non se debe facer porque non convén ou non é correcto facelo.

*People with high blood pressure **mustn't** have too much salt.*

(A xente con hipertensión non debe tomar demasiado sal.)

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

*Children **should** eat more fruit.* (Os nenos deberían comer máis froita.)

***Should** I go to the doctor about my earache?* (Debería ir ao médico pola dor de oído?)

1 Complete the sentences with **can**, **can't**, **could** or **couldn't**.

- Allison is good at maths. She help me with my homework.
- There was a bad snowstorm last week. The students go to school.
- My uncle run very fast when he was a boy. He won many competitions.
- Kathleen is a talented musician. She play the piano when she was three.
- Jim run in the marathon next week because he's got a broken leg.

2 Write questions with the words below. Use **Can** or **Could**.

- your little brother / ride / a bike / now
.....
- you / swim / when you were six years old
.....
- you / make / a cake / without eggs
.....
- people / watch / TV / 50 years ago
.....
- dogs / walk / on two legs
.....

3 Complete the sentences with *must* or *mustn't*.

1. Students bring a compass to the maths exam.
2. The lesson starts at 8.30. Students be late.
3. You wear warm clothes in this cold weather.
4. Uncle Dave has got high cholesterol. He eat fast food.
5. You eat with your fingers. It's not polite.
6. Maria wants to be a good musician. She practise every day.

4 Write sentences with the words below. Use the correct form of *should*.

1. the children / eat / more fruit and vegetables / .

.....

2. I / buy / these expensive boots / ?

.....

3. Rita / not feed / her baby / sweets / .

.....

4. what / I / wear / at Jane's party / ?

.....

5. you / stay / at home / with that cough / .

.....

6. students / not come / to school / with a temperature / .

.....

Check Yourself!**Circle the correct answers.**

1. We live near the sea. We **mustn't** / **can** / **couldn't** go to the beach every day.
2. Theresa **can** / **mustn't** / **must** drive the car. She's only 15.
3. **Could** / **Can** / **Should** people chat on the Internet 20 years ago?
4. That food isn't healthy! You **should** / **could** / **shouldn't** eat it.
5. I **couldn't** / **can't** / **can** go to the concert last night. I had an earache.
6. You **can't** / **must** / **shouldn't** take this medicine three times a day after meals.
7. Mike **must** / **could** / **can't** take the test today. He's in bed with the flu.
8. It's raining. You **shouldn't** / **couldn't** / **should** take an umbrella.

► **Answers, see page 32**

UNIT 7

O comparativo

O comparativo emprégase para comparar dúas cousas, animais ou persoas. Para formalo cómpre reparar na lonxitude do adxectivo:

- Cando o adxectivo é curto (de 1 sílaba, ou de 2 e rematado en **y**) engádeselle a terminación **-er** e detrás ponse a partícula **than**.

Para engadir **-er** ao adxectivo débense seguir estas regras ortográficas:

- Se remata en **e** mudo, só engade **-r**: *wide* → *wider*
 - Se remata en **1 vogal + 1 consoante**, dóbrase esta consoante: *big* → *bigger*
 - Se remata en **consoante + y**, cámbiase o **y** por un **i**: *heavy* → *heavier* (pero *shy* → *shyer*)
- Cheetahs are faster than bears.* (Os guepardos son máis rápidos que os osos.)

- Cando o adxectivo é longo (de 2 sílabas ou máis) ponse **more** + adxectivo + **than**.
Wolves are more dangerous than pigs. (Os lobos son máis perigosos que os porcos.)

A forma comparativa dos adxectivos irregulares cómpre aprendela de memoria.

good → **better** (bo, mellor); **bad** → **worse** (malo, peor)

1 Complete the sentences with the comparative form of the adjectives below.

healthy • dangerous • old • fast • beautiful • big

- Fruit juice is fizzy drinks.
- A butterfly is a spider.
- A shark is a dolphin.
- A whale is a mouse.
- A train is a bicycle.
- Parents are their children.

2 Write sentences with the words below and the verb *to be*. Use the comparative form of the adjectives.

- a horse's neck / short / a giraffe's neck
.....
- the rainforest / wet / the desert
.....
- tigers / endangered / lions
.....
- dolphins / intelligent / frogs
.....
- a lion trainer / brave / a vet
.....

Check Yourself!

Complete the sentences with the comparative form of the adjectives in brackets.

- My sister is (tall) my mum.
- Grandfather is (old) Dad.
- China is (big) Spain.
- A mountain is (high) a hill.
- Dogs are (friendly) cats.
- A tiger is (frightening) a cat.
- A rabbit is (cute) a snake.
- A new car is (expensive) an old car.

► Answers, see page 32

Artigos e cuantificadores

Os cuantificadores empréganse para falar de cantidades non exactas.

- **a / an** (un/ha) emprégase con nomes contábeis en singular que non son coñecidos polo falante. Escríbese **an** cando o substantivo que o segue comeza por vogal.
*I saw **a** lizard.* (Vin un lagarto.)
*There is **an** ostrich.* (Hai unha avestruz.)
- **some** emprégase en frases afirmativas con nomes contábeis en plural (uns/has, algúns/nhas [ou non se traduce]) e con nomes contábeis (algo de, un pouco de [ou non se traduce]).
*There are **some** cows on the farm.* (Hai [unhas / algunhas] vacas na granxa.)
*The goats are eating **some** food.* (As cabras están a comer [algo / un pouco de] comida.)
- **any** emprégase con nomes contábeis en plural e non contábeis. En frases negativas significa “ningún/ha, nada de” ou non se traduce. En frases interrogativas significa “algún/unha, algúns/nhas, algo de” ou non se traduce.
*There aren't **any** dangerous animals.* (Non hai animais perigosos / ningún animal perigoso.)
*Has the tiger got **any** fur?* (O tigre ten [algo de] pelo?)
- **many** (moitos/as) emprégase con nomes contábeis en plural.
***Many** people think gorillas are intelligent.* (Moita xente pensa que os gorilas son intelixentes.)
- **much** (moito/a) emprégase con nomes non contábeis en oracións negativas e interrogativas.
*There isn't **much** meat for the wolves.* (Non hai moita carne para os lobos.)
- **How much?** (Canto/a?) emprégase diante de nomes non contábeis. Cando vai co verbo **to be** serve para preguntar o prezo dunha cousa.
***How much** fruit does a deer eat?* (Canta froita como un cervo?)
***How much is** a hamster?* (Canto custa / é un hámster?)
- **How many?** (Cantos/as?) só pode ir con nomes contábeis en plural.
***How many** crocodiles are there in the zoo?* (Cantos crocodilos hai no zoo?)
- O artigo **the** posúe un emprego semellante ao dos cuantificadores. **The** significa “o, a, os, as” e emprégase con nomes contábeis e non contábeis que son coñecidos polo falante.
*I've got **some** spiders. **The** spiders eat flies.* (Teño [unhas / algunhas] arañas. As arañas comen moscas.)

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

1. Our canary has got orange beak.
2. I bought carrots for our rabbit.
3. We have got dog and two cats.
4. My friend hasn't got pets.
5. Look at giraffe. What is it eating?
6. Please give the horse water.

4 Complete the sentences with **much, many, How much or How many**.

1. That dog hasn't got fur.
2. There are sharks in this part of the ocean.
3. meat does a lion eat?
4. Was there rain last winter?
5. people visit the zoo each month?
6. does a safari in Kenya cost?

Check Yourself!

Choose the correct answer.

1. A snake hasn't got **some / any / much** claws.
2. **The / How much / How many** tigers are there in the zoo?
3. Have pandas got **a / an / the** tail?
4. Chimpanzees don't eat **much / many / a** meat.
5. **How many / How much / Some** salt do animals need?
6. Rabbits have **many / any / the** babies every year.
7. You should give your dog **any / an / some** food twice a day.
8. It's OK to feed your pet mouse **some / an / a** apple.

► **Answers, see page 32**

UNIT 8

O futuro con *be going to*

Significa “ir” + infinitivo. Como expresa plans e intencións, adoita levar algunha expresión de futuro que sinala cando se vai facer a acción: **tomorrow** (mañá), **later** (máis tarde, logo), **soon** (pronto, axiña, nun pouco), **in an hour** (en unha hora), **next week** (a semana que vén), etc. Todas poden ir ao comezo ou ao final da frase, mais adoitan poñerse ao final.

En afirmativa fórmase co presente de **to be + going to + un verbo na forma base**.
He is going to buy a new keyboard tomorrow. (Vai mercar un teclado novo mañá.)

En negativa engádese a partícula **not** ou a contracción **n't** ao verbo **to be**.
They aren't going to download any films later. (Non van descargar ningunha película logo.)

En interrogativaponse **Am / Is / Are + o suxeito + going to + un verbo na forma base**. E nas respostas curtasponse o pronome persoal suxeito + o verbo **to be**, sen contraer en afirmativa ou contraído en negativa.

Are you going to connect the printer to the computer? Yes, I **am**. / No, I'm **not**.
 (Vas conectar a impresora ao ordenador? Vou. Si. / Non.)

Se a pregunta ten unha partícula interrogativa,ponse esta primeiro, antes de **am / is / are**.
Who are you going to invite to the party? (A quen vas convidar á festa?)

1 Complete the sentences with the verbs below. Use *be going to*.

not chat • look • not send • ask • buy • not play

- I Theo to be my friend on Facebook.
- We computer games after dinner.
- Jeff for information on the Internet.
- I text messages during the lesson.
- Mum's tired. She online this evening.
- Sophia and Max a portable hard drive tomorrow.

2 Complete the questions with the verbs in brackets. Use *be going to*. Then match the questions to the answers below.

- When the teacher (collect) our homework?
- you (study) for the test this evening?
- Where Ethan (stay) in Glasgow?
- the students (use) laptops in the lesson?
- What your parents (give) you for your birthday?
- Maggie (buy) a new phone?

- a. No, they aren't.
 b. At a hotel.
 c. After the lesson.
 d. No, she isn't.
 e. A scanner.
 f. Yes, I am.

Check Yourself!

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

- I (show) you my new photos soon.
- We (not eat) at a restaurant this evening.
- Dad (repair) the printer later?
- I (not tell) them my plans yet.
- you (go) to the cinema tonight?
- Claudia (not buy) a new mobile phone tomorrow.
- When the maths teacher (give) us a test?
- During the lesson, the students (read) a book.

► Answers, see page 32

0 Present Continuous con valor de futuro

Emprégase para anunciar un acontecemento que ocorrerá nun futuro próximo pois así se fixou de antemán. Para que esa idea de futuro estea clara, cómpre dicir cando ocorrerá a acción empregando expresións temporais (como as que se empregan con **be going to**).

*I **am buying** a portable hard drive tomorrow.* (Merco / Mercarei un disco duro externo mañá.)

A diferenza con **be going to** é que esta forma de futuro se emprega para expresar intencións, mentres que o *Present Continuous* con valor de futuro expresa algo que vai ocorrer con total seguridade pois xa se fixou con adianto.

*She **is uploading** her work to the website in an hour.* (Sobe / Subirá á web o seu traballo dentro dunha hora.)

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

wear • not meet • buy • not do • help • not fly

1. Brenda jeans at the party tonight.
2. I anything special at the weekend.
3. My parents to Switzerland tomorrow.
4. Gary a new printer later.
5. I Sue with her homework later today.
6. We our friends at the shopping centre this evening.

4 Write questions with the words below. Use the Present Continuous with future meaning. Then answer the questions so they are true for you.

1. you / use / your computer / in the next hour

.....

2. your best friend / have / lunch / with you / today

.....

3. when / the next lesson / start

.....

4. how / you / come / to school / tomorrow

.....

5. what / you and your friends / do / this weekend

.....

Check Yourself!

Complete the sentences with the verbs in brackets and the correct form of the Present Continuous.

1. Zoe (watch) a film with her friends this afternoon.
2. I (not have) a big dinner tonight.
3. Oliver and Jane (come) with us after school?
4. After I finish my homework, I (meet) my friends at the cinema.
5. The children are excited. They (go) on a class trip tomorrow.
6. Ben (not study) computer technology next year.
7. My parents (not go) to the theatre this evening.
8. What Dad (get) Mum for her birthday?

► Answers, see page 32

UNIT 9

O futuro con *will*

Will emprégase para anunciar accións ou feitos futuros, para predicir o que se cre que ocorrerá e para expresar decisións súpetas que se toman no momento de falar e que non estaban proxectadas. Emprégase con estas expresións temporais: **tomorrow** (mañá), **later** (máis tarde, logo), **soon** (axiña, nun pouco), **in two years** (dentro de dous anos), **next month** (o mes que vén), **one day** (algún día), etc. Todas poden ir ao comezo ou ao final da frase, pero adoitan poñerse ao final.

En afirmativa fórmase con **will** + un verbo na forma base. Adoita contraerse co suxeito ('ll). Cando queremos dicir o que agardamos ou cremos que ocorrerá, emprégase detrás de **I hope** e **I think**.
I will be a writer one day. (Algún día serei escritor.)
I think she'll be an architect. (Creo que será arquitecta.)

En negativa engádese a partícula **not** ou a contracción **n't** (**won't**).
We won't go to the vet tomorrow. (Non iremos ao veterinario mañá.)

En interrogativaponse **Will** + o suxeito + un verbo na forma base. E nas respostas curtasponse o pronome persoal suxeito + **will** ou **won't**.

Will the designer be at the fashion show? Yes, he will. / No, he won't.
 (O deseñador estará no desfile de moda? Estará. Si. / Non.)

Se a pregunta ten unha partícula interrogativa,ponse esta primeiro, antes de **will**.

How often will the athlete run? (Con que frecuencia correrá o atleta?)

1 Complete the sentences about the future. Use *will* or *won't* and the verbs below.

pass • be • come • join • let • go

- Cindy hates cooking. She a chef.
- It's very late. I think I to bed.
- Luke us this evening. He's busy.
- I studied for hours. I'm sure I the test.
- Mum me have a cat. She's allergic to animal hair.
- It's starting to rain. I hope the bus soon.

2 Write questions with *will* and the words below.

- people / travel / in space / in 20 years
.....
- where / we / go / for our holiday / next summer
.....
- you / take / your driving test / next year
.....
- how many / children / you / have / in the future
.....
- our school / win / the basketball game / tomorrow
.....

Check Yourself!

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

- Chefs (prepare) different kinds of food in the future.
- your brother (buy) a scooter when he's 16?
- I'm sure it (not snow) in Europe in August.
- When Andrew (start) his new job?
- In ten years, there (not be) any shop assistants.
- What you (study) after you finish school?
- I think I (have) two children by the time I'm 30.
- Marcy (work) as a computer programmer after university?

► Answers, see page 32

0 primeiro condicional

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

A afirmativa fórmase con **if** + *Present Simple* na condición, e un verbo con **will** no resultado.

You'll feel better if you are generous. (Sentiraste mellor se es xeneroso.)

Se a condición vai primeiro, ponse unha vírgula entre esta e o resultado.

If you are generous, you'll feel better. (Se es xeneroso, sentiraste mellor.)

Para formar a negativa pódese negar o verbo que vai en presente, o que vai en futuro ou ambos os dous.

If I don't repair the car, I'll take it to the mechanic. (Se non arranxo o coche, levareino ao mecánico.)

If I repair the car, I won't take it to the mechanic. (Se arranxo o coche, non o levarei ao mecánico.)

If I don't repair the car, I won't use it. (Se non arranxo o coche, non o usarei.)

3 Choose the correct answer.

1. If Jack **study** / **studies** / **will study** hard, he will become an engineer.
2. If it rains tomorrow, we **go** / **don't go** / **won't go** on a picnic.
3. If Carol **doesn't tidy** / **don't tidy** / **won't tidy** her room, she won't find her mouse pad.
4. If you're late, you **will miss** / **miss** / **don't miss** the train.
5. If Rob doesn't feel well, he **doesn't meet** / **don't meet** / **won't meet** us at 5.00.
6. If the shop **is** / **are** / **will be** open, I'll buy something.

4 Complete the sentences with the verbs below. Use the First Conditional.

study • not protect • have • not answer • move • not save

1. If Kelly is a good hairdresser, she many clients.
2. If Amy her work on the computer, she will lose it.
3. If you call me after 11.00, I the phone.
4. If George medicine, he'll become a doctor.
5. If we endangered animals, they will disappear soon.
6. If my father gets a good job in Canada, we there.

Check Yourself!

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

1. If you don't frighten the animals, they (not run) away.
2. If their dog (die), the children will be sad.
3. If you (not connect) the mouse, the computer won't work.
4. If we live in Japan, our children (speak) Japanese.
5. If Mary (not finish) university, she won't become an architect.
6. If the musicians (play) all evening, they will be tired.
7. If the hotel is crowded, we (not enjoy) our holiday.
8. If I need help with my homework, I (call) you.

► **Answers, see page 32**

Introduction, page 13, O verbo *to be* / *have got*

- | | | | |
|-------------|--------|---------------|----------------|
| 1. are | 3. Has | 5. hasn't got | 7. Is |
| 2. have got | 4. am | 6. isn't | 8. haven't got |

Introduction, page 13, *There is* / *There are*

- | | |
|-----------------|--------------|
| 1. There are | 5. There is |
| 2. There isn't | 6. Are there |
| 3. Is there | 7. There are |
| 4. There aren't | 8. Is there |

Unit 1, page 14, O Present Simple

- | | |
|--------------------------|-----------------------|
| 1. lives | 5. get up |
| 2. don't chat | 6. Does the cat sleep |
| 3. Do your parents watch | 7. do |
| 4. wear | 8. doesn't teach |

Unit 1, page 15, As partículas interrogativas

- | | | | |
|----------|---------|--------------|----------|
| 1. Where | 3. Who | 5. What | 7. Where |
| 2. What | 4. When | 6. How often | 8. Why |

Unit 2, page 16, O Present Continuous

- | | |
|--------------------|--------------------|
| 1. are waiting | 5. Are ... playing |
| 2. isn't listening | 6. aren't using |
| 3. am reading | 7. am not touching |
| 4. is smiling | 8. Is ... enjoying |

Unit 2, page 17, Contraste entre o Present Simple e o Present Continuous

- Are you wearing jeans today?
- Mark and I don't usually have breakfast.
- I am walking my dog at the moment.
- Do you know any popular songs?
- Does Michael like vegetables?
- The children aren't sleeping right now.
- Vicky usually meets her friends after school.
- Karen isn't using my laptop at the moment.

Unit 3, page 18, *There was* / *There were*

- | | | |
|-----------------|---------------|------------------|
| 1. There was | 4. Were there | 7. Was there |
| 2. Were there | 5. There were | 8. There weren't |
| 3. There wasn't | 6. There was | |

Unit 3, page 19, O Past Simple en afirmativa

- | | | | |
|-----------|------------|-----------|-------------|
| 1. smiled | 3. enjoyed | 5. won | 7. began |
| 2. held | 4. made | 6. showed | 8. finished |

Unit 4, page 21, O Past Simple en negativa e interrogativa

- | | |
|-----------------|------------------|
| 1. described | 5. saw |
| 2. did ... put | 6. did ... laugh |
| 3. didn't buy | 7. Did ... show |
| 4. Did ... have | 8. didn't feel |

Unit 5, page 23, O Past Continuous

- weren't wearing
- was working
- Were ... talking
- wasn't listening
- were dying
- were ... shouting
- was getting
- weren't looking

Unit 6, page 25, Os modais

- | | | | |
|------------|--------------|-------------|-----------|
| 1. can | 3. Could | 5. couldn't | 7. can't |
| 2. mustn't | 4. shouldn't | 6. must | 8. should |

Unit 7, page 26, O comparativo

- | | |
|----------------|--------------------------|
| 1. taller than | 5. friendlier than |
| 2. older than | 6. more frightening than |
| 3. bigger than | 7. cuter than |
| 4. higher than | 8. more expensive than |

Unit 7, page 27, Artigos e cuantificadores

- | | | | |
|-------------|---------|-------------|---------|
| 1. any | 3. a | 5. How much | 7. some |
| 2. How many | 4. much | 6. many | 8. an |

Unit 8, page 28, O futuro con *be going to*

- am going to show
- aren't going to eat
- Is ... going to repair
- am not going to tell
- Are ... going to go
- isn't going to buy
- is ... going to give
- are going to read,

Unit 8, page 29, O Present Continuous con valor de futuro

- | | |
|-------------------|-------------------|
| 1. is watching | 5. are going |
| 2. am not having | 6. isn't studying |
| 3. Are ... coming | 7. aren't going |
| 4. am meeting | 8. is ... getting |

Unit 9, page 30, O futuro con *will*

- | | |
|-------------------|-------------------|
| 1. will prepare | 5. won't be |
| 2. Will ... buy | 6. will ... study |
| 3. won't snow | 7. will have |
| 4. will ... start | 8. Will ... work |

Unit 9, page 31, O primeiro condicional

- | | |
|------------------|-------------------|
| 1. won't run | 5. doesn't finish |
| 2. dies | 6. play |
| 3. don't connect | 7. won't enjoy |
| 4. will speak | 8. will call |

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 /bit/	beat /bit/	beaten /'bi:tɪn/	golpear, bater
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 /bit/	bitten /'bɪtɪn/	trabar
bleed /bli:d/	bled /bled/	bled /bled/	sangrar
blow /bləʊ/	blew /blu:/	blown /bləʊn/	soprar
break /breɪk/	broke /brʊk/	broken /'brʊkən/	crebar, romper, rachar
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/	mercar, comprar
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 /dreɪmt/dri:md/	dreamt/dreamed /dreɪmt/dri:md/	soñar
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/	beber
drive /draɪv/	drove /drəʊv/	driven /'drɪvn/	conducir
eat /i:t/	ate /eɪt/	eaten /'i:tɪn/	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/	atopar
fly /flaɪ/	flew /flu:/	flown /fləʊn/	voar
forget /fə'get/	forgot /fə'gɒt/	forgotten /fə'gɒtɪn/	esquecer
forgive /fə'gɪv/	forgave /fə'gɛv/	forgiven /fə'gɪvn/	perdoar
freeze /fri:z/	froze /frəʊz/	frozen /'frəʊzn/	conxelar(se)
get /get/	got /gɒt/	got /gɒt/	conseguir, acadar; chegar
give /gɪv/	gave /gɛv/	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
have /hæv/	had /hæd/	had /hæd/	ter; haber
hear /hɪə/	heard /hɜ:d/	heard /hɜ:d/	oír, ouvir
hide /haɪd/	hid /hɪd/	hidden /'hɪdn/	agochar(se)
hit /hɪt/	hit /hɪt/	hit /hɪt/	golpear, bater, pegar
hold /həʊld/	held /held/	held /held/	suxeitar, soster, termar de
hurt /hɜ:t/	hurt /hɜ:t/	hurt /hɜ:t/	ferir, mancar, magoar; doer
keep /ki:p/	kept /kept/	kept /kept/	gardar, manter
know /nəʊ/	knew /nju:/	known /nəʊn/	saber, coñecer
lay /leɪ/	laid /leɪd/	laid /leɪd/	poñer, pór, estender
lead /li:d/	led /led/	led /led/	guiar, conducir

BASE FORM (V1)	PAST SIMPLE (V2)	PAST PARTICIPLE (V3)	GALEGO
learn /lɜ:n/	learnt/learned /lɜ:nt/lɜ:nd/	learnt/learned /lɜ:nt/lɜ:nd/	aprender
leave /li:v/	left /left/	left /left/	deixar; marchar, saír
lend /lend/	lent /lent/	lent /lent/	emprestar, deixar
let /let/	let /let/	let /let/	permitir, deixar
lie /laɪ/	lay /lei/	lain /leɪn/	tombarse, deitarse
lie /laɪ/ (regular verb)	lied /laɪd/	lied /laɪd/	mentir
light /laɪt/	lit /lɪt/	lit /lɪt/	acender, prender
lose /lu:z/	lost /lɒst/	lost /lɒst/	perder
make /meɪk/	made /meɪd/	made /meɪd/	facер, fabricar
mean /mi:n/	meant /ment/	meant /ment/	significar, querer dicir
meet /mi:t/	met /met/	met /met/	coñecer a; xuntarse con
pay /peɪ/	paid /peɪd/	paid /peɪd/	pagar
put /pʊt/	put /pʊt/	put /pʊt/	poñer, pór
read /ri:d/	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, erguerse
run /rʌn/	ran /ræn/	run /rʌn/	correr
say /seɪ/	said /sed/	said /sed/	dicir
see /si:/	saw /sɔ:/	seen /si:n/	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, escintilar
shoot /ʃu:t/	shot /ʃɒt/	shot /ʃɒt/	disparar
show /ʃəʊ/	showed /ʃəʊd/	shown /ʃəʊn/	amosar, 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 /sli:p/	slept /slept/	slept /slept/	durmir(se)
smell /smel/	smelt/smelled /smelt/smeld/	smelt/smelled /smelt/smeld/	ulir, cheirar
speak /spi:k/	spoke /spəʊk/	spoken /'spəʊkən/	falar
spell /spel/	spelt/spelled /spelt/speld/	spelt/spelled /spelt/speld/	soletrear
spend /spend/	spent /spent/	spent /spent/	gastar; pasar (tempo)
stand /stænd/	stood /stʊd/	stood /stʊd/	estar a pé
steal /sti:l/	stole /stəʊl/	stolen /'stəʊlən/	roubar
stick /stɪk/	stuck /stʌk/	stuck /stʌk/	apegar
sweep /swi:p/	swept /swept/	swept /swept/	varrer
swim /swɪm/	swam /swæm/	swum /swʌm/	nadar
take /teɪk/	took /tʊk/	taken /'teɪkən/	coller; levar
teach /ti:tʃ/	taught /tɔ:t/	taught /tɔ:t/	aprender, ensinar
tear /teə/	tore /tɔ:/	torn /tɔ:n/	rachar, esgazar
tell /tel/	told /təʊld/	told /təʊld/	dicir, contar
think /θɪŋk/	thought /θɔ:t/	thought /θɔ:t/	coidar, pensar
throw /θrəʊ/	threw /θru:/	thrown /θrəʊn/	guindar, tirar
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 /wɔ:/	worn /wɔ:n/	levar posto, poñerse
win /wɪn/	won /wʌn/	won /wʌn/	gañar
write /raɪt/	wrote /rəʊt/	written /'rɪtn/	escribir

Writing Guide

AS MAIÚSCULAS

(Capital letters)

Escríbense con maiúscula:

- a primeira palabra dunha oración.
We are at school.
- os nomes de persoas, lugares ou equipos deportivos.
Susan Jones, Woodbury High School, Arsenal FC
- as cidades, os países, as nacionalidades e os idiomas.
Newcastle, England, Brazilian, French
- os días da semana.
Tuesday, Thursday, Sunday
- os meses.
April, May, July
- os días festivos.
New Year's Eve
- o pronome persoal **I**.
I play basketball every day.

A PUNTUACIÓN

(Punctuation)

- O punto (.) vai ao final das oracións afirmativas e negativas.
Art lessons are fun.
We don't use a calculator in class.
- O sinal de interrogación (?) ponse ao final das preguntas.
What school subjects do you like?
- O sinal de exclamación (!) tamén se pon ao final da frase e serve para expresar unha emoción ou un sentimento e para facer fincapé nalgunha cousa.
I hate history! It's so boring!
- A vírgula (,) emprégase para separar palabras ou ideas. Polo xeral non se pon diante de **and**.
Maths, music and French are my favourite school subjects.

AS CONXUNCIÓNS

(Linking words)

Son palabras que xuntan dúas ou máis ideas.

- **and** (e) une dúas oracións ou ideas.
*We often laugh with our kids **and** hug them.*
- **but** (pero, mais) contrasta dúas ideas.
*He is lazy, **but** very clever.*
- **because** (porque) expresa a razón ou causa dalgunha cousa.
*She is crying **because** she fell.*
- **or** conecta diferentes alternativas. En oracións afirmativas ou interrogativas tradúcese por “ou”, mentres que en oracións negativas cómpre traducirse por “nin”.
*Do you take photos with your camera **or** with your mobile phone?*
*I am not brave **or** adventurous.*

A ORDE DAS PALABRAS: SUXEITO – VERBO E OS ADXECTIVOS

(Word order: Subject / Verb and Adjective)

O suxeito das oracións afirmativas e negativas ponse diante do verbo.

Harry plays the trumpet.

S V

They don't like concerts.

S V

Nas preguntas, o suxeito vai detrás do verbo, se este é **to be** ou entre o auxiliar e o verbo principal.

Where is my violin?

V S

Do you play the drums?

aux S V

Os adxectivos polo xeral van diante dos substantivos.

We listened to unusual music.

adj n

This is a fantastic song.

adj n

E tamén detrás do verbo **to be**.

The clothes are colourful.

v adj

Her voice is terrible.

v adj

OS CONECTORES DE SECUENCIA

(Connectors of sequence)

Cando se contan unha serie de feitos, empréganse estas palabras para amosar a orde en que ocorreron:

- **first** (primeiro, en primeiro lugar), sinala o primeiro que pasou.
- **next** (a continuación).
- **then** (logo, daquela, entón).
- **after that** (despois).
- **finally** (ao final, para rematar) sinala o derradeiro que pasou.

*Last week, I was in London. **First**, I visited my aunt. **Next**, we had lunch at a restaurant. **Then**, we went shopping at the supermarket. **After that**, we went back to her house. **Finally**, she took me home.*

OS ADXECTIVOS POSESIVOS E OS PRONOMES

(Referencing)

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

*There was a **flood** last year. **It** destroyed many houses.*

*I told you about the fire, but you didn't hear **me**.*

*People walked in the streets and looked for places to charge **their** phones.*

A ESTRUCTURA DO PARÁGRAFO

(Paragraph structure)

Un parágrafo divídese en tres partes:

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

Opening sentence:

Yosemite National Park in California is a popular tourist

Body of paragraph:

destination. This amazing park has got green forests and valleys, steep hills, blue lakes, streams and waterfalls. Yosemite is most famous for its giant sequoia trees. Many people visit

Closing sentence:

Yosemite National Park and enjoy its beautiful scenery.

TEMPOS VERBAIS	TENSES	OUTRAS EQUIVALENCIAS
PRESENTE	PRESENT SIMPLE	
eu xogo ti xogas el, ela xoga nós xogamos vós xogades eles, elas xogan	I play you play he, she, it plays we play you play they play	
PERÍFRASE	PRESENT CONTINUOUS	FUTURO: PERÍFRASE
eu estou a xogar / xogando ti estás a xogar / xogando el, ela está a xogar / xogando nós estamos a xogar / xogando vós estades a xogar / xogando eles, elas están a xogar / xogando	I am playing you are playing he, she, it is playing we are playing you are playing they are playing	eu vou xogar ti vas xogar el, ela vai xogar nós imos xogar vós ides xogar eles, elas van xogar
	FUTURE: BE GOING TO I am going to play you are going to play he, she, it is going to play we are going to play you are going to play they are going to play	
FUTURO	FUTURO: WILL	
eu xogarei ti xogarás el, ela xogará nós xogaremos vós xogaredes eles, elas xogarán	I will play you will play he, she, it will play we will play you will play they will play	
PRETÉRITO IMPERFECTO	PAST CONTINUOUS	PERÍFRASE
eu xogaba ti xogabas el, ela xogaba nós xogabamos vós xogabades eles, elas xogaban	I was playing you were playing he, she, it was playing we were playing you were playing they were playing	eu estaba a xogar ti estabas a xogar el, ela estaba a xogar nós estabamos a xogar vós estabades a xogar eles, elas estaban a xogar
	PAST SIMPLE I played you played he, she, it played we played you played they played	
PRETÉRITO PERFECTO	PRESENT PERFECT	PERÍFRASE
eu xoguei ti xogaches el, ela xogou nós xogamos vós xogastes eles, elas xogaron	I have played you have played he, she, it has played we have played you have played they have played	eu teño xogado ti tes xogado el, ela ten xogado nós temos xogado vós tedes xogado eles, elas teñen xogado