

Grammar Appendix

REVISION Revisió de temps verbals

1 Present simple i present continuous

Forma	PRESENT SIMPLE	PRESENT CONTINUOUS
Afirmativa	I/you/we/they he/she/it play plays	I he/she/it you/we/they am ('m) playing is ('s) playing are ('re) playing
Negativa	I/you/we/they he/she/it do not (don't) play does not (doesn't) play	I he/she/it you/we/they am not ('m not) playing is not (isn't) playing are not (aren't) playing
Interrogativa	Do I/you/we/they Does he/she/it play? play?	Am I Is he/she/it Are you/we/they playing? playing? playing?
Ortografia	<p>3a persona singular Regulars: forma base + s: <i>work – works read – reads</i></p> <p>Terminació en y precedida de consonant: y → ies: <i>study – studies try – tries</i></p> <p>Terminació en s, sh, ch, x, z: +es: <i>pass – passes finish – finishes</i> <i>match – matches fix – fixes</i> <i>fizz – fizzes</i></p>	<p>forma -ing Regulars: forma base + ing: <i>work – working read – reading</i></p> <p>Terminació en e: e → ing: <i>take – taking ride – riding</i></p> <p>Terminació en ie: ie → y + ing: <i>lie – lying die – dying</i></p> <p>Monosíl·labs acabats en vocal + consonant: Forma base + doble consonant + ing <i>run – running begin – beginning</i></p> <p>Terminació en consonant precedida de vocal accentuada: Forma base + doble consonant + ing <i>prefer – preferring</i></p>
Expressions de temps	<p>Adverbis i expressions de freqüència: <i>We often come here.</i> <i>She plays tennis every day.</i> <i>He goes out on Fridays.</i></p> <p>Preguntes amb <i>How often</i>? How often do they phone?</p>	<p>El moment actual: <i>He's eating at the moment/right now.</i></p> <p>Períodes de temps actuals: <i>I'm studying for my exams this week.</i></p> <p>Always per a queixes: <i>You're always shouting at me!</i></p> <p>Moments futurs: <i>We're leaving tomorrow night.</i></p>
Usos	<p>Hàbits i rutines: <i>I go to the gym three times a week.</i></p> <p>Fets i veritats generals: <i>The Ebre flows into the Mediterranean.</i></p> <p>Situacions permanents: <i>My parents live in Barcelona.</i></p> <p>Amb <i>state verbs</i> (verbs que indiquen un estat en comptes d'una acció): <i>They doubt she's telling the truth.</i></p>	<p>Accions que passen en el moment: <i>The train is slowing down.</i></p> <p>Accions que han començat i continuen passant: <i>I'm learning French this year.</i></p> <p>Plans concrets per al futur: <i>We are leaving on Sunday.</i></p> <p>Queixes sobre accions repetides: <i>You are always biting your nails.</i></p>

2 Els temps de passat

Forma	PAST SIMPLE	PAST CONTINUOUS	USED TO
Afirmativa	I/you/we/they played he/she/it	I/he/she/it was playing you/we/they were playing	I/you/we/they used to play he/she/it
Negativa	I/you/we/they did not he/she/it (didn't) play	I/he/she/it was not (wasn't) playing you/we/they were not (weren't) playing	I/you/we/they didn't use he/she/it to play
Interrogativa	Did I/he/she/it/ we/you/they play?	Was I/he/she/it playing? Were you/we/they playing?	Did I/he/she/it/ we/you/they use to play?
Ortografia	<p>Totes les persones Regulars: forma base + ed: <i>work – worked</i></p> <p>Terminació en e: + d: <i>like – liked</i></p> <p>Terminació en consonant + y: y → ied <i>try – tried</i></p> <p>Monosíl·labs acabats en vocal + consonant: Forma base + doble consonant + ed <i>stop – stopped</i></p> <p>Terminacions en vocal accentuada + consonant: Forma base + doble consonant + ed <i>prefer – preferred</i></p> <p>Verbs irregulars: consulteu la pàgina 119</p>	<p>forma -ing Regulars: forma base + ing: <i>work – working read – reading</i></p> <p>Terminació en e: e → ing: <i>take – taking ride – riding</i></p> <p>Terminació en ie: ie → y + ing: <i>lie – lying die – dying</i></p> <p>Monosíl·labs acabats en vocal + consonant: Forma base + doble consonant + ing <i>run – running begin – beginning</i></p> <p>Terminació en consonant precedida de vocal accentuada: Forma base + doble consonant + ing <i>prefer – preferring</i></p>	
Expressions de temps	<p>Adverbis i expressions de freqüència: <i>I often went to the park.</i></p> <p>Moments i períodes acabats en el passat: <i>I saw him yesterday.</i> <i>She arrived at midnight.</i></p>	<p>Moments en el passat: <i>At 8pm you were getting ready to go out.</i></p> <p><i>When, while:</i> <i>I was driving home when I saw a terrible accident.</i> <i>His cousins arrived while he was watching television.</i></p>	
Usos	<p>Accions completes succeïdes en un moment específic del passat: <i>I had a maths test yesterday.</i></p> <p>Successió d'accions completes esdevingudes en un moment determinat: <i>She cleaned her teeth and got into bed.</i></p> <p>Acció puntual que es va esdevenir mentre una altra es feia: <i>You phoned while I was having a shower.</i></p>	<p>Acció que succeïa en un moment determinat del passat: <i>I was studying history at eight yesterday evening.</i></p> <p>Acció que es realitzava quan va succeir una altra acció puntual: <i>He was driving home when he saw the accident.</i></p> <p>Descripcions en el passat: <i>The sun was shining brightly.</i></p>	<p>Hàbits, estats o accions habituals en el passat que ja no succeeixen en el present: <i>I used to have dinner with Pere once a week.</i></p> <p>Nota: <i>Would</i> s'empra amb el mateix significat de <i>used to</i> però només per a accions - no estats: <i>We would often meet at a restaurant near the port.</i> <i>Would</i> és menys freqüent que <i>used to</i> en el llenguatge oral.</p>

UNIT 1 Els temps perfets

1 Present perfect simple i present perfect continuous

Forma	PRESENT PERFECT SIMPLE	PRESENT PERFECT CONTINUOUS
Afirmativa	I/you/we/they have ('ve) played he/she/it has ('s) played	I/you/we/they have been playing he/she/it has been playing
Negativa	I/you/we/they have not (haven't) played he/she/it has not (hasn't) played	I/you/we/they have not (haven't) been playing he/she/it has not (hasn't) been playing
Interrogativa	Have I/you/we/they played? Has he/she/it played?	Have I/you/we/they been playing? Has he/she/it been playing?
Expressions de temps	Just, already, yet, never, ever: <i>I've never been to Italy.</i> <i>I haven't finished yet.</i> <i>Have you ever flown?</i> How long?, for, since: <i>'How long have you lived here?'</i> <i>'I've lived here since I was two.'</i> / <i>'I've lived here for sixteen years.'</i>	How long?, for, since: <i>'How long have you been going out together?'</i> <i>'We've been going out together since I was fifteen.'</i> / <i>'We've been going out together for three years.'</i>
Usos	Accions que van començar en el passat i que continuen en el present: <i>I've lived here for two years.</i> Accions passades amb resultats presents: <i>I've burnt my hand, so I won't be able to take the exam.</i> Experiències passades: <i>Have you ever tried curry?</i> Accions que acaben d'acabar, que ja haurien d'haver acabat o que han acabat abans del que s'esperava: <i>I've just finished my homework.</i>	Accions prolongades que van començar en el passat i que poden continuar en el futur: <i>I've been reading this book since last May.</i> Traducció freqüent: "portar" + gerundi del verb principal. Accions tot just acabades els efectes de les quals poden veure's en el moment present: <i>He's tired because he's been playing football all morning.</i>

2 Past simple o present perfect simple?

PAST SIMPLE	PRESENT PERFECT SIMPLE
Accions completes succeïdes en un temps específic del passat: <i>I lived there for two years when I was a child. (Ja no hi visc.)</i>	Accions que van començar en el passat i que continuen en el present: <i>I've lived there for two years. (Encara hi visc.)</i>
Accions completes succeïdes en un temps específic del passat: <i>I burnt my hand yesterday.</i>	Accions passades amb resultats presents: <i>I've burnt my hand, so I won't be able to take the exam.</i>
Accions en un moment específic en el passat, encara que sigui recent, i amb adverbis de temps que indiquen quan es va fer l'acció: <i>I saw that film a year ago. (Aquí allò que importa és quan es va veure la pel·lícula, no el fet de veure-la.)</i>	A vegades no se sap quan es va fer l'acció, allò que importa és l'acció en ella mateixa: <i>I've seen that film. (No s'indica quan, el que importa és que he vist la pel·lícula i sé de què es tracta, etc.)</i>

3 Past perfect simple i past perfect continuous

Forma	PAST PERFECT SIMPLE	PAST PERFECT CONTINUOUS
Afirmativa	I/you/he/she/it/we/they had ('d) played	I/you/he/she/it/we/they had ('d) been playing
Negativa	I/you/he/she/it/we/they had not (hadn't) played	I/you/he/she/it/we/they had not (hadn't) been playing
Interrogativa	Had I/you/he/she/it/we/they played?	Had I/you/he/she/it/we/they been playing?
Expressions de temps	By the time + past simple: By the time the rain stopped, the shops had closed. Already: When we got there the film had already finished! Before, after: After he'd eaten he washed up.	When, for, since, by the time, all day long: I had been waiting for two hours by the time she arrived. He was tired because he had been working since 7 o'clock.
Usos	Accions que van succeir abans que una altra passada: <i>By the time class was over, the rain had stopped.</i>	Accions prolongades que s'estaven realitzant en el passat abans d'una altra acció breu: <i>They had been going out together for six months when he asked her to marry him.</i>

UNIT 2 Els temps del futur – Gerundis i infinitius

1 Going to i future simple

Forma	GOING TO	FUTURE SIMPLE
Afirmativa	I am ('m) going to play you/we/they are ('re) going to play he/she/it is ('s) going to play	I*/you/he/she/it/we*/they will ('ll) play * shall existeix per a la primera persona però és menys freqüent/més formal que will .
Negativa	I am not ('m not) going to play you/we/they are not (aren't) going to play he/she/it is not (isn't) going to play	I*/you/he/she/it/we*/they will not (won't) play * shall not (shan't) existeix per a la primera persona però és menys freqüent/més formal que will not (won't) .
Interrogativa	Am I going to play? Are you/we/they going to play? Is he/she/it going to play?	Will I*/you/he/she/it/we*/they play? * shall s'empra amb la primera persona per fer oferiments i suggeriments. Shall I open the window?
Expressions de temps	Moments i períodes del futur: Next year she's going to travel around Europe.	Moments i períodes del futur: I'll ring you tomorrow .
Usos	Prediccions basades en fets evidents: <i>You aren't studying. You're going to fail your exams.</i> Plans i intencions per al futur: <i>I'm going to take guitar lessons next year.</i>	Prediccions basades en opinions personals: <i>I think she'll be very pleased with her present.</i> Promeses i oferiments: <i>I'll help you with your maths homework.</i> Decisions preses mentre parlem: <i>I think I'll buy these shoes.</i> Horaris en el futur*: <i>The meeting will be at 10 o'clock next Friday.</i> * El present simple indica accions habituals referides a un temps futur. <i>What time does the soap opera start?</i>

2 Present continuous o going to?

PRESENT CONTINUOUS	GOING TO
Plans de futur - sobretot plans confirmats que impliquen altres persones: <i>Maria is meeting her friends at 6.30 this evening.</i> (Implica que tots estan d'acord a veure's a aquesta hora.)	Plans de futur - sobretot plans que són intencions: <i>We're going to finish this project today.</i>

3 Future continuous i future perfect

Forma	FUTURE CONTINUOUS	FUTURE PERFECT
Afirmativa	I/you/he/she/it/we/they will ('ll) be playing	I/you/he/she/it/we/they will ('ll) have played
Negativa	I/you/he/she/it/we/they will not (won't) be playing	I/you/he/she/it/we/they will not (won't) have played
Interrogativa	Will I/you/he/she/it/we/they be playing?	Will I/you/he/she/it/we/they have played?
Expressions de temps	Moments en el futur: <i>This time next week he'll be attending his first lecture at university.</i>	Moments en el futur: <i>By Friday of next week he will have met so many new people!</i>
Usos	Accions que s'estaran fent en un moment determinat en el futur: <i>I'll be sitting my maths exam at this time tomorrow.</i>	Accions que s'hauran acabat en un moment determinat en el futur: <i>They will have interviewed all the applicants by this time next week.</i>

4 Gerundi o infinitiu?

	GERUNDI	INFINITIU
Forma	Forma base + ing	to + forma base
Usos	Amb alguns verbs: <i>She denies taking drugs.</i> Amb algunes expressions: <i>It's no use trying to persuade him to come.</i> Després de preposicions: <i>He's very good at singing.</i> Amb el verb go per referir-se a certes activitats: <i>Many young people go dancing at the weekend.</i> Subjecte de l'oració: <i>Making friends is one of the best things about school.</i>	Amb alguns verbs: <i>He wants to be captain of the football team.</i> Després d'adjectius: <i>They arrived too late to see the film.</i>
Verbs	admit, avoid, consider, deny, detest, enjoy, finish, imagine, mind, miss, practise, resist, suggest	afford, agree, appear, ask, beg, care, claim, decide, demand, expect, fail, hope, learn, manage, need, offer, plan, pretend, promise, refuse, seem, want

Verbs que NO canvien de significat

- *Begin, start, continue*
*I will **start learning** French next term.*
*I will **start to learn** French next term.*
- *Like, love, hate, prefer*
*I **love reading** in bed.*
*I **love to read** in bed.*

Tanmateix, aquests verbs porten infinitiu amb *to* quan es refereixen a un moment o situació particular o després de la forma verbal *would*:

*I **hate to think** of you in that situation.*

*Would you **like to sit** down?*

- Alguns verbs de percepció:
L'ús de l'infinitiu subratlla que l'acció és completa.
*She **saw him enter** the room.*
*She **saw him entering** the room.*

Verbs que canvien de significat

- *Forget, regret, remember*
Gerundi = acció que ja ha succeït en el passat
Infinitiu = acció que està succeïnt al mateix temps o succeirà més tard
*She **remembers telling** him.* Ella recorda haver-li-ho dit.
*She **remembered to tell** him.* Es va recordar de dir-li-ho.
*She **deeply regretted telling** him.* Lamentava profundament haver-li-ho dit.
*We **regret to inform** you that all the planes are delayed.*
Sentim comunicar-vos que tots els avions sortiran amb retard.
- *Mean*
Gerundi = les conseqüències que pot tenir una decisió
Infinitiu = una intenció o un pla
*If you go to university in England, it **will mean seeing** much less of your friends.* Si vas a una universitat anglesa, significarà que veuràs molt menys els teus amics.
*I **mean to start** studying as soon as possible.* Tinc la intenció de començar a estudiar tan aviat com pugui.
- *Stop*
Gerundi = abandonar o deixar alguna cosa
Infinitiu = interrompre una acció per fer una altra cosa
*She's **stopped having** nightmares.* Ha deixat de tenir malsons.
*They **stopped to have** a rest.* Van parar per descansar.

- *Try*
Gerundi = provar una solució
Infinitiu = fer un esforç per aconseguir alguna cosa
*If the stain doesn't come out, **try soaking** it.* Si la taca no se'n va, prova a deixar-la en remull.
*Stop that noise! I'm **trying to concentrate**.* Deixa de fer soroll. Intento concentrar-me.

UNIT 3 Els auxiliars modals

General

- Els verbs modals o defectius presenten problemes per als catalanoparlants, ja que molts corresponen a formes del verb 'poder' (*can, could, may, might, etc.*). Per això, és important entendre per què s'utilitza cada verb modal. S'anomenen verbs defectius perquè no presenten el paradigma complet de temps verbals. A més, el seu significat pot canviar radicalment segons si se'ls fa servir en la forma afirmativa, negativa o interrogativa.

Forma

- Són verbs auxiliars, motiu pel qual no necessiten l'auxiliar *do* per fer la forma negativa o preguntes:
*He **shouldn't drink** so much.*
***Can** you swim?*
- Per fer la forma negativa, s'afegeix *not* al verb modal:
*We **cannot (can't) afford** to go on holiday this year.*
- Tenen la mateixa forma verbal per a totes les persones del verb, (excepte *have to*):
*They **can speak** English.*
*She **has to work** today.*
- Van seguits de la forma base del verb principal (sense *to* excepte en els verbs: *have to, ought to, used to* i *need to*):
*You **must be** more careful.*
*She **has to go** and see her grandmother, who's in hospital.*

USOS	PRESENT	PASSAT
Conjectures i deduccions	<p>could/may/might = creiem que alguna cosa és possible/pot ser veritat <i>It may be too late to get tickets now.</i> <i>She might be at home. Try her landline.</i> might expressa una possibilitat més remota que may</p> <p>must = estem gairebé segurs d'alguna cosa <i>He must be at least fifty.</i></p> <p>can't = estem gairebé segurs que alguna cosa és impossible/no pot ser veritat <i>It can't be true – Chris would never do that!</i></p> <p>mustn't no s'utilitza per fer deduccions en negatiu</p>	<p>may have/might have/could have + participi de passat = especulació sobre allò que ha pogut succeir en el passat <i>She may not have received the invitation.</i></p> <p>must have + participi de passat = estem gairebé segurs d'alguna cosa que va succeir en el passat <i>It must have been very difficult for you.</i></p> <p>can't have/couldn't have + participi de passat = estem gairebé segurs que alguna cosa no va succeir en el passat <i>I can't have won the lottery – I didn't buy a ticket!</i></p>
Obligació	<p>must/have to <i>Must you get there so early?</i> <i>I have to speak to Alison this afternoon.</i></p> <p>La forma negativa mustn't implica prohibició o un consell d'abstenir-se de fer alguna cosa: <i>I mustn't be late.</i></p>	<p>Per indicar obligació en passat, s'utilitza la forma had to que és igual per a totes les persones (must no es pot emprar en passat) <i>She had to stay at home and look after her little sister.</i></p>
Absència d'obligació o de necessitat	<p>don't have to/needn't = no cal fer alguna cosa <i>You don't have to stay if you don't want to.</i> <i>You needn't worry. I'll take care of everything.</i></p>	<p>didn't have to/didn't need to/hadn't got to = no va caldre fer alguna cosa <i>I didn't have to cook dinner. My dad took us out for a meal.</i></p> <p>needn't have + participi de passat = alguna cosa es va fer quan no hauria calgut fer-ho <i>You needn't have made dinner – we bought some chips on the way home.</i></p>
Prohibició	<p>can't <i>You can't park here.</i></p> <p>mustn't <i>You mustn't ride your bike on the pavement.</i></p> <p>may not <i>Customers may not use the staff toilets.</i></p>	<p>couldn't <i>The teacher said we couldn't stay in the classroom during break.</i></p> <p>mustn't <i>I told them they mustn't argue any more.</i></p>
Consell	<p>must/should/ought to/had better = consell o recomanació <i>You should drive slowly in built-up areas.</i></p> <p>ought to no sol utilitzar-se en interrogativa</p> <p>had better se sol emprar en preguntes en forma negativa <i>Hadn't you better go? It's nearly midnight.</i></p>	<p>should have/ought to have + participi de passat = expectatives que no van arribar a complir-se, crítica per alguna cosa que va succeir en el passat: <i>She should have got the post.</i> <i>They ought to have waited for her.</i></p> <p>ought to have no és freqüent en forma negativa <i>He shouldn't have got so angry.</i></p>
Habilitat i coneixement	<p>Can/be able to <i>I can swim.</i></p>	<p>Could/was/were able to <i>She could ride when she was only three.</i></p>
Possibilitat i permís	<p>Can/could/be able to <i>Can I go now?</i> <i>He can't walk with that swollen foot.</i></p> <p>could s'utilitza en contextos més formals <i>Could you possibly help me?</i></p>	<p>Can/could/was/were able to <i>I couldn't go out, I had to study</i></p> <p>was/were able to té la idea afegida d'alguna cosa que suposa un esforç, un assoliment: <i>They were able to finish the race.</i></p>

UNIT 4 Oracions condicionals i el subjuntiu amb *wish*

1 Les oracions condicionals

FIRST CONDITIONAL (Oracions reals o possibles)

Conditional clause			Main clause		
If	I/he/she/it/ you/we/they	present simple	I/he/she/it/ you/we/they	future simple modal (<i>can, may, etc</i>) present tense imperative	
Unless					

Usos

- Situacions possibles si es compleix la condició establerta:

If I can get a ticket, I'll come to the match.

SECOND CONDITIONAL (Oracions hipotètiques o improbables)

Conditional clause			Main clause		
If	I/he/she/it/ you/we/they	past simple	I/he/she/ it/you/we/ they	modal (<i>would, could, might, etc</i>)	main verb in base form

Usos

- Situacions improbables i imaginàries:
If you moved away, you would miss Barcelona.
- Consells:
I wouldn't do that if I were you.

THIRD CONDITIONAL (Oracions impossibles)

Conditional clause		Main clause			
If	I/he/she/ it/you/ we/they	past perfect	I/he/she/it/ you/we/they	modal (<i>would, could, etc</i>)	have past participle of main verb

Usos

- Situacions impossibles, ja que es refereixen a condicions del passat que ja no es poden complir:
If you had told us, we would have helped you.

Notes

- Ordre**
L'ordre en què es presenten la condició i el resultat no és importat, però si comencem la frase amb l'oració de condicional, hem de posar una coma entre aquesta i l'oració principal:
If you come on holiday with me, you'll have a great time.
You'll have a great time if you come on holiday with me.

- whether**
Whether també s'utilitza en substitució d'*if* si volem indicar una elecció entre dues coses:
Whether you come with me or not, I'll have a great time.
- was/were**
Si el verb de l'oració en condicional és *be*, es manté *were* per a totes les persones, encara que en el llenguatge parlat es pot utilitzar *was* per a la primera i tercera persones del singular.
- unless**
Si la condició és negativa, s'acostuma a utilitzar la conjunció *unless* (a menys que) en comptes d'*if ... not*:
If I don't have breakfast, I'm hungry all day.
Unless I have breakfast, I'm hungry all day.
- even if**
S'utilitza amb el mateix sentit que *if*, per emfatitzar la condició:
Please come to my party, even if it's only for a little while.
- as long as, providing/provided (that)**
Aquestes expressions volen dir 'només si es compleix la condició que...'. Equivalen a 'sempre que':
You can borrow it as long as you look after it.
I have a place at university provided I pass my exams.

WISH CLAUSES

Forma	Per referir-se a situacions presents: <i>wish/if only + subject + past simple</i> <i>I wish he were here.</i>
	Per referir-se a situacions passades: <i>wish/if only + subject + past perfect</i> <i>If only he had been here.</i>
	Per referir-se a situacions futures: <i>wish/if only + subject + would/could + infinitive</i> <i>I wish he could be here tomorrow.</i>

2 El subjuntiu amb *wish/if only*

Notes

- Aquestes oracions expressen desitjos, de la mateixa manera que 'tant de bo + subjuntiu' en català:
I wish he were here./If only he were here.
Tant de bo fos aquí.
- Quan utilitzem la forma *would/wouldn't* expressem una crítica sobre el comportament d'algú:
If only he would shut up!
Si almenys callés!/Tant de bo callés!

UNIT 5 L'estil indirecte

1 Estil directe i estil indirecte

Forma	ESTIL DIRECTE	ESTIL INDIRECTE
Temps verbals	Present simple 'I always drink tea,' Bill said.	Past simple Bill said (that) he always drank tea.
	Present continuous 'They are reading ,' Kate said.	Past continuous Kate said (that) they were reading .
	Past simple 'Pete arrived on Tuesday,' Jo said.	Past perfect Jo said (that) Pete had arrived on Tuesday.
	Present perfect 'I've seen all her films,' Phil said.	Past perfect Phil said (that) he'd seen all her films.
	Will 'I'll visit you soon,' Anna promised.	Would Anna promised (that) she'd visit us soon.
	Can 'You can use my pen,' Jeff said.	Could Jeff said (that) I could use his pen.
Pronoms i possessius	May 'It may be a good idea,' Jill said.	Might Jill said (that) it might be a good idea.
	I/me/my/mine; you/your/yours; we/us/our/ours 'Jake, please tell my parents I'll be late,' Susie said.	he/him/his; she/her/hers; they/their/theirs Susie asked Jake to tell her parents she'd be late.
Demostratius	This/these 'I hate this kind of music,' Jane said.	That/those Jane said that she hated that kind of music.
Temps	now	then
	today/yesterday/tomorrow	that day/the day before/the next day
Llocs	next/last	the following/the previous
	ago	before
	'I went running yesterday and tomorrow I'm going to the gym,' said Liz.	Liz said she'd been running the day before and the next day she was going to the gym.
	'I saw them last Monday ,' said Maria.	Maria said she'd seen them the previous Monday .
Llocs	Here 'People have dinner at midnight here !' said Laura.	There Laura said that people had dinner at midnight there !

Notes

- L'estil indirecte o *reported speech* s'utilitza per explicar el que altres persones han dit sobre alguna cosa. És la manera més adequada per transmetre per escrit una entrevista o un diàleg:
'We **are planning** our school trip,' the students **said**. →
The students **said** that they **were planning** their school trip.
- Per poder canviar asseveracions d'estil directe a estil indirecte, cal tenir en compte els canvis que es produeixen en l'oració introduïda per *that*. Com que el verb de l'oració principal acostuma a anar en passat, els temps verbals canvien:
She **told** me she **was going** to come later.

Però si el verb es manté en present, no cal canviar el temps de l'oració en estil indirecte.
She **says** (that) she **cannot come**.

- Amb els verbs *say* i *tell* s'acostuma a ometre *that*.
She **told** me her parents **had gone** to Galícia.
 - Amb el verb *tell* cal introduir sempre el pronom d'objecte al darrere, és a dir, a qui se li ha dit alguna cosa:
'I love your dress,' Àngel **told** me. → Àngel **told** me **that** he loved my dress.
- Si s'utilitza el verb *say* i cal dir a qui se li va dir alguna cosa, cal afegir-hi la preposició *to*:
Laura **said to** the teacher **that** she **hadn't been able** to do her homework.

- Quan el verb *tell* s'utilitza per ordenar fer alguna cosa, l'estructura és diferent de la de les oracions asseveratives:

'Don't be late,' said my mother. → My mother told me not to be late.

En català fem servir el mode subjuntiu per transmetre ordres o peticions en estil indirecte: 'La mare em va dir/demanar que no arribés tard.'

- Moltes vegades, quan es demana alguna cosa o es convida algú, s'utilitza la forma de pregunta, però en realitat no es tracta d'una pregunta pròpiament dita:

'Would you like to go out for dinner?' Joan asked Carme. → Joan invited Carme to go out for dinner.

2 Diferents tipus d'oracions

ASSEVERACIONS

reporting verb + (that)

*They **admitted that** they'd seen her.*

reporting verb + objecte (+ that)

*She **told him** you were in Barcelona.*

reporting verb + (not) to + infinitiu

*We **promised not to make** a noise.*

reporting verb + objecte + (not) to + infinitiu

*They **reminded us to send** her a card.*

ORDRES, PETICIONS

reporting verb + objecte + (not) to + infinitiu

*He **told him to do** it again.*

reporting verb (+ that) + subjecte + forma base del verb

*I **demanded that they apologize.***

PREGUNTES

reporting verb + if/whether + subjecte + verb

*Sue **asked if we wanted** a drink.*

reporting verb + wh- + subjecte + verb

*She **wondered what the problem was.***

SUGGERIMENTS

reporting verb + -ing

*They **suggested meeting** up.*

reporting verb (+ that) + subjecte + forma base del verb

*I **suggested that she speak** to him.*

3 Verbs per a l'estil indirecte (Reporting verbs)

Verb	+ to + infinitive
advise	<i>She advised me to apply for the job.</i>
agree	<i>They agreed to try again.</i>
encourage	<i>She encouraged me to apply for the job.</i>
invite	<i>They invited us to stay with them.</i>
offer	<i>They offered to do the shopping.</i>
persuade	<i>They persuaded us to stay a few days longer.</i>
promise	<i>We promised to visit them again.</i>
remind	<i>She reminded me to collect the children.</i>
warn	<i>She warned me not to walk home on my own.</i>

Verb	+ ing
admit	<i>They admitted making a mistake.</i>
advise	<i>She advised applying for the job.</i>
apologize for	<i>They apologized for making a mistake.</i>
recommend	<i>They recommend installing an anti-virus program.</i>

Verb	+ (that) + clause
accept	<i>They accepted they had made a mistake.</i>
admit	<i>They admitted they had made a mistake.</i>
agree	<i>They agreed they should try again.</i>
insist	<i>They insisted we stayed to dinner.</i>
persuade	<i>They persuaded him that it had been a mistake.</i>
promise	<i>We promised that we'd visit them again.</i>
recommend	<i>He recommended that I visit the museum.</i>
remind	<i>She reminded them that they'd agreed to collect the children.</i>
warn	<i>She warned us that it would be difficult.</i>

UNIT 6 La veu passiva

1 La veu passiva

TEMPS VERBALS	LA VEU PASSIVA
Present simple	Subjecte + am/is/are + participi : <i>The exams are marked by external examiners.</i>
Past simple	Subjecte + was/were + participi : <i>The students were given their marks in August.</i>
Will	Subjecte + will be + participi : <i>The winner will be announced next week.</i>
Could/should	Subjecte + could/should be + participi : <i>The winner could be announced as early as next week.</i>
Present continuous	Subjecte + am/is/are being + participi : <i>Students are being asked to give their opinion.</i>
Past continuous	Subjecte + was/were being + participi : <i>The suspects were still being detained by the police last night.</i>
Present perfect	Subjecte + has/have been + participi : <i>A new suspect has been arrested by the police.</i>
Past perfect	Subjecte + had been + participi : <i>We had already been invited to the party.</i>
Modal perfect	Subjecte + modal have been + participi : <i>You may have been selected to receive a prize.</i>

Usos

- Quan allò que importa és l'acció més que la persona o persones que la van fer:
*The trains **were cancelled** due to the earthquake.*
(No importa qui va cancel·lar el servei, sinó el fet que no hi ha trens.)
- Quan es desconeix qui va fer l'acció o és obvi:
*She **was prescribed** antibiotics.* (Òbviament se'ls va receptar el metge.)

Notes

- Només es poden posar en passiva els verbs que són transitius, és a dir, que tenen un objecte. L'objecte del verb es converteix en el subjecte de l'oració en passiva:
*His parents sent **him** some money.*
*He **was sent** some money by his parents*
- A vegades cal indicar en l'oració passiva qui va fer l'acció, encara que l'acció segueixi sent més important que qui la va fer. En aquest cas cal afegir a l'oració passiva el complement agent, introduït per la preposició *by*:
*This travel guide is published **by** Lonely Planet.*
- Si es tracta d'un pronom, va en la forma d'objecte (*me, you, him, her, it, us, you, them*):
*He **had sent** her the flowers.*
*The flowers **had been sent** by **him**.*
- La veu passiva s'utilitza molt més en anglès que en català, on és més habitual l'estructura reflexiva amb el pronom 'es':
*Smoking **isn't allowed** in this hotel.* No es permet fumar en aquest hotel.

2 Have/get something done

HAVE/GET SOMETHING DONE

subjecte + **have/get** + objecte + **participi**
*She's **getting** her bike **fixed** next week.*
*They **had** their house **painted** last year.*

Usos

- Per indicar coses que altres persones fan per nosaltres:
*I **got** my hair **cut** at the salon near school.*

3 Altres estructures de passiva

It is + participi + that + clause

***It is believed that** smoking is linked to cancer.*

Subjecte + **be** + **participi** + **to** + infinitiu

*Smoking **is believed to** cause cancer.*

Usos

- Utilitzem *it is + participi + that + clause* quan el subjecte és desconegut o general:
***It is said that** travelling broadens one's mind.*
- Utilitzem *subjecte + be + participi + to + infinitiu* quan el subjecte és específic:
*Four leaf clovers **are believed to** bring good luck.*

Notes

- Aquestes estructures de passiva, força freqüents en anglès, es tradueixen per oracions impersonals en català ('es diu que'; 'es considera que').
- Els verbs poden anar en passat simple o pretèrit perfet, encara que la forma més habitual és el present:
*Sailing **was considered** to be one of the fastest ways of travelling in the past.*

UNIT 7 Les oracions de relatiu

Defining and non-defining relative clauses

	DEFINING RELATIVE CLAUSES	NON-DEFINING RELATIVE CLAUSES
Usos	Proporcionar informació essencial per identificar la persona, lloc o cosa de què es parla: <i>Students who study English at university often become teachers.</i>	Afegir informació addicional sobre la persona, lloc o cosa de què es parla: <i>Sandra, who is very good at maths, is going to study engineering.</i>

	EL PRONOM RELATIU	
Persones	who, that <i>The students who she met are studying English.</i> <i>The students that she met are studying English.</i>	who <i>She met my friends, who are studying English at university.</i>
Coses	which, that <i>The picture which won the prize is the one on the right.</i> <i>The picture (that) I painted is the one on the right.</i>	which <i>My painting, which is on the right, is for sale.</i>
Possessiu	whose <i>This is the man whose car is parked outside.</i>	whose <i>Bob, whose car is parked outside, is my brother-in-law.</i>
Temps	when, that <i>It was snowing the day (when/that) I was born.</i>	when <i>In 1989, when I was born, things were very different.</i>
Lloc	where <i>The town where I grew up isn't far away.</i>	where <i>We visited Eastbourne, where I grew up.</i>
Notes	No van entre comes, ja que la informació que afegeixen és essencial per comprendre l'oració: <i>The book (that) she lent me is very good.</i> El pronom de relatiu (excepte <i>whose</i>) se sol ometre quan no és el subjecte de l'oració de relatiu: <i>The man (who) she met at the airport is now her husband.</i> <i>What</i> és un pronom de relatiu que inclou l'antecedent. Equival a 'allò que', 'les coses que': <i>Do you remember what I told you yesterday?</i>	Van sempre entre comes, ja que la informació que afegeixen no és essencial per comprendre l'oració: <i>Pere, who is in my class, is Rosa's boyfriend.</i> El pronom de relatiu mai no pot ser substituït per <i>that</i> : <i>Anna's friend, who lives in Italy, came to visit her last month.</i> Encara que faci la funció d'objecte, el pronom de relatiu mai no pot ometre's: <i>'Working Girl', which I first saw in the US, was a famous film in the 80s.</i>

Nota general

Hi ha verbs anglesos que van seguits de preposició. Quan formen part d'una oració de relatiu, la preposició pot anar davant del pronom en contextos formals. En llenguatge col·loquial, el relatiu s'omet i la preposició es col·loca darrere del verb en l'oració de relatiu:

*This is the man **to whom** I was talking this morning.*

*This is the man I was talking **to** this morning.*

Vocabulary Reference

REVISION

Cognats i falsos amics

Cognats són paraules que s'escriuen de manera semblant i signifiquen el mateix en dues llengües diferents. **Falsos amics** o *false friends*, per contra, són paraules que s'escriuen de manera semblant però signifiquen coses diferents i, per tant, poden induir a error.

Els següents són exemples de cognats en **anglès** i **català**. El terme anglès, per tant, ens resulta transparent:

<i>university</i>	universitat	<i>student</i>	estudiant
<i>novel</i>	novel·la	<i>famous</i>	famós
<i>exam</i>	examen	<i>preposition</i>	preposició
<i>preference</i>	preferència	<i>legend</i>	llegenda

Els parells de vocables següents poden donar lloc a confusió i, per tant, els anomenem *false friends* o falsos amics:

Anglès	Català
<i>sensible</i> (raonable, sensat)	<i>sensible</i> (<i>sensitive</i>)
<i>idiom</i> (modisme, expressió idiomàtica)	idioma (<i>language</i>)
<i>attend</i> (assistir)	atendre (<i>pay attention, serve</i>)
<i>library</i> (biblioteca)	llibreria (<i>bookshop</i>)
<i>actually</i> (en realitat, de fet)	actualment (<i>at present</i>)
<i>success</i> (èxit)	succés (<i>event</i>)
<i>sympathetic</i> (comprensiu)	simpàtic (<i>nice, kind</i>)

Convé anar aprenent aquestes paraules a poc a poc en contextos típics:

- That's a sensible decision.*
- We learnt some new English idioms today.*
- I won't be able to attend the meeting.*
- I borrowed this book from the library.*
- He isn't older than me. He's actually two years younger.*
- The party was a great success.*
- I explained the problem to her and she was very sympathetic.*

UNIT 1

1 Verbs amb partícules (*phrasal verbs*)

Els *phrasal verbs* estan formats per un verb base seguit per una partícula o més (preposicions o adverbis). El seu significat és diferent del del verb base i moltes vegades tenen més d'un significat:

to bring – portar

Have you brought your toothbrush?

Has portat el raspall de dents?

to bring up – portar (a col·lació)

Why did you have to bring that up?

Per què vas portar allò a col·lació?

to bring up – criar

He was brought up by his grandparents.

El van criar els seus avis.

Els *phrasal verbs* poden ser intransitius o transitius (amb objecte directe):

They didn't get back till midnight. No van tornar fins a mitjanit.

You'll never get that money back. Mai no recuperaràs aquests diners.

En el requadre següent tens exemples d'alguns *phrasal verbs* intransitius d'ús freqüent:

Phrasal verbs intransitius		
Verb	Significat	Exemples
break down	avariar-se, trencar-se	<i>The car broke down as we left Reus.</i> El cotxe es va avariar en sortir de Reus.
come back	tornar	<i>When are you coming back?</i> Quan torneu?
come in	passar, entrar	<i>Please, come in.</i> Passa, si us plau.
come over	venir (a visitar)	<i>They came over to see us last Friday.</i> Van venir a veure'ns divendres passat.
eat out	sortir a dinar/sopar	<i>We often eat out on Saturdays.</i> Sovint sortim a sopar els dissabtes.
get up	llevar-se	<i>You don't need to get up early tomorrow.</i> No cal que et llevis d'hora demà.
go back	tornar	<i>I want to go back home.</i> Vull tornar a casa.
go on	passar, succeir	<i>What's going on?</i> Què passa?
grow up	créixer, fer-se gran	<i>What do you want to be when you grow up?</i> Què vols ser de gran?
keep on	continuar, seguir (fent alguna cosa)	<i>Keep on working.</i> Continueu treballant.
wake up	despertar-se	<i>I wake up at seven every morning.</i> Em desperto a les set cada matí.

Dins dels **phrasal verbs transitius**, n'hi ha de dos tipus:

- Els **phrasal verbs** separables són aquells amb els quals l'objecte directe pot anar entre el verb i la partícula que l'acompanya:

Put your shoes on.

Put on your shoes. Posa't les sabates.

He gave his printer away. Va regalar la seva

He gave away his printer. impressora.

Si l'objecte directe és un pronom, sempre va entre el verb i la partícula:

Here are your shoes. Put them on.

Aquí estan les teves sabates. Posa-te-les.

I don't need this printer. I'm going to give it away.

No necessito aquesta impressora. La regalaré.

El requadre següent inclou exemples d'altres verbs transitius separables d'ús freqüent:

Phrasal verbs transitius separables		
Verb	Significat	Exemples
bring up	treure (un tema de conversa)	<i>Don't bring that up again!</i> No tornis a treure aquest tema!
bring up	educar, criar	<i>My sister was brought up by my grandma.</i> A la meva germana la va criar l'àvia.
find out	assabentar-se, descobrir	<i>Did you find out anything interesting?</i> Us vaig assabentar de quelcom interessant?
give back	tomar	<i>When are you going to give me back my CDs?</i> Quan em tornaràs els meus CDs?
hand in	lliurar	<i>The students handed in their projects.</i> Els alumnes lliuraren els seus treballs.
look up	buscar (en una llista)	<i>Look up these words in your dictionary.</i> Busca aquestes paraules en el diccionari.
put away	desar	<i>I ironed my shirts and put them away.</i> Vaig planxar les camises i les vaig desar.
put off	posposar	<i>The exam was put off till January.</i> L'examen es posposà fins al gener.
put on	posar-se	<i>Let me put my glasses on.</i> Deixa que em posi les ulleres.
put out	apagar, extingir	<i>Put out your cigarette, please.</i> Apaga la cigarreta, si us plau.
take off	treure's	<i>Why don't you take your jacket off?</i> Per què no et treus la jaqueta?
try on	emprovar-se	<i>Try these jeans on.</i> Emprova't els texans.
turn down	abaixar (el volum)	<i>Could you turn the radio down?</i> Podries abaixar la ràdio?
turn off	apagar (llums, aparells)	<i>Don't forget to turn the lights off.</i> No t'oblidis d'apagar els llums.
turn on	encendre, engegar (aparells, llums)	<i>How do you turn this computer on?</i> Com s'engega aquest ordinador?
turn up	apujar (el volum)	<i>I couldn't hear, so I turned it up a bit.</i> No se sentia, així que la vaig pujar una mica.

- Els **phrasal verbs** inseparables són els que no admeten la separació del verb base de la partícula que l'acompanya. L'objecte directe va sempre darrere de la partícula, encara que es tracti d'un pronom:

Who looks after the children? Who looks after them?
Qui té cura dels infants? Qui en té cura?

He called on his friend Simon. He called on him.
Passà a veure el seu amic Simon. Passà a veure'l.

A continuació tens un requadre amb altres verbs inseparables d'ús freqüent. Els **phrasal verbs** de tres paraules, formats per verb base + adverbi + preposició, pertanyen a aquest grup:

Phrasal verbs transitius inseparables		
Verb	Significat	Exemples
catch up with	posar-se al dia amb	<i>It took me a week to catch up with my e-mails.</i> Vaig trigar una setmana a posar-me al dia amb el correu electrònic.
drop out of (school)	abandonar els estudis	<i>He dropped out of school and got a job in a bank.</i> Va abandonar els estudis i va aconseguir feina en un banc.
get rid of	treure's de sobre, desfer-se de	<i>I couldn't get rid of him. He's such a bore!</i> No me'l podia treure de sobre. És un corcò!
look down on	menysprear	<i>She felt they looked down on her because she was poor.</i> Sentia que la menyspreaven perquè era pobra.
look forward to	estar desitjant	<i>I'm looking forward to seeing them.</i> Estic desitjant veure'ls.
look up to	admirar	<i>I have always looked up to my older sister.</i> Sempre he admirat la meva germana gran.
put up with	suportar, aguantar	<i>We have to put up with each other.</i> Hem de suportar-nos mútuament.
run out of	quedar-se sense	<i>We have run out of coffee again.</i> Ens hem tomat a quedar sense cafè.

Convé consultar un diccionari per assegurar-se del significat i l'ús dels **phrasal verbs**.

2 Pronoms i adjectius indefinits

1 Some, any, no

Some, any i *no* s'utilitzen amb noms *comptables* i *incomptables*. Generalment *some* es fa servir en oracions afirmatives i *any* en oracions negatives i interrogatives (però consulteu més endavant). Amb un nom *comptable*, a vegades equivalen a uns/unes, alguns/algunes, cap i a vegades no es tradueixen al català:

He borrowed some books from the library. Va treure uns llibres de la biblioteca.

I don't like any of their songs. No m'agrada cap de les seves cançons.

Have you got any brothers or sisters? Tens germans?

Amb un nom *incomptable*, fan referència a una quantitat indefinida i normalment no es tradueixen al català:

There's some chicken in the fridge. Hi ha pollastre a la nevera.

I haven't got any money. No tinc diners.

En preguntes que fan una invitació o una petició, o quan estem segurs de la resposta, no fem servir *any*, sinó *some*:

Would you like some tea? Vols te?

Could I have some tomatoes, please? Em posa uns tomàquets, si us plau?

Quan s'utilitza *no*, el verb va en afirmatiu:

There will be no train service tomorrow. Demà no hi haurà servei de trens.

We had no problems of any kind. No van tenir problemes de cap mena.

2 Compostos de some, any i no

Compostos de some, any i no

something	anything	nothing	per a coses o idees
somebody	anybody	nobody	per a persones
someone	anyone	no-one	
somewhere	anywhere	nowhere	per a llocs

Aquests *pronoms indefinits* s'utilitzen igual que *some, any* i *no*. És a dir, les formes compostes de *some* s'utilitzen en frases afirmatives, les d'*any* en negatives i interrogatives i les de *no* en negatives on no apareix la partícula *not*. En preguntes que fan invitacions o peticions, o quan estem segurs de la resposta, s'utilitzen les formes compostes de *some*.

Someone has been using my laptop. Algú ha estat fent servir el meu portàtil.

I've got something in my eye. Tinc alguna cosa a l'ull.
Is there somewhere quiet where we could talk? Hi ha algun lloc tranquil on puguem parlar?

Any i les seves formes compostes també s'utilitzen en oracions afirmatives amb el significat de "qualsevol"

You can choose any of these colours. Pots triar qualsevol d'aquests colors.

You can invite anyone you like. Pots convidar qui vulguis.

Sit anywhere you want. Seu on vulguis.

UNIT 2

1 Too i enough

L'adverbi *too* (massa) va davant de l'adjectiu:

These shoes are too small for me. Aquestes sabates són massa petites per a mi.

L'adverbi *enough* (prou) va darrere de l'adjectiu:

Is the soup hot enough? La sopa és prou calenta?

L'adjectiu *enough* (bastant, suficient, prou) va davant del nom:

We didn't have enough time to finish the exam. No vam tenir prou temps per acabar l'examen.

2 Règim preposicional dels verbs

Certs verbs van sempre seguits per una preposició determinada. El requadre següent et pot servir com a referència.

Verbs seguits de preposició

agree, hear, learn, protest, talk, think,	+ about
arrive, laugh, look, protest, shout, work	+ at
die, hide, suffer	+ from
apologise, apply, campaign, pay, wait	+ for
arrive, believe, take part	+ in
die, dream, think	+ of
concentrate, depend, insist, spend, rely	+ on
belong, get married, listen, talk, write	+ to
agree, argue, talk	+ with

Com es pot observar, alguns verbs poden anar seguits per més d'una preposició, depenent del context:

Arrive at significa arribar a qualsevol lloc, excepte a una ciutat o país. Aleshores cal fer servir *arrive in*:

We arrived at the airport at 8.30. Vam arribar a l'aeroport a les 8.30.

Laura arrived in Girona two days ago. La Laura va arribar a Girona fa dos dies.

Estar d'acord amb algú sobre alguna cosa és *agree with someone about something*:

I agree with Sue about that. En això estic d'acord amb la Sue.

Parlar amb algú d'alguna cosa és *talk to someone about something*:

I need to talk to you about a couple of things. He de parlar amb tu d'un parell de coses.

Pensar en alguna cosa/algú és *think about something/someone* en el sentit de reflexionar i *think of something/someone* en el sentit de tenir en compte, considerar:

I was just thinking about you. Justament pensava en tu.

We have to think of the future. Hem de pensar en el futur.

Convé consultar un diccionari sempre que es tinguin dubtes sobre quina preposició cal fer servir amb un verb determinat.

UNIT 3

1 Formació de paraules I: Sufixos per formar noms i adjectius

Amb l'afegit de sufixos es formen paraules a partir d'altres de categoria gramatical o significat diferent:

science (nom abstracte), *scientific* (adjectiu), *scientist* (nom, persona), *scientifically* (adverbi)

1 Sufixos nominals

S'afegeixen a adjectius, verbs i altres noms per formar noms. A continuació trobareu una relació dels més comuns.

Noms formats a partir d'adjectius

sufix	adjectiu	nom
-age	short	shortage
-ance, -ence	elegant important adolescent confident different independent intelligent (im)patient violent	elegance importance adolescence confidence difference independence intelligence (im)patience violence
-cy	accurate decent efficient fluent frequent private urgent	accuracy decency efficiency fluency frequency privacy urgency
-dom	bored free	boredom freedom
-ety	anxious safe	anxiety safety
-ness	aware blind dark happy ill kind lonely sad weak	awareness blindness darkness happiness illness kindness loneliness sadness weakness

Noms formats a partir de verbs

suffix	verb	nom
-ant, -ent	assist immigrate study	assistant immigrant student
-ation	examine imagine organize	examination imagination organization
-ee	employ train interview	employee trainee interviewee
-er, -or	drive paint teach act conduct	driver painter teacher actor conductor
-ion	act connect create exhibit	action connection creation exhibition
-ment	achieve amuse develop govern improve	achievement amusement development government improvement
-sion	admit confuse decide discuss express permit	admission confusion decision discussion expression permission
-ure	fail please press	failure pleasure pressure

Noms formats a partir d'altres noms

suffix	nom	nom
-ist	art optimism pacifism science	artist optimist pacifist scientist
-ian	comedy history politics	comedian historian politician
-hood	child mother	childhood motherhood
-ship	friend member relation	friendship membership relationship

2 Sufixos adjectivals

S'afegeixen a verbs, noms i altres adjectius per formar adjectius.

Adjectius formats a partir de noms

suffix	nom	adjectiu
-ful	beauty care colour harm hope pain peace power success thought use wonder	beautiful careful colourful harmful hopeful painful peaceful powerful successful thoughtful useful wonderful
-less	care colour harm help home hope pain power thought use	careless colourless harmless helpless homeless hopeless painless powerless thoughtless useless
-al	accident environment influence logic music nation origin politics profession sentiment	accidental environmental influential logical musical national original political professional sentimental
-ic	artist economy optimism pessimism	artistic economic optimistic pessimistic
-ous	ambition danger religion	ambitious dangerous religious

UNIT 4

Adjectius formats a partir de verbs

suffix	verb	adjectiu
-ive	act	active
	attract	attractive
	compete	competitive
	create	creative
	decide	decisive
	destroy	destructive
	effect	effective
	produce support	productive supportive
-able	accept	acceptable
	afford	affordable
	believe	believable
	comfort	comfortable
	depend	dependable
	desire	desirable
	enjoy	enjoyable
	question	questionable
	rely	reliable
	suit	suitable
	value	valuable
-ible	access	accessible
	collect	collectible
	convert	convertible
	digest	digestible
	eat	edible
	force	forcible
	respond	responsible

2 Adjectius acabats en *-ed* i en *-ing*

Els adjectius que acaben en *-ed* acostumen a descriure un estat d'ànim (*bored* /avorrit/ da, *worried* /preocupat/ da, *interested* /interessat/ da).

L'adjectiu català se sol fer servir amb el verb **estar**.

Els que acaben en *-ing* descriuen **qualitats**

(*interesting* /interessant, *surprising* /sorprenent, *disappointing* /decebedor/a). L'adjectiu català se sol fer servir amb el verb **ser**. Mira els exemples següents:

Sandra is bored. La Sandra està avorrida.

This book is boring. Aquest llibre és avorrit.

I'm tired. Estic cansada.

This work is tiring. Aquesta feina és cansada.

El mateix succeeix amb els parells d'adjectius següents:

amazed/amazing	amused/amusing
annoyed/annoying	bored/boring
confused/confusing	excited /exciting
embarrassed/embarrassing	interested/interesting
frightened /frightening	surprised/surprising
tired/tiring	worried/worrying

Règim preposicional dels adjectius

Molts adjectius acostumen a anar acompanyats per preposicions. Aquí s'ofereix una llista de les combinacions més freqüents.

Adjectius seguits per preposició	
angry, disappointed, happy, sorry, worried	+ about
angry, amazed, bad, good, shocked, slow, surprised	+ at
amused, annoyed, bored, confused, disappointed, embarrassed, excited, frightened, surprised	+ by
different, far	+ from
early, famous, ready, responsible, sorry	+ for
disappointed, interested	+ in
ashamed, afraid, aware, fond, full, proud, tired	+ of
keen	+ on
accustomed, introduced, kind, married, opposed, polite, related, similar	+ to
disappointed, happy, patient, pleased, satisfied	+ with

Fixa't que alguns adjectius poden utilitzar-se amb diverses preposicions:

I'm very sorry about the delay. Sento molt la tardança.

I feel really sorry for Martin. El Martin em fa molta pena.

I'm disappointed in you. M'has decebut.

He was disappointed with the results. El van decebre els resultats.

Per saber quina preposició utilitzar en cada cas, has de consultar un diccionari.

UNIT 5

Formació de paraules II: noms compostos

Els noms compostos són noms formats per dues paraules o més. Es poden escriure de diferents maneres: com a una única paraula (*rainforest, bedroom*), com a dues paraules (*ozone layer, global warming*) o com a dues paraules unides per un guionet (*drive-in, make-up*).

Paraules de diferents categories gramaticals poden formar part de noms compostos. En el quadre es detallen les combinacions més freqüents:

noun + noun	<i>forest fire</i> (incendi forestal) <i>tidal wave</i> (sisme submarí) <i>earthquake</i> (terratrèmol)
noun + adverb	<i>passer-by</i> (vianant)
verb + noun	<i>washing machine</i> (rentadora) <i>driving licence</i> (carnet de conduir) <i>swimming pool</i> (piscina) <i>hang-glider</i> (ala delta)
verb + adverb	<i>lookout</i> (guaita) <i>drawback</i> (desavantatge, inconvenient)
adjective + noun	<i>greenhouse</i> (hivernacle) <i>global warming</i> (escalfament global)
adjective + verb	<i>dry-cleaner's</i> (tintoreria)
adverb + verb	<i>output</i> (producció, resultats) <i>overpopulation</i> (superpoblació) <i>input</i> (entrada, contribució)

UNIT 6

Formació de paraules III: prefixos negatius

Per formar els contraris de noms, verbs i adjectius es poden utilitzar prefixos negatius. Els prefixos negatius més habituals són els següents:

un-

Significa el contrari de/absència de/no
Precedeix adjectius i participis

non-

Significa no
Precedeix noms, adjectius i adverbis

in- (il-, im-, ir-)

Significa el contrari de/no
Precedeix adjectius

dis-

Significa el contrari de/no
Precedeix adjectius, verbs i noms abstractes

Exemples de paraules formades amb prefixos negatius:

unable	non-smoker	illogical	disconnect
unbelievable	non-conformist	immature	discourteous
impatient	non-swimmer	immovable	dislike
unemployed		impolite	disloyal
unexpected		impossible	disobedient
unfair		improper	disobey
unforgettable		incomplete	disorder
unfortunate		incorrect	
unfriendly		independent	
unhappy		inevitable	
unkind		informal	
unpleasant		insane	
unreliable		irrelevant	
unsuccessful		irresponsible	
untidy			

Unit 7

Paraules que es presten a confusió

Hi ha grups de paraules que es presten a confusió i poden induir a error. A continuació s'explica l'ús d'alguns d'aquests grups de vocables d'ús freqüent.

argument/discussion

Argument significa discussió o baralla. **Discussion** és una conversa o un debat sobre un tema:

Rosie had an argument with her brother. La Rosie es va barallar/va discutir amb el seu germà.

Discussions are taking place between the two companies. Les dues empreses estan en converses.

degree/career

Degree és el títol que s'obté en acabar una carrera, generalment la llicenciatura; si no, s'especifica una altra cosa. **Career** no és la carrera que s'estudia, sinó la carrera com a trajectòria professional.

He has a degree in history. És llicenciat en història.

He started his footballing career playing for United. Va començar la seva carrera com a futbolista jugant al United.

embarrassed/pregnant

Embarrassed significa avergonyit/da i **pregnant**, embarassada.

She was too embarrassed to ask. Li feia molta vergonya preguntar.

She was pregnant with her third child. Estava esperant el seu tercer fill.

last/latest

Last és el darrer d'una sèrie, mentre que **latest** té el sentit d'allò més recent, el més nou:

When was the last time you saw her? Quan va ser l'últim cop que la vas veure?

The latest polls suggest she could win the next elections.

Les darreres enquestes suggereixen que podria guanyar les properes eleccions.

stranger/foreigner

Stranger és un estrany, un desconegut, o algú que està de pas per un lloc, mentre que **foreigner** és un estranger:

He was a stranger to the town. Estava de pas a la ciutat.

She married a foreigner. Es va casar amb un estranger.

trip/journey

Ambdues paraules signifiquen viatge, però **trip** comprèn tant el viatge com l'estada en un lloc, mentre que **journey** és el viatge en si, el trajecte.

They are planning a trip to Egypt. Estan planejant un viatge a Egipte.

Have you got a book to read during the journey? Tens un llibre per llegir durant el viatge/el trajecte?

wait/expect/hope

Aquests tres verbs signifiquen 'esperar'. **Wait** expressa el sentit bàsic d'esperar alguna cosa o algú, **hope** el de tenir esperança que alguna cosa succeeixi i **expect** el d'imaginar-se o preveure que succeirà alguna cosa:

He was waiting for his girlfriend. Estava esperant la seva xicota.

I hope you are feeling better. Espero que et trobis millor.

I didn't expect to have to pay! No esperava haver de pagar!

expect també s'utilitza en el context següent:

My cousin is expecting a baby. La meva cosina està esperant un infant.

En alguns contextos, **expect** correspon a altres verbs en català:

I expect you are hungry. M'imagino que teniu gana.

'Will Paula be at the party?' 'I expect so.' –La Paula serà a la festa? –Suposo que sí.

miss/lose

Tots dos verbs signifiquen 'perdre', però **lose** és perdre en el sentit d'extraviar, mentre que **miss** s'utilitza en contextos de perdre un autobús, perdre's una festa, etc.

I've lost my mobile again! He tornat a perdre el mòbil!

If we don't hurry, we're going to miss the train. Si no ens afanyem, perdrem el tren.

Writing Appendix

1 Writing in English

Preparing to write

When you write a composition in English follow these steps:

- Brainstorm the ideas that you want to include in your composition.
- Group your ideas under headings.
- Add examples to support your ideas.
- Organize your ideas into paragraphs. Use connectors to join your ideas.
- Check your writing for mistakes.

Presenting written work

Your written composition must always be clear and easy to read.

- Write your name and the assignment title on your composition.
- Leave wide margins.
- Double space your composition.
- Write neatly.

Looking at the language: the basics

Statement word order

In English a sentence has a basic word order, usually starting with a subject and a verb.

S	+	V	+	O	+	manner	+	place	+	time
I	like	singing	loudly		in the shower			in the morning.		

- **Frequency adverbs** come before the main verb and after the verb *to be*.
She usually gets on the bus at 3.30.
They are never late for class.
- **Adjectives** in English usually go before the noun and after the verbs *to be* or *to feel*.
I've got free tickets for the game.
She doesn't feel well tonight.
- When there are two objects in a sentence, the **indirect object** goes immediately after the verb; if it is necessary to place it after the **direct object**, it takes a **preposition**.
She's writing him a poem.
She's writing a poem to him.

- **Adverbs of manner** never go between the verb and the object.
Slowly, he read every word.
He slowly read every word.
- To make a negative statement *not* is used after the first auxiliary verb (*be, have, do, can, should, must, will, would* etc).
He isn't German.
I don't like coffee.

Question word order

In English a question usually starts with an auxiliary verb, a subject and a main verb.

question word	+	auxiliary verb	+	S	+	main verb	+	O?
Where		do		you		go		on holiday?

When the question word is the subject of a question, the question word comes before the main verb and *do* is not normally used.

Who wants some more ice-cream?

Subject/verb agreement

Singular subjects have singular verbs and plural subjects have plural verbs. However, note the following:

- When singular nouns refer to groups (collective nouns), the verb can be either singular or plural.
My family is/are coming with me.
- Many uncountable nouns that end in *-s* have singular verbs.
Aerobics is my favourite class.
The news is not very good, I'm afraid.
- Other uncountable nouns are plural and have plural verbs.
The police are investigating the crime.
- Indefinite pronouns (*anyone, everybody, everything*, etc) usually take a singular verb.
Everything was fine.
Why is everybody leaving?

Punctuation

The common marks of punctuation are the following:

period or full stop	.	quotation marks	' '
comma	,	apostrophe	'
semicolon	;	dash	-
colon	:	parentheses	()
question mark	?	square brackets	[]
exclamation mark	!		

The ones you will use when writing in English are mainly **full stops** and **commas**.

Use **full stops** to:

- mark the end of a sentence *Today is Monday.*
- mark abbreviations *Ph.D.*

Use **commas** to:

- separate elements in a series
I like football, judo and tennis.
- separate elements in dates
August 15, 1999
- separate elements in addresses
15, Elm Street
- separate elements in place names
I'm from Madrid, Spain.
- separate connectors
Sales have increased. Furthermore, profits have doubled.
- separate quoted sentences
'You're wrong,' she said.
- mark the subordinate clause when it precedes the main clause
While I was shaving, the phone rang.

Use an **apostrophe** to:

- indicate possession followed by -s
My sister's car is a Ferrari.
- indicate the omission of letters
I can't follow you.

Capitalization

Use a **capital letter** for:

- the personal pronoun *I*
What can I say?
- the start of a sentence
The man arrived. He sat down.
- abbreviations and acronyms
G.M.T. (Greenwich Mean Time)
- days, months and holidays
My birthday is in January, just after Christmas.
- countries, languages, nationalities and religions
People in China speak Chinese.
- people's names and titles
King Lear was written by William Shakespeare.
- places and monuments
Buckingham Palace, Jupiter, Asia
- titles of books, poems, songs, films etc
War And Peace, Titanic

2 Writing a biography

When you write a person's biography include relevant and interesting facts about the person's life and organize them chronologically.

Organize the information in your biography like this:

1 the opening paragraph

(States the reasons why the person is famous. It gives facts about origins, family and education.)

2 the body of the composition

(Gives a chronological account of what the person has done.)

3 the concluding paragraph

(Gives an account of what the person is doing now.)

Florence Nightingale's Life Story

Florence Nightingale is known for being the founder of the nursing profession in Britain. She was born in Florence, Italy, in 1820. Her parents were wealthy English people that were living in Italy at the time.

She went to a nursing college in Germany and in 1850 she qualified as a nurse. She became well-known because of her work in the Crimean War in 1854. She fought her own war to improve the soldiers' conditions when she was looking after them.

After the war she became ill and went back to London. Her efforts were recognized when the first nursing college was established in London and named after her. She died in 1910.

Looking at the language

Using connectors to show purpose

Use connectors of purpose to show the reason or purpose of people's actions.

- Some connectors of purpose are followed by the infinitive.
I'm going shopping to buy a new television.
They arrived early so as not to miss the train.
- Some connectors of purpose are followed by a clause.
I took my racket so that I could play tennis.

Connectors of purpose

to	
so as (not) to	+ infinitive
in order (not) to	
so that	+ clause

3 Writing a composition

In a composition you must organize your information in paragraphs.

- 1 **the opening paragraph**
(Introduces the topic being discussed.)
- 2 **the body of the composition**
(Develops the topic.)
- 3 **the concluding paragraph**
(Concludes the composition and summarizes the topic.)

The Value of Friendship

- 1 Many people think that the most important thing in life is money, but for me friendship is far more important.
- 2 Firstly, you can go out and have fun with your friends, which helps you to relax. Secondly, when you have good friends, the problems you have are less serious because you can always share them with other people. Finally, it is important to have people that you can trust and rely on to be there for you.
- 3 To sum up, having good friends is very important to me and my life would be very different without them.

Looking at the language

Using connectors to show cause and result

Use connectors of cause with clauses and nouns to show the cause of an action.

- connector + clause
*I'm studying **because** I have exams tomorrow.*
As they arrived late, we didn't have the rooms ready.
- connector + noun
*They went on strike **because of** their tough working conditions.*

Connectors of cause

because	+ clause
since	
as	
because of	+ noun
due to	

Use connectors of result with clauses to show the result of an action.

*They failed their exams, **so** they had to take them again.*
*Profits have fallen; **as a result** many people have lost their jobs.*

Connectors of result

so	+ clause
thus	
therefore	
consequently	
as a result	
as a consequence	

4 Writing an opinion essay

An opinion essay is written to convince our reader that our point of view is correct. You must have a clear opinion on the topic being discussed. You must support your opinion with sound reasons and clear examples.

Organize the information in your opinion essay like this:

- 1 **the opening paragraph**
(States the topic and gives your opinion of it.)
- 2 **the body of the composition**
(Gives examples and reasons to support your opinion.)
- 3 **the concluding paragraph**
(Restates your opinion, summarizes your reasons and/or gives a solution or recommendation.)

My Opinion on Cloning

- 1 Scientists say that cloning animals, and even humans, is a good thing and that we can develop new organs and cure diseases. In my opinion, manipulating living beings can be highly dangerous.
- 2 Though scientists want to cure diseases like leukaemia, they don't know how the implanted cells will behave inside the bodies of those who receive them. There is a risk that they might become tumours. In addition, if we alter the natural characteristics of organisms we are interfering with evolution.
- 3 To conclude, I am against cloning for moral and practical reasons. The risks involved in introducing cells into the human body can't be ignored, and cloning could have major consequences.

Looking at the language

Using connectors to give opinions and add information

Use connectors to add points on the same topic.

*Technology is rapidly changing our world. GM food threatens our health **as well as** the environment. Human activity **also** generates increasing pollution. **Furthermore**, climate changes are starting to alter the surface of the planet.*

Connectors to add information

and	in addition	also
as well as	furthermore	moreover
too	what's more	besides

Use connectors to indicate your opinion of a topic.

***In my opinion**, all scientific research should be controlled. **I believe that** a good education is essential for all children.*

Connectors to give opinions

personally,	I think/feel/believe that ...
in my opinion,	it is clear that ...
from my point of view,	I am against ...
undoubtedly,	I don't agree with ...
as I see it,	as far as I'm concerned,
to be honest,	

5 Writing a summary

A summary is the condensation of the most important information of a text.

Follow these steps to write a successful summary:

- Read the text to check that you understand it.
- List the main points in the text.
- Delete details and examples that are not necessary for understanding the text.
- Rewrite the main points in your own words.
- Write a topic and a concluding sentence.
- Write your summary. Check to see if you can reduce it even further.

Bhangra

Bhangra is the music of choice of Britain's growing Asian population. Its origins can be traced to the farming regions of the Punjab, the north western area of India. Bhangra developed from a dance performed during the festival of *bisakh*, celebrating the end of the harvesting season. The music took its name from the word *bhang*, or hemp, the crop most commonly harvested.

Bhangra quickly became popular even in more urbanized areas. A common form was eventually established – the songs were light-hearted, and their lyrics were dominated by ideas of love and romance.

By the late 70s bhangra had become popular in Britain. It combined the spirit of traditional bhangra with contemporary pop. Lately, traditional instruments have been replaced by drum machines and synthesizers, resulting in music suited to re-mixing and sampling. Popular bhangra now has a very westernized sound and is very different to its traditional roots.

Final draft:

Your summary should have:

- 1 **a topic sentence**
(States the topic of the text.)
- 2 **the body of the paragraph**
(Gives the main points of the text.)
- 3 **a conclusion**
(Rephrases the conclusion from the text.)

Bhangra

- 1 The favourite music of many British Asians is Bhangra. It originates from the dance performed at the bhang, a harvest festival held in the Punjab.
- 2 Its lively and romantic lyrics made Bhangra popular and it became fully modernized in the 70s
- 3 due to the blending of traditional Indian music with modern western styles. (53 words)

Looking at the language

Using clauses of result

Use *so ... that* with an adjective or adverb to show the result or consequence of an action.

*Peter was **so** tired **that** he fell asleep immediately.*

Use *such ... that* with a noun to show the result or consequence of an action.

*It is **such** a nice day **that** we should eat outdoors.*

6 Writing a for and against composition

A for and against composition states the advantages and disadvantages of a specific issue and usually presents the writer's own opinion about it. To do this, we must present both sides of the argument making comparisons and contrasting information.

Organize the information in your for and against composition like this:

- 1 **the opening paragraph**
(Introduces the topic and your opinion of it.)
- 2 **paragraph 2**
(Gives arguments for the topic.)
- 3 **paragraph 3**
(Gives arguments against the topic.)
- 4 **the concluding paragraph**
(Concludes your composition and restates your opinion.)

Are you in favour of street musicians?

- 1 Listening to music in the street has become fashionable, especially on summer evenings. However, I don't believe this is a healthy habit.
- 2 On the one hand, if the musicians are talented, then it is nice to listen to good music. Moreover, young musicians may not have any other opportunity to play their compositions in public.
- 3 On the other hand, what happens if you prefer a quiet evening? If you are in a terraza chatting quietly to a friend then you are likely to be annoyed by the guitarist that sings in front of you and who also expects to be given a tip after his performance. In addition, listening to unwanted music can be a real nightmare for those who are trying to sleep.
- 4 Finally, I believe that people have the right to decide when and where they want to listen to music. Therefore, street musicians should limit their performances to restricted areas and times, and the council should regulate them.

Looking at the language

Using connectors to contrast information

Use connectors in your for and against composition to compare and contrast information.

- Some connectors are followed by a clause.
Even though it was freezing, I went for a walk.
I eat meat, while my wife is vegetarian.
I don't like dogs, but I love cats.
- Some connectors are followed by a gerund or a noun.
The harvest survived despite the severe drought.
We understood him in spite of his accent.

Connectors to contrast information

even though	although	
yet	while	
but	however	+ clause
alternatively	on the one hand	
though	nevertheless	
whereas	on the other hand	
in spite of		+ gerund/noun
despite		

7 Writing a narrative

A narrative is like a story. It is a description of past events usually written in chronological order. When you write a narrative, you should begin in an interesting way to catch your reader's attention. You need to give a clear account of what happened and finish with a good ending.

Organize the information in your narrative like this:

- 1 **the opening paragraph**
(Sets the scene with details of time, place, atmosphere and characters.)
- 2 **the body of the composition**
(Develops the story with details of events and characters.)
- 3 **the concluding paragraph**
(Ends the story with reasons or consequences.)

Best Friends

1 One day last year when I got to class, I was surprised to see a new girl sitting at the desk next to me. Kelly Selby was tall, dark-haired and had bright blue eyes. We got on well together and soon became best friends.

2 One day the teacher told us to write a composition for our Spanish class. I wrote it ahead of time, but two days before the deadline, I got sick with the flu. Kelly told me not to worry. She would hand in my composition for me.

When I went back to school, the teacher asked me for my composition and showed me a sample composition so that I knew how to write it. I was speechless when I recognized my own composition with Kelly's name on it! I was so upset and disappointed! When I asked her about it, Kelly acted as if nothing had happened. She said she had lost it, but I could see that she was lying to me.

3 Of course I didn't talk to her after that, though I don't think she minded. I was hurt for a time, and even today I can't understand why she did that to me.

Looking at the language

Using connectors to sequence events

Use sequence connectors to show the sequence of events in a story or in a process. They introduce a sentence and take a comma immediately after the connector.

*That day everything went wrong. **First**, my sister couldn't come to look after the children; **then**, the cleaner called to say that she was sick. **Eventually**, my mum came to take care of the kids while I went to work.*

Sequence connectors		
in the beginning	first	firstly
next	after	eventually
to begin with	second/secondly	at that moment
later	then	finally
at last	in the end	

Use time connectors and expressions to show the relationship between events in a story. They are followed by a complete clause.

*We were walking in the park **when suddenly** a man appeared. **Before** I knew it, he had taken my bag and run away. **By the time** the police arrived, the man had disappeared.*

Time connectors and expressions			
when	as soon as	last night	one day
while	until	during	a day before
after	by the time	that evening	suddenly
before	as	the previous day	on the 25th

Using *as if* and *as though*

As if and *as though* are used to make real or imaginary comparisons.

- We use *as if* and *as though* to make real comparisons.
*She looks **as if** she's rich.*
*He sounds **as though** he's Scottish.*
- We sometimes use *as if* and *as though* with a verb in the past to make imaginary comparisons.
*He talks **as if** he were rich.*
*She looks at me **as though** I were mad.*

8 Writing a formal letter

You can write a formal letter to apply for a job or a course, to request information or to make a complaint.

You should clearly state the reason for writing, use formal language and an appropriate layout.

Organize the information in your letter like this:

1 opening

(Your address, date, address of person or company being written to, greeting.)

2 paragraph 1

(Gives your reasons for writing.)

3 further paragraphs

(Gives or asks for further details appropriate to the letter.)

4 closing

(Polite finish, signature with full name written underneath.)

Looking at the language

Using the conventions of formal letter writing

When writing a formal letter you must follow certain conventions and include certain components.

- The **greeting** will depend on whether you know the name of the person you are writing to or not.
Name unknown: *Dear Sir/Madam*
Name known: *Dear Mr/Mrs/Ms ...*
- Use these expressions to explain your **reason for writing**.
I am writing in response to ...
I would like to ...
I saw your advertisement for ... on the Internet/in the paper ...
- Use these expressions to **ask for information**.
I would be grateful for ...
I would like/appreciate ...
Could you tell me whether/if ...
I wish to find out more about ...
- Use these expressions to **close** your letter.
Thank you for your help/co-operation on this matter.
Thanking you in advance.
I look forward to hearing from you.
I look forward to receiving a reply.
- The way you **sign off** will depend on whether you know the name of the person you are writing to or not.
Name unknown: *Yours faithfully*
Name known: *Yours sincerely*

	C/Romea, 3 10089 Pontevedra 1 May 2005
1	Ms T Archer Windsor College 22 Harley Road Plymouth
2	Dear Ms Archer
3	I am writing to enquire about the English summer courses that I have seen advertised in Speak Up magazine, April 2005. I would appreciate information about courses available during July and August. As I want to improve my spoken English, I would like to receive information particularly about conversation courses. In addition, I would like to know how much the course costs and if study materials are included. Could you also please enclose information about the accommodation that you offer? Ideally I would like to stay with a host family.
4	Thank you for your help. I look forward to hearing from you. Yours sincerely, <i>Asunción Salcedo</i> Asunción Salcedo