



## Lesson **2**

# Family and Daily Life

En esta unidad aprenderás:

- A presentar a tu familia y tu rutina diaria.
- Vocabulario sobre alimentos y el hogar.
- El plural de los sustantivos.
- There is y there are.
- Pronombres indefinidos.
- Presente simple.

VOCABULARY

## THE FAMILY

• Parents	Padres		
• Father	Padre		
• Mother	Madre		
• Sister	Hermana		
• Brother	Hermano		
• Son	Hijo	• Cousin	Primo/a
• Daughter	Hija	• Parents-in-law	Suegros
• Children	Hijos	• Father-in-law	Suegro
• Grandparents	Abuelos	• Mother-in-law	Suegra
• Grandfather	Abuelo	• Sister-in-law	Cuñada
• Grandmother	Abuela	• Brother-in-law	Cuñado
• Grandson	Nieto	• Son-in-law	Yerno
• Granddaughter	Nieta	• Daughter-in-law	Nuera
• Grandchildren	Nietos	• In-laws	Parientes (políticos)
• Aunt	Tía	• Relatives	Parientes (en general)
• Uncle	Tío		
• Nephew	Sobrino		
• Niece	Sobrina		

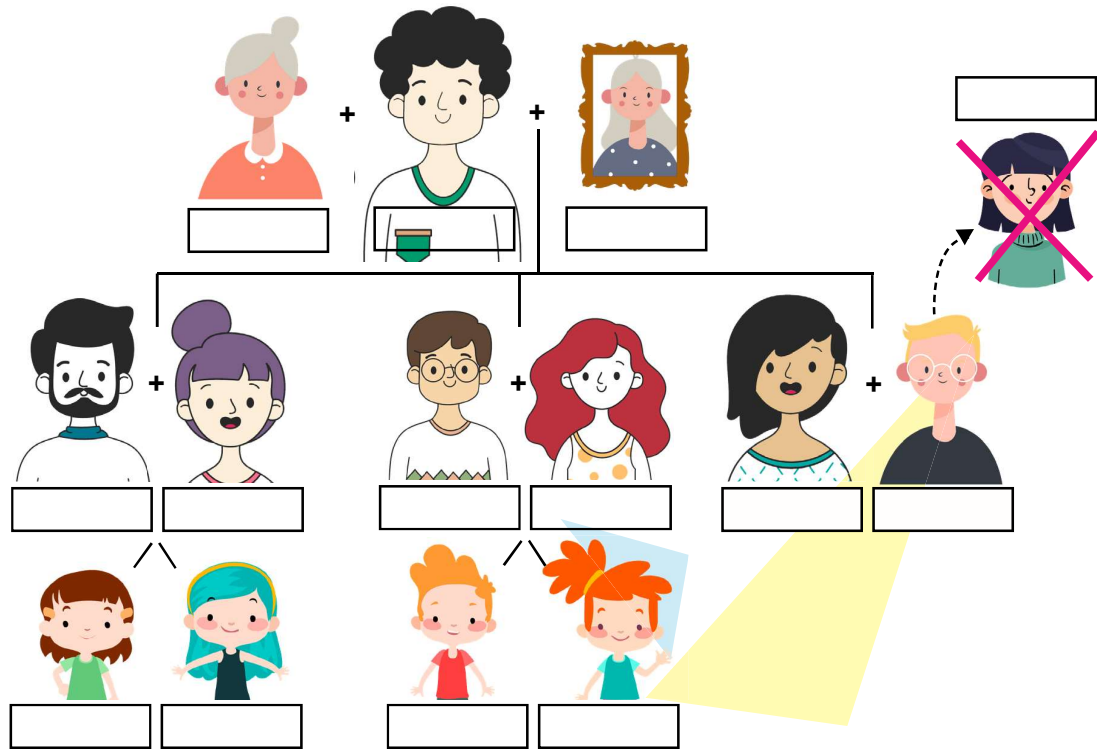


### Try it yourself

**1** Read Mary's word and write the names of the people on the family tree.

Lee las palabras de Mary y escribe los nombres de la gente en el árbol familiar.

My names is Mary. I'm married to John. We have two children, Daisy and Lilly.  
 My mum, Sylvia died when I was a teenager. My dad, George got married to Liz,  
 fourteen years ago. I've got one sister, Anna, and one brother, Andrew. Anna's  
 married to Cédric, who is French. The have got a little girl called Elisabeth and  
 a boy of twelve years old called Matt. My brother Andrew was married to a girl  
 called Martha, but they got divorced. Luckily, they didn't have any children. Now,  
 he is married to a girl called Susan.



**2** What do they all say about family life? Chose the correct word for each gap.

¿Qué dicen de su vida familiar? Escoge la palabra correcta para cada hueco.

aunt brother-in-law cousins daughter-in-law ex-wife  
~~father-in-law~~ grandparents husband sister-in-law  
son-in-law stepmother uncle wife

**John:** My (1) father-in-law George is really nice. We're partners in a computer software company.

**Daisy:** My (2) \_\_\_\_\_ Anna is really bossy. She always makes me eat everything on my plate.

**Lilly:** My (3) \_\_\_\_\_ Andrew should get divorced again. I don't like his wife, Susan.

**Mary:** I like my (4) \_\_\_\_\_ Liz very much. She's like a real mother to me.

**George:** My (5) \_\_\_\_\_, John, is a really reliable person. I couldn't manage the business without him.

**Anna:** I don't get on very well with my (6) \_\_\_\_\_ Susan. I get on much better with Andrew's (7) \_\_\_\_\_, Martha.

**Cédric:** My (8) \_\_\_\_\_ Andrew is a really nice guy but I don't like his (9) \_\_\_\_\_ Susan very much. She complains about everything.

**Ellisabeth:** My (10) \_\_\_\_\_ Daisy and Lilly are coming on holiday with us next summer. We're going to rent a big house in the south of France.

**Matt:** I'm trying to teach my (11) \_\_\_\_\_ George and Liz to speak French. They're really slow!

**Susan:** My (12) \_\_\_\_\_ Andrew prefers his sisters to me.

**George:** I get on well with everyone in the family. Well, nearly everyone. I have a problem with my (13) \_\_\_\_\_ Susan.



# FOOD

## Vegetables

- Asparagus -----
- Aubergine(s) -----
- Avocado(s) -----
- Broccoli -----
- Cabbage(s) -----
- Carrot(s) -----
- Cauliflower(s) -----
- Courgette(s) -----
- Cucumber(s) -----
- Garlic -----
- Bean(s) -----
- Lettuce(s) -----
- Mushroom(s) -----
- Olive(s) -----
- Onion(s) -----
- Pea(s) -----
- Pepper(s) -----
- Potato(es) -----
- Pumpkin(s) -----
- Spring onion(s) -----
- Sweetcorn -----
- Tomato(es) -----

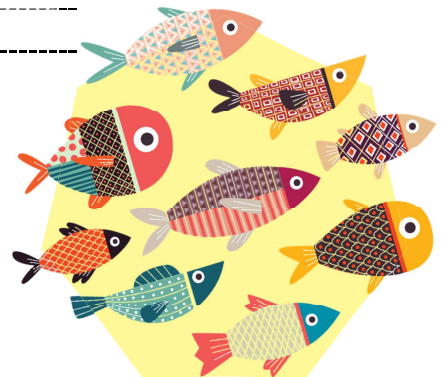
## Fruit

- Apple(s) -----
- Apricot(s) -----
- Banana(s) -----
- Blackberry(yies) -----
- Blueberry(yies) -----
- Cherry(yies) -----
- Orange(s) -----
- Tangerine(s) -----
- Fig(s) -----
- Grape(s) -----
- Grapefruit(s) -----
- Kiwi(s) -----
- Lemon(s) -----
- Mango(es) -----
- Melon(s) -----
- Peach(es) -----
- Pear(s) -----
- Pineapple(s) -----
- Plum(s) -----
- Raspberry(yies) -----
- Strawberry(yies) -----
- 

## Fish

- Salmon -----
- Sardine -----
- Eel -----
- Octopus -----
- Clam -----
- Loaster -----
- Tuna -----
- Swordfish -----
- Prawn -----
- Mussel -----
- Fish Sticks -----
- Crab -----

- Cod -----
- Seafood -----
- Squid -----
- Trout -----
- Hake -----

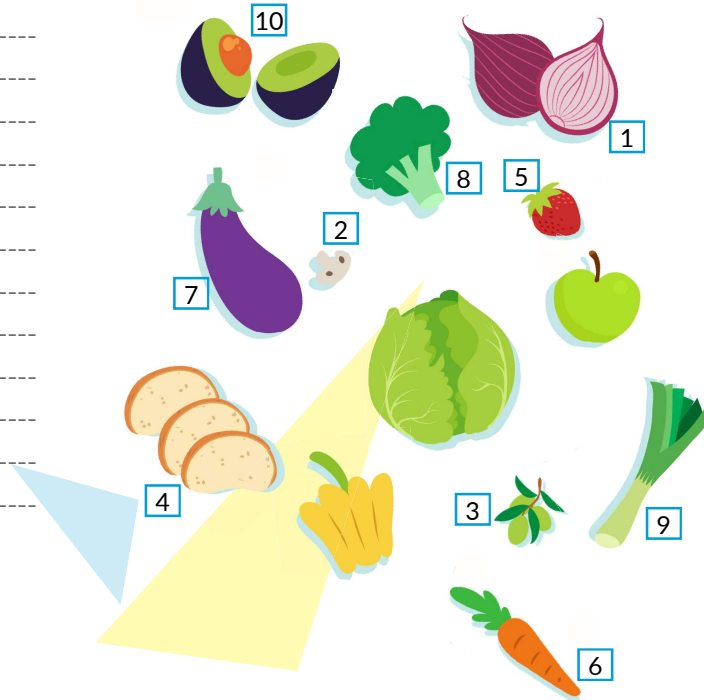


**Try it yourself**

**3 Write the numbers 1 to 10 next to the correct words.**

Escribe el numero de 1 a 10 junto a la palabra correcta.

- Carrot -----
- Grapes -----
- Lettuce -----
- Mushroom -----
- Strawberries -----
- Avocado -----
- Apple -----
- Aubergine -----
- Bread -----
- Pepper -----
- Onion -----
- Leek -----
- Broccoli -----



**DRINK**

- |                            |                       |
|----------------------------|-----------------------|
| Water -----                | Milkshake -----       |
| Mineral water -----        | Soft drink -----      |
| Black coffee -----         | Sparkling water ----- |
| Coffee -----               | Still water -----     |
| Decaffeinated coffee ----- | Tonic water -----     |
| Espresso coffee -----      | Alcohol -----         |
| Fruit juice -----          | Beer/ale -----        |
| Tomato juice -----         | Champagne -----       |
| Orange juice -----         | Gin -----             |
| Herbal tea -----           | Red wine -----        |
| Tea -----                  | Rum -----             |
| Iced tea -----             | White wine -----      |
| Hot chocolate -----        | Whisky -----          |
| Lemonade -----             | Drinking straw -----  |
| Milk -----                 | Crushed ice -----     |
| Milkshake -----            | On the rocks -----    |
| Soft drink -----           | Wine list -----       |

## Try it yourself

### 4 Write the numbers 1 to 10 next to the correct words.

Escribe el numero de 1 a 10 junto a la palabra correcta.

beat \_\_6\_\_

chop \_\_\_\_\_

grate \_\_\_\_\_

heat \_\_\_\_\_

mix \_\_\_\_\_

peel \_\_\_\_\_

roast \_\_\_\_\_

slice \_\_\_\_\_

spread \_\_\_\_\_

squeeze \_\_\_\_\_

stir \_\_\_\_\_

whip \_\_\_\_\_

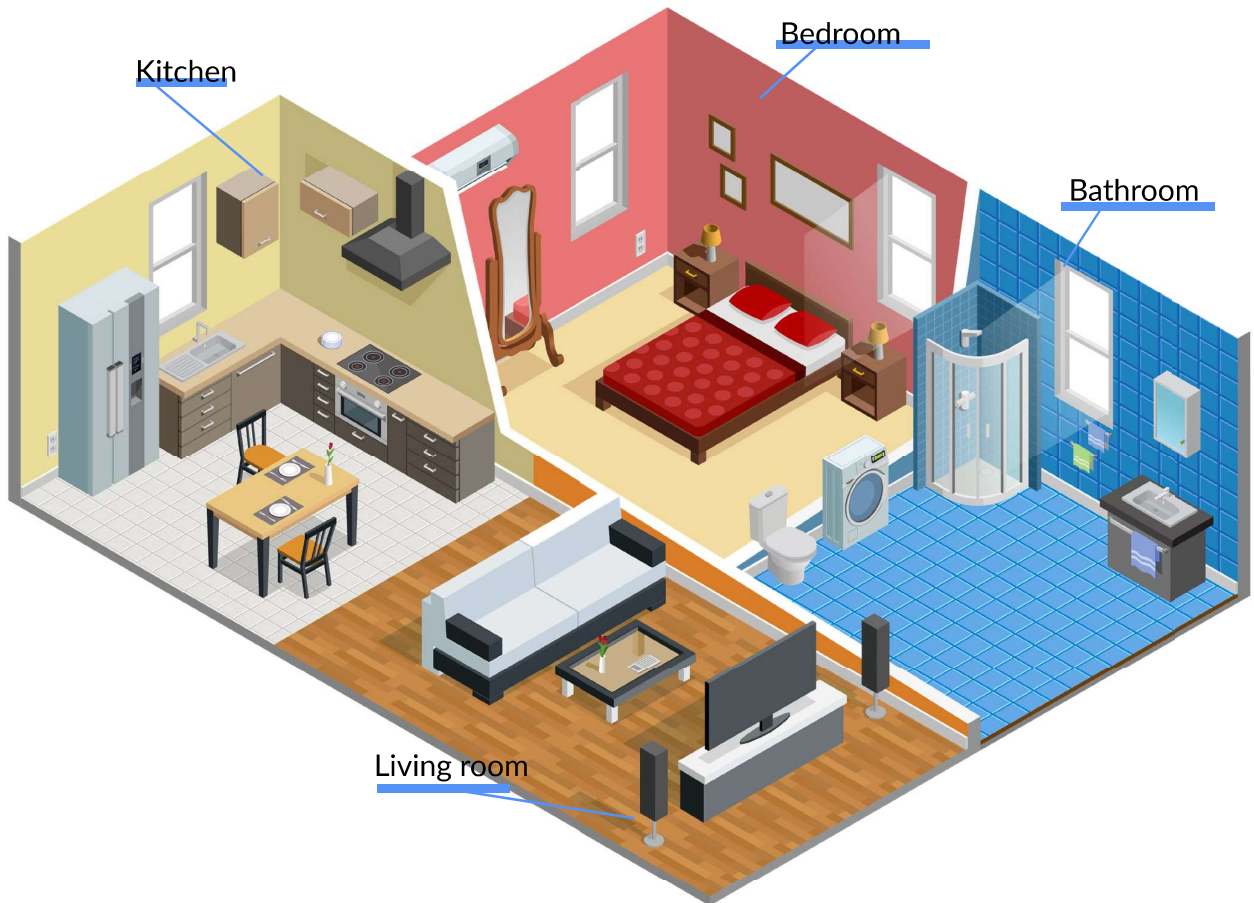


**Beating** and **whipping** are very similar actions. We generally say *beat* for eggs and *whip* for cream.

# HOUSE

Attic -----  
Bedroom -----  
Bathroom -----  
Living room -----  
Dining room -----  
Study -----  
Kitchen -----  
Hall -----  
Toilet -----  
Garage -----  
Upstairs -----

Downstairs -----  
Ground floor -----  
First floor -----  
Stairs -----  
Balcony -----  
Terrace -----  
Partio -----  
Garden -----





### The Bedroom

- Blinds
- Bed
- Double bed
- Carpet
- Chest of drawers
- Armchair
- Bookcase / bookshelf
- Ceiling
- Lamp
- Notice board
- Photo
- Picture
- Poster
- Radiator
- Alarm clock
- Wardrobe
- Wastepaper/bin
- Window

- Chair
- Computer
- Curtains
- Desk
- Door
- Duvet

### The Kitchen

- Cupboard
- Shelf
- Cooker
- Oven
- Hob
- Microwave
- Dishwasher
- Washing machine
- Fridge
- Freezer
- Sink
- Taps
- Drawers
- Bin
- Coffee machine
- Kettle
- Teapot
- Toaster

### The Living Room

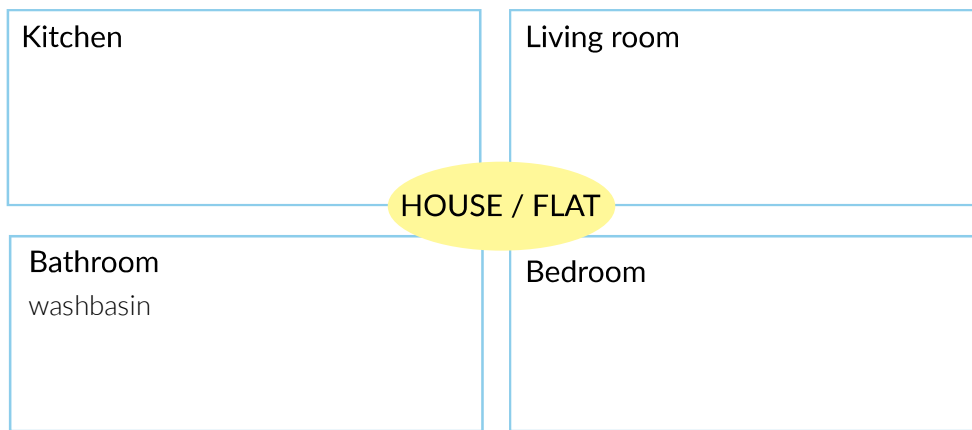
- Radio
- Sound system
- Television / TV
- Table
- Telephone
- Wall
- Sofa
- Armchair
- Coffee table
- Rug
- Table lamp
- Vase
- Fireplace

Try it yourself

**5 Put the items in the room where you normally find them. Some items can go in several rooms, but just choose one.**

Pon los objetos en la habitación donde los encontrarías normalmente. Algunos pueden estar en varias habitaciones, pero elige solo una.

- |            |        |             |           |
|------------|--------|-------------|-----------|
| washbasin  | bath   | duvet       | microwave |
| fireplace  | fridge | alarm clock | wardrobe  |
| sink       | sofa   | television  | freezer   |
| toothbrush | oven   | towel       | vase      |



**6 Match the two parts of these words. Then add them to the correct room in exercise 4.**

Empareja las palabras y sitúalas en la habitación que corresponda del ejercicio 4.

- |                |            |
|----------------|------------|
| 1. coffee      | a. machine |
| 2. double      | b. towel   |
| 3. notice      | c. bin     |
| 4. toilet      | d. drawers |
| 5. bath        | e. clock   |
| 6. chest       | f. lamp    |
| 7. coffee      | g. machine |
| 8. alarm       | h. board   |
| 9. sound       | i. roll    |
| 10. table      | j. bed     |
| 11. washing    | k. table   |
| 12. wastepaper | l. system  |
| 13. hand       | m. bulb    |
| 14. light      | n. towel   |
- A blue arrow points from item 1 (coffee) to item k (table). A yellow arrow points from item j (bed) to item m (bulb).






















**7** William's letter to you is about his room. Write the missing words.

La carta de William para ti es sobre su habitación. Escribe las palabras perdidas.

Dear friend,

It was really good to get your letter. Thanks. Here's a description of my room. I did it on the computer. I hope you can understand it!

1. door
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_

My room's quite large. The window is opposite the  (1). There are some  (2) at the window. Under the window, there's a  (3). My  (4) is on the  (3), and so is my  (5). There's a  (6) in front of the  (3) and there's a  (7) between the  (6) and the  (1). The  (8) is next to the  (3), on the right. On the left of the window, in the corner of the room, there's an  (9). Between the window and the  (9) there is a  (10) with a  (11) on it. Behind the  (1) there's a  (12). My  (13) is on top of it. That just leaves the big  (14) where I put my clothes! Write soon. William.

## THE HOUSE WORK

Make the bed / Hacer la cama

Mop the floor / Pasar la mopa

Do the vacuuming / Aspirar

Do the washing up / Fregar

Load/unload the dishwasher / Cargar el lavavajillas

Set the table / Poner la mesa

Dust the furniture / Quitar el polvo

Dry the dishes / Secar los platos

Tidy your room / Ordenar tu habitación

Take out the rubbish / Tirar la basura

Clear the table / Limpiar la mesa

Fold the clothes / Doblar la ropa

Sweep the floor / Barrer el suelo

Make dinner / Hacer la cena

Do the ironing / Planchar

Do the shopping / Ir de compras

Hang the laundry / Colgar la colada

Wash the car / Limpiar el coche

Clean the windows / Limpiar las ventanas

Walk the dog / Pasear al perro

Cut the grass / Cortar el césped

Water the plants / Regar las plantas

## Try it yourself

### 8 Write the numbers 1 to 12 next to the correct activities.

Escribe los números de 1 a 12 junto a la actividad correcta.

do the washing \_\_\_5\_\_\_

do the cleaning \_\_\_\_\_

do the ironing \_\_\_\_\_

make the beds \_\_\_\_\_

do the cooking \_\_\_\_\_

lay the table \_\_\_\_\_

do the shopping \_\_\_\_\_

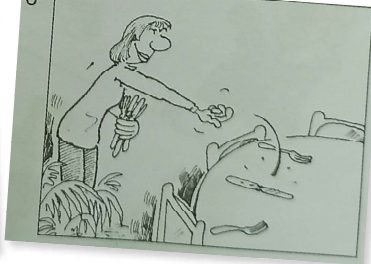
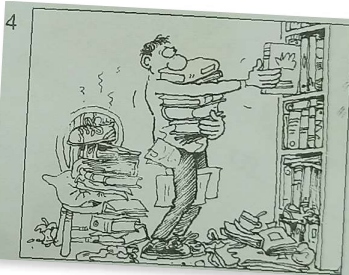
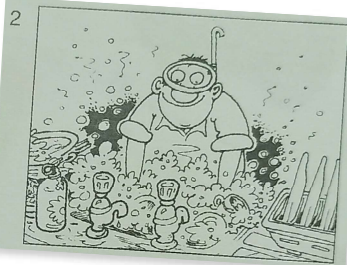
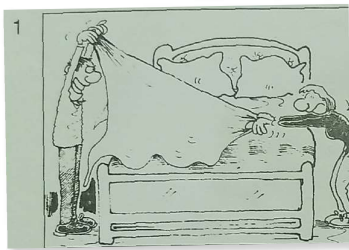
clear the table \_\_\_\_\_

do the washing-up \_\_\_\_\_

empty the bins \_\_\_\_\_

do the vacuuming \_\_\_\_\_

tidy up \_\_\_\_\_





We **do** the cooking  
but we **make** lunch or supper.

We also **make** a cake, a  
sandwich, a salad, coffee,  
spaghetti.



Look at the words in the list below and write them  
under the correct pictures.

Mira las palabras de la lista y escribelas debajo de la imagen correcta.

- |   |  |   |  |   |
|---|--|---|--|---|
| <ul style="list-style-type: none"> <li>• get up</li> <li>• wash face</li> <li>• brush teeth</li> <li>• get shaved</li> <li>• have a shower</li> </ul> | <ul style="list-style-type: none"> <li>• get dressed</li> <li>• prepare breakfast</li> <li>• have breakfast</li> <li>• leave home</li> <li>• walk to school</li> </ul> | <ul style="list-style-type: none"> <li>• get on the bus</li> <li>• have lessons</li> <li>• read books</li> <li>• draw pictures</li> <li>• play games</li> </ul> | <ul style="list-style-type: none"> <li>• do exercises</li> <li>• have lunch</li> <li>• surf the net</li> <li>• do homework</li> <li>• listen to music</li> </ul> | <ul style="list-style-type: none"> <li>• ride a bicycle</li> <li>• drive a car</li> <li>• drink fruit juice</li> <li>• watch TV</li> <li>• sleep</li> </ul> |
|---|--|---|--|---|



1) \_\_\_\_\_



2) \_\_\_\_\_



3) \_\_\_\_\_



4) \_\_\_\_\_



5) \_\_\_\_\_



6) \_\_\_\_\_



7) \_\_\_\_\_



8) \_\_\_\_\_



9) \_\_\_\_\_



10) \_\_\_\_\_



11) \_\_\_\_\_



12) \_\_\_\_\_



13) \_\_\_\_\_



14) \_\_\_\_\_



15) \_\_\_\_\_



16) \_\_\_\_\_



17) \_\_\_\_\_



18) \_\_\_\_\_



19) \_\_\_\_\_



20) \_\_\_\_\_



21) \_\_\_\_\_



22) \_\_\_\_\_



23) \_\_\_\_\_



24) \_\_\_\_\_



25) \_\_\_\_\_

- |   |  |   |  |   |
|---|--|---|--|---|
| <ul style="list-style-type: none"> <li>• get up</li> <li>• wash face</li> <li>• brush teeth</li> <li>• get shaved</li> <li>• have a shower</li> </ul> | <ul style="list-style-type: none"> <li>• get dressed</li> <li>• prepare breakfast</li> <li>• have breakfast</li> <li>• leave home</li> <li>• walk to school</li> </ul> | <ul style="list-style-type: none"> <li>• get on the bus</li> <li>• have lessons</li> <li>• read books</li> <li>• draw pictures</li> <li>• play games</li> </ul> | <ul style="list-style-type: none"> <li>• do exercises</li> <li>• have lunch</li> <li>• surf the net</li> <li>• do homework</li> <li>• listen to music</li> </ul> | <ul style="list-style-type: none"> <li>• ride a bicycle</li> <li>• drive a car</li> <li>• drink fruit juice</li> <li>• watch TV</li> <li>• sleep</li> </ul> |
|---|--|---|--|---|



1) have breakfast



2) have lessons



3) play games



4) do homework



5) sleep



6) have a shower



7) drive a car



8) ride a bicycle



9) have lunch



10) read books



11) get on the bus



12) wash face



13) watch TV



14) leave home



15) brush teeth



16) listen to music



17) walk to school



18) get up



19) drink fruit juice



20) draw pictures



21) get dresses



22) surf the net



23) get shaved



24) prepare breakfast



25) do exercises

GRAMMAR

## SAXON GENITIVE Genitivo Sajón

### POSSESSIVE CASE WITH ('S) OR (S')

El genitivo sajón es una construcción muy común en inglés que se usa para **indicar posesión** o relación entre dos elementos. Generalmente se puede traducir por «de».

**Para formar el genitivo sajón**, a la palabra que identifica al poseedor del objeto se le añade un apóstrofe seguido de una s ('s) o, si la palabra (poseedor) termina en s, solo se añade el apóstrofe (s').

Peter's house. - *La casa de Peter.*  
The boys' bike. - *La bicicleta de los chicos.*

**LOOK!**

No confundir con la contracción del verbo **to be**, 's:  
Maria's computer (possessive).  
Maria's clever (verb to be)

### OF

Cuando una cosa no pertenece a una persona sino a otra cosa se utiliza (**of**).

The name **of** the street.  
The walls **of** the house.

### Try it yourself

#### 10 Put the apostrophe in the right place.

Pon el apóstrofe en el lugar correcto.

Is your house near Mr. Smiths house?

Is your house near Mr. Smith's house?

These womens cars are exactly the same.

\_\_\_\_\_  
Olivias eyes are blue.

\_\_\_\_\_  
Jonh is Marys friend.

\_\_\_\_\_  
Peter and Toms parents aren't at home.



## Try it yourself

### 11 Rewrite

Reescribe.

Peter's a doctor: Peter is a doctor.

Steve's twelve: \_\_\_\_\_

That's Claire's mother: \_\_\_\_\_

Mike's an engineer: \_\_\_\_\_

It's Suzie's birthday today: \_\_\_\_\_

### 12 Complete with "of".

Completa con "of".

There's a bird on the roof of that house (roof/ that house).

The \_\_\_\_\_ (walls/my room) are blue.

The \_\_\_\_\_ (colour/that car) is beautiful.

Look! The \_\_\_\_\_ (window/that house) is open.

There are horses at the \_\_\_\_\_ (top/this mountain).

### 13 Ask and answer.

Pregunta y responde.

(car/my father) Whose car is this? It's my father's.

(cat/Tim and Tom) \_\_\_\_\_ this? \_\_\_\_\_

(toys/children) \_\_\_\_\_ these? \_\_\_\_\_

(house/my parents) \_\_\_\_\_ that? \_\_\_\_\_





## THE PLURAL OF NOUNS

### REGULAR NOUNS

La mayoría de los nombres forman el plural añadiendo **-s** al final.

car -> cars

pen -> pens

Los nombres terminados en **s, x, z, ch, sh** forman el plural añadiendo **-es** al final.

glass -> glasses

fish -> fishes

Los nombres terminados en **consonante + y** forman el plural **sustituyendo la y por -ies**.

city -> cities

baby -> babies

### IRREGULAR NOUNS

Nombres que forman el plural sin atender a las reglas básicas anteriores.

Los más comunes son:

Singular	Plural	Singular	Plural
woman	women	cactus	cacti
man	men	nucleus	nuclei
child	children	analysis	analyses
tooth	teeth	diagnosis	diagnoses
foot	feet	oasis	oases
person	people	thesis	theses
leaf	leaves	crisis	crises
mouse	mice	phenomenon	phenomena
goose	geese	criterion	criteria
half	halves		
knife	knives		
wife	wives		
life	lives		
elf	elves		
loaf	loaves		
potato	potatoes		
tomato	tomatoes		



MOUSE



MICE

Algunos nombres mantienen la misma forma en singular y plural.

Singular	Plural
sheep	sheep
fish	fish
deer	deer
species	species
aircraft	aircraft

**Try it yourself**

**14** Write the plural of the next nouns. Then complete the table.  
Escribe el plural de los siguientes nombres. Después, completa la table.

apple: apples      foot: \_\_\_\_\_      potato: \_\_\_\_\_  
 man: \_\_\_\_\_      person: \_\_\_\_\_      fish: \_\_\_\_\_  
 glass: \_\_\_\_\_      photo: \_\_\_\_\_      dish: \_\_\_\_\_  
 knife: \_\_\_\_\_      watch: \_\_\_\_\_      leaf: \_\_\_\_\_  
 boy: \_\_\_\_\_      cherry: \_\_\_\_\_      pen: \_\_\_\_\_

- s	
- es	
- ies	
- ves	
Irregular nouns	

## THERE IS / THERE ARE

• Utilizamos “there is” y “there are” para expresar la existencia de algo, tal y como se hace en español con el verbo “haber” en situaciones como esta:

**There’s** somebody at the door. (Hay alguien a la puerta).

• También se emplean para preguntar acerca de la existencia de algo, como en:

**Are there** any questions? (¿[Hay] alguna pregunta?).



Singular	Plural
<p><b>There's</b> a letter for you. <i>Hay una carta para ti.</i></p>	<p><b>There are</b> four children playing. <i>Hay cuatro niños jugando.</i></p>
<p><b>There isn't</b> a place to hide. <i>No hay un (ningún) sitio donde esconderse.</i></p>	<p><b>There aren't</b> many cinemas in this city. <i>No hay muchos cines en esta ciudad.</i></p>
<p><b>Is there</b> a new shop in Queen Street? <i>¿Hay una nueva tienda en la calle Queen?</i></p>	<p><b>Are there</b> any more biscuits? <i>¿Hay más galletas?</i></p>

### Try it yourself

#### 15 Complete with *there is* or *there are*:

Completa con *there is* o *there are*:

There is a spider in my room. (*affirmative*)

\_\_\_\_\_ ten girls in the class. (*affirmative*)

\_\_\_\_\_ a CD player in your bedroom? (*affirmative question*)

\_\_\_\_\_ a new shop in Queen Street. (*negative*)

\_\_\_\_\_ any chocolates left? (*negative question*)

\_\_\_\_\_ a restaurant near your house? (*affirmative question*)

\_\_\_\_\_ a window in this room. (*negative*)



## COUNTABLE AND UNCOUNTABLE NOUNS

### COUNTABLE NOUNS

Como hemos visto, la mayoría de sustantivos en inglés son contables, lo que significa que tienen una forma singular y una forma plural, y que se puede hablar sobre qué cantidad hay.

There is **a** dog in the garden. // There are **four** dogs in the garden.



### UNCOUNTABLE NOUNS

Los sustantivos incontables son aquellos que no pueden contarse.

Algunos sustantivos incontables habituales son entes como information, water y furniture (información, agua o mobiliario), o sustantivos abstractos, como happiness o anger (felicidad o ira).

Estos sustantivos **no pueden usarse con números y se usan sin artículo.**

-I needed information (Necesitaba información).

-I needed ~~three~~ informations~~x~~

### Try it yourself

#### 16 Put the nouns in the right column.

Coloca los nombres en la columna correcta.

parents	bread	watch	lemonade	bananas
milk	feet	chair	poster	
spoon	egg	cheese	women	
cow	meat	strawberries	houses	



Countable nouns	Countable nouns	Uncountable nouns
Singular	Plural	

## SOME /ANY

**Some** y **any** se pueden entender como el plural del artículo indeterminado **a**.

Se usan cuando no sabemos con precisión la cantidad o cuando no es importante. Se podrían traducir como alguno, alguna, algunos o algunas o ninguno, ningunas, según el caso.

Para saber el uso de **some** y **any**, tendremos que fijarnos en una serie de reglas.

### SOME

Utilizamos **some** en los siguientes casos:

- En las oraciones **afirmativas**, tanto con sustantivos contables como incontables.  
There are some apples in the kitchen counter (hay algunas manzanas en la encimera).  
I've bought some milk. *He comprado algo de leche.*
- Para oraciones **interrogativas en las que estamos ofreciendo algo**.  
Do you want some biscuits? *¿Quieres unas galletas?*
- Para oraciones **interrogativas, cuando estamos preguntando algo por educación y esperamos una respuesta afirmativa**.  
Can I have some tea? *¿Puedo tomar un té?*
- Las palabras compuestas como *somewhere*, *somebody* o *something* siguen las mismas reglas de **some**.

## ANY

Utilizamos **any** en estos casos:

- En las oraciones **negativas** e **interrogativas**, tanto con sustantivos contables como incontables.

There aren't any apples in the kitchen counter. *No hay ninguna manzana en la encimera.*

Have you bought any milk? *¿Has comprado leche?*

- En oraciones **condicionales**:

If I had any money, I would buy new clothes. *Si tuviera dinero, me compraría ropa nueva.*

- En oraciones afirmativas, pero con un significado ligeramente diferente: «**cualquiera**».

You can eat any of these apples. *Puedes comerte cualquiera de esas manzanas.*

- **Al igual que ocurre con some**, también tenemos palabras compuestas que siguen las mismas reglas: *anybody, anyone, anything...*

### Try it yourself

#### 17 Complete with **some, any, a or an**:

Completa con *some, any, a or an*:

Have we got   any   flour?

Is there            milk in the glass?

They've got            expensive house.

Are there            cinemas in this street?

There's            cola in the fridge. It's for you.

There is            pen for you on the table.

They have got            fantastic idea!

## HOW MUCH / HOW MANY

Tanto **how much** como **how many** se usan para preguntar por cantidades.

Para saber si debes poner **how much** o **how many** tienes que fijarte en si aquello de lo que hablas es contable o incontable.

- Con los sustantivos contables usamos **how many**:

**How many** episodes have you seen?  
*¿Cuántos capítulos has visto?*

**How many** chairs do we need?  
*¿Cuántas sillas necesitamos?*

- Con los sustantivos incontables usamos **how much**:

**How much** traffic was on the road?  
*¿Cuánto tráfico había en la carretera?*

**How much** time do we have left?  
*¿Cuánto tiempo nos queda?*

### Try it yourself

#### 18 Complete with **how much** or **how many**: Completa con *how much* o *how many*:

- How many sandwiches have you got?  
\_\_\_\_\_ water is there in the cat's bowl?  
\_\_\_\_\_ dogs has John got?  
\_\_\_\_\_ chocolate have they got?  
\_\_\_\_\_ birds can you see in that tree?  
\_\_\_\_\_ pancakes can you eat?  
\_\_\_\_\_ pineapple juice can Olivia drink?

## PARTITIVES

En la gramática, un **partitivo** es una palabra o frase que indica una parte o cantidad de algo. Así, sustantivos que son incontables los transformamos en contables.



a bottle  
of milk



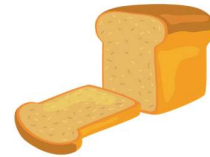
a glass  
of wine



a cup  
of coffee



a loaf  
of bread



a slice  
of bread



a piece  
of cheese



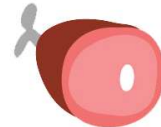
a jar  
of jam



a jar  
of jam



a carton  
of milk



a kilo  
of meat

### Try it yourself

#### 19 Fill in the plural as in the example:

Rellena con el plural como en el ejemplo:

A dog -> Two dogs.

Some cheese. -> Four \_\_\_\_\_ of cheese.

Some bread. -> Three \_\_\_\_\_ of bread.

A child. -> Two \_\_\_\_\_.

Some water. -> Three \_\_\_\_\_ of water.

Some meat. -> Two \_\_\_\_\_ of meat.

A boy. -> Five \_\_\_\_\_.

Some lemonade. -> Two \_\_\_\_\_ of lemonade.

A mouse. -> Six \_\_\_\_\_.

Some tea. -> Three \_\_\_\_\_ of tea.

**20** Write the correct phrase from the box under each picture.

Escribe la frase correcta de la caja, debajo de cada imagen.

- |             |           |             |           |             |
|-------------|-----------|-------------|-----------|-------------|
| a bag of    | a bar of  | a bottle of | a box of  | a bunch of  |
| a carton of | a dozen   | a jar of    | a loaf of | a packet of |
| a pot of    | a roll of | a tub of    | a tub of  | a tube of   |



1 a tube of  
toothpaste



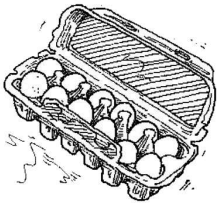
2 \_\_\_\_\_  
jam



3 \_\_\_\_\_  
tomatoes



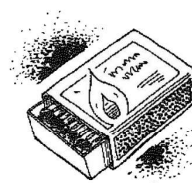
4 \_\_\_\_\_  
flowers



5 \_\_\_\_\_  
eggs



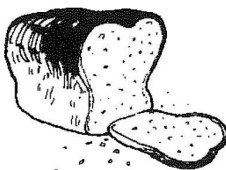
6 \_\_\_\_\_  
olive oil



7 \_\_\_\_\_  
matches



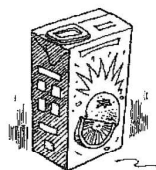
8 \_\_\_\_\_  
chocolate



9 \_\_\_\_\_  
bread



10 \_\_\_\_\_  
biscuits



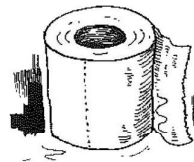
11 \_\_\_\_\_  
orange juice



12 \_\_\_\_\_  
yoghurt



13 \_\_\_\_\_  
doughnuts



14 \_\_\_\_\_  
toilet paper



15 \_\_\_\_\_  
popcorn

## EXPRESSING QUANTITY

	COUNTABLE	UNCOUNTABLE
Small quantity	<p>-I have <b>a few</b> books. <i>Tengo unos cuantos/pocos libros.</i></p> <p>-I have <b>few</b> books. (not enough) <i>Tengo pocos libros.</i></p> <p>-I have <b>some</b> books. <i>Tengo algunos libros.</i></p> <p>-I don't have <b>many</b> books. <i>No tengo muchos libros.</i></p>	<p>-I have <b>a little</b> rice. <i>Tengo un poco de arroz.</i></p> <p>-I have <b>little</b> rice. (not enough). <i>Tengo poco arroz.</i></p> <p>-I have <b>some</b> rice. <i>Tengo algo de arroz.</i></p> <p>-I don't have <b>much</b> rice. <i>No tengo mucho arroz.</i></p>
Large quantity	<p>-I have <b>a lot of</b> books. <i>Tengo un montón de libros.</i></p> <p>-I have <b>lots of</b> books. <i>Tengo muchos libros.</i></p> <p>-I have <b>a large number of</b> books. <i>Tengo un gran número de libros.</i></p> <p>-I have <b>plenty of</b> books. <i>Tengo libros de sobra.</i></p>	<p>-I have <b>a lot of</b> rice. <i>Tengo un montón de arroz.</i></p> <p>-I have <b>lots of</b> rice. <i>Tengo mucho arroz.</i></p> <p>-I have <b>a great deal of</b> rice. <i>Tengo una gran cantidad de arroz.</i></p> <p>-I have <b>plenty of</b> rice. <i>Tengo arroz de sobra.</i></p>
Cero quantity	<p>-I have <b>no</b> books. <i>No tengo libros.</i></p> <p>-I don't have <b>any</b> apples. <i>No tengo ninguna manzana.</i></p>	<p>-I have <b>no</b> rice. <i>No tengo arroz.</i></p> <p>-I don't have <b>any</b> rice. <i>No tengo nada/ningún arroz.</i></p>





## Try it yourself

### 21 Choose the correct item:

Elige la opción correcta.

Have you got \_\_\_\_\_ friends?

a) many b) much c) a lot of

How \_\_\_\_\_ money has Fred got?

a) many b) little c) much

There are \_\_\_\_\_ monkeys at the zoo. We are late. We have very \_\_\_\_\_ time!

c) much b) a few c) a little

a) little b) few c) many

There are \_\_\_\_\_ tables in the classroom. How \_\_\_\_\_ apples are on the table?

a) a little b) much c) a few

a) many b) a few c) much

Can I have \_\_\_\_\_ milk, please?

a) a few b) a little c) little

### 22 Circle the correct answer:

Rodea la respuesta correcta.

Is there any cola for me?

No, not much / many.

Are there any mistakes in your test?

No, not much / many.

Is there any cola for Suzie?

Just a few / a little.

Have you got any cousins in London?

No, not many / much.

Have we got any meat?

Just a little / a few.

How much milk can you drink?

A few / a lot!

Are there any bananas on the plate?

Just a few / a little.

Have we got any eggs for the cake?

Just a little / a few.

## INDEFINITE PRONOUNS

Los pronombres indefinidos son palabras como **somebody, someone, everybody, anybody, anyone, nobody, something, anything, somewhere, anywhere.**

Palabras que representan a personas, cosas o lugares "indefinidos" o desconocidos.

### Try it yourself

#### 23 Choose and write:

Elige y escribe.

I'm thirsty! Let's drink something (something / anything).

Can you see \_\_\_\_\_ at the bus stop? (someone / anyone).

Have you got \_\_\_\_\_ in that bag? (something / anything).

I can hear \_\_\_\_\_ in the living room? (someone / anyone).

She has got \_\_\_\_\_ in her hand. (something / anything).

We haven't got any money. We cannot buy \_\_\_\_\_. (something/ anything).

I've got \_\_\_\_\_ for you! It's a present for your birthday! (something / someone).

I cannot see \_\_\_\_\_ behind the house. (anyone / someone).

#### 24 Circle the correct answer:

Rodea la respuesta correcta.

I've got *something* / *anything* for you. Open that drawer.

There is *someone* / *anyone* at the door.

Is there *anything* / *anyone* for me in that bag?

There isn't *something* / *anything* in the box!

I'm very hungry. Let's go *somewhere* / *anywhere* and have lunch together.

Listen! *Someone* / *anyone* in the house!

I can't go *somewhere* / *anywhere* tonight. I've got a lot of homework.

I can't see! There is *something* / *anything* in my eye!

## PRESENT SIMPLE

**Present Simple** es el tiempo presente en inglés. Se asemeja al **presente de indicativo** en español y se utiliza para expresar acciones que tienen lugar en el momento del habla, que forman parte de una rutina y se repiten con regularidad, acciones que se suceden una tras otra, que están programadas, o hechos con una validez permanente.

### Affirmative Sentences (*Frases afirmativas*)

Sujeto + verbo presente.

I	dance	walk	go
You	dance	walk	go
He/She/It	dances	walks	goes
We	dance	walk	go
You	dance	walk	go
They	dance	walk	go

### Negative Sentences (*Frases negativas*)

Sujeto + verbo auxiliar (to do) + auxiliar negativo ("not") + verbo en infinitivo.

I	don't	dance	walk	go
You	don't	dance	walk	go
He/She/It	doesn't	dance	walk	go
We	don't	dance	walk	go
You	don't	dance	walk	go
They	don't	dance	walk	go

### Interrogative Sentences (*Frases interrogativas*)

Verbo auxiliar (to do) + sujeto + verbo en infinitivo?

Do	I	dance ?	walk ?	go ?
Do	you	dance ?	walk ?	go ?
Does	he/she/it	dance ?	walk ?	go ?
Do	we	dance ?	walk ?	go ?
Do	you	dance ?	walk ?	go ?
Do	they	dance ?	walk ?	go ?

- Se suele utilizar el presente simple con **adverbios de tiempo** para expresar una rutina o falta de ella.

Estos adverbios **siempre van delante del verbo, excepto el verbo "to be" (ser/estar)**. Cuando se usa "to be" el verbo va delante del adverbio.

**always** (siempre), **every day** (cada día), **usually** (normalmente),  
**often** (a menudo), **sometimes** (a veces), **rarely** (raramente),  
**hardly ever** (casi nunca), **never** (nunca).

I **always** visit my mother on Saturday.  
He **never** eats meat, he's vegetarian.

They **usually** go to the cinema on Friday.  
She is **always** nice.

- Se utiliza para **hablar de generalidades** o hechos científicos.

Lugo is in Galicia.  
He works in the Police Department.

- Se usa para **eventos programados** en el futuro próximo.

The train leaves at 10:00.(El tren sale a las 10h.)

- Se usa para **instrucciones** (el imperativo).

Open the window.  
Do your homework.

## Try it yourself

### 25 Form the third person singular:

Forma la tercera persona del singular:

Play:

Close:

Dance:

Cry:

Teach:

Start:

Watch:

Like:

Tidy:

Wish:

Try it yourself

**26** Look at the previous exercise! Put the verbs in the right column.  
¡Mira el ejercicio de arriba! Coloca los verbos en la columna correcta.

-s	-es	-ies

**27** Complete the sentences with the correct form of the verb.  
Completa las frases con la forma correcta del verbo.

I sometimes \_\_\_\_\_ (go) to work by car.

Ben \_\_\_\_\_ (work) in a hospital.

\_\_\_\_\_ you \_\_\_\_\_ (like) fish?

She \_\_\_\_\_ (not/teach) English.

Matthew never \_\_\_\_\_ (watch) television.

\_\_\_\_\_ she \_\_\_\_\_ (play) football?

They always \_\_\_\_\_ (eat) dinner at 7 o'clock.

We \_\_\_\_\_ (not/live) in a big house.

Valerie \_\_\_\_\_ (study) English at university.

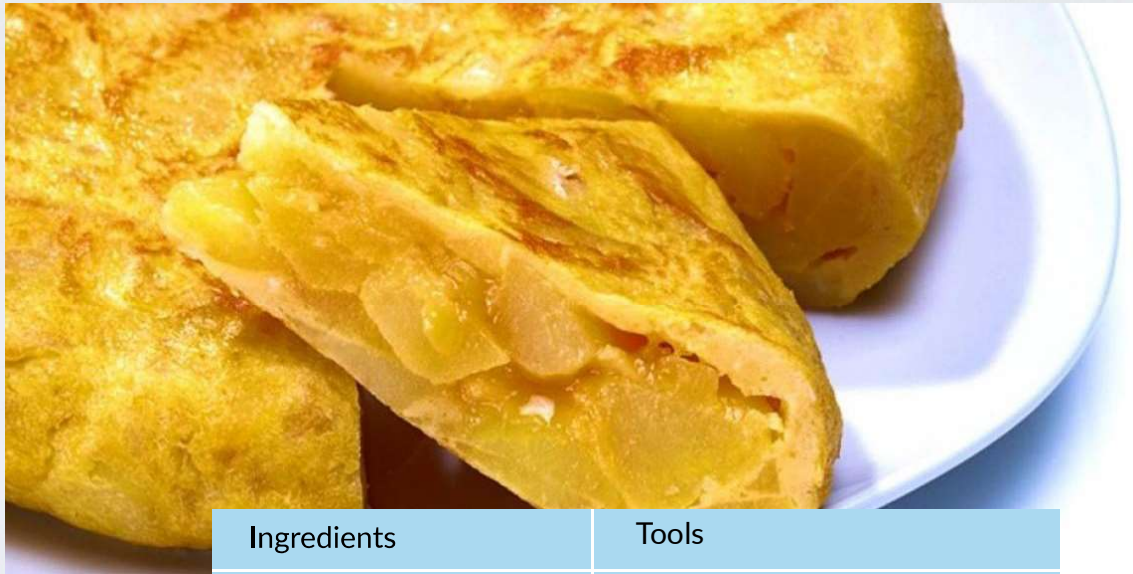
\_\_\_\_\_ he \_\_\_\_\_ (want) to eat?

Samantha always \_\_\_\_\_ (play) tennis twice a week.

SKILLS

READING

## *How to make a Spanish omelette*



### Ingredients

6 to 7 medium potatoes.  
1 yellow onion.  
5 to 6 large eggs.  
2 to 3 cups of olive oil.  
Salt.

### Tools

Sharp knife.  
1 large frying pan.  
1 medium frying pan.  
Potato peeler.  
1 large and 1 small mixing bowl.

First, you have to peel the potatoes; then slice the peeled potatoes into pieces not too thick. Peel and chop the onion into pieces. Then, put potatoes and onions into a large mixing bowl and mix together. Add salt to the mixture to taste.

In a large frying pan, heat the olive oil. When the oil is hot enough, place carefully the mixture into the frying pan, spreading it over the surface. The oil should cover the potatoes. If you can break easily your potatoes in two with a spatula, your potatoes are done.

Some people place the potato and onion mixture in a colander to drain the oil. It is better to place a plate under in order to catch the olive oil so you can use it again.

Crack the eggs into a small mixing bowl and beat by hand with a fork. Mix the mixture with the eggs.

Pour 1 or two tablespoons of olive oil into a small frying pan and heat. When it is hot, stir the mixture in the bowl and pour into the pan.

When the eggs are cooked around the edges, you are ready to turn it over to cook the other side, therefore put it again into the frying pan. Let the omelette cook for three to four minutes.

Turn the heat off and carefully slide the omelette onto a large plate.

*It is ready to eat, enjoy your meal!!*



**Try it yourself**

**28** Choose the correct answer about the text.

Elige la respuesta correcta sobre el texto.

What is the translation of "tortilla"?

- a Spanish crêpe.
- b Spanish pie.
- c Spanish omelette.
- d Spanish cake.

The mixture is...

- a Lemon and potatoes.
- b Potatoes and eggs.
- c Salt and pepper.
- d Potatoes and peppers.

What is the wrong ingredient?

- a Onion.
- b Potatoes.
- c Olive oil and salt.
- d Lemon.

What's the function of the colander?

- a To drain the olive oil.
- b To mix the mixture.
- c To cover the mixture.
- d To combine the potatoes and eggs.

How much time do you need to cook?

- a 3 to 4 minutes.
- b 3 to 4 hours.
- c 2 minutes.
- d 10 minutes.

## WRITING



### My daily routine

(Sent by Angela Enrich, a student from Chillán, Chile).

I wake up at 6:40 in the morning. Then I get up and I take a shower. After that, I go to the kitchen, where me and my husband prepare breakfast for my children, and we have it with them.

After that I take my children to school. I always go to the university by car. I attend classes all morning and when the class finishes I leave university and I come back to my home immediately.

I have lunch alone because, at that time, my children are at school and my husband is working, so I relax and take a nap for one hour.

Later, I go downtown and pick up my children. Then, we have dinner and I study with them. My husband arrives home about ten o'clock. Finally we all go to bed.

### Try it yourself

**29** Write about your daily routine.  
Escribe sobre tu rutina diaria.



## SPEAKING



### Try it yourself

**30** Talk with your classmates about your family tree.  
Habla con tus compañeros sobre tu árbol de familia.



