



Ámbito de comunicación

Lingua inglesa

Educación a distancia semipresencial

Módulo 1

Unidade didáctica 2

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1. Introducción

1.1 Descrición da unidade didáctica

Nesta unidade abordaremos os seguintes contidos:

- Obxectos e persoas na aula.
- Expresións comúns empregadas na aula.
- O artigo indeterminado *a / an* e a formación do plural.
- A hora.
- As preposicións de tempo (*at, on*).
- Descrición de obxectos, persoas e lugares mediante adxectivos.
- O verbo *have got*.
- Os membros da familia nuclear.
- Os adxectivos posesivos e o xenitivo saxón.

Na segunda parte, trataremos aspectos socioculturais dos países de fala inglesa.

Nesta unidade falaremos de *Bonfire Night* e *Thanksgiving Day*.

1.2 Coñecementos previos

O alumnado debe revisar os contidos vistos na unidade previa, especialmente:

- Saúdos, presentacións, agradecementos e desculpas.
- Os días da semana.
- O verbo *to be*.
- Preguntas e respostas de información persoal (nome, apelido, orixe, idade, domicilio, ocupación, estado civil, datos de contacto...)
- Os demostrativos.

1.3 Orientacións para a programación temporal

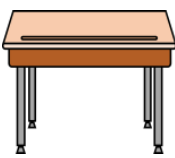
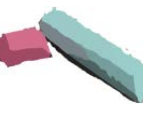
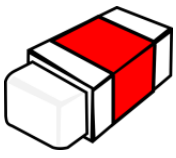
Cada módulo ten unha duración cuadrimestral. Os módulos constan de 4 unidades. Xa que logo, cada unidade tería unha duración aproximada dun mes. Lembre que a dificultade dos contidos irá aumentando progresivamente, polo que é posible que necesite dedicarlle máis tempo ás últimas unidades de cada módulo.

Recoméndase a asistencia regular ás titorías presenciais para reforzar as explicacións gramaticais e os exercicios orais.

2. Secuencia de contidos e actividades

2.1 In my class. Na miña clase

My classroom. A miña clase

					
a teacher	a student	a (black)board	a window	a door	a table
					
a desk	a chair	a computer	a pencil case	a pencil	a pen
					
chalk (incontable)	a rubber (BrE) an eraser (AmE)	a ruler	a (school)bag	a book	a notebook

“A” (un, unha) é o **artigo indefinido** e serve para referirse a unha persoa ou obxecto de forma xenérica (indeterminada), sen especificar de que se trata.

- Ex.: *It is a pen* – *É un bolígrafo* (non específico de que bolígrafo falo).
- Ex.: *She is a teacher* – *Ela é profesora*.

A diferenza do galego e do castelán, **“a”** non ten xénero (masculino ou feminino).

- Ex.: *A pencil* – *un lapis* (xénero masculino).
- Ex.: *A chair* – *unha cadeira* (xénero feminino).

Cando a seguinte palabra comeza por vogal, usamos **“an”** no canto de **“a”**.

- Ex.: *an apple* – *unha mazá*.

No caso de que a seguinte palabra comece por *h*- debemos ter en conta dous casos:

- Se o **“h”** se pronuncia cunha leve aspiración, usaremos *a*. Ex.: *a house* – *unha casa*.
- Se o **“h”** non se pronuncia, usaremos *an* (moi poucas palabras). Ex.: *an hour* – *unha hora*.

Hai nomes que non se poden contar, son incontables, por exemplo *chalk*, nunca levan *a / an* e sempre van en singular. Ex.: *It is chalk*. ✓ ~~*It is a chalk*~~. ✗ ~~*They are chalks*~~. ✗

Secuencia de actividades

S1. What's in your class? Find the words. Complete with *a* or *an*. *Que hai na súa clase? Atope as palabras. Complete con "a" ou "an".*

C	C	T	R	U	B	B	E	R	P
H	O	A	E	B	C	D	D	F	E
A	M	C	H	A	I	R	O	G	N
L	P	I	J	K	C	L	O	M	C
K	U	W	R	N	B	H	R	O	I
P	T	I	Q	U	R	O	E	S	L
P	E	N	T	U	L	V	O	R	C
B	R	D	W	X	Y	E	Z	K	A
A	B	O	A	R	D	C	R	D	S
G	F	W	G	D	E	S	K	H	E



Plural formation. Formación do plural

SINGULAR				
	What is this? (<i>Que é isto?</i>) It's a book. (<i>É un libro.</i>)	What is that? (<i>Que é iso?</i>) It's a dictionary. (<i>É un dicionario.</i>)	What is this? (<i>Que é isto?</i>) It's a watch. (<i>É un reloxo.</i>)	Who is that? (<i>Quen é ese?</i>) He is a man. (<i>É un home.</i>)
PLURAL				
	What are these? (<i>Que son estes?</i>) They are books . (<i>Son libros.</i>)	What are those? (<i>Que son eses?</i>) They are dictionaries . (<i>Son dicionarios.</i>)	What are these? (<i>Que son estes?</i>) They are watches . (<i>Son reloxs.</i>)	Who are those? (<i>Quen son eses?</i>) They are men . (<i>Son homes.</i>)

Fíxese nestes aspectos:

- No plural nunca usamos *a* / *an*. Ex.: *It is a book* – ~~*They're a books.*~~ *They're books.* ✓
- No plural si podemos usar *the*. Ex.: *The boys are English.*
- Para cambiar un nome de singular a plural, adoitamos engadir *-s*. Ex.: *a book* / *books*.

- En ocasións, hai cambios ortográficos ao formar o plural:
 - Os nomes rematados en -s, -ss, -x, -ch, -sh, -o engaden –es. Ex.: *a bus / buses, a class / classes, a box / boxes (caixa), a watch / watches (reloxo de pulso), a hairbrush / hairbrushes (cepillo do pelo), a potato / potatoes (pataca).*
 - Os nomes rematados en vogal + y mudan a –ies. Ex.: *a dictionary / dictionaries.*
 - Existen formas irregulares. Ex.: *a man / men, a woman / women, a person / people (persoa), a child / children (un/unha neno/a).*

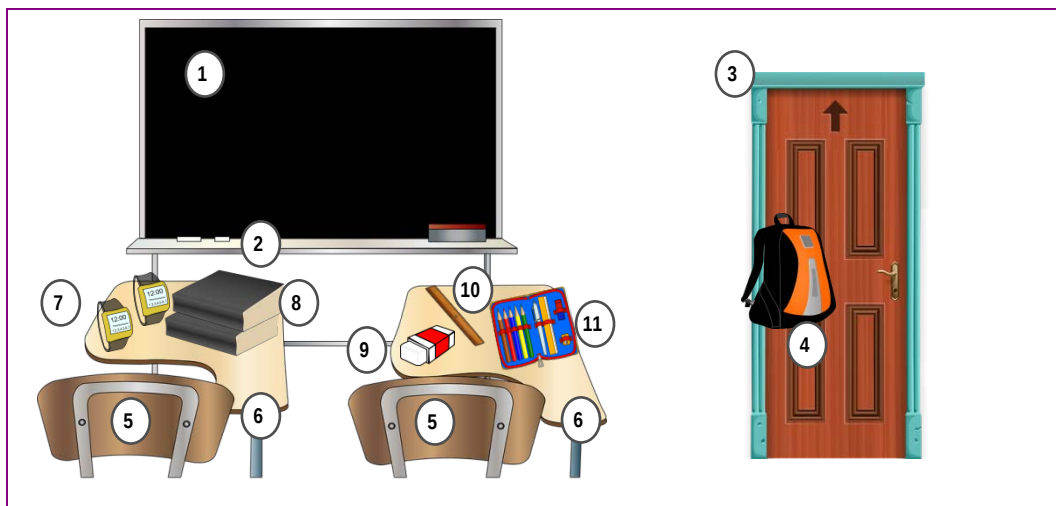
	SINGULAR	PLURAL	RULE (Regra)
PLURAL FORMATION	a pencil	pencils	+s
	a bus	buses	+ es (palabras rematadas en –s, -ss, -x, -ch, -sh, -o)
	a class	classes	
	a box	boxes	
	a watch	watches	
	a hairbrush	hairbrushes	
	a potato	potatoes	
	a dictionary	dictionaries	y + -ies (palabras rematadas en consoante + -y)
	a baby	babies	
	a man	men	IRREGULAR
	a woman	women	
	a person	people	
	a child	children	

Secuencia de actividades

- S2.** What are they? Make sentences. Use *he / she / it is* or *they are*. Que son? Faga oracións. Use “*he / she / it is*” ou “*they are*”.

			
1. It...	2. They...	3.	4.
			
5.	6.	7.	8.

S3. In pairs, look at the picture. Say a number. Your partner says the thing. (*"It's a pencil". "They are pencils"*). En parellas, mire a imaxe. Diga un número. A súa parella di o obxecto.



Classroom instructions. Instrucións na aula

Stand up Levántese	Sit down Sente	Open your book Abra o (seu) libro	Close your book Peché o (seu) libro	Go to page 1 Vaia á páxina 1	Read Lea
Listen Escoite	Write Escriba	Say Diga	Repeat Repita	Draw Debuxe	Look at the board Mire o encerado

Utilizamos o imperativo para dar instrucións, ordes, para advertir ou para animar. As oracións imperativas, en inglés, son as únicas nas que non escribimos o suxeito.

Ás veces o imperativo pode soar descortés. Por iso podemos suavizalo con *"please"*.

Diferenciamos entre:

- **Ordes:** (verbo) Open that door, please. (Abra / Abre esa porta, por favor).
- **Prohibicións:** (**Don't** + verbo) Don't open that door, please. (Non abras / Non abra esa porta, por favor).

Secuencia de actividades

- S4.** Listen to the teacher. Follow her instructions. *Escoite á profesora. Siga as súas instrucións.*
- S5.** Now you are the teacher. Give instructions to your students. *Agora vostede é o profesor / a profesora. Dea instrucións aos seus alumnos/as.*
- S6.** What does the teacher say? Write the instructions. *Que di o profesor? Escriba as instrucións.*

1.	2.	3.	4.

Classroom language. Expresións útiles na aula

Sorry, I'm late. Can I come in, please? <i>Desculpe, chego tarde. Podo pasar, por favor?</i>	Can I go to the toilet, please? <i>Podo ir ao servizo, por favor?</i>	Can you repeat that, please? <i>Pode repetir iso, por favor?</i>
What's the meaning of ...? <i>Cal é o significado de...?</i>	I don't know. <i>Non (o) sei.</i>	I don't understand. <i>Non (o) entendo.</i>

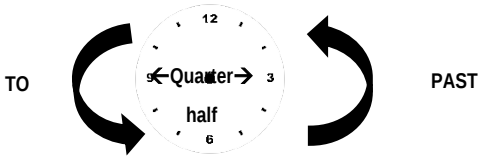
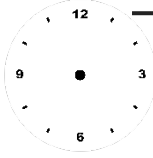
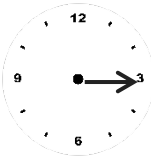
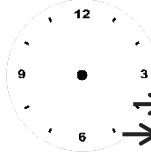
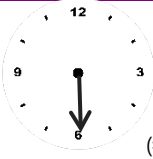
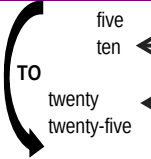
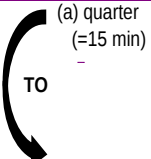
Secuencia de actividades

S7. Listen and complete the conversation. *Escoite e complete a conversa.*

Student: Sorry, _____ (1). Can I come in, please? Teacher: Don't worry. Come in and _____ (2). Student: Thanks, teacher. Teacher: Today we're going to talk about things in the classroom. Student: Excuse me, _____ (3)? I don't understand. Teacher: Of course! Things in the classroom. Look! This is a pen. Student: Excuse me, _____ (4) "pen"? Teacher: "Bolígrafo". Students, what's that? Students: _____ (5). Teacher: That's a blackboard. Student: Excuse me, teacher. _____ (6)?	
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S8. Practise the conversation with your teacher. *Pratique a conversa co seu profesor / profesora.*

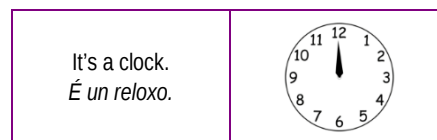
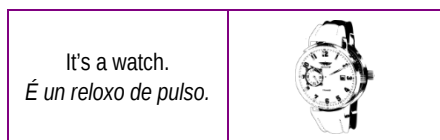
2.2 The time. A hora

Pregunta	What time is it? / What's the time? (Que hora é?)		
Resposta	HORAS EN PUNTO	RESTO DAS HORAS	
			
	It's + HORA + o'clock <i>It's three o'clock</i> (Son as tres en punto)	It's + MINUTOS + $\left. \begin{matrix} \text{past} \\ \text{to} \end{matrix} \right\} + \text{HORA}$	
			
	It's + MINUTOS + past + HORA <i>It's five / ten past...</i> Son as ... e cinco / e dez.	It's + (A) QUARTER + past + HORA <i>It's (a) quarter past...</i> Son as ... e cuarto.	It's + MINUTOS + past + HORA <i>It's twenty / twenty-five past...</i> Son as ... e vinte / e vinte e cinco.
			
	It's + HALF + past + HORA <i>It's half past...</i> Son as ... e media.	It's + MINUTOS + to + HORA SEGUINTE <i>It's twenty / five... to...</i> Son as ... menos vinte / cinco...	It's + (A) QUARTER + to + HORA SEGUINTE <i>It's quarter to...</i> Son as ... menos cuarto.

Lembre que utilizamos *to* se dicimos os minutos que quedan para a seguinte hora.

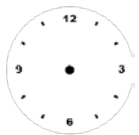
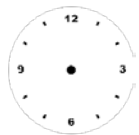
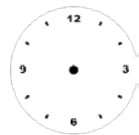
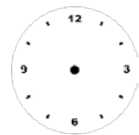
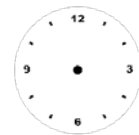
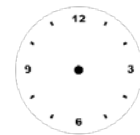
■ 9.35⇒ *It's twenty-five to ten.*

✓9.35⇒ ~~*It's twenty-five to nine.*~~ ✗



Secuencia de actividades

S9. Draw the clock hands. *Debuxe as agullas do reloxo.*

					
1. It's eleven o'clock.	2. It's half past three.	3. It's quarter past one.	4. It's twenty past six.	5. It's five to five.	6. It's quarter to twelve.

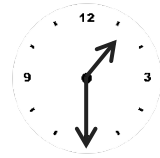
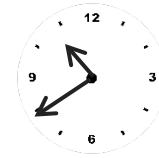
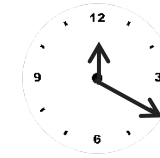
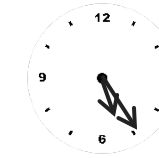
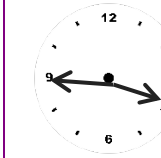
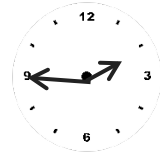
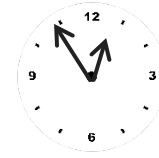
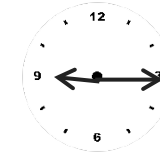
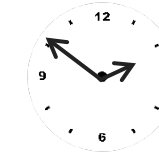
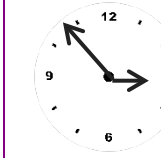
S10. Match. *Relacione.*

1. It's half past twelve. 2. It's five past ten. 3. It's ten past five. 4. It's ten to five. 5. It's five to ten.	a. 4.50 b. 12.30 c. 09.55 d. 5.10 e. 10.05
---	--

S11. Listen. What time is it? *Escoite. Que hora é?*

1.	2.	3.	4.	5.	6.	7.
----	----	----	----	----	----	----

S12. Look at the clocks and watches. Say the time. Listen and check. *Mire os reloxo. Diga a hora. Escoite e comprobe.*

				
1.	2.	3.	4.	5.
				
6.	7.	8.	9.	10.

Time prepositions (on / at). Preposicións de tempo

Fíxese na diferenza.

What day is it today? <i>Que día é hoxe?</i>	It's Monday. <i>É luns.</i>	What day is your English test? <i>Que día é o teu exame de inglés?</i>	It's <u>on</u> Monday. <i>É o luns.</i>
What time is it? <i>Que hora é?</i>	It's half past three. <i>Son as tres e media.</i>	What time is your English test? <i>A que hora é o teu exame de inglés?</i>	It's <u>at</u> half past three. <i>É ás tres e media.</i>

Cando preguntamos a hora ou o día no que estamos, simplemente respondemos co día (*It's Monday*) ou a hora (*It's half past three*).

No entanto, se preguntamos pola hora ou a data na que ocorre un acontecemento, usamos as preposicións de tempo.

- **On** + días: *on Monday*.
- **At** + horas: *at half past three*.

Secuencia de actividades

S13. Complete with *on*, *at* or *_*. Complete con "*on*", "*at*" ou "*_*".

1. What day is it today? Today is _____ Thursday.
2. What day is your appointment at the bank? It's _____ Monday.
3. What time is the meeting for new students? It's _____ 5.00.
4. Is your birthday party _____ Friday? Yes, it is. It's _____ 10.30.

S14. Listen and write the times and days. *Escoite e escriba as horas e os días.*

	
1. A: Excuse me, what time is the next train to London, please? B: It's _____. A: OK. Thanks. So... a ticket to London, please. How much is it? B: It's £5. A: Here you are.	2. A: Excuse me, what time is it? B: It's _____. A: Oh, I'm late.
	
3. A: Excuse me, are shops open today? B: Shops are not open _____. A: What day is it today? B: Today is _____.	4. A: Luciano's. How can I help you? B: A table for two people for tomorrow, please. A: What time? B: _____. A: So a table for tomorrow, _____, _____.

S15. In pairs, roleplay these situations. *En parella, simule estas situacións.*

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wednesday	9.00-6.00																																											
thursday	9.00-6.00																																											
friday	9.00-6.00																																											
saturday	9.00-5.30																																											
sunday	closed																																											
Name	No. of guests	Day	Time																																									
J. Smith	5	Su	21.00																																									

S16. Look at the pictures. When is the museum open? When is the bank open?

Use *on* and *from... to*. *Mire as imaxes. Cando abre o museo? Cando abre o banco? Use "on" e "from... to" (de/desde... ata).*

Blackburn Museum and Art Gallery OPENING HOURS TUES - SAT 10.00am - 4.45pm CLOSED MONDAY	Bank of America OPENING HOURS MONDAY - SATURDAY 9.30 am - 5 pm SUNDAY 10.30 am - 4.30 pm
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2.3 Describing people, things and places. Describindo persoas, obxectos e lugares

British Airways	Black Friday	Fast food	Big Ben	Happy New Year

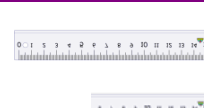
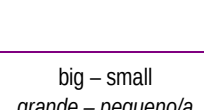
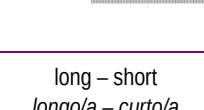
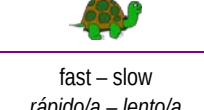
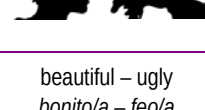
Para describir persoas, obxectos e lugares utilizamos os adxectivos. A diferenza da nosa lingua, en inglés os adxectivos son palabras invariables, é dicir, non varían o xénero nin o número. Teñen a mesma forma en masculino, feminino, singular e plural.

- Ex.: *a big class* (unha clase grande) – *big classes* (unhas clases grandes).
- Ex.: *a long book* (un libro longo) – *long books* (uns libros longos).

Colours. Cores.

yellow – pink – purple – blue – green – brown – black – grey – white – orange – red

Opposites. *Contrarios.*

				
big – small <i>grande – pequeno/a</i>	old – new <i>vello/a – novo/a</i>	long – short <i>longo/a – curto/a</i>	fast – slow <i>rápido/a – lento/a</i>	beautiful – ugly <i>bonito/a – feo/a</i>
				
cheap – expensive <i>barato/a – caro/a</i>	easy – difficult <i>fácil – difícil</i>	good – bad <i>bo/a – malo/a</i>	hot – cold <i>quente – frio/a</i>	friendly – unfriendly <i>amable – antipático/a</i>

Os adxectivos sitúanse:

- Antes do nome ao que se refirem. Ex.: *This is a big classroom* (É unha clase grande).
- Depois do verbo *to be*. Ex.: *The classroom is big* (A clase é grande).

Podemos intensificar o adjectivo engadindo a palabra “very” (*moi*) diante.

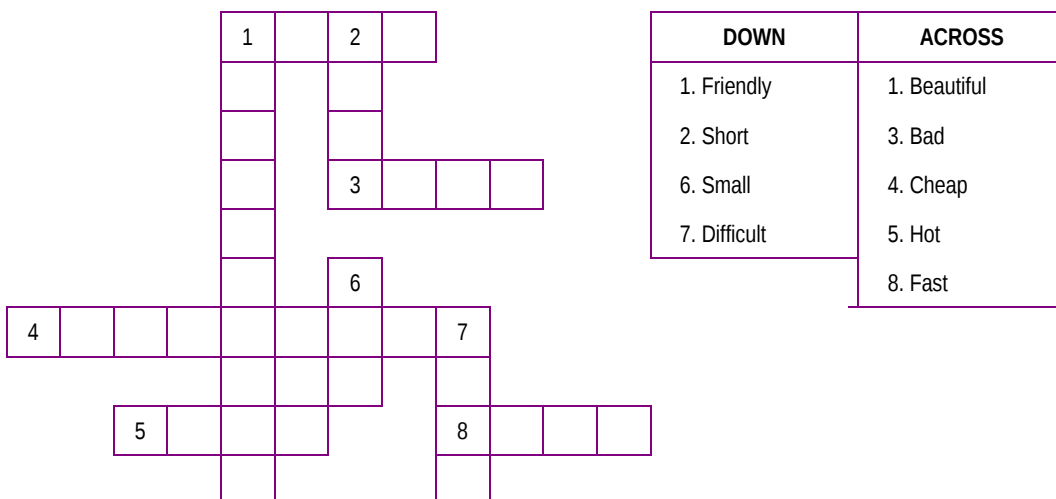
- *This is a **very** big classroom.*
- *The classroom is **very** big.*

Secuencia de actividades

S17. What colours are these flags? *De que cores son estas bandeiras?*

					
1.	2.	3.	4.	5.	6.

S18. Complete the crossword with opposites. *Complete o encrucillado cos contrarios.*



S19. Write sentences for the pictures. Use adjectives and *this / that / these / those*.
Faga oracións para as imaxes. Use adxectivos e “this”, “that”, “these” ou “those”.

1. This computer is slow but....	2. but...	3. but...	4. but...

S20. Rewrite the sentences. *Reescriba as oracións.*

1. The dictionary is English. <i>It's an English dictionary.</i>	2. The book is long. <i>It's...</i>
3. The people are friendly. <i>They're...</i>	4. The cars are fast. <i>They're...</i>

S21. Listen. What do they say about them? *Escoite. Que din deles/delas?*

1. The service	2. The waitress	3. The tea	4. The coffee	5. The newspaper
Woman:	Woman:	Woman:	Woman:	Woman:
Man:	Man:	Man:	Man: X	Man: X

S22. Read the email. Then write an email where you describe your holidays. *Lea o email. A continuación, escriba un email onde describa a súas vacacións.*

To:

Cc:

From: Amit Agarwal <amit@labnol.org>

Hi! How are you? We're on holiday!
 We're in London. It's a very big city and people are friendly, but it's cold here.
 Restaurants are good but expensive.
 We're in an old hotel near Picadilly Circus. It's not new but it's nice and rooms are big.
 I think you are on holiday too. Where are you now?
 Love,
 Tom and Mandy

Bcc

2.4 My family. A miña familia

Family members. *Os membros da familia*

Mother: <i>nai</i>	Father: <i>pai</i>	Parents: <i>pais</i>	Son: <i>fillo</i>	Daughter: <i>filla</i>	Children: <i>fillos</i>
Brother: <i>irmán</i>	Sister: <i>irmá</i>	Wife: <i>muller / esposa</i>	Husband: <i>home / marido</i>	Girlfriend: <i>noiva</i>	Boyfriend: <i>noivo</i>

Lembre que *parents* non significa parentes, senón pais. *Relatives* é parentes. De xeito informal podemos dicir *mum* ou *mom* no canto de *mother* e *dad* no canto de *father*.

Secuencia de actividades

S23. Look at the picture and complete the sentences. *Mire a imaxe e complete as oracións.*

Homer Marge

Bart Lisa Maggie

1. My name is Marge.
Homer is my _____ and Bart is my _____
2. My name is Homer.
Marge _____ and Lisa _____
3. I'm Bart.
Maggie is my _____ and Homer _____
4. I'm Lisa.
Bart _____ and Marge _____
5. My name's Maggie.
Marge and Homer _____
6. I am Homer.
Bart, Lisa and Maggie _____

Possessive adjectives. Determinantes posesivos

This is my family. We are a very big family.
Esta é a miña familia. Somos unha familia moi grande.

1. This is my sister. **Her** name is Kate.
Esta é miña irmá. O seu nome é Kate.
2. These are my parents. **Their** names are Julia and Brian.
Estes son meus pais. Os seus nomes son Julia e Brian.
3. This is my little brother. **His** name is Martin.
Este é meu irmán pequeno. O seu nome é Martin.
4. This is my teddy. **Its** name is Fluffy.
Este é o meu osiño de peluche. O seu nome é Fluffy.
5. This is **our** house. It's a beautiful house.
Esta é a miña casa. É unha casa bonita.

Pronome persoal	Determinante posesivo	Tradución
I	my	<i>meu, miña / meus, miñas</i>
You	your	<i>teu, túa / teus, túas</i>
He (my brother...)	his	<i>seu, súa / seus, súas (del)</i>
She (Amy....)	her	<i>seu, súa / seus, súas (dela)</i>
It (London, my dog...)	its	<i>seu, súa / seus, súas (dun obxecto ou animal)</i>
We (my father and I...)	our	<i>noso / nosa / nosos / nosas</i>
You	your	<i>voso / vosa / vosos / vosas</i>
They (Jim and Sue, my parents...)	their	<i>seu, súa / seus, súas (deles / delas)</i>

Teña en conta:

- Que o mesmo posesivo se usa tanto para nomes en singular coma en plural.
 - *Our sister is fifteen years old (a nosa irmá ten quince anos).*
 - *Our parents are Spanish (os nosos pais son españois).*
- A diferenza entre o pronome persoal suxeito *you (ti)* e o posesivo *your (teu, túa)*.
 - *You are from the UK (ti es do Reino Unido).*
 - *Your mother is from the UK (a túa nai é do Reino Unido).*
- Que os posesivos *seu, súa / seus, súas* se traducen en función de a quen se refiran:

This is my brother . His name (o "seu" del, de meu irmán) is Martin.		This is my teddy . Its name (o "seu" dunha cousa, do meu osiño de peluche) is Fluffy.	
This is my sister . Her name (o "seu" dela, de miña irmá) is Kate.		These are my parents . Their names (os "seus" deles, de meus pais) are Julia and Brian.	

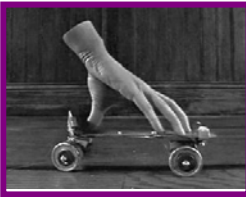
- Que os posesivos se refiren ao posuídor, non á cousa posuída.
 - *Tom's sister (a irmá de Tom) → **his** sister (porque Tom é un home)*
 - *Linda's husband (o marido de Linda) → **her** husband (porque Linda é unha muller)*

Secuencia de actividades

S24. Complete the chart with possessive adjectives. Complete o cadro con determinantes posesivos.

we	my father	New York	she	my children	it	your sister	you
1.	2.	3.	4.	5.	6.	7.	8.

S25. Complete the sentences. Use possessive adjectives and words from the box. Complete as oracións. Use os determinantes posesivos e as palabras do recadro.

name – daughter – wife – house			
THE ADDAMS FAMILY			
			
1. They are the Addams Family and this is _____. It's very old and big.	2. He's Gomez Adams and she is _____, Morticia.	3. This is Morticia and _____, Wednesday Addams.	4. This is a family friend. _____ is Thing.

Possessive 's. Xenitivo saxón

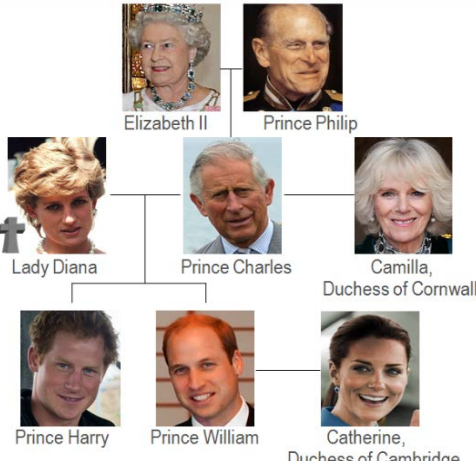
			
This is Moe. Este é Moe.	That's Moe's Tavern. Esa é a taberna de Moe.	This is a house. Esta é unha casa.	This is the window of the house. Esta é a xanela da casa.

Possessive 's	Para expresar <u>posesión</u> temos dúas formas:		
	- Preposición "of" (cando o posuidor non é unha persoa). Ex.: <i>the window of the house</i> (a xanela da casa). - Xenitivo saxón (cando o posuidor é unha persoa). Ex.: <i>my brother's daughter</i> (a filla de meu irmán).		
	Estrutura do xenitivo saxón: Posuidor's + cousa posuída		
	<i>Paul's mother</i> (a nai de Paul).	<i>The man's house</i> (a casa do home).	<i>My sister's boyfriend</i> (o noivo de miña irmá).

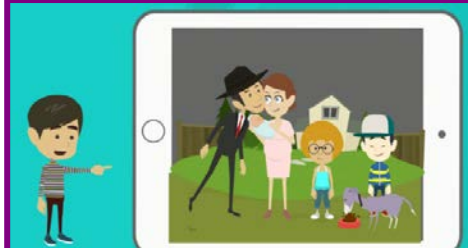
*Se o posuidor acaba en -s: **Posuidor ' + cousa posuída**. Ex.: *The boys' parents* (os pais dos nenos).

Secuencia de actividades

S26. Look at the photo. Make sentences. *Mire a fotografía. Faga oracións.*

	The British Royal Family (Elizabeth / wife) Elizabeth is Prince Philip's wife. (William and Harry / children) (Harry / son) (Prince Charles / husband) (William / brother) (Charles and Diana / parents)
--	---

S27. Look at the photo, listen and answer these questions. *Mire a fotografía, escoite e responda estas preguntas.*

	- Who are the people in the photo? - Where are they from? - How old are they? - What are their jobs?
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S28. Work in pairs. Show your partner a photo of your family. Talk about them. Say their names, nationalities, age and jobs. *Traballe en parellas. Móstralle á súa parella unha foto da súa familia. Fale deles/delas. Diga os seus nomes, nacionalidades, idades e traballos.*

2.5 Verb have got. Verbo “have got”

Have got. Affirmative form. “Have got”. Forma afirmativa.

Long form (Forma longa)	Short form (Forma curta)	Translation (Tradución)	Preste atención aos seguintes aspectos: ■ Utilizamos para todas as persoas a forma <i>have got</i> ou <i>'ve got</i> , agás para <i>he, she, it</i> . ■ A forma <i>'s</i> na expresión <i>'s got</i> significa <i>has</i> , non <i>is</i> .
I have got	I've got	<i>Eu teño</i>	
You have got	You've got	<i>Ti tes</i>	
He / she / it has got	He's / she's / it's got	<i>El / ela ten</i>	
We have got	We've got	<i>Nós temos</i>	
You have got	You've got	<i>Vós tedes</i>	
They have got	They've got	<i>Eles / elas teñen</i>	

Secuencia de actividades

S29. Choose the correct answer. *Escolla a resposta correcta.*

1. Jennifer *have got* / *has got* a big schoolbag.
2. I *'ve got* / *'s got* an expensive watch.
3. My parents *have got* / *has got* three children.
4. My mother and I *have got* / *has got* an old car.
5. Your boyfriend *'s got* / *'ve got* a new phone.
6. He've *got* / *'s got* two sisters.

S30. Look at their schoolbags. What have they got in their bags? What about you?

Mire as súas mochilas. Que teñen nas súas mochilas? E vostede?

		
1. Tom's bag Tom...	2. Lisa's and Tina's bags Lisa and Tina...	3. Your bag I...

S31. Read the chart. What is the meaning of 's? *Lea o cadro. Que significa “'s”?*

's pode significar <i>is</i> , <i>has</i> ou o <i>xenitivo saxón</i>		
His name's Alfred.	He's got two brothers.	Amanda is Alfred's daughter.
His name is Alfred	He has got two brothers (<i>fixese en “got”</i>)	<i>Xenitivo saxón</i>
1. Jenny's father is retired, but her mother's a doctor.		
2. My mother's got a sister. Her sister's name's Claire. She's an actress.		
3. John's 55 years old. He's got a girlfriend, Lucy.		

Have got. Negative form. "Have got". Forma negativa

AFFIRMATIVE FORM			NEGATIVE FORM	
Long form	Short form	Translation	Short form	Translation
I have got	I've got	<i>Eu teño</i>	I haven't got	<i>Eu non teño</i>
You have got	You've got	<i>Ti tes</i>	You haven't got	<i>Ti non tes</i>
He has got She has got It has got	He's got She's got It's got	<i>El ten Ela ten Ten (cousa/animal)</i>	He hasn't got She hasn't got It hasn't got	<i>El non ten Ela non ten Non ten (cousa/animal)</i>
We have got	We've got	<i>Nós temos</i>	We haven't got	<i>Nós non temos</i>
You have got	You've got	<i>Vós tedes</i>	You haven't got	<i>Vós non tedes</i>
They have got	They've got	<i>Eles/elas teñen</i>	They haven't got	<i>Eles/elas non teñen</i>

Utilizamos para todas as persoas a forma *haven't got*, agás para *he/she/it*.

Adoitamos usar a forma curta negativa (*haven't* = *have not*, *hasn't* = *has not*).

Secuencia de actividades

S32. Look at the family tree. Complete with *have got* / *has got* / *haven't got* / *hasn't got*. Mire a árbore xenealóxica. Complete con "have got" / "has got" / "haven't got" / "hasn't got".

Elizabeth II Prince Philip Lady Diana Prince Charles Camilla, Duchess of Cornwall Prince Harry Prince William Catherine, Duchess of Cambridge	The British Royal Family 1. Prince Harry _____ a wife. 2. Elizabeth II _____ a husband, Prince Philip. 3. Prince Harry and Prince William _____ a sister, Catherine. 4. Lady Diana and Prince Charles _____ two children. 5. Prince Charles and Camilla _____ a daughter.
---	---

S33. What's wrong with them? Write sentences. Use the verb *have got*. Que lles acontece? Escriba oracións. Use o verbo "have got".

1. (the car / wheels)	2. (the house / windows)	3. (they / five fingers)	4. (the tables / four legs)

Have got. Interrogative form. "Have got". Forma interrogativa.

Questions <i>Preguntas</i>		Short Answers <i>Respostas curtas</i>		Fíxese en que: - Nas respostas curtas non usamos "got". - Yes, I have. ✓ Yes, I have got. ✗ - Nas respostas curtas afirmativas non podemos utilizar a forma curta. - Yes, I have. ✓ Yes, I've. ✗ - Nas respostas curtas usamos sempre os pronomes persoais. - Has Tom got a phone? Yes, he has. ✓ Has Tom got a phone? Yes, Tom has. ✗
Have I got?	Teño eu?	Yes, you have No, you haven't	Si/Non	
Have you got?	Tes ti?	Yes, I have No, I haven't	Si/Non	
Has he/she/it got?	Ten el / ela?	Yes, he/she/it has No, he/she/it hasn't	Si/Non	
Have we got?	Temos nós?	Yes, you have No, you haven't	Si/Non	
Have you got?	Tedes vós?	Yes, we have No, we haven't	Si/Non	
Have they got?	Teñen eles?	Yes, they have No, they haven't	Si/Non	

Secuencia de actividades

S34. Choose the correct answer. Escolla a resposta correcta.

1. ... a slow car? No, I ... a) Have you got – have not b) Have you – have not got c) Have you got – haven't	2. ... an old mother? Yes, ... a) Has she – she has not b) Has she got – she has c) Has she – she's	3. ... a big house? No, ... a) Have Kylie got – haven't b) Has Kylie got – he hasn't c) Has Kylie got – Kylie hasn't
4. ... children? Yes, ... a) Have your sister – she have b) Has your sister – my sister has c) Has your sister got – she has	5. ... desks and blackboards? No, ... a) Has your class got – it hasn't b) Has your class – my class hasn't c) Has your class got – it has	6. ... small families? Yes, ... a) Have your friends – they have b) Have your friends got – they have c) Have your friends got – they've

S35. Look at the chart and complete it with your own information. Then write questions and answers with the verb *have got*. *Observe o cadro e compléteo coa súa información e, a continuación, faga preguntas e respostas co verbo “have got”.*

	six children	two hundred hotels
 Paris Hilton	✗	✓
	1. Has Paris Hilton got six children? No, she hasn't.	2.
 Brad and Angelina	✓	✗
	3.	4.
 You		
	5.	6.

"HAVE" OU "HAVE GOT"?	
En inglés hai dous verbos similares: <i>have</i> e <i>have got</i> . O seu significado é o mesmo ("ter"), aínda que hai algunhas diferenzas.	
HAVE GOT	HAVE
Úsase máis no Reino Unido.	- Úsase máis nos EE.UU. (aínda que non é raro escoitar a forma curta afirmativa <i>I've got</i>). - No inglés británico e no americano, ten tamén outros significados (p. ex., "comer" en "<i>have lunch</i>" ou "bañarse" en "<i>have a bath</i>").
- Non precisa auxiliar na forma negativa e interrogativa. - Afirmativa: <i>You have got / You've got</i> - Negativa: <i>You haven't got</i> - Interrogativa: <i>Have you got?</i>	- Precisa un auxiliar na forma negativa e interrogativa, coma a maioría dos verbos en inglés (verémolo na seguinte unidade). - Afirmativa: <i>You have</i> ✓ <i>You've</i> ✗ - Negativa: <i>You don't have</i> ✓ <i>You haven't</i> ✗ - Interrogativa: <i>Do you have?</i> ✓ <i>Have you?</i> ✗

Resumo do verbo *have got*

- Forma afirmativa: Suxeito + **have got ('ve got) / has got ('s got)**
- Forma negativa: Suxeito + **haven't got / hasn't got**
- Forma interrogativa: **Have / has** + suxeito + **got?**

Secuencia de actividades

S36. Complete with the correct form of the verb *have got*. *Complete coa forma correcta do verbo “have got”.*

- _____ (your sister / have got) children? Yes, _____.
- _____ (my parents / not have got) any pet.
- _____ (we / have got) a big family.
- _____ (Lady Gaga / not have got) a new album.
- _____ (you / have got) a girlfriend called Helen? No, _____.
- _____ (my sister Liz / have got) an expensive car.

S37. Listen. Say what they have got and what they haven't got. *Escoite. Diga o que teñen e o que non.*

1. Sean and Lucy.
2. Fiona.

S38. Read the text about Connor's family. Write the numbers of the people on the photo. Then post a photo of your family and write a similar text. *Lea o texto sobre a familia de Connor. Escriba os números das persoas na foto. A continuación, publique unha foto da súa familia e escriba un texto similar.*

My name is Connor (1), I'm from Belfast in Ireland. This is my family. I've got a very big family.

I have got a brother and a sister. My brother's name is John (2) and he's seven years old. He's got a dog. His name is Chow (3). My sister's name is Mandy (4) and she's twenty years old. She hasn't got any dog. She's at university.

My parents are teachers. Their names are Lisa (5) and Tom (6). They're from Manchester and they're forty.



2.6 Autumn festivals. Festas no outono

Bonfire Night or Guy Fawkes' Day.

Secuencia de actividades

S39. Match pictures with sentences. *Una as imaxes coas oracións.*

1. The 5th November is an important festival in England, Guy Fawkes' Day. On this day people remember the year 1605.
2. In November 1605 a Catholic called Guy Fawkes and his friends want to kill the protestant king James I.
3. They want to blow up the House of the Parliament with the king inside. But the king is informed and the soldiers arrest and execute Guy Fawkes.
4. Every year on the 5th November British people commemorate Guy Fawkes. Children make puppets with old clothes and ask "a penny for the guy".
5. In the evening the puppets are burnt on bonfires, people look at fireworks and eat jacket potatoes.



a.



b.



c.



d.



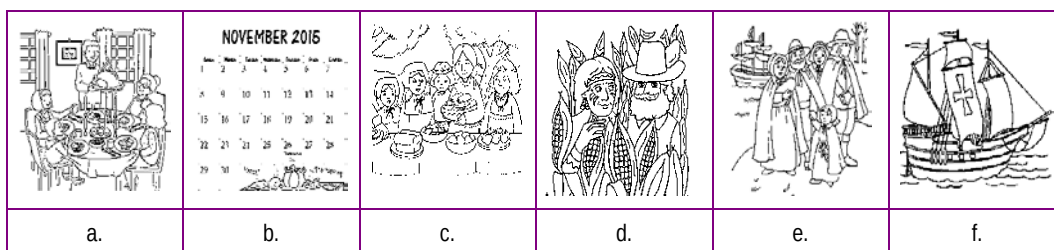
e.

Thanksgiving Day

Secuencia de actividades

S40. Match pictures with sentences. *Una as imaxes coas oracións.*

1. In 1620 a group of people called the Pilgrims sails from England to America on a ship called Mayflower.
2. The first winter in America is very hard. The Pilgrims are cold and hungry.
3. Native Americans give the Pilgrims food and clothes and help them build their houses, plant and hunt animals. Thanks to the native Americans, the Pilgrims have a good harvest.
4. At the end of the harvest they have a feast to thank the Indians for their help. They eat turkey, corn and pumpkins. This is the first Thanksgiving Day.
5. Today American people celebrate Thanksgiving Day on the fourth Thursday of November.
6. On this day people visit their families and have dinner together. They eat turkey, sweet potatoes and pumpkin pie. They thank God for the good things they have in their lives: family, friends, love...



3. Actividades de autoavaliación

Nesta páxina atopará uns cadrados con distintos tipos de actividades (completar oracións, facer e contestar preguntas, traducir, nomear termos de vocabulario...)

Utilizarao como exercicio de autavaliación e repaso para comprobar se afianzou de forma correcta os contidos do tema.

Se está na clase, pode repasar de forma lúdica. Unha vez cortados os cadrados e colocados nunha morea sobre a mesa, en grupos e por quendas, collerán unha ficha e irán respondendo as preguntas. Se a resposta é correcta, o grupo gañará un punto.

Se está na casa, conteste as preguntas unha por unha e comprobe a resposta correcta no solucionario ou enviándollas ao/á seu/súa titor/a.

Say 6 classroom objects. Use <i>a / an</i> .	Answer. What are they? 	Answer. What are they? 	Say the plural. <i>dictionary, class, child, woman.</i>	Translate. <i>Debuxa. Mira a pizarra.</i>
Translate. <i>Levántate. Abre o libro.</i>	Say the question. It's five o'clock.	Say the time. 9.10	Say the time. 11.35	Say the time. 6.30
Say the time. 10.45	Translate. <i>Non peches a porta.</i>	Translate. <i>Non entendo.</i>	Translate. <i>Podo ir ao servizo?</i>	Answer. What time is your English class?
Answer. What day is your English class?	Say 6 colours.	Say the opposite. Long, cheap, friendly, old.	Say the opposite. Difficult, fast, good, cold.	Translate. <i>É un libro longo.</i>
Translate. <i>O ordenador é lento.</i>	Translate. <i>Eles son persoas amables.</i>	She's got a phone. It's ____ phone.	He's got a computer. It's ____ computer.	We've got a sister. It's ____ sister.
Say 6 members of the family.	Mary has got a book. It's ____ book.	Translate. <i>Vós tedes unha clase grande.</i>	Translate. <i>O mozo ten un reloxo barato.</i>	Translate. <i>Non teño un coche rápido.</i>
Translate. <i>Ela non ten unha casa nova.</i>	Say the question. You've got a big family. Answer the question.	Say the question. Your mother has got a brother. Answer the question.	Translate. <i>É o coche de Peter.</i>	Translate. <i>Cal é o significado de "car"?</i>

4. Solucionario

4.1 Solucións das actividades

S1. *Chalk – window – pencil case – rubber – door – chair – pen – board – ruler – bag – teacher – desk – computer – book.*

S2.

1. It is a bus.	2. They are hairbrushes.	3. They are people.	4. They are dictionaries.
5. It is an apple.	6. It is a pencil case.	7. They are children.	8. They are watches.

S3. *Actividade oral.*

1. It's a board.	2. It's chalk.	3. It's a door.	4. It's a bag.	5. They're chairs.	6. They're desks.
7. They're watches.	8. They're books.	9. It's a rubber / an eraser.	10. It's a ruler.	11. It's a pencil case.	

S4. *Actividade de escoita: Stand up. Sit down. Now open your books and go to page 5. Read exercise 1. Now look at the board. Silence. The first student next to the teacher, please stand up and come to the board. Write your name on the blackboard. Draw a house. Thank you. Sit down.*

S5. *Actividade oral.*

S6. *1. Stand up. – 2. Look at the board. – 3. Draw a house on the board. – 4. Write your name on the board.*

S7. *1. I'm late. – 2. Sit down. – 3. Can you repeat that? – 4. What's the meaning of. – 5. I don't know. – 6. Can I go to the toilet?*

S8. *Actividade oral.*

S9. *1. 11.00 – 2. 3.30 – 3. 1.15 – 4. 6.20 – 5. 4.55 – 6. 11.45.*

S10. *1b – 2e – 3d – 4a – 9b.*

S11. *1. 1.25 – 2. 4.35 – 3. 4.15 – 4. 4.00 – 5. 10.10 – 6. 7.40 – 7. 11.55.*

S12. *It's...*

1. half past one	2. twenty to eleven	3. twenty past twelve	4. twenty-five past five	5. (a) quarter to four
6. quarter to two	7. five to one	8. quarter past nine	9. ten to two	10. five to three.

S13. 1. ___ - 2. on – 3. at – 4. on / at.

S14. 1. at quarter to five – 2. ten to five – 3. on Sunday / Sunday – 4. at half past eight / Saturday / at half past eight.

S15. *Actividad oral.*

S16. *The museum is open from Tuesday to Saturday, from ten o'clock to quarter to five. The bank is open from Monday to Saturday, from half past nine to five o'clock. The bank is open on Sunday from half past ten to half past four.*

S17. 1. blue, white and red. – 2. green, yellow, blue and white. – 3. yellow, black, red, blue, white and green. – 4. brown, orange and green. – 5. blue, white, red and yellow.

S18. *Encrucillado.*

1 U	G	2 L	Y
N		O	
F		N	
R		3 G	O O D
I			
E		6 B	
4 E	X	P	E N S I V 7 E
		D	G A
	5 C	O L D	8 S L O W
	Y		Y

DOWN	ACROSS
1. Friendly	1. Beautiful
2. Short	3. Bad
6. Small	4. Cheap
7. Difficult	5. Hot
	8. Fast

S19.

1. that computer is fast.	2. These cars are new but those cars are old.	3. This city is cold but that city is hot.	4. These watches are expensive but those watches are cheap.
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S20. 2. It's a long book. – 3. They're friendly people. – 4. They're fast cars.

S21. *Actividade de escoita.*

1. The service	2. The waitress	3. The tea	4. The coffee	5. The newspaper
Woman: Very slow.	Woman: Unfriendly.	Woman: Expensive.	Woman: Cold.	Woman: Old.
Man: Fast.	Man: Friendly.	Man: Cheap.	Man: X	Man: X

S22. *Actividade de entrega ao/á seu/súa titor/a.*

S23. 1. husband / son. – 2. is my wife / is my daughter. – 3. sister / is my father (dad). – 4. is my brother / is my mother (mum) – 5. are my parents. – 6. are my children.

S24. 1. our – 2. his – 3. its – 4. her – 5. their – 6. its – 7. her – 8. your.

S25. 1. their house – 2. his wife – 3. her daughter – 4. its name.

S26.

2. William and Harry are Prince Charles and Lady Diana's children.	3. Harry is Prince Charles and Lady Diana's son.
4. Prince Charles is Camilla's husband.	5. William is Prince Harry's brother.
6. Charles and Diana are Prince Harry and Prince William's parents.	

S27. *Actividade de escoita.*

- | |
|---|
| 1. His mom, his father, his sister Donna and his sister's friend, Thomas.
2. His parents are Italian but he is from the UK.
3. His mom is 40, his father is 45, his sister is 10 and Thomas is 11.
4. His mom is a teacher, his dad is a doctor and his sister is a student. |
|---|

S28. *Actividade oral.*

S29. 1. has got – 2. 've got – 3. have got – 4. have got – 5. 's got – 6. 's got.

S30. 1. Tom has got a mobile phone and chalk. – 2. Lisa and Tina have got a pencil case, a ruler, a notebook, a pen and a rubber. – 3. I have got...

S31.

1. Jenny's father (*possessive 's*) is retired, but her mother's (*is*) a doctor.
2. My mother's got (*has got*) a sister. Her sister's (*possessive 's*) name's (*is*) Claire. She's (*is*) an actress.
3. John's (*is*) 55 years old. He's got (*has got*) a girlfriend, Lucy.

S32. 1. hasn't got – 2. has got – 3. haven't got – 4. have got – 5. haven't got.

S33. 1. The car hasn't got wheels. – 2. The house hasn't got windows. – 3. They haven't got five fingers. – 4. The tables haven't got four legs.

S34. 1c – 2b – 3b – 4c – 5a – 6b.

S35.

2. Has Paris Hilton got two hundred hotels? Yes, she has.
3. Have Brad and Angelina got six children? Yes, they have.
4. Have Brad and Angelina got two hundred hotels? No, they haven't.
5. Have you got six children? Yes, I have. / No, I haven't.
6. Have you got two hundred hotels? Yes, I have. / No, I haven't.

S36. 1. *has your sister got / she has* – 2. *my parents haven't got* – 3. *we have got / we've got* – 4. *Lady Gaga hasn't got* – 5. *have you got / I haven't* – 6. *my sister Liz has got*

S37.

1. They have got a big house but they haven't got a big car. They've got a small car. They've got a very big dog.
2. She's got a small house, but she hasn't got a small car. She's got a big car. She hasn't got a dog. She's got a beautiful cat.

S38.



S39. 1e – 2b – 3a – 4d – 5c.

S40. 1f – 2e – 3d – 4c – 5b – 6a.

4.2 Solucións das actividades de autoavaliación

a board, a window, a door, a desk, a chair, a computer, a pencil case, a pencil, a pen, chalk, a rubber, a ruler, a bag, a book, a notebook...	They are watches.	They are men.	dictionaries, classes, children, women.	Draw. Look at the (black)board.
Stand up. Open your book.	What time is it?	It's ten past nine.	It's twenty-five to twelve.	It's half past six.
It's quarter to eleven.	Don't close the door.	I don't understand.	Can I go to the toilet?	My English class is at...
My English class is on...	yellow, pink, purple, blue, green, brown, black, grey, white, orange, red...	Short, expensive, unfriendly, new.	Easy, slow, bad, hot.	It's a long book.
The computer is slow.	They are friendly people.	her	his	our
mother, father, parents, son, daughter, children, sister, brother...	Mary's	You have got ('ve got) a big class(room).	The boy has got ('s got) a cheap watch.	I haven't got a fast car.
She hasn't got a new house.	Have you got a big family? Yes, I have. No, I haven't.	Has your mother got a brother? Yes, she has. No, she hasn't.	It's Peter's car.	What's the meaning of "car"?

5. Bibliografía e recursos

Bibliografía

- Chris Redston y Gillie Cunningham (2009): *Face2face Starter. Student's Book*. Cambridge University Press.
- Christina Latham-Koenig y Clive Oxenden. (2015): *English File Beginner 3rd Edition. Student's Book*. Oxford University Press.
- Tom Hutchinson (2007): *English for Life Beginner. Student's Book*. Oxford University Press.

Enlaces de Internet

Demonstratives and classroom objects.

- [Link 1 \(0.25\)](#)
- [Link 2](#)
- [Link 3 \(0.20\)](#)

Plural formation.

- [Link 1 \(6.26-7.55\)](#)

Class language.

- [Link 1](#)
- [Link 2](#)

The time

- [Booking a table](#)
- [A night out](#)
- [Telling the time](#)
- [The time](#)

Adjectives.

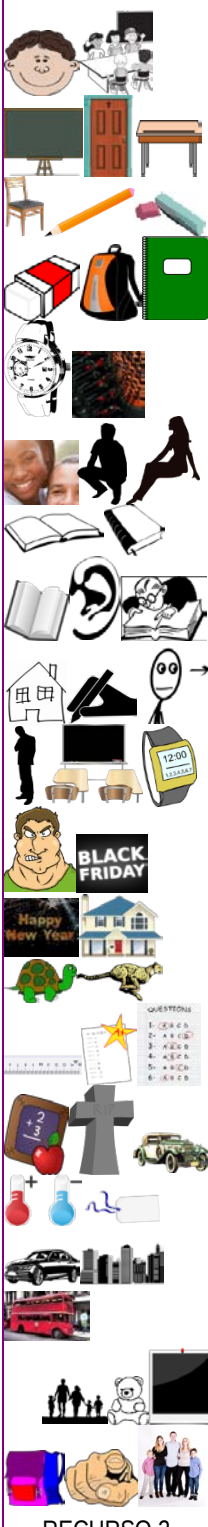
- [Opposites attract](#)
- [A new neighbour \(0.00-1.35\)](#)
- [Is coffee expensive?.Describe your car \(0.50-2.00\)](#)
- [National Motor Museum](#)

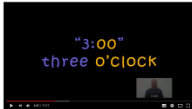
Family.

- [Profiles](#)
- [My family](#)
- [The average British family \(0.39 – 2.56\)](#)
- [Do you have brothers and sisters? \(4.25 – 8.13\)](#)
- [The British Royal family \(9.55 – 12.45\)](#)
- [Family and friends \(0.00-8.10\)](#)

6. Anexo. Licenza de recursos

Licenzas de recursos utilizadas nesta unidade didáctica

RECURSO (1)	DATOS DO RECURSO (1)	RECURSO (2)	DATOS DO RECURSO (2)
 RECURSO 1	▪ Autoría: CC ▪ Licenza: Comercial ▪ Procedencia: https://commons.wikimedia.org	 RECURSO 2	▪ Autoría: CC ▪ Licenza: Comercial ▪ Procedencia: https://pixabay.com

RECURSO (1)	DATOS DO RECURSO (1)	RECURSO (2)	DATOS DO RECURSO (2)
 RECURSO 3	- Autoría: CC - Licenza: Comercial Procedencia: www.goodfreephotos.com/vector-images/pencil-case-vector-clipart.png.php	 Vídeo RECURSO 4	- Autoría: CC - Licenza: Comercial Procedencia: https://www.youtube.com/watch?v=Sr8lO3u94k0&t=1s
 RECURSO 5	- Autoría: CC - Licenza: Comercial Procedencia: www.flickr.com/	 RECURSO 6	- Autoría: CC - Licenza: Comercial Procedencia: www.wikipedia.org
 RECURSO 7	- Autoría: CC - Licenza: Comercial Procedencia: http://www.freestockphotos.biz/	 Vídeo RECURSO 8	- Autoría: CC - Licenza: Comercial Procedencia: https://www.youtube.com/watch?v=RbJk0zRwpao&t=271s
 RECURSO 9	- Autoría: CC - Licenza: Comercial Procedencia: http://www.geograph.org.uk/photo/4056864	 RECURSO 10	- Autoría: CC - Licenza: Comercial Procedencia: www.youtube.com
 Vídeo RECURSO 11	- Autoría: CC Licenza: Comercial Procedencia: https://www.youtube.com/watch?v=09Nfq6qPkMk	 Vídeo RECURSO 12	- Autoría: CC - Licenza: Comercial Procedencia: https://www.youtube.com/watch?v=wvaP2C9Uxw
 RECURSO 13	- Autoría: CC - Licenza: Comercial Procedencia: http://www.publicdomainpictures.net/	 RECURSO 14	- Autoría: CC - Licenza: Comercial Procedencia: http://torange.biz/41916.html