

AC I 184

Hola, buenas noches, con nuestra sintonía entramos en el tiempo del curso de acceso directo, el CAT. Esta noche en nuestro programa lengua inglesa, nos acompaña la profesora María Dolores García Flores, con ella hablaremos de las unidades 14, 15 y 16 del método Pick It Up, inglés acceso. Esta noche en lengua inglesa nos acompaña María Dolores García Flores, buenas noches María Dolores.

Buenas noches, buenas noches a todos. Vamos a ver las unidades 14, 15 y 16 del método Pick It Up, con estas unidades acabamos el primer tomo, ¿verdad? Sí, Isabel, con estas tres unidades, 14, 15 y 16, vamos a terminar de ver pues las dificultades que han presentado el primer tomo del método Pick It Up, o sea que terminamos el primer volumen. Bien, y exactamente qué puntos vas a tratar? En el programa de hoy me gustaría tratar sobre todo de dos puntos muy importantes, uno van a ser los usos del verbo modal o de efectivo must, y el otro punto importante es los principales mecanismos que tiene la lengua inglesa para formar palabras nuevas en inglés.

Pues, ¿qué punto destacarías en primer lugar? Yo destacaría en primer lugar los usos del verbo must, y lo destacaría precisamente por su frecuencia de uso en el habla corriente de cada día. Must es uno de los llamados verbos anómalos, también se llaman defectivos o modales, cuyas características generales ustedes pueden repasar en la unidad 10, y que al igual que el verbo can, que se estudia en la unidad 12, es un tipo de verbo muy especial, y que puede plantear algunas dificultades en sus significados. Bien, ¿y cuándo se utiliza en inglés este verbo must, y qué significa exactamente? El verbo must se utiliza fundamentalmente en inglés para indicar, por una parte, deber u obligación de hacer algo, y por otra parte, deducción o suposición.

Tiene, por lo tanto, dos usos fundamentales. Ahora bien, deben ustedes saber que en el primer caso, ese deber u obligación de hacer algo puede tener, sin embargo, matices muy diversos. A veces puede ser un deber moral.

Por ejemplo, cuando decimos, debes o tienes que obedecer a tus padres. En inglés sería, you must obey your parents. Pero a veces puede ser una orden.

Por ejemplo, cuando decimos, debes o tienes que estar de vuelta antes de las 11. En inglés también utilizaríamos el verbo must. Sería, you must be back before 11 o'clock.

Puede también indicar la necesidad que tenemos de hacer algo. Por ejemplo, debemos o tenemos que darnos prisa si no queremos perder el tren. We must hurry if we don't want to miss the train.

Y puede ser incluso un consejo. Es el caso de decir, debes o tienes que comer menos. En inglés sería, you must eat less.

¿Podemos encontrar algún ejemplo de este uso en los textos de estas tres unidades? Sí, vamos

a encontrar algunos ejemplos, concretamente en las unidades 14 y 15. Por eso, si te parece, Isabel, podríamos escuchar el diálogo de la unidad 14, que está en la página 282, y en él vamos a ver ejemplos de estos dos usos de los que he hablado. There is a boy of 16 and a girl of 13.

The boy is called Paul and the girl is called Sally. He says his English is improving, but he found it very difficult at the beginning. He says he has an English accent now.

He wants to know if I have an American accent. What do you think, Mrs. Ryan? It depends. When you say, that's real neat, you sound just like Murray, but I like your Spanish accent.

I hope you two boys can understand one another when you go back home. Remember, George Bernard Shaw said, England and America are two countries separated by a common language. That's an exaggeration, of course, but there are differences.

He says people are very polite and they are much quieter than in Spain. Well, I think we're noisy here, so we must be like the Spanish. Have you ever been to England, Mrs. Ryan? Yes, we went on a tour of Europe last year and saw all the capital cities, but I would like to go again and spend more time in each country.

You must come to Spain next year, and I will be your guide. Maria Dolores, the first thing that stands out is that the accent is different. The English is different.

Yes, the English, the phonetics, let's say, the way of pronouncing is different, and this is because it is an American English. It is very different from all the units that we have heard so far that the accent was British. In this unit we have seen that the characters speak with an American accent.

Yes, because our characters, in this case, are in America, right? Yes, the brother of one of our characters, Paco, is going to be, if you know a little about the story, he is in this unit in the United States with an American family, so the accent is American. Well, I have also realized that must appears on three occasions in this dialogue. The verb must, which we were talking about, actually appears on three occasions, but only in one of them does it have the first use that I have explained.

At the end of the dialogue, Javier tells Mrs. Ryan, you must come to Spain. In this case, it is a duty of advice, remember it. Also in the dialogue of unit 15, we are going to find another example.

Paco is going to tell Sally, in this case, I have to give you a big kiss. Here must is going to have the nuance of need, which I also explained to you before. Paco feels grateful for the gift they give him and feels the need to give him a kiss.

The second use of must you have told us is that of deduction or assumption. Could you give us an example of this use? Yes, of course. Look, in the dialogue of unit 14, which we have heard, Paco says, it must be from my brother Paco, referring to the letter he receives.

If you look at it in English, it says, it must be from my brother Paco, it must be. And the same is going to say Paco in the dialogue after unit 15, also referring to the letter he receives. He is going to use the same expression.

Another example of this use we also have in the dialogue that we have heard, that of unit 14, when Mrs. Ryan says, we must be like the Spaniards. She says, so, we must be like the Spanish. Mrs. Ryan, in this case, deduces that the Americans are similar to the Spaniards in the sense of being people, she says, noisy, that is, extroverted, a little noisy.

In this dialogue, precisely, the character of the Spaniard is much more informal than the American and the Spaniard compared to the Briton, which is much more reserved. Well, at least this is the topic that we all know. So, *must* is translated as *duty* in both uses? Well, yes, but there is a small difference really in the translation.

Look, when it is duty or obligation to do something, it must be translated into Spanish as *duty* or *have to*. However, when it is deduction or assumption, we must say in Spanish, *to have to*, which is not exactly the same. For example, she must have, well, about 20 years, she must have, it is deduction, not *must have*.

In English, it would also be the verb *must*, she must pay about 20. But in Spanish, the translation varies a little bit, *must* or *must have*. In all the examples we have seen, the *must* is affirmative.

Why? Well, simply because the verb *must* has these two uses only in affirmative sentences. *Must*, in a negative sentence, means something else. In negatives, it is going to indicate prohibition.

Be careful, it is not the same as absence of obligation. So, in a sentence like, you can't smoke in here, that is, it is forbidden to smoke in here, the English would say, you *mustn't* smoke in here, the verb *must* in negative. But it is a prohibition, it is not an absence of obligation.

Look, I would like you to stay, because it is a little confusing, very, very clear, the following. On the one hand, it is going to indicate, in English, duty, obligation, orders, with *must* in affirmative. For example, you must do it, you have to do it, you must do it.

But if we say in negative the same sentence, that is, you *mustn't* do it, the translation is, you must not do it. But be careful, we are not indicating, I repeat, the negative of the obligation, but prohibition, we are prohibiting. On the other hand, I also want you to be very clear, that it indicates obligation or necessity with *must* in affirmative.

For example, you must or you have to come tomorrow. Well, it indicates absence of obligation or necessity, not with the verb *must* in negative, but with the verb *need* or *have to*. For example, if we say in Spanish, you don't have to come tomorrow, the idea is that there is no need to come, it is Sunday, anyway, you don't have to come.

English will never say, you must not, remember that it is a prohibition. English will say, you needn't come tomorrow, or it can also say, you don't have to come tomorrow. Finally, I would like to point out that its position or deduction is indicated, as we have been seeing, with must in affirmative.

It must be over 20 years old, we have said. Well, she must be over 20. But it will indicate negative deduction or impossibility, I repeat, not with must in negative, but with can in negative.

So, to say a sentence like, you can't be so old, you don't look like such an old person, English will say, you can't be so old, but not, you must not. Is it clear, Isabel? Because it is a little confusing. Well, yes, but the truth is that understanding the meanings of must and its opposites has some difficulty.

As we have already said, in this dialogue two new characters appear, Javier, who is Paco's brother, and Mrs. Ryan. What is curious is that in two countries that speak English, however, they have such different words and expressions, right? Yes, but the same thing happens between Spain and the Spanish-speaking countries. We speak the same language, but we have many differences.

Well, between Great Britain and the United States, there are also differences, and these differences will be both phonetically, syntactically and lexically. The accent, if you have noticed, is, of course, very different. But there are also differences in some grammatical constructions.

For example, American English denies the verb to have, when it means to have, to possess, with the auxiliary do, as it does with all the other verbs. So, to say, I don't have a car, Americans say, I don't have a car, while British English will deny, remember, with the particle not behind the verb. I have not, or I have not got a car.

There will also be differences in the lexicon. For example, I'm going to give you some well-known words. Ascensor are two words.

In Great Britain, they say lift. In the United States, it's elevator. Film.

In Great Britain, it's film. In the United States, it's movie. Dormitory, for example, the word will have different meanings.

In Great Britain, for example, it will be synonymous with bedroom, that is, dormitory. However, dormitory, in the United States, will mean students' residence, where they live and stay. I'm even going to tell you that sometimes there are differences when writing the same word.

The pronunciation will be the same, but the form, the spelling, will be different. For example, the word color, in Great Britain, color, will be written c-o-l-o-u-r. However, in the United States, color will be pronounced the same, but it will be written c-o-l-o-r.

The same happens with a very common word, center, in both countries. In Great Britain, it will be written c-e-n-t-r-e. However, in the United States, it will be written c-e-n-t-e-r.

For example, I also want to remind you, because it is a word that can be seen a lot in the press, travel or travelling, you can see it with an L or two Ls. If it is written with two Ls, it is because it is written in British English. If it is with an L, it is in American English.

So, yes, there are differences. Well, is there any other point that you would like to highlight from these units? Yes, the other point that I would like to highlight today is the formation of words in English. To form new words, English is mainly based on the following procedures, let's say.

It will be based on suffixes, that is, adding prefixes and suffixes to the word. Another procedure will be compound words. Another procedure will be the change of function, let's say, of the parts of the sentence, and then also the loan of foreign words.

Sometimes it can be the case of invention of a totally new word or that someone names a new term. For example, the word sandwich, already international, owes its name to the count of Sandwich, in English it is Earl of Sandwich, which was called Ian Montague. This man lived in the 18th century and, as they say, he was a great card player and he liked to eat while he played so as not to waste too much time.

So, he ordered to serve, let's say, slices of meat between the two pieces of bread while he was still playing. So, that's where the word sandwich comes from. Now, this procedure is really very rare and very isolated.

Today, I would really like to draw your attention to the two most frequent mechanisms, suffixes and compound words. And of these two mechanisms, we are going to have numerous examples in these last units of the first volume. We hadn't seen any of this in Unit 9. Yes, in Unit 9 we were told about these two mechanisms to form words, but they referred exclusively to the formation of adjectives, if you remember, and these two mechanisms are also extensible to the formation of nouns, adverbs and even verbs.

In Unit 9, adjectives were only seen. If you agree, Isabel, we could listen to the reading text of this unit, Unit 14, and see the examples of what I am saying in them. Everyone accepts this proverb easily.

Children, for instance, hate having to go to bed early, and most people dislike getting up early. Nevertheless, getting up early in the morning is traditionally considered the key to a successful day, and indeed, a successful life. When you get up early, the birds are already singing loudly, and you can easily feel well and be able to work hard and do things quickly but carefully and successfully.

Occupational psychologists talk of the morning as prime time, the time in which a person is most capable of doing things well. And they suggest that this is the time for the most difficult

work, and not for routine tasks like reading and writing letters or phoning. Yet many people have a very different biorhythm, and they feel bad early in the morning, and very well late at night.

These people are often called owls. Let's review this in Unit 9. We have the formation of adverbs. Specifically here, we have seen, or you have heard, adverbs of mode.

These are always formed by adding the suffix "-ly", which you have asked me, Isabel, to the corresponding adjective. In this text, we have many examples of this. Easily, loudly, quickly, generally, soundly, etc.

And we also have two adverbs to which two suffixes have been added. Carefully, which means with care or carefully, where we have the noun care, which means care, the suffix full has been added. So it gives us the adjective careful.

But in addition, the suffix "-ly", carefully, has been added. Therefore, it has become an adverb carefully. Or successfully, which is with success, the same thing happens to me.

There is also the formation of verbs. For example, the verb dislike means not to like something, or to dislike something. So it is also an example of this mechanism.

We have the verb like and the negative prefix in front, this. Dislike, I don't like something. I dislike swimming, I don't like swimming, for example.

Are there examples of this in the 15 and 16 unit? Yes, we also have many examples in the reading text of the 15 unit. For example, we have adverbs like unfortunately, where we have fortunate, a prefix, unfortunately, and then the ending or the suffix "-ly". And we have unfortunately.

Or we have dangerously, dangerously. Carelessly, carelessly. In this case, we have the suffix "-less", which is negative, and the adverb "-ly".

We also have some adjectives. For example, the word that appears advisable, advisable. We have the verb advise, the suffix "-able", so it has given us the adjective advisable.

We also have examples of nouns. For example, the word safety, safety, is safe, which is an adjective, and the ending "-ty", safety. And it has formed a noun.

We have cigarette, a word as common as cigarette, right? Cigarette is also a word formed by cigar plus the ending "-et", which is actually French, for a cigarette, which is shorter than a cigar, which would be pure in English. We also have a very common word, driver, which means driver in English. The verb drive has been added "-er", which means the person who drives, the driver.

The other common mechanism to form words is to form compound words. Yes, forming compound words is also a fairly common mechanism in English. In unit 9, for example, there

are also many examples of compound adjectives.

In these units, in 14, 15 and 16, the examples we find of compound nouns are going to be of nouns, fundamentally. Let's see some, if you like. In the reading text of unit 14, we have the word biorhythm, that is, biorhythm.

It is a compound word by adding "-rhythm". Although it is written in a single word, it is two words. Or midnight, or midday, midnight, noon, well, the same, mid, you add "-day", or you add "-night".

In unit 15, specifically in the dialogue, we have a very common word that you already know very well, birthday. Well, it is a compound word, it is made up of "-birth", which means birth, and "-day", the day of birth, is the birthday. In the dialogue of unit 16, there are many examples.

Airport, loudspeaker, speaker, non-smoking, window seat, etc. Even in the reading text of unit 16, we have headache, which means headache, as you know. Indoors, etc., there are many examples of this.

I see that some of these compound names are written together, but others are written with a script. Is there a rule for this? Actually, there is no rule for this. In fact, people, the same people who speak English, in words that are not very frequent, have to consult the dictionary.

There are, of course, three different ways of writing compound names. You can join the two words together by forming a single one. We have already seen some examples of this.

But other words that you already know, bedroom, weekend, which we say almost in Spain, weekend, football, are joined. They are a compound word, football, weekend, etc. You can also interlace a script between the two words.

For example, the word washing machine is washing machine, so it is joined by a script, it is not put together. Or waiting room, which is the room where you wait, is the waiting room. And finally, compound words can be written totally separately.

For example, when we say tennis racket, tennis racket, or if we say fishing rod, fishing rod, etc. Well, we have finished, as we have already said, with these three units, the first volume. We will dedicate the next program entirely to give a global vision of the second.

Do you have something to tell us about this? Yes, as you have said, the next program, tune in, because the second volume of the method is already on the street. So we are going to highlight the key points, I will advise you on what you should insist on the most. It will not give us much time because we will not have many more programs, but we are going to make a compilation.

So yes, remind them that it is on the street, that they do it with it and that they listen to us. And of these 16 units that we have seen from this first volume, what should they do? Do a general review before starting the second? Yes, it would be very good. Of course, I think the structures

that have been seen would be very reinforced, because in the second volume there are, of course, new structures, but many are repeated.

So if you review the first volume, you will face the second with more confidence and more security. Well, with this advice we are going to say goodbye. Review the main structures of the first volume and start with the second because there is less time left.

Thank you very much María Dolores. Thank you Isabel. And thus we say goodbye to the access course this morning.

Thank you for your company. Thank you. The access course has been the last UNED program today.

Tomorrow we will start at our usual time, 8.30 in the afternoon, 7.30 in the Canary community. Our first space will be psychology today and we will continue with education magazine. Then open enrollment and finally the access course.

Thank you for joining us. Good night. Thank you very much.