

AC I 181

Hola, buenas noches, con nuestra sintonía comenzamos este programa, el tiempo del curso de acceso directo a la universidad para mayores de 25 años, el CAT. Esta noche en nuestro espacio inglés, a través de la radio se emiten esta serie de programas con la finalidad real de motivar y animar a los alumnos a que hagan el máximo esfuerzo para superar las pruebas presenciales, se pretende orientarles de manera directa y práctica sobre la forma de enfocar el estudio de la asignatura en situación de autoinstrucción, así como sobre el modo más adecuado de abordar el examen final cuando se vayan acercando las fechas en que este tendrá lugar. Estos programas con que cuenta el alumno se detallan en la guía de medios audiovisuales de la UNED, en esta guía se incluye información completa en cuanto a horarios, títulos de los espacios y material necesario para seguir con aprovechamiento el curso radiofónico dedicado a cada asignatura.

Pues bien, esta noche nuestro programa dedicado a lengua inglesa nos acompaña la profesora María Dolores García Flores, con ella veremos las unidades didácticas 8 y 9 del método inglés acceso. Esta noche nuestro programa de lengua inglesa nos acompaña la profesora María Dolores García Flores, buenas noches María Dolores. Buenas noches.

Vamos a ver las unidades 8 y 9 del método inglés acceso, ¿es así? Sí, en el programa de hoy vamos a ver algunas estructuras y aspectos gramaticales que aparecen en las unidades 8 y 9, sin embargo vamos a hacer más hincapié en las estructuras que aparecen en los diálogos y textos de lectura que en los puntos de gramática propiamente dichos, porque pienso que estos vienen muy bien, muy claramente explicados en el libro y no creo que ustedes tengan mucha dificultad. ¿Te parece entonces que empecemos por el diálogo de la unidad 8? ¿Qué destacarías tú en él? Me gustaría destacar en primer lugar la facilidad que tiene el inglés para formar verbos compuestos con partículas como, por ejemplo, on, off, up, down, etcétera. Si se fijan ustedes tenemos ya un ejemplo en la primera frase del diálogo.

Tenemos el verbo to turn, que significa volver, hacer girar o torcer, pero que si le añadimos la partícula down obtenemos un verbo con un significado distinto, bajar el volumen. Pues bien, cuando la partícula funciona, como en este caso, como adverbio, a estos verbos compuestos se les llama también verbos frasales. Son muy corrientes en inglés.

Recuerden ustedes cómo se dice, por ejemplo, encender la radio, la han oído muchas veces, turn the radio on o apagar la televisión, turn television o tv off, que significaría la primera frase del diálogo en inglés. Turn that noise down significa concretamente baja ese ruido. Otro ejemplo de verbo frasal lo tenemos en el título del libro que estudian ustedes precisamente para el curso de acceso, pick it up.

Este verbo literalmente significa recoger o levantar algo del suelo o de un lugar más bajo del que estamos situados, pero también significa captar y aprender. Este es el caso del título, apréndalo, refiriéndose naturalmente al inglés es lo que significa el título. En la lectura de esta

unidad, concretamente en la página 168, tenemos otro ejemplo con el verbo to pick up.

El ejemplo es she simply picks up a long stick and points to the poster. Ella simplemente levanta la varita y señala el letrero o el poster. ¿Por qué en este ejemplo la partícula up va al lado del verbo y sin embargo en los ejemplos anteriores va separada de este? Quizá porque en un caso es una conversación más coloquial y en otro es un texto narrativo.

Sí y no. Y la colocación de estas partículas depende de si el objeto directo es un nombre o un pronombre. Fíjense ustedes, si el objeto directo es un nombre, la partícula puede colocarse tanto al lado del verbo, como en el ejemplo del texto de la lectura, she simply picks up a long stick, o también puede colocarse separada, concretamente detrás del objeto directo, como en el ejemplo del diálogo que tienen ustedes en el libro turn that noise down.

Ahora bien, si el objeto directo es un pronombre, la partícula se coloca siempre obligatoriamente separada del verbo, es decir, detrás del pronombre. El título del libro, picks up, es un ejemplo de esto que les estoy diciendo. No obstante, sí es cierto que separar la partícula del verbo siempre es más coloquial y por tanto la van a ver ustedes mucho más en los diálogos que en los textos de lectura.

En este diálogo aparecen muchas estructuras de imperativo, de las que ya nos hemos hablado en otros programas. En este diálogo aparecen varios ejemplos de segunda persona concretamente. La mayoría de ellas son afirmativas.

La que acabamos de ver, baja ese ruido, es un ejemplo, al principio del diálogo. Shut up Paul, un poquito más adelante. Cállate Paul, es otro ejemplo.

Mind your own business, métete en tus asuntos y casi al final del diálogo, Paco también vuelve a decir un imperativo. Dry your eyes, sécate los ojos. Solamente en el diálogo aparece una negativa.

Don't be cheeky, don't be cheeky, dice Mrs. Baker a Sally, que la traducción en español sería algo así como no seas carota o no seas caradura. María Dolores, el lec se aparece en la última frase que dice Sally. ¿Es el pasado del verbo marcharse? Porque me suena bastante raro traducirlo así en este contexto.

No, Isabel, precisamente esta es otra estructura que habría que destacar en este diálogo. Como tú bien has dicho, left puede ser el pasado o el participio pasado del verbo to leave, del verbo dejar, abandonar o marcharse. Pero cuando left va con el verbo there is o there are, no significa marcharse en absoluto.

La traducción de esta frase del diálogo sería, todavía quedan algunos caballeros en el mundo, dice un poco quejándose Sally. Fíjense la diferencia de decir left o no decirlo con el verbo there is y there are. En una frase como esta en español, todavía hay manzanas en la mesa, el inglés diría there are still some apples in the fridge, es decir, utilizaría simplemente el verbo there are.

Pero si decimos there are still some apples left in the fridge, fíjense que hemos puesto left, la frase varía un poquito y sería todavía quedan, no hay, sino quedan manzanas en la nevera. ¿Qué te parece María Dolores si escuchamos ahora el diálogo? Así nos podemos dar más cuenta de lo que nos acabas de explicar. Sí, creo que es una excelente idea.

Presten ustedes atención al diálogo de esta unidad, concretamente está en la página 156, The Generation Gap. Turn that noise down. He says this is a free world.

Why do you have to have it so loud? I like it loud. It's not fair. Now, now, Sally, don't be cheeky.

I'm not being cheeky. Whatever happened to freedom of speech? Little girls should be seen but not heard. Shut up, Paul.

Mind your own business. Really, Sally, I don't know what's the matter with you. It's not fair.

Nobody understands me. Sally begins to cry. Paco comes in.

What's the matter, Sally? I hate my brother. He's the meanest person I know. He's allowed to stay out late and I have to be home at 11 o'clock.

He has his radio on full volume and nobody says anything to him. He hasn't got any spots on his chin and I've got three. It's not fair.

Ah, there, there. Dry your eyes. A pretty girl like you should not cry.

Come on, I'll buy you an ice cream. Thank goodness there is still some gentleman left in this world. I'd love an ice cream.

Thank you, Paco. In this reading there are not too many complicated structures. I think you will be able to understand it quite easily.

However, I would like to highlight something that is important and that is often overlooked in a relatively long text like this one. I mean specifically certain collective names that appear in the text. Specifically, three will appear.

Police, staff and people. The word staff, which is in line 6, means the staff or personnel who work in a place, in an office, in a hospital, in a school. It is, therefore, a collective name.

The form, both in English and in Spanish, is singular. If you look closely, it does not have any plural mark. However, remember that the verb that follows always goes in plural, not in singular.

And the reason is because it is a collective name, not a singular noun. That is why the verb is come, and not comes with the S of the third person. Pay attention with this word, because when translated into Spanish, staff, staff, seems singular, and yet it has a plural in English.

The same will happen with the words that I have mentioned before, people, which means

people, and police, which is police, referring to the police force. Let's see an example. People are very kind in Spain.

Well, this example in English would be People are very kind in Spain. People are, as you can see, with the verb in plural. Or, for example, The police are looking for the thief.

In English this phrase would be The police are looking for the thief. Also the verb are is in plural. Now, do not confuse the word police when referring to the police force, which is police in English, to police when referring to a police officer, which in English would be policeman.

In this case, the verb would be in singular. Would you like to point out something else about this unit? Well, perhaps some adverbs that are explained on page 172. It is important that you read carefully the placement of these adverbs, since in Spanish we have much more freedom when placing them in a sentence, and yet English does not have that freedom.

Regarding the frequent adverbs, the book tells you that they are generally placed in the middle position, that is, between the subject and the verb. There are several examples of this placement in the book. However, you should also know that if the verb of the sentence is the verb to be, these adverbs are placed behind the verb, behind the verb.

Let's see some examples. If we say Pablo and Paco are always tired, That is, always, which is the frequent adverb, goes behind the verb to be. Or, for example, if we say in Spanish we never arrive late, we never arrive late, the English, as it has to use the verb to be, will say we are never late, we are never late.

This is a fixed and immovable placement in English, in contrast with Spanish, as I have told you before, which has much more freedom when placing these adverbs. Well, once you have seen this unit number 8, we can move on to the 9, which tells us about Christmas. Yes, indeed.

The two texts of this unit are going to tell us about these enjoyable holidays. Reading them carefully, we will also realize the differences in customs between Spain and England. And we will also see some typical dishes that we eat on these Christmas days.

What would you highlight about these customs? I would like you to look first at the different way of calling some of the main holidays. Let's see some examples that appear in the text. The English call Christmas Eve to what we call Christmas Eve.

Bear in mind that the English do not say the words night or good at all. They use the words Christmas, which means Christmas, and Eve, which means evening, which translating literally would be Christmas Eve. The same is going to happen with the term Christmas Eve.

The English call it New Year's Eve, which literally would also be New Year's Eve. Now, in this case, bear in mind that the English will also use the genitive case, that is, the apostrophe and the S. Another day that the English celebrate as a holiday is December 26, which for us is a working day. They call this day Boxing Day.

Well, December 26 is a working day in some places. For example, in Catalonia on December 26 is San Esteban and it is a festive day, and they celebrate it a lot, and I suppose in other parts of Spain. Apart from this word boxing, it is very curious because it seems that it has something to do with boxing.

It seems because of the word boxing, but it has nothing to do with boxing. Boxing actually comes from box, which means box, and it refers to the boxes or uchas in which the aguinaldos used to be collected that were given on these Christmas days. So Boxing Day comes to be a bit like the day of the aguinaldo.

It is actually a medieval custom that began with the primitive Christian English. That day money and clothes were collected for the poor, and that custom, of course, has disappeared today, but nevertheless the memory still lives in the strange name that the English give precisely on December 26. They are very curious traditions, but in terms of grammatical structures, I would like you to pay attention to the beginning of the dialogue in the use of the present continuous and the simple or usual present, and to remember the difference of use of which I have already spoken to you in some previous programs.

Notice that Mrs. Baker says I am making the Christmas cake and the Christmas pudding. The translation would be I am making the Christmas cake. Notice that she is using the present continuous because she is doing it at that moment.

However, later on both Sally and Paco will use the usual or simple present. They will use phrases like I love Christmas and all the nice food, or everybody is happy, or we have Christmas trees, or people sing carols, that is, a series of verbs that are in the simple present. And why? Because these phrases are usual actions, that is, they are actions that always occur and not only at a given moment.

Remember a little the uses that I have explained to you in other programs. I would also like you to look at something very important, which is the use of the preposition on when talking about a specific date. The Spaniards, in this case, do not use any preposition.

We simply say the day, the 25th of December or Christmas Eve. The English say on the 25th of December or on Christmas Eve. That is, you have to put the preposition on when talking about a specific date.

Do you also use this preposition if we say the month but not the day? Yes, if we say only the month but we do not specify the day of the month, the English use the preposition in but not only. For example, if we say we celebrate Christmas simply in December, the English would say we celebrate Christmas in December. But if we say the exact day of the month, then you do have to use the preposition on.

We celebrate Christmas on the 25th of December would be in English we celebrate Christmas on the 25th of December. Well, it is quite different from Spanish. María Dolores, when Paco

talks about that in Spain it is customary to eat nougat, he explains that this is made of almonds.

Made from, however, in other texts made of is called made of. What is the difference? Very good question Isabel, made from and made of. Made from and made of both are going to be translated into Spanish in the same way, made of or made with, depending on the context.

In English, however, you have to distinguish them well. When Paco talks about Spanish nougat, he says made from, made with almonds, because there is an elaboration process. It is the same case if we say paper is made from wood, for example.

It is made with wood. In English it would be paper is made from wood. We are talking about an elaboration process.

However, if we do not refer to the process but only to the material of which something is made, English will say made of. For example, this house is made of stone. We are talking about the material.

In English it would be this house is made of stone. Or if we say the chairs are made of wood, it would be chairs are made of wood. Something that has surprised me a lot in the dialogue is the use of do in an affirmative sentence.

I had understood that this auxiliary verb was used only to deny or question. It seems to me that you are referring to the do that Sale uses the first time he speaks when he says you really do celebrate Christmas. If you remember, unit 3 talked about the uses of the verb to do.

One of the uses of this verb is precisely this. It is an emphatic or insistent use. It is used in affirmative sentences only to give greater intensity or emphasis to what is said.

Sale, when using it here, is saying you really do celebrate Christmas. It is what the phrase comes to say with that emphatic do. Would you like to highlight something else about this unit? Yes, I would like you to also pay attention to the way the English build exclamations.

You will find many of them in the dialogues of the book. Look closely at the two types of exclamations they have on page 184. If you notice, some are built with how and others with what.

Let's see the difference between them. How is necessarily followed by an adjective or an adverb. For example, how interesting is an adjective, how interesting.

Or how kind of you is also an adjective, how kind of you. How is also followed by an adverb. In this unit there is no example but it is the case if in Spanish we say how fast you drive, in English it would be how fast you drive, fast is an adverb.

However, what is followed by a noun. This can go in plural for example, if we say what manners you have in English it would be what manners you have what manners you have It can be followed by a noun in singular in this case the what will have to go followed by the indefinite

[illegible]

Pues ya debemos acabar, hemos visto esta noche las unidades 8 y 9, y en el próximo programa veremos las unidades 10 y 11. Es conveniente que se las vayan leyendo previamente, leyendo un poco el diálogo, leyendo un poco la lectura, porque hablaremos de ella y también de estructuras gramaticales. Si se lo han leído previamente, será más fácil seguir las explicaciones, ¿verdad María Dolores? Sí, deben ustedes leerse las.

Los puntos de gramática, el petaito perfecto que vamos a ver, es importante, pero, sobre todo, léanse los diálogos y los textos de lectura, que les van a venir muy bien para lo que expliquemos en el próximo programa. Pues, con esta recomendación, acabamos nuestro tiempo, acabamos el programa de Lengua Inglesa y también el curso de acceso. Muchas gracias, María Dolores, y muy buenas noches a todos.

Buenas noches. La UNED les ha acompañado con dos horas y media de radio educativa y cultural. Mañana estaremos de nuevo con ustedes en esta misma emisora y a nuestra hora habitual, ocho y media de la tarde, siete y media, en la Comunidad Canaria.

Nuestro primer espacio será Psicología Hoy. Continuaremos con Revista de Educación. Nuestro siguiente espacio será Matrícula Abierta y, por último, el curso de acceso.

Gracias por acompañarnos. Muy buenas noches. Subtítulos realizados por la comunidad de Amara.org