

AC I 100

Hasta las once y media de la noche, una hora menos en Canarias, llega Acceso UNED. Esta noche, lengua inglesa, del método Starting Out, capítulos 3 y 4. Asimismo, al final del programa, comentaremos algunos de los ejercicios del primer cuadernillo de evaluación a distancia, referidos precisamente a los capítulos 1, 2, 3 y 4 del método Starting Out. Esta noche en el programa, la profesora Carmen Andreu, acompañada de Carmen Casariego, que nos ayudará por su pronunciación americana a hacer los ejercicios del cuadernillo.

Por Radio 3, FM de Radio Nacional de España, y otras emisoras de Radio Cadena Española. Es interesante tener el libro a la vista, o grabar el programa, o bien, utilizar las propias grabaciones de la editorial con respecto a los capítulos que trabajamos en el libro de inglés, para pronunciar bien, para fijarse en la pronunciación. Vamos a empezar ya por el capítulo tercero.

There is a red tablecloth on the table, and there are some knives, forks and spoons, and some salt and pepper on the table. There are two empty glasses on the table. Arthur now has the menu.

There are some very good things on the menu. The steak is very good, but it is also expensive. Arthur has only 44½ pence.

He hasn't any five-pound notes, or one-pound notes. Who are the people in the dark corner over there? They are Mary Stevens from the library, and Bruce Fanshaw. Mary is a pretty girl, and Bruce is good-looking.

He has a moustache, and he has a gold watch. Yes, Bruce has some money tonight. Bruce and Mary have some white wine on the table.

Arthur hasn't a gold watch. He has only a cheap watch. Arthur hasn't any wine because he hasn't any money.

Este fue el texto de lectura del capítulo tercero, Arturo en un restaurante. Ya sabéis que la traducción se encuentra en el libro de consulta del alumno del profesor Ángel García Arranz. Carmen, ¿qué es lo que nos introducen, qué estructura nos introducen en este texto? Bueno, habíamos dado el verbo to be, Arthur is, Arthur isn't.

Y ahora, además, porque insiste en esto, están los Arthur has y Arthur hasn't. Es decir, el verbo haber. El verbo haber y tener.

Estamos en Arthur hasn't a gold watch, Arthur hasn't fish. Espero que sigan, efectivamente, con la traducción que tienen en el otro libro, sigan la historia de Arthur. Recuerden que no tenía pescado en casa, y entonces está en un restaurante cenando por eso.

Y encuentra a Mary y a otro amigo, y Arthur is miserable. Muy bien. Además, la explicación de

este verbo, que es el verbo to have, se encuentra también en el libro de consulta del alumno.

Entonces yo creo que podemos seguir a la siguiente parte, que es el diálogo, la siguiente parte del libro. Sí, donde la lengua es mucho más conversacional, efectivamente muy bien elegida, y donde aprendemos inglés hablado, no inglés escrito como en el trozo anterior. Muy bien, pues vamos a escuchar el diálogo, cuya traducción también se encuentra, y las explicaciones de gramática sobre el mismo, en el libro de consulta del alumno.

...please, and some bread and butter. Any vegetables, sir? No, thank you. Any wine, sir? No, thanks.

Very good. Who's that over there? Oh, it's Mary. Who's that with Mary? Oh, it's Bruce.

Mary is very pretty tonight. She's a very nice girl. What have they got? Oh, they've got wine, and I've got water.

I haven't got any money. Bruce has got pounds and pounds. One omelette for you, sir.

Thank you. Excuse me, I haven't got any bread and butter. One moment, sir.

Waiter! Sir? This bottle's empty. We haven't got any wine now. Have you got a full one? Certainly, sir.

Immediately. Some bread, please, waiter. One moment.

Ah, good. Here's the wine. Oh, and these potatoes aren't hot.

They're cold. Sorry, sir. I haven't got any bread and butter.

One moment. Oh, Bruce, this is a marvellous meal. Yes, it's not bad, is it? Thank you, waiter.

Yes, these potatoes are hot. Have some wine, Mary. Bread, please, waiter.

Here you are. Oh, dear. Now the omelette's cold and the water's warm.

Waiter! Yes, what is it? This water's warm. Have you got any ice? Yes. One moment.

Oh, Bruce, there's Arthur. Who's Arthur? Arthur from the library. He's over there.

Oh, Arthur. Ah, here's the bill. Thank you, waiter.

Oh, dear. One omelette, thirty-five pence. Bread and butter, ten pence.

Cover charge, fifteen pence. VAT, ten percent. That's six pence.

That's sixty-six pence altogether. And I've only got forty-four pence. Excuse me, Mary.

Yes, Arthur. I'm very sorry, but... You're very sorry. Why? Well, I've got a bill for sixty-six pence.

And I've only got forty-four and a half pence. Here's a pound. Good night, Arthur.

...when they speak. Another aspect is that the numbers you've heard on the radio probably don't match because it's an old recording about the price of the things that are said, the fillets, etc., with what you might have in your book. I'm sorry.

The numbers don't match because here it's said that a fillet costs seventy pence or fifty pence and in your book it appears a pound and a half. The prices have gone up and we're using an old recording. But there's a fundamental aspect in this dialogue that I'd like Carmen Andreu to clarify.

There's a very curious structure, which is the have you got. Yes, in fact, conversationally in England you'll always be asked, like, have you got, have you got. And they've done very well, very differently in the reading, to always put have and have not, the negative of have and have not, or he has not or you have not.

But in the conversation you always use the I have got or I haven't got. Carmen Casariego, who's an expert in American English, could you also tell us about this got, which in the United States is even more frequent than in British English? Yes, well, the got is very conversational. It wouldn't be used in a formal text, but always in conversations, it's colloquial.

And it has a reinforcing value, doesn't it? Of emphasis. Of emphasis, and only in conversations. But theoretically we could say I have money, for example, I have money.

And if I say I have got money... The meaning doesn't change at all. It's the same, it's just the term that's used. But the difference in America is, when you do the interrogation with have, how do you do it? Yes, and the negations.

And the negations, how do you do it? I don't have money. I do not have money, instead of I haven't. And putting in the pronouns that also go in this lesson, I don't have any money, I don't have any money.

Yes. The difference is the use of the auxiliary do with the verb have in the sense of having, which is always done in America for all the interrogations and negations, already with the verb have, and never in England. Very good.

In the student's consultation book, anyway, you can consult precisely this use of the got. The verb to have appears there in present and appears with the got in parentheses, indicating that it can be put precisely in the conversation as reinforcement and also in a familiar sense. And we will continue with this third lesson selecting some of the drills, some of the exercises.

First, we will listen to the example, the model of exercise number one. We will only listen to the model. You, according to this model, you must invent similar phrases.

Yes, they have. Has Arthur got any wine? No, he hasn't. No, he hasn't.

And now we will listen to the model of drill number two, of exercise number two, with respect to which you would also have to invent similar phrases. Have you got any bread and butter? Well, I've got some bread, but I haven't got any butter. Well, I've got some bread, but I haven't got any butter.

Has Mary got any plates and cups? Well, she's got some plates, but she hasn't got any cups. Well, she's got some plates, but she hasn't got any cups. They have heard in this exercise the has and hasn't in the first, has got or you have got and you haven't got in the second, and also here the some and any, any in the interrogations, some when it is answered positively, any also when it is answered negatively.

And with respect to the some and the any, which are indefinite adjectives, the corresponding grammatical explanation is also found in the student's consultation book. And with this, we have already reviewed chapter three, and we can move on to chapter four. The reading of chapter four, chapter four, is called The Wrong House, La Casa Equivocada.

And some brandy. Their hands and feet are not cold. But of course, Bruce has some money.

His wallet is not empty like Arthur's. He has one or two five-pound notes in his pocket. Perhaps they're in Bruce's car.

Or perhaps... But here is Arthur's bus. That's good. Now Arthur is in the bus, but his hands and feet are still cold.

There are only two or three people in the bus with Arthur. There is an old lady with a handbag and a small dog on her knee. And there are two men with pipes in their mouths.

There are no other people in the bus, only the conductor and the driver, of course. Now Arthur is at the front door of his house. Where is his key? Is it in his coat pocket? No, it isn't.

Is it in his trousers pocket? No, it isn't there either. This is bad. There are no lights in the house.

Mrs Harrison is probably asleep. She is also deaf. We have heard the reading of chapter four.

What grammar points are introduced in this text? The possessive pronouns. For example, if you have noticed, they repeat a lot his nose, his hands, his feet. In addition, the possessive pronoun in English is always used with the parts of the body.

We would say that the possessive pronoun in English is his nose. And his trousers or his trousers pockets. His trousers, that is, the clothes he wears, are also used with the possessive pronouns.

The picture of all the possessive pronouns that must be memorized and learned very well can be found in the student's consultation book. We could then move on to the dialogue. Where is the bell? Ah, here it is.

Come on, Mrs Harrison. No, she's asleep or deaf. Well, there's a ladder in the garden at the back of the house.

But is my bedroom window open? Yes, it is. Now for the ladder. Good.

Here's the ladder. Yes, that's okay. Hi, you.

What, me? Yes, you. Come down. Oh, God.

What's the meaning of this? Well, I haven't got my key, and so... This is my house. Well, not mine, really. But it's my house.

It's Mrs Harrison's. First it's your house, then it's Mrs Harrison's. Now, once again, whose house is it? Is it yours or hers? It's not mine.

It's Mrs Harrison's. I have a room here. Is there a bell? Yes, of course.

Well, ring it. It's no good. Mrs Harrison's asleep.

I see. Whose is this ladder? Is it yours? No, it isn't mine. This Mrs Harrison, is it hers? Perhaps it is.

There's always a ladder at the back of the house. Come into our car, sir. But why? Because it's cold out here.

I see. Now, what's your name? Newton, Arthur Newton. And your address? My address? Here, of course.

That's why... Once again, your address, please. Oh, very well. It's 21 Gladstone Avenue, Middleford.

Is that okay? I'm tired, and my bed's just up there, up that ladder. No, it's not all right. This is Disraeli Avenue.

Gladstone Avenue's the next street. What new aspects of the grammar appear in the dialogue? Ah, of the grammar, the points we have in the program, precisely, there are the orders, the imperative. The police tell him, come down, come down, when he's up the ladder, and come into the car, or something like that, and then they're also handling the adjectives and possessive pronouns.

Is this your house, or is it her house? Yours or hers? Yes, I've gone over the possessive pronouns in the student's book, as well as the imperative. And we're going to do two models of drills, of exercises. First, we'll listen to drill number two, exercise number two.

Is this my coat? No, that coat's yours. No, that coat's yours. Is this Bruce's car? No, that car's his.

No, that car's his. In this exercise, we've heard Bruce's car. What is this? Bruce's car is the way of

expressing who owns that car, that car.

Bruce's car is Bruce's car. The comma and the S turn a name into a subjunctive, that is, they indicate that it's the one who has something of their own. It's what's called in the book the genitive case of nouns, the genitive case of nouns, and it's very common in English.

You have to learn it well, and in the student's book, study it carefully. Let's listen to another model. The last example in terms of exercise model, exercise models because you have to imagine similar or similar phrases, which we're going to listen to in this fourth lesson, is number four, drill number four.

Arthur's got cold feet. Yes, Arthur's feet are cold. Yes, Arthur's feet are cold.

Bruce's got a nice car. Yes, Bruce's car's nice. Yes, Bruce's car's nice.

There's a special difficulty in the apostrophe and the S that follows Arthur. Arthur's got cold feet. The S is in the verb has.

Arthur has cold feet. But in the answer, yes, Arthur's feet are very cold, the apostrophe and the S are the genitive case. Arthur's feet are very cold.

So the apostrophe S can be in the contraction of the verb to be, Arthur is cold, Arthur's cold, or in the contraction of the verb to have, Arthur has got cold feet, or in the genitive case. And all this has to be seen immediately, as soon as you see the S, to determine which verb or which genitive case you're representing. Of course, because when it's genitive case, that apostrophe and that S, it has to be clear that it represents possession.

A subject, a person, possesses something, an object that comes after that apostrophe and that S. And with that, we've reviewed the fourth lesson and the last few minutes we have left to finish the program. We're going to make some comments from the first notebook of distance evaluation, which is precisely in this notebook, what we work on are the lessons 1, 2, 3 and 4 of the method, that is, the ones we've seen so far. It's about applying precisely all the grammar to these exercises.

In this, Carmen Casariego is going to help us because we're interested in seeing the North American pronunciation. Well, for example, in exercise number 1, we're going to do the first four sentences. The sky is clear.

The policeman on the corner, busy with the traffic. The policeman on the corner, is busy with the traffic. You, a postman.

You are a postman. She and John, both good friends. She and John are both good friends.

It was very easy. It was simply about putting the corresponding form of the verb ser, of the verb to be, in present. Now, in exercise number 2, we're going to do the sentences 1 and 3. We can also do the contraction.

Well, it was about putting the verb to be in those forms, is or are, in negative. And it can be put, as Carmen Casariego has shown, in contract form. Now, we're also going to see two sentences from exercise number 3. That is, it was about doing the interrogative sentence.

It was enough to put in front, at the beginning of the sentence, the corresponding form of the verb to be, is or are. Now, let's move on to exercise number 5. That is, it's an exercise where you had to substitute the person for the corresponding personal pronoun. Yo, él, ellos, es un objeto, etc.

Now, let's move on to exercise number 8. It was about putting a or an, depending on whether it starts with a consonant or with a vowel, or h-muda. That is, practicing the two forms that the indefinite article has. Yes, one moment.

And how would it be put in front of university? A university, porque la u nos parece una vocal, pero realmente es una semiconsonante en university. So you say a university. En inglés es una semiconsonante.

Vamos a ver el ejercicio número 10. Se trata de traducir el hay español, que en inglés tiene dos formas, there is para el singular y there are para el plural. Pasamos a las primeras frases del ejercicio 13.

Aquí se trata de saber que el verbo to have en el presente, en la tercera persona, tiene la forma has, y en el resto de las personas, la forma have, por donde hay que poner la forma que corresponde según que estemos en una tercera persona o en cualquier otra. Vamos a ver dos ejemplos del ejercicio número 14, incluyendo ya las formas con contracción y explicando además la diferencia entre el inglés y el americano. En inglés americano dirían Es decir que en inglés británico, el verbo to have como el verbo to be se niegan directamente poniendo la partícula de negación not inmediatamente después del verbo.

Mientras que en inglés americano se utiliza la partícula do como si fuera cualquier verbo regular o irregular corriente. En inglés británico, pasemos al ejercicio número 17. Se trataba de ver que some se utiliza en frases afirmativas y any en frases negativas y también en las interrogativas.

Vamos a ver ya el capítulo 4, el ejercicio número 20. These hats are his. It is my dog.

It is mine. Se trata de ver la diferencia entre un adjetivo posesivo que siempre acompaña al nombre his hat y un pronombre posesivo que va en lugar del nombre. Vamos a ver unos ejemplos del ejercicio número 22.

Se trata del genetivo sajón que hoy hemos explicado. La forma de poner la posesión con un apóstrofe y una s. El objeto poseído después del apóstrofe y la s. Y el poseedor antes. Vamos a terminar ya con el ejercicio número 24.

Se trataba de ejemplos de imperativo. La forma del verbo que se utiliza para dar órdenes.

Vamos a terminar el programa de hoy haciendo una referencia al último ejercicio que aparece en el cuadernillo.

Efectivamente. Después de todas estas frases que están todas hechas con cuidado de mantener el vocabulario dentro de los límites que señala el Cambridge Lexicon, es decir, un diccionario de frecuencia de uso de las palabras. Quiero decir con esto que tienen que conocer el vocabulario.

Tienen el ejercicio de Reading Comprehension. Claro, lo hacen manejando el diccionario, pero teniendo conciencia de que tienen que entender estas lecturas con la ayuda del diccionario y con cierto trabajo, pero en el examen final van a tener la parte de preguntas parecida a la que hemos estado haciendo y la parte de Reading Comprehension como la que tienen ahora en esta última página del cuadernillo. Con esto hemos terminado el cuadernillo de los cuatro primeros temas y solamente son veinte temas para todo el curso.

Sí, de modo que con ese último ejercicio lo que se pretende es con las preguntas que demuestren que se ha comprendido y como ha dicho la profesora es muy importante memorizar el vocabulario. El vocabulario de las cuatro primeras lecciones debe ser ya conocido. Es necesario escribirlo en un folio aparte para poderlo memorizar.

Entonces ya nos despedimos hasta el próximo programa en que lo que haremos será dar las lecciones cinco y seis y asimismo veremos la parte del cuadernillo número dos que corresponde a ejercicios de las lecciones cinco y seis. Nada más y buenas noches. Mañana viernes volveremos a estar con vosotros a partir de las nueve de la noche.

Podréis escuchar temas del primer curso de la carrera de Derecho, el informativo semanal de la UNED e historia del arte en Accesuned, concretamente el arte en Egipto, Persia y Mesopotamia. Nada más, gracias por vuestra atención y hasta mañana.