

AC I 105

¿No crees que debería hacer una más? Carmen Andreu y Carmen Casariego. De lunes a viernes, entre once y once y media de la noche, una hora menos en la Comunidad Autónoma Canaria, por Radio Nacional de España, Radio 3 en frecuencia modulada, y otras emisoras de la red de Radio Cadena Española. Buenas noches, Carmen Andreu.

Buenas noches. ¿Qué puntos de gramática vamos a ver en la lección 13 del método? Sí, vamos a dar las lecciones 13 y 14 del método hoy. En la lección 13 se introduce el pasado simple del verbo to be.

I was, you were, he was, we were, you were, they were. Es el verbo más complicado de toda la morfología del inglés, de morfología más complicada, y, sin embargo, no tiene más que dos formas en el pasado. Was para la primera y la tercera persona, y were para la segunda persona y para todo el plural.

Was y were. Y las formas interrogativa y negativa son fáciles, ¿no? Y vamos a dar también eso, no necesita ningún auxiliar, puesto que es un verbo auxiliar por derecho propio, y, entonces, la interrogación se hace, were you, cambiando el orden del sujeto del verbo. Y la negación, I wasn't, I was not, o you were not, añadiendo not al sujeto y a la forma del verbo.

Y esa negación puede ser contracta, o puede ser como la que acabas de decir, o puede ser no contracta. I was not o I wasn't. You were not o you weren't.

Y para hacer la interrogativa negativa, sería haciendo también la inversión de sujeto y verbo, ¿no? Was I not, were you not, or wasn't I, weren't you, etc. Todo esto lo pueden ver en el libro de consulta del alumno, el profesor García Arranz. ¿Y alguna otra cosa más? Sí, inmediatamente se aplica, puesto que el método va aplicando unas cosas que se introducen en otras, en lo que se llama tail questions, o question tags, etiquetas o colas, preguntas a la cola, un modo de conversación muy frecuente en inglés, como, por ejemplo, preguntar, you like coffee, don't you? Es como cuando en español preguntamos no al final.

Si la contestación que se espera es un sí, se pregunta en negativo, no, entonces, este sería el ejemplo que he dado. Or, Arthur isn't very clever, is he? Arthur no es muy inteligente, ¿lo es? O sea, que estas terminaciones se llaman question tags, o tail questions, y, en realidad, las podríamos traducir por un es verdad, no es verdad, en español. Eso es, lo que hay que tener en cuenta es que el sentido lo da la entonación.

Si realmente estamos seguros, también se puede usar el no como una coetilla, como una muletilla, casi, pero si estamos seguros, la entonación no será ascendente, sino, por ejemplo, I'm right, aren't I? Estoy completamente segura de que tengo razón, digo, I'm right, aren't I? Si no estuviera segura, si quisiera ser más dudoso, pues, sería, aren't I? Entonces, estoy dudando. Quiere decirse que la entonación se emplea para la información en sitios muy precisos, y, concretamente, en las preguntas, desde luego. Cuando hay una duda, la entonación es

ascendente, lo mismo en castellano.

Y, normalmente, estas question tags se hacen mediante una construcción que implica la negación de la frase principal. Por ejemplo, si decimos, you have read this book, haven't you?, pues, esa coletilla del final es negar el you have, ¿no? O, si dijéramos, por ejemplo, Mary must put out the new magazines, mustn't she?, siempre implica una negación. Y estamos sugiriendo que Mary se tiene que poner a recoger esas revistas.

Bueno, ¿y algún otro aspecto más de la gramática en esta lección? Y, después, hay otro punto que señala el programa, que son los números ordinales. Los números ordinales se emplean con mucha frecuencia, principalmente, en relación a las fechas. Porque el día del mes se dice siempre el número ordinal, nosotros decimos el 10 de marzo, pero ellos dirán el décimo día de marzo.

Bueno, quiero decir que dirán el tenth. Podríamos decirle a Carmen Casariego, que también está con nosotros en el programa, que nos leyese rápidamente los números ordinales para ver cómo se pronuncian. Tienen en su libro, pero pueden oírlos.

Sí, están en la página 91 del libro. First, second, third, fourth, fifth, sixth, seventh, eighth, ninth y tenth. Twentieth, thirtieth, fortieth, fiftieth, sixtieth, seventieth, eightieth, ninetieth, one hundredth y one thousandth.

Bien, ella lo ha hecho con ese matiz propio de la pronunciación norteamericana, pero lo importante es esa terminación con una especie de Z. Hay una cosa, ahora que recuerdas las diferencias de algunas cosas americanas, que puede ser útil para leer las fechas, porque los americanos, al poner las fechas, indican primero el mes, después el día y después el año. Entonces, cuando esto se pone en abreviatura, con números, el segundo número, el número en medio, es el mes, si lo ha escrito un americano. Mientras que en inglés se diría first of January, 1988.

Primero de enero de 1988. Un americano diría January first, 1988, o March tenth, 1988. Primero ponen el mes y luego ponen el día del mes.

Y es importante recordar lo que ha explicado la profesora Carmen Andreu, de que los días, en inglés, se utilizan precisamente los ordinales, y que todos ellos, hay que prenderse lo de memoria, se construyen a partir de los cardinales, normalmente añadiendo una T y una H, que tiene un sonido de Z, pero hay que establecer alguna matización, y es que, por ejemplo, los tres primeros, no siguen esa regla general, first, second, third, pues son distintos. Fourth, sí, se hace a partir de cuatro, añadiendo la TH. Quinto, no, porque no se hace a partir de five, sino que se escribe fifth, o se dice fifth.

Sexto, sí, sixth, seventh, eighth, pasa lo mismo, se añade TH a partir del cardinal. El noveno es otra irregularidad, no se hace directamente a partir de nine, sino que se dice ninth, y así, en fin, se puede ir viendo toda la lista con calma en el libro de consulta del alumno del profesor García

Ranz, y aprendiéndose estos números que son muy útiles, sobre todo por lo que se ha explicado de su importancia en las fechas, y luego hay también una explicación sobre las fechas. Bueno, dicho todo esto, que es el contenido de la gramática en la lección 13, podíamos oír ya el texto correspondiente.

La lección 13 se titula Summer's Evening in June. La semana pasada, en Applefield, Arthur se rompió. Fue el final del mes.

Pero el último miércoles de cada mes, Arthur recibe su pago. Hoy es miércoles 27 de junio. Es día de pago, y Arthur está feliz.

El clima es agradable y cálido, y el Sr. Steel va a empezar su vacacion el lunes 1 de julio. Va a estar fuera hasta el 15 de julio. Arthur también está feliz.

Así que Arthur va a tener un poco de dinero este fin de semana. Mary no va a ir con Bruce. Está todavía en el hospital.

Sus heridas no fueron serios, pero los médicos no le permitieron levantarse. Va a estar en el hospital por otros 10 días. Otra vez, Arthur está feliz por esto.

El fin de semana pasado no fue un gran éxito para Arthur, pero esta semana va a ser diferente. Arthur espera. El clima del verano es bueno.

No ha llovido durante tres semanas, y el sol ha brillado todo el día. Ahora es un hermoso fin de semana. Aún no es oscuro, y los fines de verano siempre son brillantes.

El Sr. Steel ha salido de casa. Arthur está cerrando las puertas de la biblioteca, y Mary está terminando su última carta. Está poniendo un vestido brillante de verano y se ve muy bonita.

Bueno, si lo han escuchado con el libro delante, como les hemos recomendado, habrán notado que se escribe con mayúscula tanto los días de la semana como los meses. Y también que al leer las fechas, aunque no pone el artículo, se dice, Thursday the 27th of June. Bien, es decir, que se dice el artículo, the 27th of June, aunque no se escriba.

Vamos a pasar, entonces, ahora, a lo siguiente de la lección, que es el diálogo. I say, Mary, look. Actually... Well, are you doing anything this evening? No, I'm not, as a matter of fact.

Why? Well, it's a lovely evening, isn't it? Perhaps we can have a meal or something. It is payday, isn't it? Well, what's the time? It's seven o'clock. I don't know.

Come on, Mary. We can go to that restaurant by the river. It's lovely at this time of the year.

We can sit outside. I expect it's still quite warm. All right, but I mustn't be too late.

We must both work tomorrow, mustn't we? I'm just going to give my mother a ring. That wasn't a bad meal, was it? No, it was lovely. That was very nice of you, Arthur.

Now, I really must go home. Oh, it's only ten o'clock. No, really, Arthur, I must be off.

Well, look, Mary, what about Saturday? Would you like to come out with me on Saturday? We can go down the river on a boat and have a picnic, can't we? Saturday? That's the 29th, isn't it? Let's see. Here's my diary. Saturday, the 29th of June.

Hmm. Bruce. Well, he's in hospital, isn't he? Yes.

All right, then. Oh, lovely. Let's meet outside the town hall at two o'clock, then.

Yes, that's all right. Oh, look, there's Sheila and her brother Michael. Hey, Sheila! Hello, you two.

Arthur, you haven't met my brother Michael, have you? No, actually. How do you do? Hello. Look, Arthur and I are going on the river on Saturday.

Would you two like to come as well? That's a good idea. What do you think, Michael? Yes, lovely. Look, Mary, we're going to catch the 10.15 bus now.

There isn't another one for half an hour. Are you coming with us? Yes, that's a good idea. Bye-bye, Arthur.

Thanks for a lovely evening. See you tomorrow, then. Oh, hell! Arthur has already had one cup of tea.

So, this is his second cup. So, this is his third cup. Mary has already had two biscuits.

So, this is her third biscuit. So, this is her third biscuit. Bruce has already had six drinks.

So, this is his seventh drink. Jennifer hasn't had any other boyfriend. So, this is her first boyfriend.

Dr. Newton has already had 64 birthdays. So, this is his 65th birthday. And we're now moving on to lesson 14, On the River.

Carmen, what grammar problems are presented here? The grammar points that they want to present in this method lesson are the simple past of regular and irregular verbs. It starts with, Arthur got up early. He opened the window.

He put on his suit. He went downstairs. He's telling everything in simple past.

It's something that, when we say it, they have to discover it, they have to realize it. So, what we can say from the grammar of this is that the distinction between regular and irregular verbs is based mainly, precisely, on the fact that regular verbs make this form of simple past in a very simple way, adding e, d, to the form of the infinitive and the present. So, if the verb ends in e, like to love, add only the d. And then there are other nuances of spelling, almost.

If the verb is accentuated in the last syllable and ends in a consonant, like stop, that consonant

is doubled and it's stopped, permitted. Normally, the pronunciation changes, because in the case of stop, it sounds like a kind of t, stopped, and in the case of permit, permitted, that final e, d, sounds like id. Exactly, in terms of pronunciation, it would be necessary to distinguish when you only hear the sound of the added d, or when this d, the spelling d, goes behind a deaf sound, so it sounds like t, because you can't make a sound behind a deaf person.

But morphologically it's very simple, because, as you explained, you add an e, d. The biggest problem is in the irregular verbs, which, by the way, in the previous program, we made reference to when we said that students had to memorize the list of irregular verbs and that there was no other remedy, so today we are seeing an aspect of what we are telling, which is specifically the past tense. Of course, because we say they are irregular verbs, those who do the past tense as they want, in an irregular way, without following any of these rules that we were saying for the regular ones. Yes, for example, to go makes went, right? That's the case.

Yes, they are not as tremendous as the irregular ones in Spanish, but they are enough irregular for you to have to memorize them. The grammar classifies them in which they have the three equal forms, like cost, cost, costar, cost, cost, cost. You have to remember it like that.

Yes, in that example, the present, the past, which is what we are seeing, and also the participle, which is the third form of the list of irregular verbs, is the same word, but there are others that change. And they have to learn that, as we said in the previous program, looking at the list of irregular verbs and seeing for each verb specifically the past tense. And also reading and also hearing these readings of the method, the readings and the conversations, because then they see the form of the past in its place and can remember it as in a ... In a sentence made.

In a place, in a complete sentence. Well, then, if we are going to pay attention to lesson 14, which we are going to listen to now, to the irregular verbs, especially that appear in the past. The lesson is called On the river.

He doesn't put his suit on when he isn't working. He opened his drawer and took out his light-coloured trousers. He put his suit on a hanger and hung it up in the wardrobe and then closed the wardrobe door.

He went downstairs and switched on the radio. He wanted to hear the weather forecast. What was the weather going to be like? The forecast was good.

Sunshine, clear skies and high temperatures. Arthur was pleased about this. Then he switched the radio off and went into the kitchen for breakfast.

After breakfast, he rang Mary up. He told her the forecast was good and asked her about the food for the picnic. She asked him to do the shopping because she was busy.

So Arthur went to the supermarket and bought some cheese, ham and tomato sandwiches, some pickled onions and some fruit. After that, he went to the off-licence and bought some drinks. This weekend, of course, he had enough money for all these things.

Usually, he is too broke. At two o'clock sharp, Arthur got off the bus outside the town hall. He had his bag with him, with the sandwiches, drinks and the rest of the food.

The others were not there yet. Arthur was the first. It was a very hot afternoon.

After about three minutes, Sheila and Michael arrived. Michael had a picnic basket with a cold chicken in it, some French bread and a bottle of wine. They waited for another two minutes, and then Mary appeared.

She looked very beautiful. They all walked down to the bridge and hired a boat for the afternoon. Hang, put, went, was, which we have studied separately.

Rang... Rang, for example, which is the last irregular you said, is from to ring, ring, rang. Hang is from to hang, hang, hang. Went is from to go, went, gone, etc.

You have to look at the list of irregular verbs. Now let's listen to the conversation from this lesson 14. Then I can steer.

Yes, and you can sit in the front with me, Arthur. Which way are we going then? Let's go downstream to the island, the one with the trees on it. We can have our picnic there.

It isn't too far. Have you got enough room, Sheila? It isn't too uncomfortable for you, is it? No, there's plenty of room for us both here, isn't there? The seat's quite wide enough. I'm not too big, am I, Arthur? No, I suppose not.

Everybody comfortable then? Right, off we go. What are those sandwiches like? Very nice. Would you like one? Yes, please.

Thanks. Do you want some pickled onions? Are there any? Yes, there are some over there. Have another sandwich, Arthur.

No, thanks. I've got one already. What about some wine then? I've got enough here, thanks.

What about Mary, Sheila, and me? Oh, haven't you got any? Sorry. Here, pass your glasses over. Oops.

There you are. Thanks. Have you been here before, Mary? Yes.

I came here a fortnight ago, actually. Oh, it's getting a little chilly now, I think. Yes, it is.

I'm not really warm enough. Here, take my pullover. Thank you.

Perhaps it's time to go back now. It's a bit cloudy too, isn't it? Yes, I think it's going to rain soon. Yes, let's go.

Hey, where's the boat? Who tied it up? It was you, Arthur, wasn't it? Yes, I'm sorry. Look, there it is on the other side of the river. Never mind, Arthur.

Enough goes behind. It's a very strange placement, and it's always used like that. It means a lot, and it can go in front of something, like, have you got enough room? Have you had enough food? Have you eaten enough? That is, the enough usually goes in front when a noun follows, for example, enough chairs.

And it usually goes behind when an adjective precedes it. For example, this chair isn't comfortable enough. That's it.

And then, with regard to the too, another thing that had to be clarified is that it means too much, but you mentioned the too much and the too many, which is also too much, but also when a noun follows it. Too much sugar, for example. So now we're going to move on to listening to some drill models in this lesson.

Specifically, we're going to see an example of drill number two, because it's where enough and too appear. Y para terminar, y como hacemos siempre, Carmen Casariego nos va a resolver algunos ejercicios en esta ocasión del cuarto curso de la escuela. Vamos a ver en el ejercicio uno, dos y tres el pasado simple del verbo to be, como siempre, en la forma afirmativa, negativa y contracta.

The wind wasn't very strong last night. They weren't good swimmers. Ahora vamos a ver en el ejercicio cinco las question tags or tail questions.

She hasn't given the fish to the cat, has she? You can't speak perfect English yet, can you? We get our pay today, don't we? Y pasamos al ejercicio seis, el pasado simple de los verbos regulares. I listened to the radio until twelve o'clock last night. They painted their house white.

She studied in our class last semester. Y ahora vamos a hacer ejercicios de los verbos irregulares. The weather was warm, so we sat on our French porch.

The man drank a lot of wine at the party last night. He felt well yesterday, but today he feels sick again. Bueno, y ya para terminar, vamos a ver algunos ejercicios del tú y del enough.

Por ejemplo, en el ejercicio número catorce. That cheese is too expensive. We haven't got enough beds for all the guests.

This coat isn't warm enough. This room is too small for so many students. Y hemos llegado al final.

Gracias, Carmen Casariego, y también muchas gracias, Carmen Andreu, y ya nuestro siguiente programa será, después de las vacaciones de Semana Santa, en donde daremos las lecciones quince y dieciséis. Buenas noches. Con el curso de acceso a la universidad para mayores de 25 años, despedimos un día más este Tiempo de Radio de la Universidad Nacional de Educación a Distancia.

Mañana volveremos, pero no a la hora habitual de las nueve de la noche. Por necesidades de

Radio 3 en el Radio Nacional de España, estaremos con vosotros una hora y media más tarde, concretamente a las diez y media, para tratar, como todos los miércoles, temas de economía, filosofía y formación del profesorado. Os esperamos a través de Radio 3 de Radio Nacional de España, Radio Cadena Española y otras emisoras colaboradoras.

Buenas noches y muchas gracias por vuestra atención.