

AC I 232

Hola, buenas noches, un día más, les damos la bienvenida al tiempo del curso de acceso a la universidad para mayores de 25 años, el CAT. Esta noche en nuestro programa dos idiomas. Comenzaremos con inglés en la segunda parte de nuestro programa francés.

Y comenzamos ya con inglés. Esta noche en nuestro programa de lengua inglesa nos acompañan las profesoras Cristina Alfonso, muy buenas noches. Muy buenas noches.

Y Bárbara Stevens, profesora de la Universidad Pontificia de Comillas de Madrid. Muy buenas noches y bienvenidas a las dos. Hola, buenas noches.

Bien, vamos a continuar como empezamos en el primer programa con el método Pick It Up. Ahora con las unidades de la segunda, tercera y cuarta, con algunos aspectos gramaticales y de algún otro tipo. Podemos comenzar, si os parece, con la unidad número dos, con la primera.

Muy bien, en la unidad dos nos encontramos con Paco, el estudiante español en la casa de los Baker, una familia inglesa, tomando el té, que se dice en inglés, having tea. Paco is having tea. Sí, el verbo have crea dificultades para los hispanohablantes, ¿verdad, Bárbara? Sí, sí, es cierto, porque se puede traducir como, por ejemplo, haber, tener o tomar y, sin embargo, la forma del verbo es fácil.

En español, por ejemplo, haber y tener suman doce formas verbales distintas, pero en inglés solo son dos, have y has. Bien, en la primera unidad vimos el verbo to be y en esta ya entramos con el verbo to have. ¿Cuándo se utiliza has? Bueno, pues has, aunque acaba en s y la tendencia española sería directamente decir, a ver, termina en s, por lo tanto es un plural.

Pues no, en inglés el s marca tercera persona del singular. Has es distinto de have, no solamente cambia, no es have, que sería lo que nosotros esperaríamos es has. Y, por ejemplo, sería I have, you have, he, she, it, has.

Por lo tanto, Paco has a guitar. Paco tiene una guitarra. He has a room in Baker's house.

Tiene una habitación en la casa de los Baker. He has lunch at one o'clock. Él toma el almuerzo a la una.

Bien, porque como en el verbo to be dijimos que tuviera el verbo ser y también el verbo estar, pues to have es el verbo tener y también haber. Y solamente es un solo verbo. Podemos escuchar la lectura de la unidad dos en la que hay bastantes ejemplos y luego comentamos.

Bastantes ejemplos de have y de has. If you don't have a shower, you have a bath. Afterwards, you have breakfast and take the train to work.

If you don't have a seat, you have to stand. If you have a newspaper, you read it. But if you haven't, you have a glimpse at your neighbour's paper.

The problem is that just when you are interested, he turns over the page and you haven't time to find out the end of the story. If the train has a breakdown, you have to think a lot of things to pass away the time. Why has that man got his hat on his head and his hand in his pocket? Why has everybody a serious face? Why is this 1994? Why not 1440 or 1550 or 2525? When the train arrives late, you have no time for that quick cup of coffee you usually have in the cafe next to Central Station.

At the office, the telephonist has several messages and the boss has a long face. Finally, at lunch time, you have a break. But again in the evening, you have a lot of work.

If you don't have time to finish everything, the boss is angry. But you remind him you have a train to catch. At home, you have dinner.

But you don't have time to watch your favourite TV programme because you have work from the office to finish. Finally, after having a day like this, when you get to bed, you hope you don't have a nightmare. We have heard in this lecture different ways to use the verb to have.

Yes, it is correct. We have heard, for example, have as a possessive verb. You have a newspaper.

And it means possession in a very broad sense. For example, you have time, I have brown hair, or I have two sisters. What would it be? You have time, you have brown hair, I have two sisters.

But we have also heard this verb with another meaning. You have a shower, you have a bath, you have a bath. You have a quick cup of coffee, you have a quick cup of coffee.

That is, it expresses different states or actions. Exactly, such as showering, drinking, having dinner. Yes, yes, it is a very useful verb.

And we can say that when the verb means activity and is followed by a noun, it can be used in the continuous form. Let's see. What would it be? Paco is having tea.

Paco is taking a shower. They are having cake for tea. I would like to make a small incision here.

You have commented that the continuous form is used. It is something that we are going to hear a lot in English, but I would like a little explanation. What does the continuous form mean? It is not so clear in Spanish, we do not use it so much.

Barbara? Yes, when we want to emphasize the action, which is a continuous action that began in the past but continues right now. That is when we use the continuous present. And for example, here, Paco is having tea, it means right now, that he is having tea.

However, it is not always used or the continuous form is used. There is no exception. When the verb means possession, the continuous form is never used.

We have already heard examples of the verb meaning possession. Could you remember it? Yes,

for example, I have a newspaper or I have two sisters. In reality, you have two sisters at the moment you are talking, but it is something continuous, but it is possessive.

Well, and the interrogative and the negative of this verb, how are they formed? Well, the interrogative and the negative are built like all ordinary verbs, with the help of the auxiliary verb do or das for the present. This I would also like to emphasize a little more. It is another of the difficulties that perhaps, or the different things that we see in English.

It is this verb do that is used for many things, but we could explain a little more. Exactly. Basically, whenever we see a sentence in English that begins with do or das, we know that it is an interrogation, that they are asking us a question.

That is where we have to start paying attention, to see what they are going to ask us. For example, when we have heard this sentence, maybe we have not heard anything, because we are in the second lesson, we do not have to know all the words, but we have heard a do, so we know that it is a question. The question would be, do you usually eat at 12 in Spain? And then the answer, yes, I do, or no, I don't, but we will see the answers a little later.

Very well, we can put another example, for example with das. What would it be? Does Sally have lunch at 12? We have seen that he has used das. Das marks third person singular.

Sally is third person singular. Therefore, whenever we ask a question, it will be das. Again, we see that s at the end of the particle, and remember, it is not plural, it is third person singular.

We have to remember the first program when we talked about das. Exactly, the first program when we talked about das, yes. Any other example? Yes, for example, Paco, what do you have for breakfast at home? Here, unlike in the other sentences, we have not started with the do, we have put forward the name of the person we are addressing, Paco, and then the particle what, which would be what.

Paco, what do you have for breakfast at home? Can we continue with another example? Yes, we can start, for example, with a denial example. Again, we see that in front of the do we have a particle, but here we are no longer asking a question, we are already answering everything they have asked us before. We do not drink tea and cookies.

And next would be the contracted form, we don't, we don't drink tea and cookies. The translation is the same, the difference is that the first is without contracting, the second contracted. Here we see that we use the verb to do.

However, in the first lesson, when we talked about the verb to be, we did not use the verb to do to ask questions or in the negation. Is it an exception? Yes, the verb to be does not have the verb do as an auxiliary to ask questions. Normally we use do with verbs like eat, eat, sleep, ordinary verbs.

The verb to be is an exception. And not so the verb to have. The verb to have can be

conjugated, it can be formed as the verb to be and also as the rest of the verbs.

It is a verb that sometimes causes problems, because being able to use them both ways, that does not mean that you can use them at the same time, or one or the other. Very well, and what would be the difference between have and have got? Yes, we have heard in the reading some examples of have got. And have got means possession, just like have, but only if you use it in the present.

I'm going to repeat it, that only if you use it in the present. And it is used preferably in the colloquial spoken language. So it means the same as have, possession.

But they can be used differently. Yes, as possession, but only in the present. And in my experience, students try to use it in more times, for example, in the past.

But no, it is only a verb that is used in the present. Can we see an example? Yes, for example, I have got two sisters, which is the one we have seen before. It would be, I have two sisters.

And the abbreviated form is the most common, when a person is speaking. I've got two sisters. And if you look, when pronouncing it, I have, I've got, where the apostrophe appears is where we have removed the vowels.

Yes, this is also convenient to remember. And there is something that also catches my attention about this verb. And it is that the negative and interrogative forms are not formed with to do.

It is a bit what we were talking about before, those exceptions. Yes. Have you got, the verb do is not used.

So the verb have, yes, but have got is by inversion, let's say it like that. Have you got a pen? And here in the question the pronoun is placed between one part and another, let's say between have and got. Yes, exactly.

And in the negative? In the negative it would be like in the verb to be, which we saw in the first lesson. If with the verb to be we first say I have, to deny it would not be I don't have, but I don't have. With the verb have it would be exactly the same.

Affirming we would say I have, and denying we would say I don't have. Therefore, I have not. We have also heard an interesting vocabulary, which also brings us closer to what the house is, to the furniture that we have in the house.

Can we put an example and see this vocabulary? Yes, of course. Yes, in this unit there is the vocabulary of the house, the furniture, the accessories, etc. And, for example, bathroom, which would be the bathroom, kitchen, living room, bedroom, cloakroom, hall, receiver.

Yes, and there is a difference that is interesting to comment, which is ground floor and first floor. Yes, there have been many problems with that, especially students do not agree sometimes. Have you told me that we have stayed on the first floor and there is one on the first

floor and another on the entrance floor? Yes, because first floor in the United States is the entrance to the street and in England it is the first floor.

Therefore, it also depends on our students what type of English they have studied. Exactly. Any other interesting grammatical point in this unit that we have to highlight? Yes, yes, the verb there is, there are, which in Spanish would translate both as there is, which is an impersonal in Spanish.

It does not matter that there is precedes a plural or singular, it will not vary, it is invariable. In English we have there is or there are. And when do you use there is and when do you use there are? Is whenever it is a singular that accompanies it and are is a plural.

Some examples, for example. For example, there are five rooms in the Blacks' house. There is a dining room at the back of the house.

In the kitchen there is a table and there are four chairs. And the interrogative and the negative in this impersonal way, how do you do it? They are done by inversion. Instead of saying there is affirming, we would turn it around and we would say is there.

If it were in plural there are, we would turn it around, are there. So let's remember, whenever we see a do or a does at the beginning of a sentence, it is an interrogative. And whenever we see a verb at the beginning of the sentence, is or are, it is also an interrogative.

Well, we can move on to unit 3. Barbara, let's first comment on the title, what does it mean? Well, it is titled likes and dislikes. And that means preferences and aversions. And with this unit we will learn food vocabulary, like fish, eggs, octopus, octopus, which curiously gives the British a lot of disgust, that octopus thing.

I personally don't like it, but it is true. What else do we see in terms of vocabulary? Well, for example, chicken, hamburger, cheese, vegetables, fruit, bread, bananas, apples, oranges, grapes. In this unit we see verbs that express what we like and what we don't like.

For example? We can see, for example, in this unit, verbs like like, like, hate, which is to hate, and love, which is to love. And in this case it would be I love chicken, for example. Or I adore.

Do you want to give an example of the difference between, for example, like and love? Or not? Or are they easily distinguished? I think the only difference is in emphasis. Like is I like, but when you say love it is I adore, I love. Here I will repeat again that to form, for example, of these verbs the interrogative or negative form, we would have again to use the auxiliary verb to do.

Just remember it as a constant. Well, anything else on this topic, on topic 2? Yes, for example, we can see some examples of how these verbs are used. Let's remember again the use of the singular as a third person.

Here we have already repeated it and we will continue to repeat it. And we will continue to repeat it because although it seems so simple, this is a mistake that if you don't correct it from the beginning, you can drag it on for the rest of your life. Well, very good.

Let's move on to the last unit, unit 4. There are some interesting expressions in this unit. Let's see them. For example? For example, it is an interview.

The unit begins with an interview. And the interesting expressions, for example, about work. You see, in this type of phrase, in which the word do appears twice, many problems occur.

But let's analyze this a little. The first time would be the auxiliary. Exactly.

And the second time, as you say, would be the verb that your father does. The main verb. The main verb.

But it is true that you have to be very careful when using it as an auxiliary and when, above all, it is used in both ways because you can get into a little mess. Well, here we are also going to remember something about the continuous forms of the verb to be, which we already explained what the continuous form was. What do we have to remember? The continuous forms express a continuous action that began previously but continues to be carried out at the moment in which it is expressed.

And then it emphasizes the idea of activity in contrast with simple time, which expresses habits, repeated actions or states. We can see some examples. And remember that continuous forms cannot be used with possession.

Let's see those examples. This marks a habit. He smokes 40 cigarettes a day.

And we compare with I am smoking. I am smoking. But I am smoking at this precise moment.

We go to the country every weekend. It is a habit. We usually go to the country.

The sun shines this afternoon. It is shining at this moment. As for the exceptions to the use of the continuous form.

The verbs of perception such as see, hear, which would be to see, to hear. And the verbs of opinions and opinions and feelings. For example, think, which is to think.

Understand, to understand. Remember, to remember. Believe, to believe.

Love, to love. Hate, to hate. Like, to like.

Well, we have seen these units tonight. These units and also for all the listeners, grammar points of importance. And that they can serve everyone who is studying English or is interested in English.

In the next program we will meet again. I hope so. Good night.

Good night and I encourage all students with English. Goodbye and good night.