

UNIT 61



Languages. *Lenguas, idiomas.*

Un tema del que a menudo se habla cuando se está aprendiendo una lengua extranjera es la propia lengua objeto de aprendizaje. Con frecuencia es necesario aclarar aspectos de su funcionamiento acerca de los cuales se tienen dudas, describir la habilidad personal en su uso, o expresar opiniones sobre aquélla y establecer comparaciones con otras lenguas. En la presente unidad practicará algunas expresiones inglesas que le permitirán cubrir tales necesidades y, además, oirá el acento de unas personas nativas de Irlanda del Norte, comparará nuevamente la redacción de una carta formal y otra informal, y encontrará algunas observaciones acerca del uso de los dos puntos en inglés.

Consejos para el aprendizaje.

¿Es útil conocer la terminología lingüística que se utiliza, por ejemplo, para identificar determinados rasgos gramaticales o de pronunciación? La respuesta es, evidentemente, afirmativa. Como ha visto en anteriores unidades de este curso, con frecuencia se utilizan términos tales como "preposición", "adverbio", "artículo determinado", "infinitivo", "diptongo" o "entonación ascendente" y "entonación descendente", ya que el uso de la terminología adecuada contribuye a la correcta comprensión del funcionamiento de una lengua.

Ahora bien, ¿vale la pena, cuando se estudia inglés, aprender esa terminología en dicha lengua? Nuevamente hay que responder con una afirmación. En algunos casos, los términos ingleses no tienen un equivalente directo en español y, por ello, es de importancia vital conocer su significado. Un buen ejemplo lo constituyen los diversos nombres que reciben los tiempos verbales ingleses (**present simple**, **future continuous**, **past perfect continuous**, etc.), tan diferentes de los españoles. Además, saber emplear los términos apropiados le habilita para hacer preguntas y comprender explicaciones acerca de aquellos aspectos de la lengua que puedan desconcertarle. Así pues, es conveniente que considere el conocimiento de tales términos como una útil adición a su vocabulario inglés.

Observación.

El estudio de la presente unidad no precisa de ninguna observación previa, puesto que en el apartado de **Introduction** se encuentran algunos extractos de anteriores unidades que le proporcionarán un breve panorama de su progreso en el aprendizaje del inglés hasta el momento (desde la etapa del "Más espacio, por favor. No comprendo", hasta la de "Su inglés es excelente"). Por otra parte, ese apartado incluye también algunos comentarios acerca de las posibles razones para aprender inglés.



Introduction.

The song and the dialogues on the cassette are about languages and about *learning* languages. You have heard them before.

- Listen to the cassette, following the first version of the text (the song and the dialogues).
- Listen again, following the second version (just the dialogues).
- Read the dialogues aloud, putting in the missing words.



Introduction.

Song: Slower, please.
Slower, please.
Slower, please.
I don't understand.

* * *

Woman: Bonjour, monsieur.
Jeff: Bonjour. Do you speak English?
Woman: Yes, sir.
Jeff: I speak Spanish, but my French isn't very good.
Woman: That's all right, sir. I like speaking English.

* * *

Song: It's very nice to meet you.
How do you do?
I only speak a little English.
Slower, please. Thank you.

* * *

Woman 1: Why are you learning English?
Man 1: Because I need English in my work, and because I'm interested in languages.
Woman 2: Because I like it. It's my hobby. And because I like travelling, and English is very useful.
Man 2: So that I can understand English films, and so that I can read Shakespeare.

* * *

Song: OK, I understand.
OK, I understand.
OK, I understand.
Thank you. That's fine.

* * *

Mr Jones: I want to improve my Japanese. What should I do?

Anna: Are you still having lessons?

Mr Jones: Yes, but only once a week.

Anna: Well, perhaps you should have lessons more often.

Mr Jones: I know I should, but I don't have the time.

Anna: Do you practise at home?

Mr Jones: Yes, with my books and cassettes. Every Saturday morning.

Anna: Well, I think you should practise every day.

* * *

Song: OK, I understand.
OK, I understand.
OK, I understand.

* * *

Barman: There you are. One freshly squeezed orange juice.

Anna: Thank you. Your English is excellent.

Barman: Thank you very much.

Anna: Really. You speak English perfectly.

Barman: Well, not *perfectly* – but I manage.



Introduction.

Woman: Bonjour, monsieur.

Jeff: Bonjour. Do you ***** English?

Woman: Yes, sir.

Jeff: I ***** Spanish, but my French isn't very *****.

Woman: That's all right, sir. I like ***** English.

* * *

Woman 1: Why are you learning English?

Man 1: ***** I need English in ** work, and because I'm interested ** languages.

Woman 2: ***** I like it. It's ** hobby. And because I like travelling, and English is very *****.

Man 2: So **** I can understand English films, and so **** I can read Shakespeare.

* * *

Mr Jones: I want to improve ** Japanese. What ***** I do?

Anna: Are you ***** having lessons?

Mr Jones: Yes, but only once * week.

Anna: Well, perhaps you should have lessons more *****.

Mr Jones: I know I should, but I don't have the *****.

Anna: Do you practise ** home?

Mr Jones: Yes, with my books and *****. Every Saturday morning.

Anna: Well, I think you should ***** every day.

* * *

Barman: There you are. One freshly squeezed orange *****.

Anna: Thank you. Your English is *****.

Barman: Thank you very *****.

Anna: Really. You speak English perfectly.

Barman: Well, not ***** – but I manage.



I am learning English because I need it in my work.

Practice.

– Answer these questions.

Why are you learning English?

Do you practise every day?

Do you think your English is:

a) quite good?

c) very good?

b) good?

d) excellent?

The **Speaking and listening** section in this unit has these parts:

Terminology.

Learning languages.

Opinions about languages.

Terminología.

Aprender idiomas.

Opiniones acerca de los idiomas.

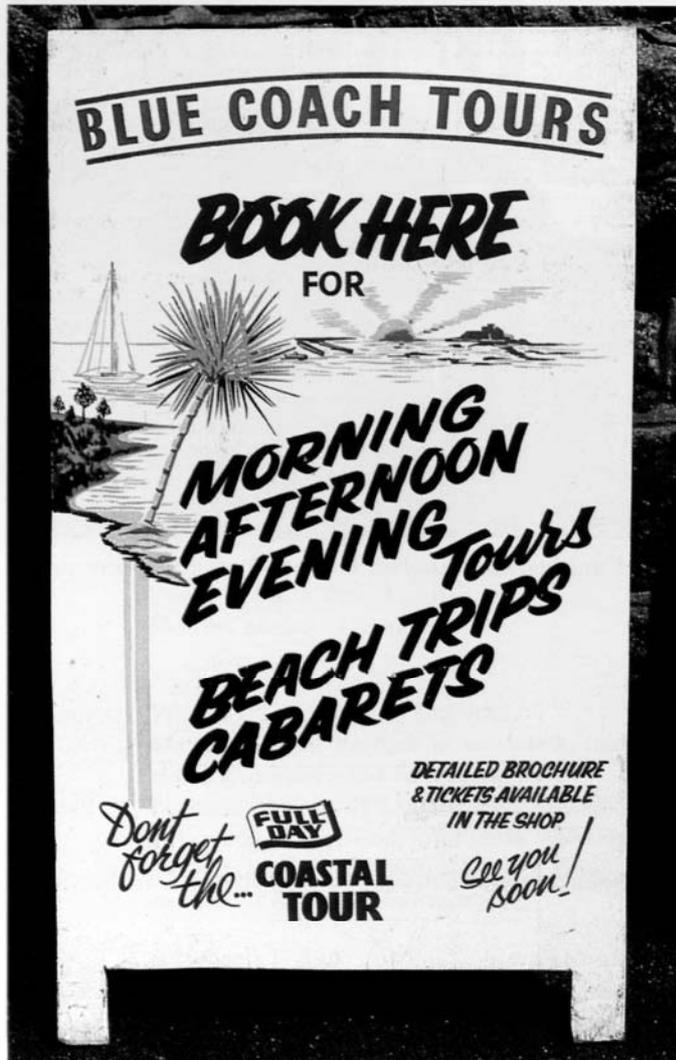


Terminology.

En esta página practicaré algunos términos gramaticales básicos, concretamente aquellos que designan las clases de palabras. Ya ha visto varios de estos términos en anteriores unidades.

Study these key words.

adjetivo	adjective	/'ædʒɪktɪv/
adverbio	adverb	/'ædvɜ:'b/
sustantivo	noun	/naʊn/
pronombre	pronoun	/'prəʊnaʊn/
artículo	article	/'ɑ:'tɪkl/
conjunción	conjunction	/kən'dʒʌŋkʃn/
preposición	preposition	/'prepə'zɪʃn/
verbo	verb	/vɜ:'b/



Terminology. Listen.

- Woman: I'm reading an interesting book at the moment.
 Man: What's it called?
 Woman: It's called "A Grammar of the English Language". Look ... Part 1: Adjectives and adverbs. Part 2: Nouns and pronouns. Part 3: Articles, conjunctions and prepositions.
 Man: Which part are you reading at the moment?
 Woman: Part 4: Verbs.
 Man: Very interesting.
 Woman: To be exact, I'm reading Part 4, Chapter 27: Phrasal verbs. It's fascinating.
 Man: Yes. I'm sure it is.
 Woman: Really fascinating.
 Man: Yes. Um ... What's a phrasal verb?

Listen and repeat.

Adjectives.	.....	Articles.	.....
Adverbs.	.....	Conjunctions.	.....
Nouns.	.....	Prepositions.	.....
Pronouns.	.....	Verbs.	.....



Practice.

- Read these four proverbs aloud.

Money talks.	Bad news travels fast.
Walls have ears.	Cold hands, warm heart.

Put the words in those four proverbs into these groups:

1) Adjectives:	3) Verbs:
2) Nouns:	4) Adverbs:
- Read these three proverbs aloud.

All good things must come to an end.
 An apple a day keeps the doctor away.
 The best things in life are free.

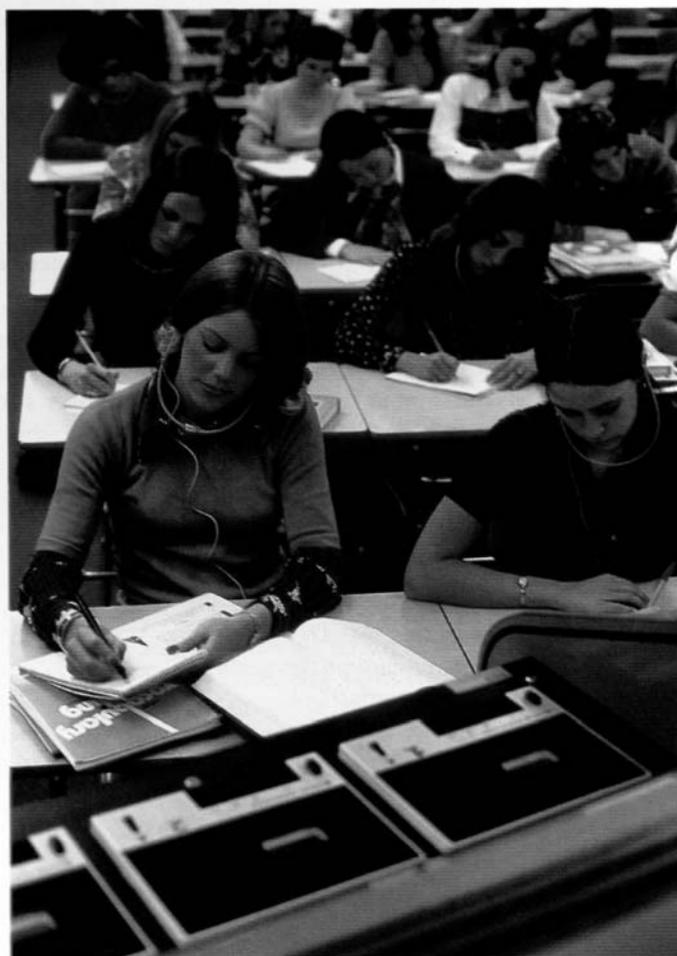
Find the articles and the prepositions in those three proverbs.
- Read the Blue Coach Tours advertisement on the left. Find the articles and the prepositions in it.

Answers on page 1252.

Aquí practicarás diversos términos relacionados con la pronunciación. Además, el diálogo grabado en la cassette correspondiente a esta página incluye dos expresiones que usted ya conoce: **Standard British English** (Inglés británico estándar) y **Standard American English** (Inglés americano estándar).

Study these key words.

sonidos	sounds	/saʊndz/
acento	stress	/stres/
entonación	intonation	/,ɪntə'neɪʃn/
consonante	consonant	/'kɒnsənənt/
vocal	vowel	/'vaʊəl/
diptongo	diphthong	{ /'dɪfθɒŋ/ (UK) / 'dɪfθɔ:ŋ/ (US)
sílaba	syllable	/'sɪləbl/



These students are practising sounds, stress and intonation.



Listen.

Man: What are you reading?
Woman: It's a book called "The Sounds, Stress and Intonation of British English and American English".
Man: It's got a very long title.
Woman: It's a very long book.
Man: Oh.
Woman: It's fascinating. For example, did you know this? (Reading.) "Standard British English has 24 consonants, 12 vowels and 8 diphthongs."
Man: Really?
Woman: "Standard American English has 24 consonants, 9 vowels and 5 diphthongs." Did you know that?
Man: No. It's very interesting.
Woman: Say that again.
Man: It's very interesting.
Woman: Hmm ... You say /'ɪntərəstɪŋ/: three syllables, "in-tre-sting". Some people say /'ɪntərestɪŋ/: four syllables, "in-ter-es-ting".
Man: Oh, yes. That's true.
Woman: Pronunciation is a fascinating subject.
Man: Yes. Fascinating. Um ... What's a diphthong?

Listen and repeat.

Sounds.	Vowels.
Stress.	Diphthongs.
Intonation.	Syllables.
Consonants.	



Like the word **interesting**, the words **comfortable** and **secretary** have two pronunciations: some people say these words with three syllables, and some people say them with four syllables.

	● . .	● . . .
interesting	/'ɪntərəstɪŋ/	/'ɪntərestɪŋ/
comfortable	/'kʌmfətəbl/	/'kʌmfə'təbl/
secretary	/'sekɹətɹɪ/	/'sekɹətəri/



Learning languages.

Cuando se aprende un idioma –el inglés en este caso– conviene disponer de terminología como la practicada en las páginas anteriores, ya que, valiéndose de ella, es posible averiguar aspectos muy importantes acerca de las palabras que se están estudiando.

Study these key questions.

- ¿Cómo se pronuncia esta palabra?
- ¿Dónde recae el acento en esta palabra?
- ¿Es la $\left\{ \begin{array}{l} \text{pronunciación} \\ \text{forma escrita} \end{array} \right\}$ americana la misma que la $\left\{ \begin{array}{l} \text{pronunciación} \\ \text{forma escrita} \end{array} \right\}$ británica?
- ¿Qué significa esta palabra?

- How do you pronounce this word?**
- Where is the stress in this word?**
- Is the American $\left\{ \begin{array}{l} \text{pronunciation} \\ \text{spelling} \end{array} \right\}$ the same as the British $\left\{ \begin{array}{l} \text{pronunciation?} \\ \text{spelling?} \end{array} \right\}$**
- What does this word mean?**

Practice.

– Put these nouns into two groups: 1) American spelling, 2) British spelling.

theatre, theater, center, centre, color, colour, traveller, traveler, dialogue, dialog, litre, liter

– Put these verbs into two groups: 1) stress on the first syllable, 2) stress on the second syllable.

study, revise, practise, answer, pronounce, translate

Answers on page 1252.



Learning languages. Listen and repeat.

- How do you pronounce this word?
- Where's the stress in this word?
- Is the American pronunciation the same as the British pronunciation?
- Is the American spelling the same as the British spelling?
- What does this word mean?

Listen.

- Man 1: Doing a crossword?
- Man 2: Sorry?
- Man 1: Are you doing a crossword?
- Man 2: Yes. I've finished it, except for one word. "Courgettes": Eight letters. Something, something, C, something, something, I, something, something.
- Man 1: "Zucchini."
- Man 2: What?
- Man 1: "Zucchini." It's the American word for "courgettes".
- Man 2: Oh. How do you spell it?
- Man 1: Z-U-C-C-H-I-N-I.
- Man 2: Z-U-C-C-H-I-N-I. Thanks. How do you pronounce it?
- Man 1: "Zucchini." The stress is on the second syllable.
- Man 2: "Zucchini." Thanks.
- Man 1: You're welcome.



QUICK CROSSWORD

- | ACROSS | DOWN |
|----------------------|---------------------------|
| 1 Sculpting material | 1 Gauzy fabric |
| 4 Drags | 2 Red rose (anag.) |
| 8 Bushy plant | 3 Breed of dog |
| 9 Meet head on | 4 Assist |
| 10 One of the U.S. | 5 Join |
| 11 Lake | 6 Three-dimensional sound |
| 12 Container | 7 Fragment |
| 14 Norwegian capital | 13 Number |
| 15 Secrete | 16 Plan |
| 18 Cereal | 17 Agriculturist |
| 21 Friend | 19 Racecourse |
| 23 Saturate | 20 Disclose |
| 25 Keepsake | 22 Citrus fruit |
| 26 Uncanny | 24 Move very slowly |
| 27 Livestock farm | |
| 28 Glossy coating | |



a crossword /ə 'krɒswɜːd/

Las personas que están aprendiendo una lengua extranjera con frecuencia comentan su capacidad para expresarse en dicha lengua, el progreso realizado en su estudio, o los aspectos que consideran fáciles o difíciles de aquélla.

En el diálogo grabado en la cassette una chica le habla a un chico acerca de su aprendizaje del inglés. Encontrará varias expresiones que le resultarán conocidas, pero también otras que son nuevas para usted.

Study these new expressions.

fluido(da) con fluidez	fluent fluently	/'flu:ənt/ /'flu:əntli/
¿Lo encuentras/encuentra fácil? - No es demasiado malo(la)./ No está demasiado mal. un fuerte acento	Do you find it easy? - It's not too bad. a strong accent	

Work with the cassette.



Listen.

- Man:** How long have you been learning English?
Woman: Three years.
Man: Well, your English is very good.
Woman: Oh, thank you.
Man: Do you find it easy?
Woman: Er ... It's not too bad. I can *spe*ak quite well, I think. I sometimes have problems *understand*ing people, especially if they speak very quickly or if they have a strong accent.
Man: I know what you mean. It's the same for me in French. How about reading and writing?
Woman: Oh, reading is fine. I'm quite confident about reading. But writing is sometimes a problem. I often have doubts about English spelling. It's sometimes a bit strange!
Man: That's true. But your speaking is really excellent. You speak fluently, and your pronunciation is good.
Woman: Well, I can talk about the weather fluently, but I can't discuss philosophy fluently!
Man: That's OK. Nor can I!

Listen and answer.

- Which do *you* think is easier: speaking
or understanding?
 Do you often have doubts about English spelling?
 Are you confident about *reading* English?



Practice.

- Look at the cassette text again. Read aloud the parts spoken by the woman.
- The woman gives her feelings about learning English. Are *your* feelings the same as hers?





Opinions about languages.

Habitualmente, las personas poseen su propia opinión acerca de las lenguas: para sus oídos, unas lenguas son más agradables que otras, o su sonido es más musical que el de otras.

Al aprender un nuevo idioma, es natural que el estudiante quiera comentar la impresión que éste le produce. El diálogo grabado en la cassette es la continuación del de la página anterior y en él podrá escuchar unas opiniones acerca del inglés. En el diálogo no se incluyen palabras nuevas, sino que se revisa el empleo de tres adjetivos que pueden aplicarse a las lenguas en este tipo de conversaciones.

hermoso(sa), bello(la)	beautiful	/'bju:tɪfl/
musical	musical	/'mju:zɪkl/
útil	useful	/'ju:sfl/

Work with the cassette.

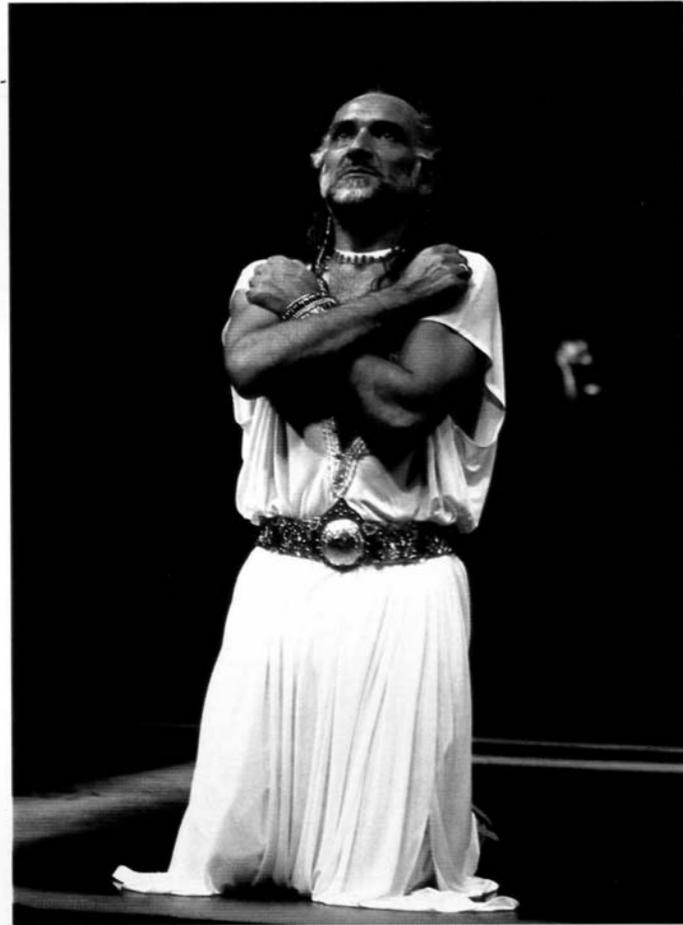


Opinions about languages. Listen.

- Man:** Do you like English?
Woman: English what? English food? English films? English literature?
Man: No. I mean ... English ... the English language.
Woman: I know. I was joking. The English language ... Well, I don't think that English is a *beautiful* language ... I wouldn't call it a *musical* language ... but I like it, yes. And, of course, it's a very *useful* language.
Man: That's true.
Woman: Cheers!
Man: Skål!

Listen, and say "I agree" or "I disagree".

- English is a beautiful language.
 English is a musical language.
 English is a difficult language.
 English is a useful language.



Spoken by Shakespeare's characters, English is a beautiful language. (In the picture: A performance of "Othello".)

Practice.

– Answer these questions.

Which language is the most musical language you've ever heard?

Do you think English is a musical language?

For you, is English:

- a) useful? b) important? c) essential?

When you started learning English, did you think it was difficult? (And do you have the same opinion now?)

– Would you use any of these adjectives to describe the English language?

- | | | |
|-------------|-------------|---------|
| awful | interesting | strange |
| boring | marvellous | stupid |
| fascinating | poetic | ugly |

Song.

Perhaps in a few years it will be unnecessary to learn foreign languages. Computers might translate and speak for us. But would that be a good thing? Maybe not ...



Song: A pocket translator with an electronic voice.¹

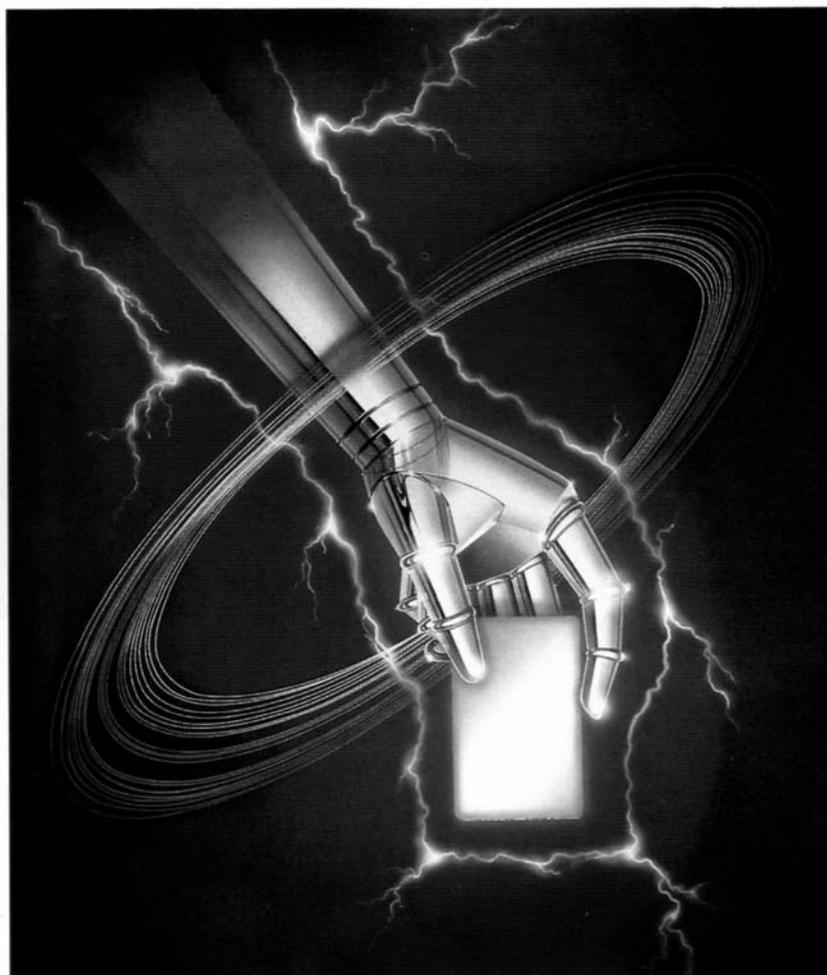
I've just bought a new pocket translator.
It's about the same size as a calculator².
It knows every language.
You just make your choice.³
It's got a fantastic memory
And an electronic voice.

It's just like a phrase-book and a dictionary.
It knows a lot of grammar and vocabulary.
It speaks every language.
You just make your choice.
But I can't stand the sound
Of that awful electronic voice.

"English ... Spanish ... Portuguese ...
Danish ... German ... Japanese ...
Hausa ... Russian ... Gujarati ..."

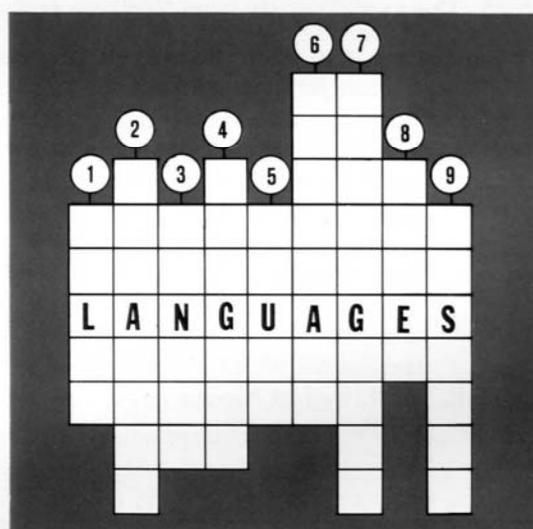
It can make remarkable translations
In all the necessary situations.
It knows every language.
You just make your choice.
It's high technology⁴
And that's fine with me⁵,
But you must agree
It's a really awful voice.
I hate that voice,
That electronic voice.

"Greek ... Norwegian ... Welsh ...
Bengali ... Urdu ... Shona ...
Swedish ... Hindi ... Finnish."



Practice.

Put in the names of nine languages from the song.



¹ Un traductor de bolsillo con voz electrónica.
² calculadora
³ Usted simplemente elige.
⁴ Es alta tecnología
⁵ y eso me va bien

Answers on page 1252.



A Northern Irish accent.

Las personas que oirá en la cassette son nativas de Irlanda del Norte. La grabación es un extracto de un programa de radio acerca de un fotógrafo ciego, que es entrevistado por la presentadora del programa mientras se prepara para fotografiar a un grupo de niños. (Consulte las páginas 48 y 49 si desea revisar algunos datos y cifras acerca de Irlanda del Norte y del resto del Reino Unido.)



Sunday morning in Belfast, Northern Ireland.



These speakers are from Northern Ireland. Listen.

Woman: And what about actually placing the subjects? It must be quite difficult for you when you're out on your own.

Man: Well, I normally take photographs of the sounds I hear. So ... um ... when I'm out takin' photographs, it's actually—it's hard to actually explain, but it's actually *sounds* I'm photographin': the sounds of people ... well, the sounds that *I* find interestin'. I'm fairly accurate now at—at aimin' the camera at the—at the sounds that I'm hearin'.

Woman: Well, we just happen to have a—a room full of toddlers here.

Man: Yes.

Woman: Could you show me how you would take a photograph of one or two of them?

Man: Yeah. I'll just put the flash on here and check the camera.

Woman: Hugh intends to hold an exhibition of his photographs soon, and he's been out in the streets, parks and pubs of Belfast, snapping as he goes. But why should a blind person want to take photographs, when he knows he'll never be able to see them himself?

Man: Well, I think it's basically—I want people to know what *my* experiences are, just the same as any other photographer would want.



Traducción del texto de la cassette.

Mujer: ¿Y cómo consigue encuadrar los temas? Debe ser bastante difícil para usted cuando está solo en el exterior.

Hombre: Bien, normalmente tomo fotografías de los sonidos que oigo. Así ... hum ... cuando estoy fuera tomando fotografías, es realmente ... es realmente arduo de explicar, pero son realmente los sonidos lo que fotografo; los sonidos de la gente ... bien, los sonidos que yo encuentro interesantes. Soy bastante preciso ahora ... apuntando con la cámara hacia los ... los sonidos que oigo.

Mujer: Bien, da la casualidad de que tenemos una ... una habitación llena de pequeñines aquí.

Hombre: Sí.

Mujer: ¿Podría mostrarme cómo tomaría una fotografía de uno o dos de ellos?

Hombre: Sí. Simplemente pongo el flash aquí y examino la cámara.

Mujer: Hugh se propone celebrar una exposición de sus fotografías pronto, y ha estado saliendo a las calles, parques y pubs de Belfast, tomando fotos por donde ha ido. Pero, ¿por qué querría una persona ciega tomar fotografías, cuando sabe que nunca podrá verlas?

Hombre: Bien, creo que es básicamente porque ... quiero que la gente sepa cuáles son mis experiencias, exactamente igual que querría cualquier otro fotógrafo.

Notas acerca del lenguaje.

Observe el uso y la omisión de la palabra **that** en las siguientes frases:

- ... **the sounds that I find interestin'.**
- ... **the sounds that I'm hearin'.**
- ... **the sounds I hear.**
- ... **sounds I'm photographin'.**

Encontrará información detallada al respecto en la próxima unidad.

Los estudiantes de inglés comentan a menudo que las personas de habla inglesa utilizan la palabra **actually** con bastante frecuencia. ¡El diálogo grabado en la cassette muestra que hay algo de cierto en esa observación!

Como habrá notado, el fotógrafo habla de manera más coloquial que la presentadora; por ejemplo, no pronuncia la **g** final de la terminación verbal **-ing** (**takin'**, **photographin'**, **interestin'**), mientras que ella sí pronuncia esa letra (**placing**, **snapping**).

Notas acerca de la pronunciación.

Un rasgo perceptible del acento de Irlanda del Norte reside en la entonación: se utiliza la entonación ascendente con más frecuencia que en otros acentos. Es decir, se

pronuncian con este tipo de entonación frases que en otros acentos tendrían una entonación descendente, como afirmaciones u órdenes. Después de oír otros acentos del inglés, probablemente el de Irlanda del Norte le sorprenderá en un principio por parecer "interrogativo".

Además, existen algunos rasgos distintivos en los sonidos, como los siguientes:

– /ʊ/ se pronuncia como /u:/.

/wʊd/	would	/wu:d/
/pʊt/	put	/pu:t/
/ʃʊd/	should	/ʃu:d/

– /aʊ/ a menudo suena más parecido a /aɪ/.

/aʊt/	out	/aɪt/
/saʊndz/	sounds	/saɪndz/
/naʊ/	now	/naɪ/

– /eɪ/ a menudo suena más parecido a /eə/.

/ɪk'spleɪn/	explain	/ɪk'spleən/
/'eɪmɪn/	aimin'	/'eəmɪn/

– /t/ a veces suena como /d/ entre vocales.

/... ə'baʊt .../	what about actually	/... ə'baʊd .../
/'fəʊtəgrɑ:fs/	photographs	/'fəʊdəgrɑ:fs/

Todos los ejemplos anteriores están tomados del texto grabado en la cassette.

Terminología gramatical.

Para reforzar la práctica de la terminología gramatical realizada en la página 1236, a continuación encontrará algunos comentarios más sobre este tema.

En primer lugar, aquí tiene un cuadro con algunos ejemplos de las ocho clases de palabras cuya denominación inglesa ya conoce.

Adjectives:	angry, big, certain, dangerous ...
Adverbs:	quickly, sometimes, here ...
Nouns:	car, man, music, information ...
Pronouns:	I, you, he, she, it, we, they ...
Articles:	a, an, the
Conjunctions:	and, but, because, if, when ...
Prepositions:	in, on, under, at, behind ...
Verbs:	arrive, begin, come, drink, eat ...

La clase de los “artículos” que figura en el cuadro está, naturalmente, completa, ya que sólo hay tres artículos en inglés: el artículo determinado (**the**) y las dos formas del artículo indeterminado (**a, an**).

Seguidamente puede ver dos observaciones más a tener en cuenta respecto a la terminología gramatical:

- Las ocho clases que figuran en el cuadro comprenden la mayor parte de las palabras de la lengua inglesa, pero no absolutamente todas. Así, por ejemplo, es necesario añadir el término **exclamation** (interjección, exclamación) para incluir expresiones como **Ouch!, Oops!, Wow!, etc.**; y el término **particle** (partícula), que resulta útil para describir pequeñas palabras, como la palabra **to** utilizada delante de un infinitivo:

I'd like to visit Hollywood.

– **Why?**

To meet some film stars.

- No todos los manuales de gramática inglesa emplean la misma terminología. Como se ha mencionado anteriormente, por ejemplo, el tiempo verbal que en algunos cursos recibe el nombre de **present continuous** puede denominarse en otros libros de gramática **present progressive**. Ciertos autores incluso prefieren utilizar diferentes términos para nombrar algunas de las ocho clases de palabras relacionadas en el cuadro. Sin embargo, no se preocupe por tales pormenores terminológicos, ya que existe un acuerdo general acerca de los términos más comunes, que son los que figuran en dicho cuadro.

Algunos verbos que se confunden a menudo.

Hay cuatro verbos relacionados con la acción de hablar que suelen causar problemas de comprensión a los estudiantes de inglés. Son los verbos **say, speak, talk y tell**.

De hecho, los estudiantes generalmente se hacen estas dos preguntas: ¿cuál es la diferencia entre **speak** y **talk**? y ¿cuál es la diferencia entre **say** y **tell**? Las diferencias son bastante sutiles en algunos casos, pero aquí tiene algunas normas generales que pueden resultarle útiles a la hora de emplear estos verbos.

speak y talk.

La distinción fundamental entre los verbos **speak** y **talk** reside en que el significado de **speak** se centra más en la acción de hablar o de producir sonidos, mientras que el significado de **talk** se centra más en la idea de conversación o de intercambio oral.

Algunos ejemplos tomados de páginas anteriores de esta unidad ilustran esta diferencia.

Do you speak English?

I only speak a little English.

You speak English perfectly.

You speak fluently.

I can talk about the weather fluently, but I can't discuss philosophy fluently!

Además, recuerde que **speak** se utiliza en una pregunta de uso frecuente en las llamadas telefónicas:

Could I speak to Mr Jones, please?

En la página 1183 ha visto un mensaje que comenzaba así:

Donald,

Must talk to you about tomorrow's meeting.

Si en este caso el verbo **talk** fuese sustituido por el verbo **speak**, la frase sería más formal y sugeriría que la persona que escribe el mensaje quizá pretende dar instrucciones al destinatario, en vez de tener una conversación con éste.



En inglés americano es habitual utilizar la preposición **with** en lugar de la preposición **to** después de los verbos **speak y talk**.

Could I speak with Mr Jones, please?

I talked with Donald this morning.

say y tell.

Así como se puede “hablar” (**speak**) una lengua, también se puede “decir” (**say**) una palabra, una expresión o una frase. Aquí tiene algunos ejemplos tomados de páginas anteriores de esta unidad.



The desk clerk can speak three languages.



They are talking about their work.

Say that again.

You say /'intrəstɪŋ/: three syllables.

Some people say /'ɪntərəstɪŋ/: four syllables.

Listen, and say "I agree" or "I disagree".

Pero, volviendo a la pregunta inicial respecto a **say** y **tell**, ¿cuál es la diferencia que existe entre estos dos verbos? Observe las siguientes frases aparecidas en anteriores unidades.

The old man *said*: "I don't know."

Tell me why ...

La diferencia básica reside en que el verbo **tell** debe ir seguido de un nombre, un sustantivo o un pronombre que indique la persona a la que va dirigida la acción del verbo. En el ejemplo anterior, esta función la lleva a cabo el pronombre **me**. Por el contrario, el verbo **say** no necesita ir seguido de ninguna de las palabras antes citadas; si se desea indicar la persona, entonces se debe utilizar la preposición **to**.

The old man *said to me*: "I don't know."

No obstante, existen algunas frases hechas que utilizan bien un verbo o bien el otro. Ha encontrado un ejemplo en la expresión **tell the truth** (decir la verdad).

Tell the truth, and you won't have so much to remember.
– Abraham Lincoln. (Pág. 888.)

To tell you the truth, I've never been quite sure what "Public Relations" means. (Pág. 1134.)

Exercise.

Put in **speak** or **talk**.

- A: I'm still learning Japanese. I can it quite well now.
 B: So can I. I can it, but I can't read it very well.
 A: Let's have a conversation in Japanese.
 B: OK. What shall we about? The weather?
 A: No. Let's about music.

Answers on page 1252.



Pen-friends.

La correspondencia con amigos de otros países ha sido durante mucho tiempo un medio popular de descubrir formas de vida diferentes de la propia y de practicar una lengua extranjera.

En esta página se muestran dos cartas: una dirigida a un servicio imaginario de amigos por correspondencia, y otra dirigida a un nuevo amigo. La primera le proporciona un ejemplo de carta formal y la segunda, de carta informal. Lea ambas cartas y, como en anteriores ejemplos de este tipo, observe las diferentes normas que rigen la disposición y el estilo de lenguaje empleados en ellas.



Universal Pen-friend
Service
35 Wellington Avenue
Southampton SO2 9MA
G.B.

PO Box 9999
Kumasi
Ghana

April 29th 1999

Dear Sir/Madam,

I noticed your advertisement in the magazine *Modern Languages*, and I am writing to you in the hope that you can find me a pen-friend.

Some information about myself:

I am Ghanaian, I am eighteen years old, and I am in my last year at school. Next year I will be beginning my studies at an Engineering College. I am interested in films, computers and all kinds of music. I would like to correspond with French-speaking people in France or Canada.

I hope you can help me and I look forward to hearing from you.

Yours faithfully

Michael Owusu

Michael Owusu

P.O. Box 9999,
Kumasi,
Ghana.

June 2nd 1999

Dear Claude,

I got your name and address from the Universal Pen-friend Service. (I'm writing this letter in English, but there's a French translation on another page. When you write back, please correct my mistakes!)

Let me tell you about myself. I'm Ghanaian, I'm 18, and I'm in my last year at school. Next year I'm going to start my studies at an Engineering College. I'm interested in films, computers and all

Please write soon.

Best wishes,

Michael Owusu

correspond with { /,kɒrɪ'spɒnd wɪð/ (UK) } /,kɔ:ri'spɒnd wɪð/ (US) } escribirse con

Punctuation (6): Colons.

En recientes unidades se ha comentado el uso de los dos puntos (colon) en inglés.

– Para introducir el lenguaje hablado.

The old man said: “I don’t know.” (Pág. 1187.)

– Después del saludo inicial en las cartas formales escritas según la convención americana.

Dear Mr Jones: (Pág. 1207.)

Con anterioridad, se mencionó su uso para introducir enumeraciones en un texto escrito.

“New England” means these states: Maine, New Hampshire, Vermont, Massachusetts, Rhode Island and Connecticut. (Pág. 816.)

También ha visto que los dos puntos se utilizan para introducir una explicación, como en la canción de la unidad 59.

Nothing made sense in the summer heat: I had my gun in my hand, and I had killed a man with no name. (Pág. 1201.)

Estos aspectos tienen un rasgo en común, que el gramático inglés H. W. Fowler describió con una imagen bastante acertada. Definió la función de los dos puntos como la de “repartir las mercancías que se han facturado en las palabras precedentes”. Esas “mercancías” pueden ser una cita, una lista, un ejemplo, un comentario explicativo, etc.

Aquí tiene algunos ejemplos más del uso de los dos puntos tomados de anteriores unidades.

The Bahamas.

Population: 226,000.
Area: 13,939 sq. kms.
Capital: Nassau.

A telegram:

Arriving London Gatwick Flight 1630. Staying at Park Hotel.

A postcard:

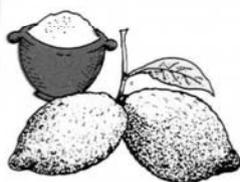
Having a wonderful time. Wish you were here. Hope

Example:

Can you tell me where Charles Dickens was born?

He said: “I’m lookin’ for you. Step into the street.”

Lemonade.



To make 2 pints:

2 large lemons.
2 tablespoons sugar.
2 pints water.

Peanuts® by Charles M. Schulz.

Durante algún tiempo, Sally ha esperado encontrar en el buzón una carta de su amigo por correspondencia, pero éste le ha decepcionado.

Utilice el método habitual de lectura en esta historieta, en la que sólo aparece una palabra que todavía no conoce.

tactful

discreto(ta)



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Traducción del diálogo de las viñetas.

Mi amigo por correspondencia no ha contestado a mi carta. ¿Qué crees que debería hacer?

Bien, podrías escribirle una bonita y discreta carta preguntándole si algo anda mal.

Querido estúpido amigo por correspondencia,

Ahora la parte discreta ...



Some interesting facts about languages.

Languages.

How many languages are there in the world?
About 4500.

Which languages have the most speakers?
Chinese, English, Hindi, Russian, Spanish, Indonesian and Arabic.

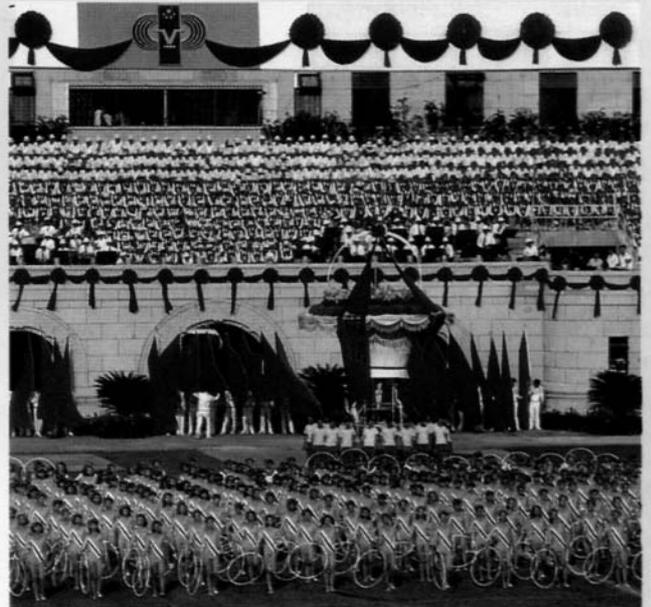
Which is the most complicated language in the world?
Possibly Chippewa, the North American Indian language of Minnesota. It has 6000 verb forms.

Which language has the most consonants?
The language of the Ubykhs in the Caucasus region of the USSR. It has eighty-five consonants.

Which language has the fewest consonants?
Rotokas, a language of the Solomon Islands in the Pacific. It has six consonants.

Which language has the most vowels?
Sedang, a Vietnamese language. It has fifty-five vowels.

Which language has the fewest vowels?
Abkhazian, a language of the Caucasus region. It has two vowels.



The languages of Britain.

The languages of Britain are English, Welsh, Scots Gaelic and Irish Gaelic. Two other British languages have disappeared. These are:

- Cornish, spoken in the south-west of England. The last fluent speaker, Mr John Davey, died in 1891.
- Manx, spoken on the Isle of Man. The last fluent speaker, Mr Ned Mandrell, died in 1974.



Irish Gaelic and English.

Alphabets and words.

How many different alphabets are there in the world?
Sixty-five.

Which language has the most letters in its alphabet?
Cambodian (seventy-two letters).

Which language has the fewest letters in its alphabet?
Rotokas (eleven letters).

How many letters are there in the English alphabet?
Twenty-six.

Which is the commonest letter in English words?
E.

What are the ten commonest English words?

- | | | |
|---------------|----------------|---------------|
| 1. <i>the</i> | 5. <i>a</i> | 8. <i>is</i> |
| 2. <i>of</i> | 6. <i>in</i> | 9. <i>I</i> |
| 3. <i>and</i> | 7. <i>that</i> | 10. <i>it</i> |
| 4. <i>to</i> | | |

What is the longest word in the English language?
The longest word in the *Oxford English Dictionary* (UK) is: floccipaucinihilipilification

The longest word in *Webster's Third International Dictionary* (US) is:
pneumonoultramicroscopicsilicovolcanoconiosis

English words from other languages.

Many English words have their origins in other languages. Here are some examples:

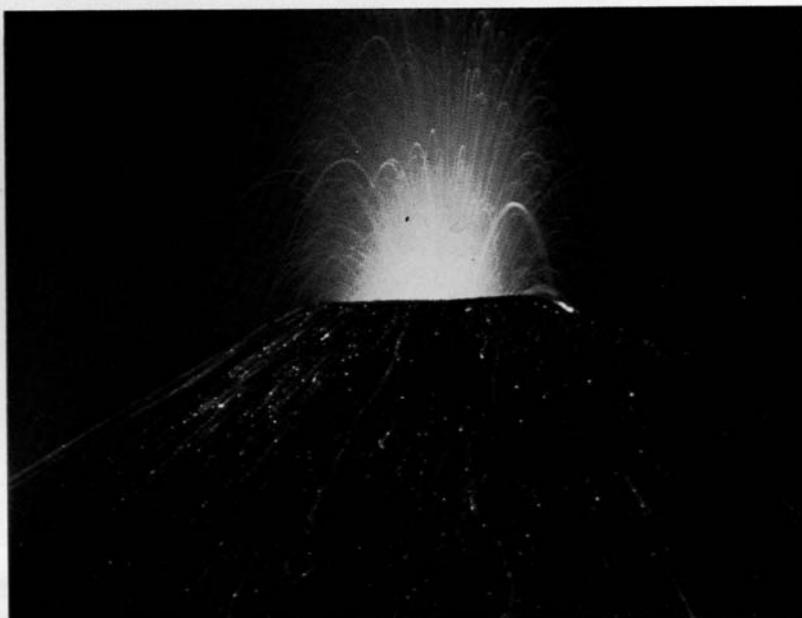
<i>Arabic:</i>	giraffe, magazine, orange
<i>Chinese:</i>	ketchup, tea, typhoon
<i>French:</i>	beef, cabaret, café, garage
<i>Greek:</i>	alphabet, character, orchestra
<i>Hindi:</i>	pyjamas, shampoo
<i>Italian:</i>	balcony, opera, piano, volcano
<i>Japanese:</i>	aikido, judo
<i>Maori:</i>	kiwi
<i>Spanish:</i>	cigar, canyon
<i>Tamil:</i>	curry
<i>Turkish:</i>	yoghurt



volcano



volcano



Artificial languages.

An "international language" –like English at the moment– is useful for communication between people of different nationalities.

English is, of course, a *real* language, and real languages are not always easy to learn. Their spelling may be strange; their pronunciation may be difficult; they may have a lot of irregular verbs.

Many people have invented *artificial* international languages. These have regular spelling, simple pronunciation, and so on.

The most famous artificial language is Esperanto. It was invented by Ludwig Zamenhof, a Polish doctor, in 1887.

Today about eight million people can speak it, so it has been quite successful.

There have been many other artificial languages, such as Volapük (1880), Interlingua or "Latino Sine Flexione" (1903) and Novial (1928). These have not been as successful as Esperanto.

Here are two expressions in English, Esperanto and Interlingua:

English	Esperanto	Interlingua
What time is it? Thank you.	Kioma horo estas? Dankon.	Qual hora es il? Gratias.

alphabet	/ˈælfəbet/	alfabeto
artificial	/ˌɑːˈtɪˈfɪʃl/	artificial
communication	/kəˌmjuːnɪˈkeɪʃn/	comunicación
invent	/ɪnˈvent/	inventar
shampoo	/ʃæmˈpuː/	champú

La palabra **floccipaucinihilipilification** significa "la acción de considerar algo como despreciable".

pneumonoultramicroscopicsilicovolcanoconiosis es el nombre de una enfermedad pulmonar que afecta a los obreros de las minas.



Key points from this unit.

– Algunos términos gramaticales.

adjective	conjunction	pronoun
adverb	noun	verb
article	preposition	particle

– Algunos términos relativos a la pronunciación.

sounds	consonant	diphthong
stress	vowel	syllable
intonation		

– Algunas preguntas útiles para averiguar ciertos aspectos acerca de las palabras.

How do you pronounce this word?
 Where is the stress in this word?
 What does this word mean?

Is the American { pronunciation? spelling } the same as
 the British { pronunciation? spelling? }

– Expresiones relativas al aprendizaje de una lengua y opiniones acerca de las lenguas.

I'm confident about { speaking. understanding. }
 I have problems with { reading. writing. }

I don't speak fluently, but I manage.

English is a { beautiful musical difficult useful } language

– Uso de los verbos **speak**, **talk**, **say** y **tell**.

– Uso de los dos puntos para puntuar frases.

– El acento de unas personas nativas de Irlanda del Norte.

Dialogue.

Read the dialogue and listen to it on the cassette. Anna is having a barbecue in her garden. Mr Jones is one of the guests.



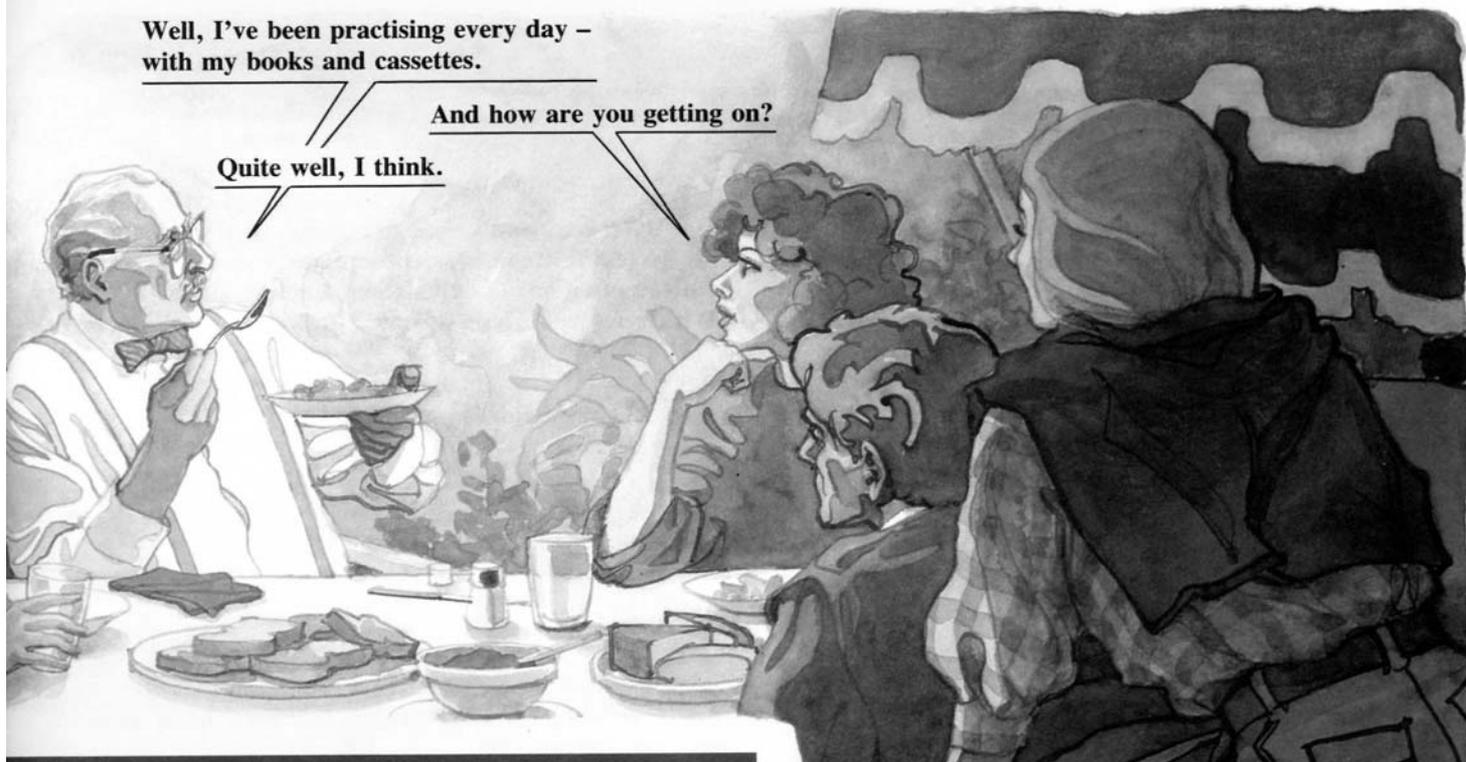
Dialogue.

Anna: Mr Jones ... Have some salad.
Mr Jones: *Arigato*, Anna.
Anna: So you're still studying Japanese.
Mr Jones: Yes.
Anna: *Arigato* means "Thank you", doesn't it?
Mr Jones: That's right. ... Mmm ... Oh, this is delicious.
Anna: Are you still having lessons?
Mr Jones: Yes. And I took your advice.
Anna: My advice?
Mr Jones: Yes. You remember ... I asked you for some advice, and you said: "Practise every day."
Anna: Oh, yes.
Mr Jones: Well, I've been practising every day – with my books and cassettes.
Anna: And how are you getting on?
Mr Jones: Quite well, I think. Slowly but surely. I know quite a lot of vocabulary, but it's a very complicated language.
Anna: The grammar, you mean.
Mr Jones: Yes. Some things are not too complicated. For example, there aren't any articles before nouns. And there isn't a different form for plural nouns.
Anna: The plural form is the same as the singular form.

Well, I've been practising every day - with my books and cassettes.

And how are you getting on?

Quite well, I think.



Mr Jones: Yes, that's right. But if you're English, it's difficult to put the Japanese words in the right order. Japanese word order is very different, you see.

Anna: Ah.

Mr Jones: Yes, it's very complicated.

Anna: But very interesting.

Mr Jones: Oh, yes.

Anna: How about your pronunciation?

Mr Jones: I don't think my pronunciation is very good, actually. I listen to my cassettes, and I repeat the words and phrases ...

Anna: Yes.

Mr Jones: But I'm never sure if my pronunciation is the same as the pronunciation on the cassette.

Anna: Oh.

Lily: Anna, Jeff's been telling me about your job in the States.

Anna: What?

Lily: You know ... the job in the States ... in Public Relations. Are you going to take it?

Mr Jones: What's that?

Anna: Er ... Nothing. Um ... Have some more salad, and tell me more about Japanese pronunciation.



barbecue	/'bɑ:'bɪkjʊ:/	barbacoa
salad	/'sæləd/	ensalada
delicious	/dɪ'liʃəs/	delicioso(sa)
singular	/'sɪŋɡʊləʳ/	singular
plural	/'plʊərəl/	plural

I took your advice. He seguido su consejo.
 And how are you getting on? ¿Y cómo va progresando?.

¿Y qué tal le va?

Slowly but surely.

Lento pero seguro.



Test 61.

Check yourself on what you have learnt in this unit. (Answers at the end of Unit 64.)

1. Translate these questions.

- What does this word mean?
- How do you pronounce this word?
- Where is the stress in this word?
- How many syllables does this word have?
- Is this word a verb or a noun?

How do you pronounce this word?



2. Give the American spellings of these words.

theatre	litre	marvellous	colour
centre	metre	travelling	labour

3. Put these verbs into two groups: 1) stress on the first syllable, 2) stress on the second syllable.

agree, answer, arrive, depart, explain, finish, follow, happen, listen, repeat

4. Put in say, speak or tell.

- A: George, you can French.
- B: A little, yes.
- A: How do you "Sleep well" in French?
- B: I'm not sure. I'll look in my dictionary, and I'll you tomorrow.
- A: OK. Thanks.

5. Put a colon in each of these sentences.

- My pocket translator speaks three languages English, French and Spanish.
- This book discusses three subjects sounds, stress and intonation.
- Standard British English has these sounds 24 consonants, 12 vowels and 8 diphthongs.



6. Answer these questions.

- How long have you been learning English?
- Do you think English grammar is difficult?
- Do you often have doubts about English spelling?
- Which do you think is more difficult: speaking or understanding?
- Are you confident about reading English?
- Do you think English is a musical language?

Answers to exercises.

Page 1236.

- 1) Bad, Cold, warm. 2) Money, Walls, ears, news, hands, heart.
- 3) talks, have, travels. 4) fast.

Articles: an/An/a/the/The. Prepositions: to/in.

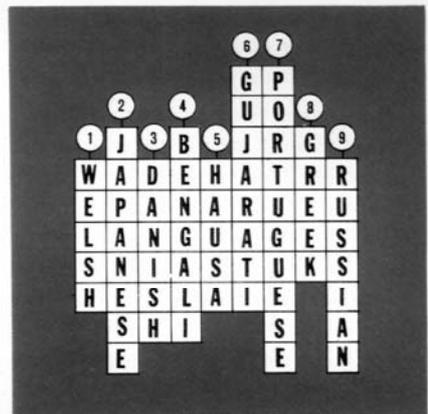
Articles: the/the. Prepositions: for/in.

Page 1238.

- 1) theater, center, color, traveler, dialog, liter. 2) theatre, centre, colour, traveller, dialogue, litre.

- 1) study, practise, answer. 2) revise, pronounce, translate.

Page 1241.



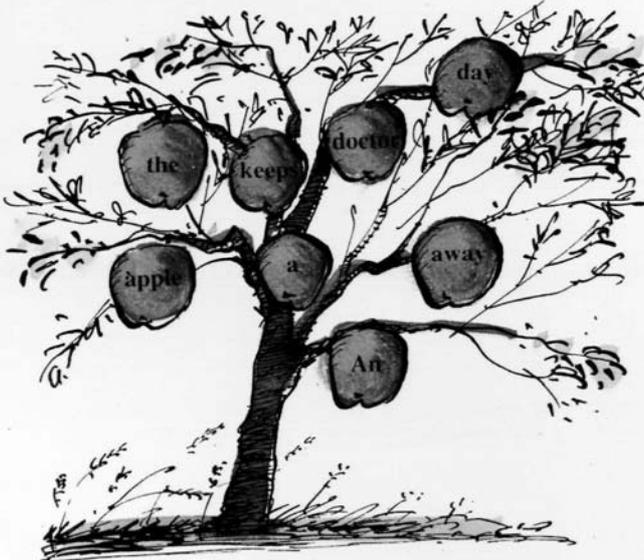
Page 1245.

- A: I'm still learning Japanese. I can speak it quite well now.
- B: So can I. I can speak it, but I can't read it very well.
- A: Let's have a conversation in Japanese.
- B: OK. What shall we talk about? The weather?
- A: No. Let's talk about music.



Test 60: Answers.

1. Tomorrow never comes.
 Walls have ears.
 Bad news travels fast.
 An apple a day keeps the doctor away.
 You can't make an omelette without breaking eggs.



2. Do you know *where* T.S. Eliot was born?
 I'd like to know *if* he was born in England or in the USA.
 Can you tell me *where* William Shakespeare died?
 I want to know *if* he died in London or in Stratford-upon-Avon.

3. I really like rock music. – So do I.
 I can't stand jazz. – Nor can I.
 I'm interested in opera. – So am I.
 I've never liked folk music. – Nor have I.

4. **the right order** significa "el orden correcto", y **the wrong order** significa "el orden incorrecto"; por tanto, estas frases expresan conceptos opuestos.

big significa "grande", y **huge** significa "muy grande", "enorme".

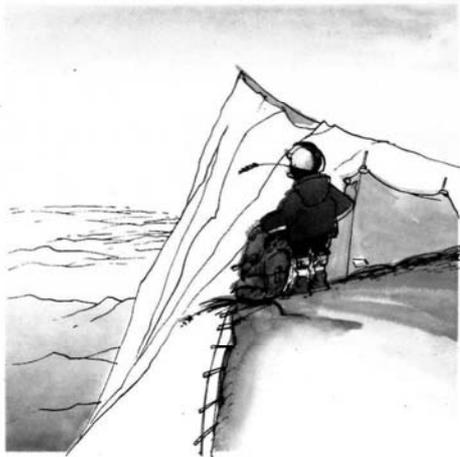
small significa "pequeño(ña)", y **tiny** significa "muy pequeño(ña)", "diminuto(ta)".

tired significa "cansado(da)", y **exhausted** significa "muy cansado(da)", "exhausto(ta)".

- | | | | |
|------------------|-------|---------------|-------|
| 5. Love-fifteen. | 0-15 | Thirty-all. | 30-30 |
| Fifteen-all. | 15-15 | Thirty-forty. | 30-40 |
| Fifteen-thirty. | 15-30 | Deuce. | 40-40 |

- | | | | |
|--------|----------|-------|-----------|
| 6. run | running | sleep | sleeping |
| swim | swimming | plan | planning |
| dream | dreaming | begin | beginning |
| stop | stopping | visit | visiting |

7. Yes./Yes, I have./No./No, I haven't.
 Yes./Yes, I do./No./No, I don't.
 Yes./Yes, I am./No./No, I'm not./Not really./etc.
 No!/No, I don't! (Ambrose Lewis is *not* a real British poet.)



Fase 3: Forward camp.

Campamento avanzado.

Unidades 41-72. Cassettes 11-18.

Contenido de la unidad 62:

- Expresiones utilizadas para identificar o calificar a personas, lugares y cosas.
- Los pronombres de relativo ingleses.
- Redacción de cartas formales en las que se solicita información.
- Cómo dar énfasis a las frases.
- Algunos aforismos.

Y muchas cosas más.