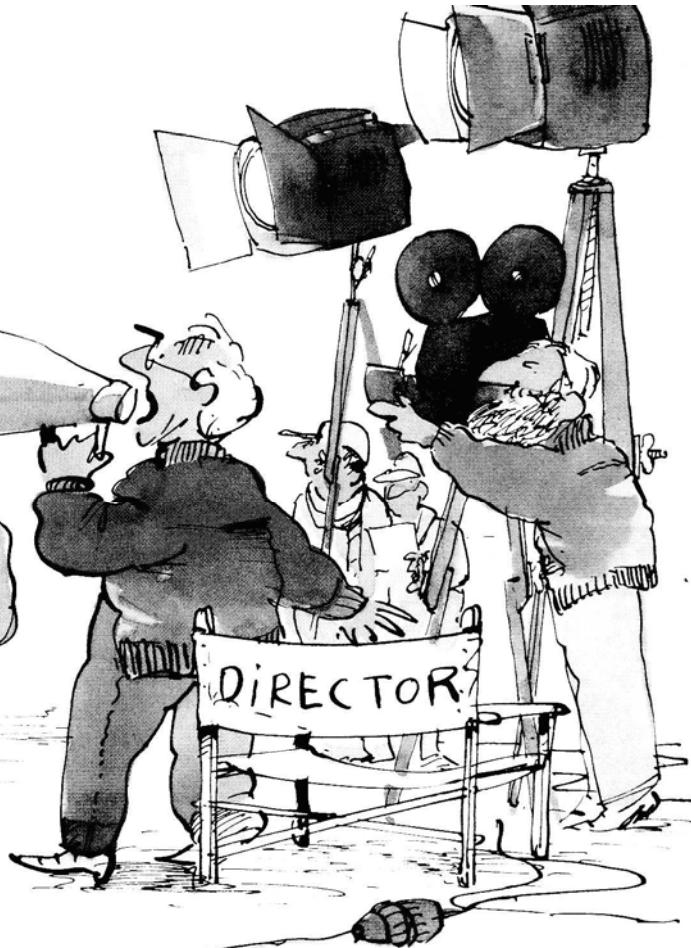


UNIT 68



Word formation: Conversion. *Formación de las palabras: Conversión.*

Esta unidad le ofrece la segunda de las tres partes en que está dividido el estudio de la formación de palabras en inglés. Con respecto a este tema, en la unidad anterior se comentaron diversos tipos de palabras compuestas. En la presente unidad –cuyo título hace referencia, por ejemplo, a cómo los verbos se convierten en sustantivos– el centro de atención lo constituyen palabras aisladas y, en algunos casos, partes de palabras. La próxima unidad está dedicada a los diversos tipos de afijos ingleses.

Además de examinar las normas que rigen la formación de palabras, en esta unidad encontrará una selección de exclamaciones, estudiará un nuevo aspecto de la ortografía inglesa y practicará la lectura de esta lengua con textos que, al mismo tiempo, le proporcionarán información acerca de pintores y escultores británicos.

Consejos para el aprendizaje y observaciones.

En los “Consejos para el aprendizaje y observaciones” de la unidad 44 (pág. 893) se mencionó que bastantes palabras inglesas pueden realizar tanto la función de verbo como de sustantivo. Tal es el caso de **answer**, **delay**, **drink**, **hope**, **start** y **telephone**, por ejemplo.

Además, en el diálogo de la sección de **Synopsis** de la unidad 66 (págs. 1350 y 1351) ha visto un interesante ejemplo de la potencial ambigüedad de una palabra de este tipo: la palabra **talk**. Esta ambigüedad nacía de las dos posibles interpretaciones del siguiente titular de periódico, que Jeff utilizaba con fines humorísticos.

Fish talks. (*talk*: verbo)

At the University of Miami, a shark has become the world's first talking fish ...

Fish talks. (*talk*: sustantivo)

Ministers from six European governments are meeting in London this week for talks about international fishing rights ...

Por lo general, el contexto deja claro si una palabra se está utilizando como sustantivo o como verbo. No obstante, en textos como los titulares de los periódicos, donde el lenguaje está muy condensado, debe usted tener presente que una lectura superficial puede dar lugar a interpretaciones erróneas.

En el apartado de **Introduction** de esta unidad encontrará algunas palabras que ya conoce y que tienen en común el poder ser utilizadas tanto en función de sustantivo como de verbo. A continuación estudiará diversas maneras de modificar verbos para formar sustantivos, o de modificar sustantivos para formar verbos.



Introduction.

- Listen to the cassette, following the first version of the text.
- Listen again, following the second version.
- Read the second version aloud, putting in the missing words.



**It was nine o'clock,
and it was raining.
I hate the rain.**



Introduction.

**It was nine o'clock, and it was raining. I hate the rain.
I was passing the bus stop in front of the movie theater,
when a bus came round the corner. I put out my hand, but
the bus didn't stop.**

**The movie theater was showing "A Star Is Born" – the
1976 version, starring Barbra Streisand.**

**It was getting late. I decided to phone my office. There was
a phone on the corner. It was out of order.**

**I thought to myself: "I must be dreaming. This can't be
real. It's just a bad dream."**

**Twenty minutes later, I arrived at the office. My secretary
said: "Beautiful day." She was joking, but I didn't find the**

**joke very amusing. I said: "Any calls?" She said: "Only
one. Mr Katz. He'll call back later."**

**The office seemed to be full of smoke. This was strange,
because my secretary was a non-smoker.**

**We discovered that there was a fire in the office down-
stairs. A man was putting it out with a fire-extinguisher.**

**I said: "Can I help you?" He said: "What?" I said: "Do
you need any help?" He said: "No." I said: "Fine."**

**I went back to my office and stood at the window. My
secretary said: "Are you planning to do any work today?"
I said: "I have no particular plans."**

It was ten o'clock, and it was raining. I hate the rain.

Introduction.

It was nine o'clock, and it * raining. I hate *** rain.**

I was passing the * stop in front of the movie ***** , when a bus came round the ***** . I put out my ****, but the bus didn't stop.**

The *** theater was showing "A Star Is Born" – the 1976 ***** , starring Barbra Streisand.**

It was getting late. I decided ** phone my office. There * a phone on the corner. It was out of *****.**

I thought to ***: "I must be dreaming. This can't be ****. It's just a *** dream."**

Twenty minutes **, I arrived at the office. My secretary said: "***** day." She was joking, but I didn't find the joke very *****. I said: "Any calls?" She said: "Only ***. Mr Katz. He'll call back *****."**

The office seemed to be full ** smoke. This was strange, because my *** was a non-smoker.**

We discovered that there was a ** in the office downstairs. A man was putting it out with a *****.**

I said: "Can I help *?" He said: "What?" I said: "Do *** need any help?" He said: "No." I said: "Fine."**

I went back to my *** and stood at the *****. My secretary said: "Are you planning to do any *** today?" I said: "I have no particular plans."**

It was ten o'clock, and it * raining. I **** the rain.**

The movie theater was showing ...

**I put out my hand
A man was putting it
(the fire) out**

fire-extinguisher

En el cine estaban proyectando ...

**Alargué la mano
Un hombre lo estaba apagando (el fuego)**

/'faɪərɪk,striŋgwɪʃər/

extintor

Practice.

– In the text, the word **rain** is used as a verb: **It was nine o'clock, and it was raining.**

It is also used as a noun in the text: **I hate the rain.**

The following eight words are also used as both verbs and nouns in the text. We have given the sentences in which they appear as verbs. Find the sentences in which they appear as nouns.

Verb.	
1. stop	... the bus didn't stop.
2. star	... starring Barbra Streisand.
3. phone	I decided to phone my office.
4. dream	I must be dreaming.
5. joke	She was joking, ...
6. call	He'll call back later.
7. help	Can I help you?
8. plan	Are you planning to ...?

Answers on page 1392.

– Here are some more words you know, which can be both nouns and verbs: **answer, cash, drink, hammer.**

Read these sentences aloud.

I don't know the answer to that question. (noun)
I can't answer that question. (verb)

You can pay in cash or by credit card. (noun)
I'd like to cash these traveller's cheques. (verb)

My favourite drink is orange juice. (noun)
Would you like something to drink? (verb)

"If I had a hammer, (noun)
I'd hammer in the morning ..." (verb)

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

Nouns from verbs.

Sustantivos derivados de verbos.

Verbs from nouns.

Verbos derivados de sustantivos.

Other points.

Otros puntos.



Nouns from verbs.

En anteriores unidades del curso ya ha aprendido una manera de formar sustantivos a partir de verbos: añadir la terminación **-ing** a un infinitivo verbal. Las palabras así obtenidas se conocen con el nombre de “sustantivo verbal” (**verbal noun**).

El diálogo grabado en la cassette que se reproduce en esta página proporciona diversos ejemplos de sustantivos verbales, incluyendo varios sustantivos verbales compuestos (**compound verbal nouns**), de los cuales ha visto algunos ejemplos en unidades precedentes.

Study these examples.

<i>Verb.</i>	<i>Verbal noun.</i>	<i>Compound verbal noun.</i>
smoke	→ smoking	→ cigarette-smoking
ski	→ skiing	→ water-skiing
climb	→ climbing	→ mountain-climbing
skate	→ skating	→ ice-skating
ride	→ riding	→ horse-riding
collect	→ collecting	→ stamp-collecting

Work with the cassette.



Nouns from verbs. Listen.

- Man 1: Where are my cigarettes?
Man 2: You really shouldn't smoke, you know.
Man 1: I know.
Man 2: Smoking is bad for you.
Man 1: I know.
Man 2: "Cigarette-smoking can seriously damage your health."
Man 1: I know.
Man 2: I've felt much better since I stopped smoking.
Man 1: Good.
Man 2: And I get a lot of exercise these days.
Man 1: Swimming and jogging?
Man 2: Yes, swimming and jogging ... and water-skiing in the summer, mountain-climbing in the autumn, ice-skating in the winter, and horse-riding in the spring.
Man 1: That's very good. I don't get much exercise with my hobby.
Man 2: What is your hobby?
Man 1: Stamp-collecting.

Listen and repeat.

Cigarette-smoking.
Water-skiing.
Ice-skating.
Mountain-climbing.

Practice.

Read these questions aloud and answer them.

Do you smoke?

Do you think that smoking in public places should be illegal?

Do you believe that cigarette-smoking can seriously damage your health?

Have you ever climbed a mountain?

Do you think that mountain-climbing is crazy and dangerous?

Do you collect stamps?

Do you think that stamp-collecting is an interesting hobby?



Horse-riding in the spring is very pleasant.

Otra manera de formar sustantivos a partir de verbos –comentada también anteriormente– consiste en utilizar el sufijo **-er** para construir las palabras con que se designa a personas que realizan determinadas acciones, como, por ejemplo, **singer, player, teacher o dancer**.

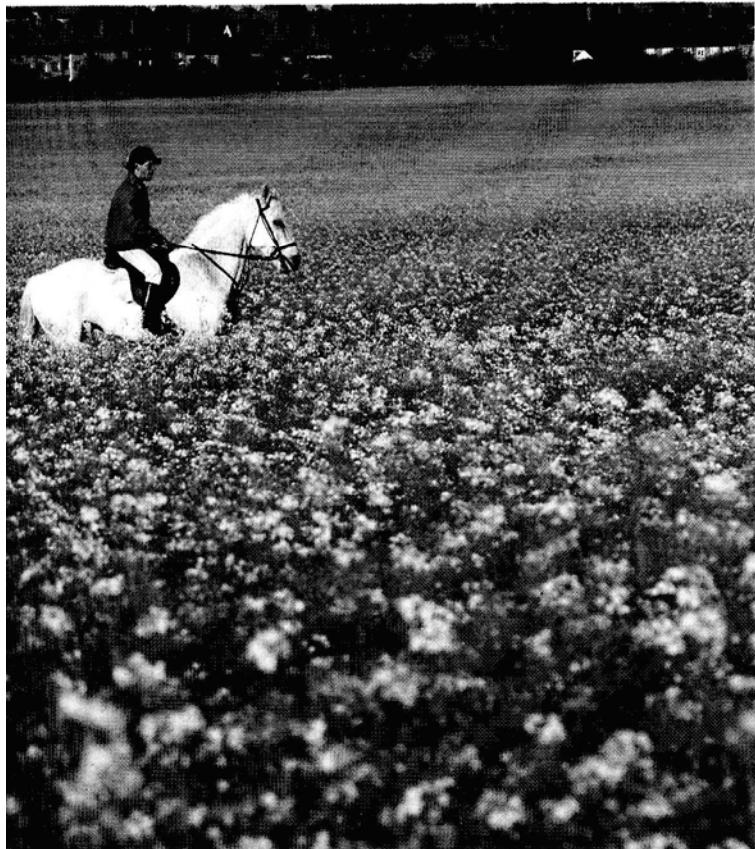
El sufijo **-or** puede emplearse asimismo de este modo, como ha visto en las palabras **operator, translator y calculator**.

No existe ninguna norma que rija el uso de las terminaciones **-er** y **-or**, de modo que debe aprender cómo se escriben las palabras en las que éstas se utilizan a medida que las vaya encontrando. (Observe que ambas grafías se pronuncian igual.)

El diálogo grabado en la cassette correspondiente a esta página, en el cual el participante de un concurso responde a varias preguntas con el fin de ganar un “premio estelar”, le proporciona algunos ejemplos de ambos tipos de palabras.

Study these key words.

Verb.	Noun.
write	writer /'raɪtər/ escritor(ra)
compose	composer /kəm'pəuzər/ compositor(ra)
paint	painter /peɪntər/ pintor(ra)
sculpt	sculptor /'skʌltptər/ escultor(ra)
act	actor /'æktər/ actor
direct	director /dɪ'rektər/ director(ra)



Listen.

- Man:** Now, for the star prize, you must give me six names. All the names must begin with the letter M. ... An American writer.
Woman: Herman Melville.
Man: An Austrian composer.
Woman: Mozart.
Man: A French painter.
Woman: Matisse.
Man: A British sculptor.
Woman: Henry Moore.
Man: A British actor.
Woman: James Mason.
Man: And an American film director.
Woman: Er ... um ... Paul Mazursky!
Man: Six correct names! Congratulations! You've won the star prize: this pocket calculator, this stereo cassette-player and this video-recorder!



Practice.

Read this text aloud, putting in the correct endings.

The American writ__ Herman Melville was born in 1819 and died in 1891. His most famous book is “Moby Dick” (1851).

The French paint__ Henri Matisse was born in 1869 and died in 1954. He was also a sculpt__.

The British sculpt__ Henry Moore was born in 1898 and died in 1986.

The British act__ James Mason was born in 1909 and died in 1984. His films include “Julius Caesar” (1953), “A Star is Born” (1954) and “Lolita” (1961).



Verbs from nouns.

En esta página y en la siguiente encontrará algunos ejemplos de verbos formados con los sufijos **-ify** e **-ize**. (Otros tipos de sufijos se examinarán con más detalle en la próxima unidad.)

En el diálogo grabado en la cassette que se reproduce en esta página, la editora (**editor**) de un periódico habla con un reportero (**reporter**) acerca de un artículo que ha escrito este último. Observe que, como la editora hace notar, en el artículo aparecen varios verbos que tienen la terminación **-ify**.

Study these key words.

Noun.	Verb.
electricity	→ electrify
horror	→ horrify
identity	→ identify

/'lektrifai/
 /'hɔrifai/ (UK)
 /'hɔ:rifi/ (US)
 /ai'dentifai/

electrizar
 horrorizar
 identificar



Verbs from nouns. Listen and repeat.

Electrify.

Horrify.

Identify.

Listen.

Editor: Oh, come in, Bernard. I've just read your article about the minister's speech.

Reporter: Did you like it?

Editor: No.

Reporter: Why not?

Editor: Listen. "ELECTRIFYING SPEECH BY MINISTER. Mr James Henderson spoke about the plans for a new airport last night, in an *electrifying* speech, which *electrified* his audience. 'We have now *identified* the problems, and I am *satisfied* with the planners' suggestions,' he said. Some people were *horrified* by the plans, and found them *horrifying* ..." Bernard, this is terrible.

Reporter: Has it got too many words like "electrify", "horrify", "identify"?

Editor: Yes.

Reporter: OK. I understand. I'll modify it.



Practice.

– Put these nouns and verbs together.

electricity	unify
identity	terrify
unity	satisfy
horror	electrify
terror	horrify
satisfaction	modify
modification	identify

– Find the sentences in the cassette dialogue which have these meanings.

We now know what the problems are.

I think the planners' suggestions are good.

Some people were very shocked by the plans.

I'll change it.

Answers on page 1392.

El diálogo grabado en la cassette correspondiente a esta página, en el cual el reportero que ha visto en la página anterior presenta a la editora una nueva versión de su artículo, le proporcionará algunos ejemplos de verbos que tienen la terminación **-ize**. Como podrá observar, ya ha encontrado la mayoría de estos verbos en unidades anteriores.

Study these key words.

<i>Noun.</i>	<i>Verb.</i>
apology	→ apologize /ə'pɒlədʒaɪz/
critic	→ criticize /'krɪtɪsaɪz/
drama	→ dramatize /'dræmətaɪz/
summary	→ summarize /'sʌməraɪz/
symbol	→ symbolize /'sɪmbəlaɪz/

Work with the cassette.



Listen and repeat.

Apologize.
Criticize.
Symbolize.

Listen.

Editor: Ah, Bernard. Come in.
Reporter: I've re-written that article.
Editor: Good.
Reporter: I remembered what you said. I think this is much better.
Editor: "MINISTER CRITICIZES PROTESTERS IN SPEECH. Mr James Henderson spoke about the plans for a new airport last night. He summarized the plans and criticized the people who had protested against them. 'The new airport will symbolize our hopes for the future,' he said. He had criticized the protesters before, and did not apologize for criticizing them again. 'They are dramatizing the situation,' he said."
Reporter: What do you think?



We discussed verbs with the ending **-ize** in Unit 49 (pp. 1006-1007). We gave examples of verbs formed from nouns, like the verbs on this page. We also gave examples of verbs formed from adjectives:

American	→	Americanize
modern	→	modernize
popular	→	popularize
real	→	realize
western	→	westernize

I think this is much better. "He had **criticized** the protesters before, and did not **apologize** for **criticizing** them again."



Practice.

Find the sentences in the cassette dialogue which have these meanings.

I've written that article again, in a different way.

He gave a short version of the plans.

The new airport will be a symbol of our hopes for the future.

What is your opinion?

Answers on page 1392.



Speaking and listening

Other points.

Aquí encontrarás algunos ejemplos de un tipo diferente de “conversión”. Si se coloca el artículo determinado **the** delante de un adjetivo, este adjetivo se puede convertir en un sustantivo que designa a “todas las personas que reúnen la cualidad expresada por el adjetivo”. Algunos ejemplos aclararán esta explicación.

<i>Adjective.</i>	<i>Noun.</i>
rich	→ the rich
poor	→ the poor
old	→ the old
young	→ the young
	los ricos los pobres los viejos los jóvenes

Este uso es especialmente frecuente en los adjetivos de nacionalidad. He aquí algunos ejemplos.

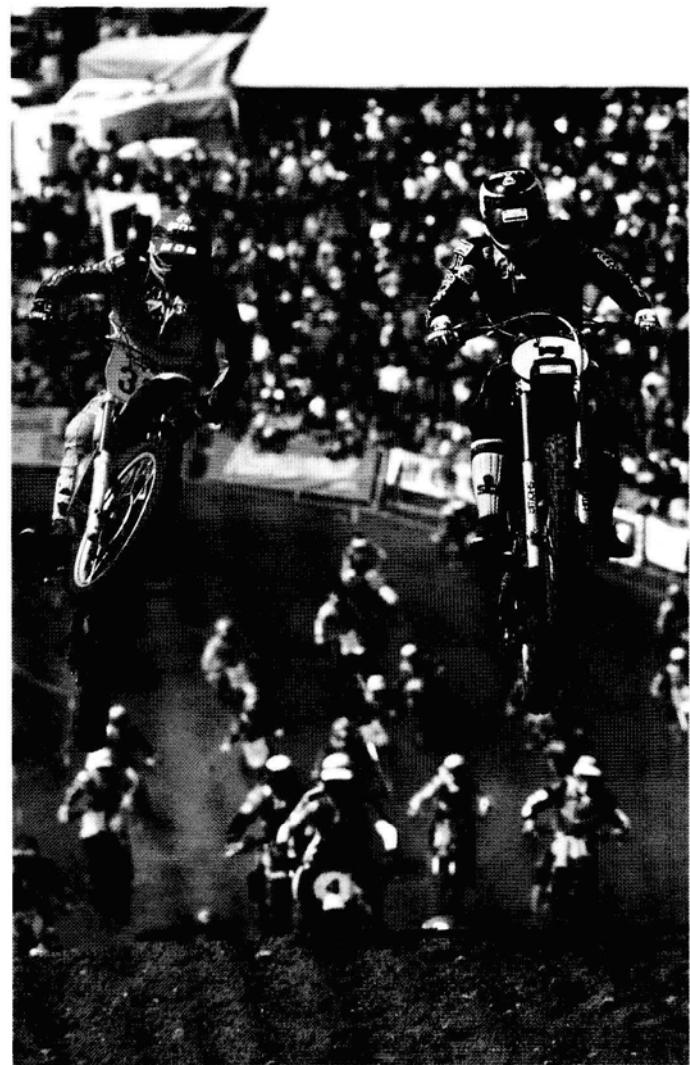
<i>Adjective.</i>	<i>Noun.</i>
British	→ the British
English	→ the English
French	→ the French
	los británicos los ingleses los franceses

Sin embargo, no todos los adjetivos de nacionalidad admiten este tratamiento. Por ejemplo, la expresión que significa “los americanos”, es decir, todos los americanos en general, es **the Americans**. Este punto se comentará de manera más detallada en la sección de **Grammar**.



Other points. Listen.

- Man 1:** How many questions can you answer correctly?
Who was the star of the film “The Good, the Bad and the Ugly”?
- Man 2:** Clint Eastwood.
- Man 1:** Correct. Which American novelist wrote “The Naked and the Dead”?
- Man 2:** Norman Mailer.
- Man 1:** Correct. Which English novelist said this? “The French cook; we open tins.”
- Man 2:** John Galsworthy.
- Man 1:** Correct. Which French actor and dramatist said this? “If a dramatist is funny, the English look for the serious message; if he is serious, they look for the joke.”
- Man 2:** Sacha Guitry.
- Man 1:** Correct. Who described the Americans and the British like this? “Two nations, divided by a common language.”
- Man 2:** George Bernard Shaw.
- Man 1:** Correct. Five questions and five correct answers!
Well done!



The young often like speed and danger.

Traducción de las citas.

“Los franceses cocinan; nosotros abrimos latas.” – *John Galsworthy* (1867-1933).

“Si un dramaturgo es divertido, los ingleses buscan el mensaje serio; si es serio, buscan el chiste.” *Sacha Guitry* (1885-1957).

“Dos naciones, divididas por una lengua común.” – *George Bernard Shaw* (1856-1950). Éste es un típico comentario irónico de Shaw: donde mucha gente esperaría la palabra **united**, él la sustituye por la de significado opuesto (**divided**).

Song.

The group Thin Lizzy was formed in Dublin, Ireland, in 1970, and had great success in many countries in the 1970s and the early 1980s.

Most of the group's music was "hard rock", but their albums also included some gentler songs, like this one.



Thin Lizzy.



**Song: "Still in love with you",
by Thin Lizzy.**

I think I'll fall to pieces,
If I don't find somethin' else to do.
This sadness – it never ceases.
Oh, I'm still in love with you.

And my head – it keeps on reelin'.
It's got me in a crazy spin.
Oh, darlin', darlin', darlin', darlin',
Is this the end?

I'm still in love with you.

You know, some people out there are sayin':
"Time has its way of healing.
It can dry all the tears from your eyes."
Oh, but darlin', they don't tell you about
this empty feelin'.
You know I can't disguise it.
After all that we've been through,
I try my best, but it's no use.
Ooh, I'm gonna keep on lovin' you.
Is this the end?

Still in love with you.



Courtesy by Phonogram Int. B.V.

Canción: "Todavía (estoy) enamorado de ti", interpretada por Thin Lizzy.

Creo que me romperé en pedazos,
si no encuentro algo más que hacer.
Esta tristeza ... nunca cesa.
Oh, todavía estoy enamorado de ti.

Y mi cabeza ... sigue dando vueltas.
Me ha colocado en una espiral loca.
Oh, querida, querida, querida, querida, querida,
¿es esto el fin?

Todavía estoy enamorado de ti.

Sabes, alguna gente por ahí dice:
"El tiempo tiene su modo de curar.
Puede secar todas las lágrimas de tus ojos."
Oh, pero querida, ellos no te explican
este sentimiento vacío.
Sabes que no puedo disfrazarlo.
Después de todo lo que hemos pasado
hago lo posible, pero es inútil.
Ooh, voy a seguir amándote.
¿Es esto el fin?

Todavía enamorado de ti.

Practice.

- Listen to the song on the cassette, following the English words.
- Read the translation.
- Read the English words aloud.
- Listen to the song again.



Exclamations.

Bajo el título genérico de “Exclamaciones”, en esta sección examinará un grupo de expresiones inglesas que reúnen características especiales. En realidad, no se las puede llamar “palabras”: comprenden interjecciones, sonidos exclamatorios –algunos de ellos involuntarios– y otros sonidos diversos que pronuncian los angloparlantes, todos ellos portadores de algún tipo de significado.

Es útil que los estudiantes de inglés conozcan el significado de estas expresiones, ya que incluso las exclamaciones involuntarias difieren de una lengua a otra. Si un angloparlante siente un dolor agudo –cuando se golpea los dedos con un martillo, por ejemplo–, probablemente exclame **Ow!** /au/, mientras que la exclamación que emitiría un hablante de otra lengua en circunstancias similares puede ser muy diferente a ésa en cuanto al sonido.

En el cuadro que figura a continuación se agrupan exclamaciones, interjecciones y otros sonidos que se utilizan en el inglés hablado. Sin duda, usted reconocerá muchos de ellos, ya que han aparecido en anteriores unidades; no obstante, en el diálogo grabado en la cassette se muestra el uso de la mayor parte de los mismos.

Ah!*	/a:/	Puede expresar diversas sensaciones, entre ellas conmoción, apercibimiento, sorpresa, satisfacción ... según las circunstancias.	Oh!*	/əʊ/	Puede expresar diferentes sensaciones, entre ellas sorpresa, temor, etc., según las circunstancias.
Atchoo!	/æ'tʃu:/	Representa el sonido de un estornudo.	Oops!	/ups/	Se dice después de haber hecho algo con torpeza.
Eh?	/eɪ/	Indica que la persona que habla no ha oído o no ha entendido algo, es decir, se trata de un modo más brusco de decir Sorry?	Ouch!	/autʃ/	Reacción ante un dolor agudo.
Er ...	/ər/	Indica duda.	Ow!	/au/	Tiene el mismo significado que Ouch!
Ha, ha.	/ha: ha:/	Representa risa.	Shh!	/ʃ/	Significa “¡Silencio!”.
Hee, hee.	/hi: hi:/	Representa risa.	Ugh!	/ʒ:/	Indica disgusto ante algo, por ejemplo, un sabor, un olor o una visión desagradables.
Hey!	/hei/	Grito que se emplea para atraer la atención de alguien. No debe confundirse con el saludo informal Hi! /hai/.	Um ...	/ʌm/	Tiene el mismo significado que Er ...
Hmm.	/həm/	Indica que la persona que habla está pensando en lo que le acaban de decir; con frecuencia indica duda.	Whoops!	/wups/	Tiene el mismo significado que Oops!
Mmm.	/əm/	Se suele emplear con el significado de Yes .	Wow!	/waʊ/	Indica que la persona que habla está impresionada o excitada por algo.
Mmm!	/əm/	Indica placer, especialmente como reacción ante el olor o el sabor de una comida.			

* Cuando **Ah** y **Oh** se pronuncian con menos énfasis, simplemente son partículas que “lubrican” la conversación, indicando que la persona que habla está prestando atención a lo que se le dice. A menudo se usan con el significado “Ah/Oh, comprendo”.



Listen to this dialogue, which includes a lot of exclamations. The man and the woman are stealing a vase from a museum.

- Man:** How much is this vase worth?
Woman: £300,000.
Man: Wow! ... Wouldn't it be funny if you dropped it?
Woman: Ha, ha. Pass me that box.
Man: I think I'm going to sneeze. ... Atchoo!
Woman: Shh!
Man: Here's the box. I'll take my sandwiches out.
Woman: Sandwiches??
Man: Yes. I thought I might get hungry, so I brought some sandwiches. Chocolate and tomato.
Woman: Ugh! Take them out.
Man: OK. ... Mmm! Delicious!
Woman: Pass me the box!
Man: Eh?
Woman: The box!
Man: Oh. Sorry.
Woman: Ow!
Man: What's the matter?
Woman: You're standing on my foot.
Man: Sorry.
(A museum guard comes in.)
Guard: Hey!
Woman: Ah! (She drops the vase.)
Man: Whoops!



Expresiones que representan sonidos.

Aquí continuará el estudio de las exclamaciones con algunos aspectos relativos a las expresiones onomatopéicas (expresiones que representan sonidos), ya que, en inglés, a veces éstas difieren de sus equivalentes en otras lenguas. De vez en cuando, las historietas han mostrado ejemplos, como **Bonk!** (el sonido de un impacto agudo, como el que produce Woodstock al chocar contra la caseta de Snoopy, o el que produce una tarjeta de felicitación al golpear a Snoopy en la cabeza), **Tick, tick, tick ...** (el tic tac de un reloj) y **Woof!** (el ladrido de un perro).

Un ejemplo interesante lo proporciona el eslogan empleado en una campaña británica de seguridad vial: **Clunk! Click!** La primera parte representa el sonido que hace una puerta de coche al cerrarse, y la segunda parte representa el sonido que hace un cinturón de seguridad al ser abrochado.

La siguiente ilustración ofrece nuevos ejemplos de expresiones onomatopéicas: tres explosiones, en orden creciente de intensidad, y tres objetos, progresivamente de mayor tamaño, que caen al agua.



Una última observación: le resultará curioso saber que cuando canta un gallo en un país de habla inglesa, se considera que éste dice **Cock-a-doodle-do!**

exclamation	/eksklə'meɪʃn/	exclamación
steal-stole-stolen	/sti:l/stəʊl/stəʊlən/	robar
vase	/væ:z/ (UK) /veɪz/ (US)	jarrón
guard	/ga:d/	guardia

How much is this vase worth? ¿Cuánto vale este jarrón?

Adjetivos y sustantivos relativos a nacionalidades.

En la página 1380 ha visto algunos adjetivos de nacionalidad que, precedidos por el artículo determinado (**the**), actuaban como sustantivos y se utilizaban para referirse al conjunto de los habitantes de una nación (**the British**, **the English**, **the French**).

Como ya se ha dicho, no todos los adjetivos de nacionalidad pueden utilizarse así. En algunos casos, se les debe añadir la terminación de plural **-s** (**the Americans**).

A continuación encontrará una explicación detallada acerca de los adjetivos y los sustantivos relativos a nacionalidades.

Sustantivos utilizados para referirse a una sola persona de determinada nacionalidad.

En la mayoría de los casos, estos sustantivos tienen la misma forma que los adjetivos de nacionalidad y, al igual que los adjetivos, se escriben con la primera letra mayúscula. Aquí tiene algunos ejemplos.

Adjetivo.	Sustantivo.
American	an American
Chinese	a Chinese
Czech	a Czech
German	a German
Greek	a Greek
Israeli	an Israeli
Iraqi	an Iraqi
Italian	an Italian
Mexican	a Mexican
Portuguese	a Portuguese
Russian	a Russian
Thai	a Thai

En varios casos, sin embargo, el sustantivo adopta una forma diferente que el adjetivo de nacionalidad.

Adjetivo.	Sustantivo.
British	a Briton
Danish	a Dane
Finnish	a Finn
New Zealand	a New Zealander
	{ /ə ,nju: 'zi:ləndər/ (UK) /ə ,nu: 'zi:ləndər/ (US)
Polish	a Pole
Scottish/Scots	a Scot
Spanish	a Spaniard
Swedish	a Swede
Turkish	a Turk
Yugoslavian	a Yugoslav



A Frenchman having breakfast in a café.



Los americanos suelen utilizar el término **a Britisher** /ə 'britɪʃər/ para referirse a una persona que procede de Gran Bretaña. Los británicos no utilizan ese término.

Por último, un pequeño número de sustantivos de este tipo se forman añadiendo **man** (o **woman**, según corresponda) al adjetivo de nacionalidad apropiado. Estos sustantivos se escriben como una sola palabra, sin guión.

Adjetivo.	Sustantivo.
English	an Englishman
French	a Frenchman
Dutch	a Dutchman
Irish	an Irishman
Welsh	a Welshman

Existe una palabra que se utiliza como alternativa al sustantivo **Scot** y también se forma de la manera anterior: **Scotsman**. Un buen ejemplo de esta palabra se halla en la expresión **There was an Englishman, an Irishman and a Scotsman** ..., con la cual empiezan muchos chistes contados en Gran Bretaña. Estos chistes son muy populares y su gracia se basa en los estereotipos asociados con las tres nacionalidades. Vio uno de tales chistes –en el que aparecía, además, un americano– en la página 1006.

→ Exercises 1, 2.

Sustantivos utilizados para referirse al conjunto de personas de una nacionalidad.

En este apartado estudiará los sustantivos que se emplean para hacer referencia al conjunto de personas de una misma nacionalidad. Estos sustantivos pueden dividirse en los dos siguientes grupos:

- Sustantivos formados a partir de adjetivos de nacionalidad que terminan en **-ch**, **-ese**, **-k**, **-s**, **-sh**.

En la mayoría de estos casos, los sustantivos colectivos se forman colocando simplemente el artículo determinado **the** delante del adjetivo de nacionalidad correspondiente, como en los tres ejemplos citados al principio: **the British**, **the English**, **the French**. Aquí tiene algunos ejemplos más.

the Chinese	the Japanese	the Swiss
the Dutch	the Portuguese	the Vietnamese
the Irish	the Spanish	the Welsh

Existen, sin embargo, algunas excepciones, en las que el sustantivo colectivo está constituido por la forma plural del que se utiliza para referirse a una sola persona.

the Czechs	the Greeks	the Swedes
the Danes	the Poles	the Turks
the Finns	the Scots	



The Brazilians' favourite sport is football.

- Sustantivos formados a partir de adjetivos de nacionalidad que terminan en **-an**, **-and**, **-ian**, **-i**.

En estos casos, los sustantivos colectivos se construyen con la forma plural de los que se refieren a cada persona por separado, como en el ejemplo citado al principio de esta sección: **the Americans**. Aquí tiene algunos ejemplos más.

the Australians	the Israelis	the Russians
the Brazilians	the Italians	the Thais
the Germans	the Mexicans	the Yugoslavs
the Iraqis	the New Zealanders	

→ Exercise 3.

Exercise 1.

Put in the correct nouns.

1. The poet W. B. Yeats { was Irish.
was an Irishman.
2. The poet Dylan Thomas { was Welsh.
was a
3. The novelist Joseph Conrad { was Polish.
was a
4. The philosopher Miguel de Unamuno { was Spanish.
was a
5. Neil Armstrong,
the first man on the moon, { was American.
was an

Exercise 2.

Complete the second version of this sentence.

In 1976, there were four men in the group Thin Lizzy: one was from the USA, one was from Scotland and two were from Ireland.

In 1976, the group Thin Lizzy consisted of one American, one and two

Exercise 3.

Complete the second version of this sentence.

In previous centuries, there were British colonies, Dutch colonies, French colonies, German colonies, Portuguese colonies and Spanish colonies in many parts of the world.

In previous centuries, the following nations had colonies in many parts of the world: the British, the, the, the, the and the

Answers on page 1392.



Change-of-address notes.

En este apartado podrá realizar dos ejercicios de lectura y de escritura basados en el tipo de tarjeta o de nota breve que se envía a amigos y conocidos para comunicarles el cambio de domicilio.

Enlazando con el comentario que se ha hecho al principio de la unidad acerca de que algunos sustantivos también se pueden utilizar como verbos, observe los tres sustantivos que constituyen el título de esta sección (**change**, **address**, **note**), ya que están incluidos en esta categoría. Vea un ejemplo de cada uno de ellos utilizado como verbo.

Our address will change next month.

Nuestra dirección cambiará el mes próximo.

You should always address envelopes clearly.

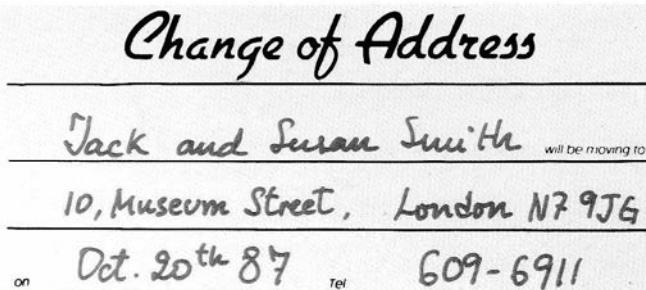
Se debe consignar siempre la dirección en los sobres con claridad.

**N.B. means "nota bene" or, in English,
"note well".**

N.B. significa "nota bene" o, en inglés, "note well" ("observe bien").

Exercise 1.

Lea el texto de la tarjeta en la que se notifica un cambio de domicilio y luego complete la nota que se reproduce a la derecha. Esta nota constituye un modo alternativo de transmitir la misma información.



Dear Bill,

18, Church Road,
London N1 4EQ
Sept. 29th 87

Just a note to let you know our new
and telephone

We'll moving Oct. 20 th, so after
that date our will

10, Museum Street,
London N7 9JG
and our number be (01)609-6911.

All the

Jack + Susan

Spelling (8).

En esta sección, la última dedicada a la ortografía en la tercera fase, se comentan dos útiles reglas de escritura y pronunciación.

- Los estudiantes de inglés a menudo se encuentran con dificultades al escribir palabras que contienen las letras **-ie-** y **-ei-**, ya que ambas se pueden utilizar para representar el sonido /i:/. Aquí tiene una regla que generaciones de jóvenes de habla inglesa han aprendido en forma de estribillo:

**I before E,
Except after C.**

Es decir, entre escribir **-ie-** o escribir **-ei-** para representar el sonido /i:/ en la parte central de una palabra, use la primera grafía en todos los casos, excepto en aquellos en que dicho sonido vaya precedido por la letra **c**.

believe piece receipt receive

Esta regla sólo se aplica cuando el sonido representado es /i:/. Pero, para conocer la grafía de las palabras cuya pronunciación incluye otros sonidos no hay, por desgracia, ninguna regla.

/ə/ **ancient, foreign** /ai/ **height, ties**

- En la unidad 65 aparecieron los dos siguientes nombres de prendas de vestir:

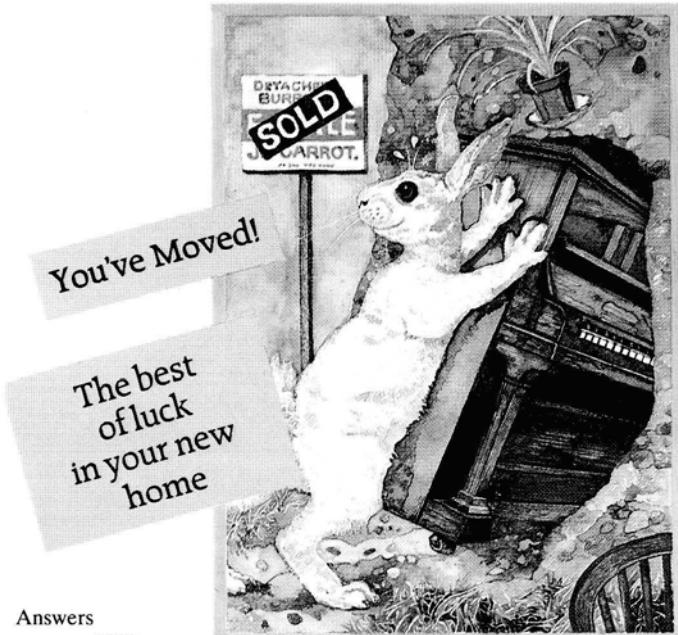
cap /kæp/ gorra cape /keɪp/ capa

Estos nombres proporcionan un ejemplo de otra interesante regla. La palabra **cap** termina con una única vocal (**a**), seguida de una única consonante (**p**). La letra **a** se pronuncia "breve", como la vocal breve /ə/. Por otra parte, la palabra **cape** termina con una única vocal (**a**), seguida de una única consonante (**p**) y de la letra **e**. En esta palabra, a causa de la presencia de la letra **e** final, la letra **a** se pronuncia "larga", como el diptongo /eɪ/.

Peanuts® by Charles M. Schulz.

Exercise 2.

A continuación puede ver un ejemplo del tipo de tarjetas de felicitación que se suelen enviar a las personas que han cambiado de domicilio. Traduzca el texto que figura en los recuadros.



Answers
on page 1392.

Este principio de “prolongación” se aplica a las cinco vocales (**a, e, i, o, u**). Vea un ejemplo de cada vocal.

hat /hæt/ sombrero **hate** /heit/ odio, odiar

them /ðem/ los, las; les; **theme** /θi:m/ tema
ellos, ellas

win /wɪn/ ganar **wine** /waɪn/ vino

hop /hɒp/ salto, saltar **hope** /həʊp/ esperanza,
esperar

cut /kʌt/ corte, cortar **cute** /kju:t/ lindo(da)

La regla anterior tiene algunas excepciones, como, por ejemplo, **love** /lʌv/; no obstante, resulta muy útil, ya que su campo de aplicación es bastante amplio.

En esta historieta, Lucy está leyendo de viva voz un libro acerca del héroe de Schroeder, el compositor alemán Ludwig van Beethoven.

Aunque el texto contiene una o dos palabras que todavía no conoce, utilice el método habitual de lectura y trate de averiguar qué dicen los personajes antes de consultar la traducción que figura a pie de página.



Traducción del diálogo de las viñetas.

“Cuando era joven, Beethoven tenía una poderosa complexión.”
“Era bajo de estatura, tenía anchos hombros, cuello corto, cabeza grande y nariz redonda.”
Parece más bien lindo.
¡¡Beethoven no era lindo!!



British artists.

Bajo el título “Artistas británicos”, estas páginas agrupan una serie de breves textos acerca de diversos pintores y escultores británicos con los que podrá ejercitarse en la lectura del inglés.

Como es lógico, el arte es un área que posee un vocabulario específico, con el que usted todavía no ha tenido contacto en el presente curso. A fin de proporcionarle una pequeña ayuda introductoria, a continuación figura la traducción de algunos de los términos que se emplean en los textos de esta sección, y que forman parte de ese vocabulario específico.

- Términos relacionados con la pintura y la escultura: **an oil-painting** (una pintura al óleo), **a watercolour** (una acuarela), **a landscape** (un paisaje), **a portrait** (un retrato), **a bust** (un busto), **bronze** (bronce), **abstract** (abstracto[ta]).
- Otras palabras relacionadas con el tema: **an engraving** (un grabado), **a wood-carving** (una talla en madera), **the Royal Academy** (la Real Academia).

Some British painters.

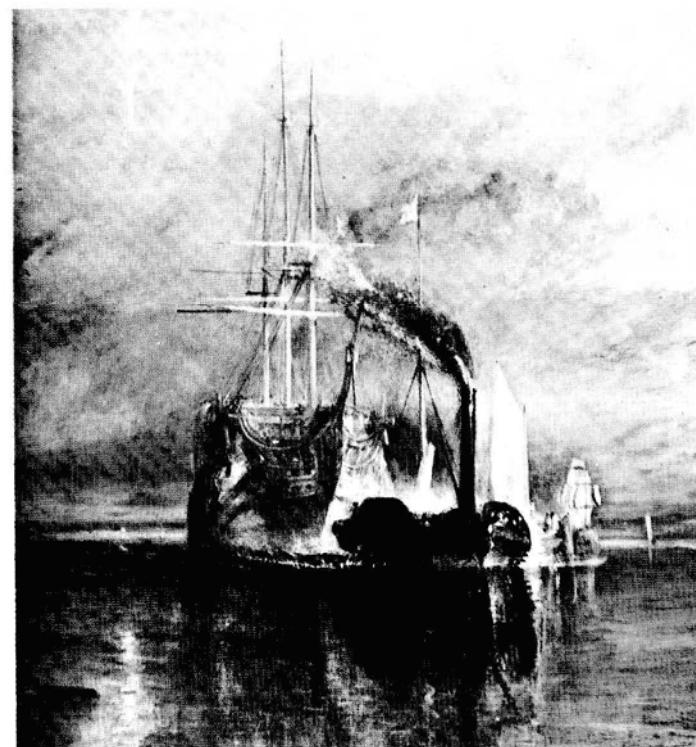
John Constable (1776-1837) was an English landscape painter. He and Joseph Turner were the major English landscape painters of the nineteenth century. Constable loved the countryside of Suffolk, in the east of England. Speaking of the Suffolk countryside, he said: “These scenes made me a painter.” You saw one of his paintings, “Dedham Vale”, on page 512.

Thomas Gainsborough (1727-1788) was an English painter of portraits and landscapes. Constable admired his landscapes, especially “Cornard Wood”, which was finished in 1748, although Gainsborough began it before he left school. His most famous portrait is “The Blue Boy”.

David Hockney (b. 1937) is an English painter. Many of his paintings show water, swimmers and swimming pools. One of the best known is “A Bigger Splash”.

William Hogarth (1697-1764) was an English painter and engraver. He is best known for his satirical pictures, showing the society of his time. About his work, he said: “My pictures are my stage, and men and women are my players.”

Augustus John (1878-1961), who was born in Wales, was a brilliant painter of portraits. He painted portraits of Queen Elizabeth II, the dramatist George Bernard Shaw, the poet Dylan Thomas, and many other people. His portrait of his wife, “Smiling Woman”, is also very famous.



“The ‘Fighting Temeraire’” by Joseph Turner.

Sir Edwin Henry Landseer (1802-1873), who was English, was Queen Victoria’s favourite painter. He is remembered for his paintings of animals. His father and his brother were engravers. At one time, engravings of his pictures could be seen in almost every pub in England.

Allan Ramsay (1713-1784) was a Scottish portrait painter. He was first successful in Edinburgh, and in 1767 he moved to London, where he became King George III’s official painter.

Sir Joshua Reynolds (1723-1792) was an English portrait painter, and the first president of the Royal Academy (1768). He is very important in the history of British painting: before his time, painters were not regarded very highly by the public, but his work changed this. He painted more than 2,000 portraits and historical paintings, showing almost every important person of his time.

Bridget Riley (b. 1931) is an English painter of “Op Art”. Many of her paintings are in black and white, and are very large. She uses lines, circles, squares and other shapes to create optical effects.

George Stubbs (1724-1806) was an English painter, most famous for his pictures of horses, although he also painted portraits and landscapes. He was very interested in anatomy, and in 1766 he published a book called “The Anatomy of the Horse”.



"King and Queen" by Henry Moore.

Graham Sutherland (1903-1980), who was English, became famous for his paintings of the Second World War. (From 1941-1944, he was an official war artist.) In his later years, he painted portraits, including one of the writer W. Somerset Maugham in 1949. In 1954, he painted a portrait of Sir Winston Churchill. Churchill disliked it and destroyed it.

Joseph Turner (1775-1851) was born in Covent Garden, London, and was a landscape painter. Until 1796, he painted watercolours; in that year, his first oil-painting was exhibited. His later work – in which his subjects are light, space and the forces of nature – is quite abstract. His work was not popular in his own time, but he is now considered to be one of the greatest of British painters.

Some British sculptors.

Sir Jacob Epstein (1880-1959) was born in the United States, of Russo-Polish parents. He went to Paris in 1902, and from 1905 he lived in England. He made large sculptures in stone or bronze, which were often criticized. (We mentioned one of his sculptures, "Genesis", on page 1089.) He also made busts in bronze.

John Flaxman (1755-1826) was an English sculptor, best known for his monuments and memorials. He was a friend of the poet – and artist – William Blake.

Grinling Gibbons (1648-1721) was an English sculptor and wood-carver. His wood-carvings of fruit, flowers and birds are especially well known, and his bronze statue of King James II stands outside the National Gallery in London.

Barbara Hepworth (1903-1975) was one of the first British abstract sculptors. Most of her sculptures are stone, but in her later years she also used bronze. Her studio in St Ives, in the south-west of England, is now a museum.

Henry Moore (1898-1986) is considered the most important British sculptor of the twentieth century. Many of his sculptures are large shapes with empty spaces in them. One of his favourite subjects was "the mother and child", and for most of his sculptures he used stone, wood or bronze.

admire	/əd'maɪər/	admirar
anatomy	/ə'nætəmɪ/	anatomía
destroy	/di'strɔɪ/	destruir
optical effects	/'ɒptɪkl ɪ'fekts/	efectos ópticos
satirical	/sa'trɪkl/	satírico(ca)



Key points from this unit.

- Palabras que pueden actuar como sustantivo y como verbo.

answer	drink	plan
call	help	rain
dream	phone	stop

- Sustantivos formados a partir de verbos utilizando las terminaciones **-ing** y **-er/-or**.

swim	→	swimming
smoke	→	smoking/cigarette-smoking
climb	→	climbing/mountain-climbing
paint	→	painter
sculpt	→	sculptor

- Verbos formados a partir de sustantivos utilizando las terminaciones **-ify** e **-ize**.

electricity	→	electrify
horror	→	horrify
identity	→	identify
apology	→	apologize
summary	→	summarize
symbol	→	symbolize

- Sustantivos empleados para referirse a una persona de una nacionalidad determinada, y para referirse a todas las personas de una nación.

an American	the Americans
an Englishman/woman	the English
a Finn	the Finns
a Spaniard	the Spanish
a Swede	the Swedes

- Algunas exclamaciones, interjecciones y expresiones que representan sonidos.

Eh?	Oops!	Ugh!	Pop!/Bang!/Boom!
Hey!	Ow!	Wow!	
Mmm!	Shh!		

- Dos observaciones acerca de la ortografía y la pronunciación del inglés.

I before E, **believe, receive**
Except after C.

hat	/hæt/	hate	/heɪt/
win	/wɪn/	wine	/waɪn/

Dialogue.

Read the dialogue and listen to it on the cassette. Anna and Angela are having lunch together. They are talking about Anna's nephew and about jokes.

"Did you go water-skiing during your holiday?"
– "No. I couldn't find a lake with a slope."





Dialogue.

Anna: Do you remember my nephew?
Angela: Nine years old? Likes jokes?
Anna: That's him.
Angela: Has he sent you some more jokes?
Anna: No. This time ... (*She takes two books from her bag.*) ... I've got some jokes for him.
Angela: "Jokes for Everybody" and "More Jokes for Everybody".
Anna: Actually, there are some very funny things in them.
Angela: Oh, yes. Listen to this. (*Reading.*) "Did you go water-skiing during your holiday?"
 - "No. I couldn't find a lake with a slope."
Anna: (*Reading.*) A man phoned his doctor at two o'clock in the morning. Because it was so late, he apologized.
 "I'm sorry to disturb you, doctor," he said.
 "That's all right," said the doctor. "I had to get up anyway. The phone was ringing."
Angela: Oh, here's another one about a doctor. (*Reading.*) A newly-qualified young doctor was examining a patient.
 "Have you had this before?" he asked.

Anna: "Yes, doctor," said the patient.
 "Well, you've got it again," said the doctor.
 Ah, I think this one is my favourite. Listen to this. (*Reading.*) A woman telephoned a firm of solicitors.
 A voice said: "Hello?"
 The woman said: "Is that Smith, Smith, Smith and Smith?"
 "Yes, madam."
 "Can I speak to Mr Smith, please? It's very important."
 "I'm afraid Mr Smith is on a mountain-climbing holiday in Wales."
 "Oh. Well, in that case, can I speak to Mr Smith? It's very urgent."
 The voice apologized again: "I'm afraid Mr Smith is in hospital. He had a water-skiing accident."
 "Oh. How about Mr Smith? It really is very important and very urgent."
 "Mr Smith is in Paris at a business meeting."
 The caller was horrified.
 "Oh, no! I'm desperate. Um ... well, could I speak to Mr Smith, please?"
 "Speaking."

slope	/sləʊp/	ladera	patient	/'peɪʃnt/	paciente
newly-qualified	{ /'nju:lti 'kwɒlfɪfaɪd/ (UK) /nu:li 'kwɒlfɪfaɪd/ (US) }	recién graduado(da)	firm	/fɜ:m/	firma
examine	/ig'zæmɪn/	examinar	solicitor	/sə'lɪsɪtər/	abogado(da)
			desperate	/'desprəet/	desesperado(da)



Tanto en Gran Bretaña como en Estados Unidos, el término genérico **lawyer** /'lɔ:jər/ describe a una persona que ejerce en leyes. El término **solicitador** es característico del inglés británico, y designa a un abogado que da consejo legal y que puede representar a sus clientes ante tribunales ordinarios, mientras que ante tribunales superiores los clientes deben estar representados por un **barrister** /'bærɪstər/. Ninguno de estos dos términos se emplea en Estados Unidos, donde los clientes están representados ante los tribunales por un **attorney** /ə'tɔrnɪ:/.



Test 68.

Check yourself on what you have learnt in this unit. (Answers at the end of Unit 72.)

1. Make nouns from the following verbs, using the endings **-er** or **-or**.

act, calculate, compose, dance, direct, paint, sculpt, sing, translate, write

2. Translate these sentences.

It was raining. I hate the rain.

My secretary was joking. The joke was not very amusing.

Can I help you? Do you need any help?

"If I had a hammer, I'd hammer in the morning."



3. Put in the missing letters.

Clint Eastwood starred in "The G_____, the B___ and the U___".

Norman Mailer wrote a novel called "The N_____ and the D___".

"The Am_____ and the Br_____ are two nations, div____ by a common l_____." George Bernard Shaw

"If a dramatist is funny, the E_____ look for the serious message; if he is s_____, they look for the j___." Sacha Guitry

4. Add the correct endings. Be careful with the spelling.

The protest____ were horrif____ by the plans for the new airport. The minist__ critic____ the protest____. He said that they were dramat_____ the situation.

5. Say these pairs of words aloud. Be careful with the pronunciation.

**plan/plane
let/complete**

**sit/site
not/note**

club/tube

6. Explain the differences between the expressions in these pairs.

apology	and	apologize
Hi!	and	Hey!
Pop!	and	Plop!

7. Answer these questions about yourself.

Are you a smoker or a non-smoker?

Have you seen "A Star Is Born", starring Barbra Streisand?

Who is your favourite composer?

Do you find it hard to apologize?

Do you think that the English are more reserved than the Americans?

When you hurt yourself, do you say "Ow!"?

Answers to exercises.

Page 1375.

1. I was passing the bus stop ... 2. "A Star Is Born." 3. There was a phone on the corner. 4. It's just a bad dream. 5. ... I didn't find the joke very amusing. 6. "Any calls?" 7. "Do you need any help?" 8. "I have no particular plans."

Page 1378.

electricity/electrify. identity/identify. unity/unify. horror/horrify. terror/terrify. satisfaction/satisfy. modification/modify.

We have now identified the problems./I am satisfied with the planners' suggestions./Some people were horrified by the plans./I'll modify it.

Page 1379.

I've re-written that article./He summarized the plans./The new airport will symbolize our hopes for the future./What do you think?

Page 1385.

Exercise 1. 2. a Welshman. 3. a Pole. 4. a Spaniard. 5. an American. Exercise 2. In 1976, the group Thin Lizzy consisted of one American, one Scotsman/Scot and two Irishmen.

Exercise 3. In previous centuries, the following nations had colonies in many parts of the world: the British, the Dutch, the French, the Germans, the Portuguese and the Spanish.

Pages 1386-1387.

Exercise 1. address/number. be/on/address/be/(tele)phone/will. best.

Exercise 2. ¡Os habéis trasladado! Buena suerte/La mejor de las suertes en vuestro nuevo hogar.



Test 67: Answers.

1. Oficina de información turística.
Control de pasaportes.
Tienda de recuerdos.
Galería de arte.
Teatro al aire libre.

2.

2 SWIMMING POOL



3. OXFORD STREET BANK ROBBERY DRAMA
LONDON RAILWAY STATION BLAZE
AIRPORT HOTEL COFFEE SHOP FIRE DRAMA

4. Ambas expresiones significan “una estación de ferrocarril”, pero **a railway station** se utiliza en inglés británico, y **a railroad station**, en inglés americano.

Tanto **a frying-pan** como **a fry-pan** significan “una sartén”, pero la primera expresión se utiliza indistintamente en Gran Bretaña y en Estados Unidos, mientras que la segunda sólo se utiliza en Estados Unidos.

a flower garden es “un jardín de flores”, y **a garden flower** es “una flor de jardín”.

Ambas formas escritas (**book-shop**, **bookshop**) son posibles, y también es posible la forma **book shop**. No hay diferencia de significado entre ellas.

5. I don't like chicken soup or tomato soup.
How about vegetable soup?
Would you prefer a cheese omelette or a mushroom omelette?
John Wayne was a famous film actor.
Mr Jones is a 52-year-old man.
6. A washing-machine is a *machine that washes clothes*.
An answering-machine is a *machine that answers the telephone*.
A souvenir shop is a *shop that sells souvenirs*.
Drinking water is *water that you can drink*.
A ham omelette is an *omelette with ham in it*.
7. Diga el número de teléfono de su casa.
Yes./Yes, I do./No./No, I don't.
Yes./Yes, I have./No./No, I haven't.
Yes./Yes, I do./No./No, I don't.
Yes. / Yes, I do. / No. / No, I don't. / I think a London accent is easier to understand./etc.

Fase 3: Forward camp.

Campamento avanzado.

Unidades 41-72. Cassettes 11-18.

Contenido de la unidad 69:

- La tercera y última parte del estudio dedicado a la formación de palabras en inglés.
- Prefijos y sufijos ingleses de diversos tipos.
- Dos acentos regionales de Gran Bretaña.
- El uso del paréntesis y del guion.
- Información acerca de pintores y escultores americanos.

Y muchas cosas más.

