

Práctico Octubre

Inglés Maestros



PRÁCTICO 3:

LISTENING - Rosetta Stone (erected in 196 BC) found at al-Rashid, Egypt

1. Answer to the following questions according to what you hear in the recording.

- Which are the most popular objects in the British museum?
- What does the text from the stone reveal?
- To which three events in history is connected the Rosetta Stone?
- How is it described Ptolemy V in the recording?
- Which was the biggest accomplishment done by the Ptolemies?

2. Fill in the gaps with the words missing from the transcript of the recording. There are between 2 and 5 words missing in each gap.

The Rosetta Stone is a grey stone, size similar to a _____.

The stone weights _____.

But, as so often in the British Museum, appearances are deceiving, because this _____ has played a starring role in three fascinating and different stories

The Ptolemies didn't trouble to learn Egyptian, they simply made all their officials speak Greek, and so Greek would be the _____ in Egypt for a thousand years.

The Stone is not unique; there are another _____ quite like it, all in three languages and all proclaiming the greatness of the Ptolemies.

3. Describe the meaning of the following expressions and words mentioned in the recording.

To crane:

Jargon:

Dreary:

Trade-off:



READING/USE OF ENGLISH

What makes a global language? - English as a global language by David Crystal

Why a language becomes a global language has little to do with the number of people who speak it. It is much more to do with who those speakers are. Latin became an international language throughout the Roman Empire, but this was not because the Romans were more numerous than the peoples they subjugated. They were simply more powerful. And later, when Roman military power declined, Latin remained for a millennium as the international language of education, thanks to a different sort of power – the ecclesiastical power of Roman Catholicism. There is the closest of links between language dominance and economic, technological, and cultural power, too, and this relationship will become increasingly clear as the history of English is told (see chapters 2 –4). Without a strong power-base, of whatever kind, no language can make progress as an international medium of communication. Language has no independent existence, living in some sort of mystical space apart from the people who speak it. Language exists only in the brains and mouths and ears and hands and eyes of its users. When they succeed, on the international stage, their language succeeds. When they fail, their language fails. This point may seem obvious, but it needs to be made at the outset, because over the years many popular and misleading beliefs have grown up about why a language should become internationally successful. It is quite common to hear people claim that a language is a paragon, on account of its perceived aesthetic qualities, clarity of expression, literary power, or religious standing. Hebrew, Greek, Latin, Arabic and French are among those which at various times have been lauded in such terms, and English is no exception. It is often suggested, for example, that there must be something inherently beautiful or logical about the structure of English, in order to explain why it is now so widely used. ‘It has less grammar than other languages’, some have suggested. ‘English doesn’t have a lot of endings on its words, nor do we have to remember the difference between masculine, feminine, and neuter gender, so it must be easier to learn’. In 1848, a reviewer in the British periodical *The Athenaeum* wrote: 7 ENGLISH AS A GLOBAL LANGUAGE In its easiness of grammatical construction, in its paucity of inflection, in its almost total disregard of the distinctions of gender excepting those of nature, in the simplicity and precision of its terminations and auxiliary verbs, not less than in the majesty, vigour and copiousness of its expression, our mother-tongue seems well adapted by organization to become the language of the world. Such arguments are misconceived. Latin was once a major international language, despite its many inflectional endings and gender differences. French, too, has been such a language, despite its nouns being masculine or feminine; and so – at different times and places – have the heavily inflected Greek, Arabic, Spanish and Russian. Ease of learning has nothing to do with it. Children of all cultures learn to talk over more or less the same period of time, regardless of the differences in the grammar of their languages. And as for the notion that English has ‘no grammar – ’a claim that is risible to anyone who has ever had to learn it as a foreign language – the point can be dismissed by a glance at any of the large twentieth-century reference grammars. The *Comprehensive grammar of the English language*, for example, contains 1,800 pages and some 3,500 points requiring grammatical exposition. This is not to deny that a language may have certain properties which make it internationally appealing. For example, learners sometimes comment on the ‘familiarity ’of English vocabulary, deriving



from the way English has over the centuries borrowed thousands of new words from the languages with which it has been in contact. The 'welcome' given to foreign vocabulary places English in contrast to some languages (notably, French) which have tried to keep it out, and gives it a cosmopolitan character which many see as an advantage for a global language. From a lexical point of view, English is in fact far more a Romance than a Germanic language. And there have been comments made about other structural aspects, too, such as the absence in English grammar of a system of coding social class differences, which can make the language appear more 'democratic' to those who speak a language (e.g. Javanese) that does express an intricate system of class relationships. But these supposed traits of appeal are incidental, and need to be weighed against linguistic features which would seem to be internationally much less desirable – notably, in the case of English, the accumulated irregularities of its spelling system.

4. Answer true or false according to the reading. Justify your answers.

- a. Latin was an international language only during the height of the Roman Empire.
- b. A language can only become global if it is spoken by a wide number of people.
- c. Some people consider English has become an international language because its simplified grammar.
- d. The author agrees that English internationality is due to its basic syntax and morphology.
- e. Native speakers from some languages require more time to develop their oral skills in their mother tongue.
- f. The author considers that all English language aspects make English an advantageous international language.

5. Describe the meaning of the following words and expressions in the text from David Crystal.

Keep somebody or something out:

Paragon:

Aesthetic:

6. Write down the phoneme transcription of each word:

Familiarity:

Language:

Major:

Dominance:

**7. Vocabulary. Fill in the gap with the correct option for each sentence.**

1. Marlene is quite _____ - I don't know she manages to fit everything in.

- a) Inexhaustible b) Tiresome c) Inexorable d) Indefatigable

2. Sources in France suggested that further _____ would be needed before they would agree to a deal.

- a) Concessions b) Consolations c) Contractions d) Contortions

3. A great deal can be _____ about the composer's state of mind from his works at this period.

- a) Inferred b) Implied c) Deduced d) Comprised

4. Serena is still _____ ignorant of the fact that she is about to be made redundant.

- a) Blissfully b) Jubilantly c) Ecstatically d) Delightedly

METHODOLOGY

8. Define TPR and describe different ways of using it in the early years of Primary Education stage in the English area.