

Bloque 12. Unit 6.

Unit 6. The USA vs the UK

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0. Introduction

Ya estamos en el último tema del curso, y en esta ocasión vamos a hablar de la cultura de los dos países de habla inglesa más representativos, the USA and the UK, seguro que te resultará muy interesante. Además, aprenderemos a 'recontar' lo que alguien ha dicho, es decir, a usar el estilo indirecto, y por último veremos que, a pesar de hablar inglés tanto en EEUU como en el Reino Unido, hay algunas diferencias entre ambos lugares.

1. Grammar: reported speech

Reported speech - statements

When we report someone's words we can do it in two ways. We can use **direct speech** with quotation marks ("**I work in a bank**"), or we can use **reported speech** (**He said he worked in a bank.**)

How to use Reported Speech

If you have a sentence in Direct Speech, try to follow our 5 steps to put the sentence into Reported Speech..

1. Define the type of the sentence (statement, questions, command)
2. What tense is used in the introductory sentence?
3. Do you have to change the person (pronoun)?
4. Do you have to backshift the tenses?
5. Do you have to change expressions of time and place?

Mind the type of sentences when you use Reported Speech: Statements, Questions, Commands, Requests

The introductory sentence

If you use Reported Speech there are mostly two main differences.

The introductory sentence in Reported Speech can be in the Present or in the Past.

If the introductory sentence is in the Simple Present, there is no backshift of tenses.

Direct Speech:

Susan: "Mary works in an office."

Reported Speech:

Introductory sentence in the **Simple Present** → **Susan says (that)* Mary works in an office.**

Introductory sentence in the **Simple Past** → **Susan said (that)* Mary worked in an office.**

In reported speech the **tenses, word-order, time and place expressions** and **pronouns** may be different from those in the original sentence.

"I live in Italy". She said. → She said that he lived in Italy.

"They will help you". She said. → She said that they would help me.

"We live here". They said → They said that they lived there.

Backshift of tenses

If there is backshift of tenses in Reported Speech, the tenses are shifted the following way.

VERBAL TENSES

<i>TENSE</i>	<i>DIRECT SPEECH</i>	<i>REPORTED SPEECH</i>
PRESENT SIMPLE	We eat healthy food	She said that they ate healthy food
PRESENT CONTINUOUS	We are eating healthy food	She said that they were eating healthy food
PRESENT PERFECT SIMPLE	We have eaten healthy food	She said that they had eaten healthy food
PRESENT PERFECT CONTINUOUS	We have been eating healthy food	She said that they had been eating healthy food
PAST SIMPLE	We ate healthy food	She said that they had eaten healthy food
PAST CONTINUOUS	We were eating healthy food	She said that they had been eating healthy food
PAST PERFECT SIMPLE	We had eaten healthy food	She said that they had eaten healthy food
PAST PERFECT CONTINUOUS	We had been eating healthy food	She said that they had been eating healthy food
FUTURE SIMPLE	We will eat healthy food	She said that they would eat healthy food

Change of persons/pronouns

If there is a pronoun in Direct Speech, it has possibly to be changed in Reported Speech, depending on the situation.

Direct Speech → **Susan: "I work in an office."**

Reported Speech → **Susan said (that)* she worked in an office.**

Here I is changed to she.

PRONOUNS (It depends on the person who the message is referred to)

Direct Speech	Reported Speech	Direct Speech	Reported Speech
I	He, she	Me	Him, her
We	They	Us	Them
You	He, she, they	You	Him, Her, them
My	His, her	Mine	His, hers
Our	Their	Ours	Theirs
Your	His, her, their	Yours	His, hers, theirs

Conversion of expressions of time and place

If there is an expression of time/place in the sentence, it may be changed, depending on the situation.

TIME AND PLACE EXPRESSIONS

Direct Speech	Reported Speech
today	that day
now	then / at the moment
yesterday	the day before
... days ago	... days before
last week	the week before
next year	the following year
tomorrow	the next day the following day
here	there
this	that
these	those
ago	previously / before
tonight	that night

Additional information

In some cases backshift of tenses is not necessary, e.g. when statements are still true. Backshift of tenses is never wrong.

John: "My brother is at Leipzig university."

John said (that) his brother was at Leipzig university. or

John said (that) his brother is at Leipzig university.

or when you use general statements.

Mandy: "The sun rises in the east."

Mandy said (that) the sun rose in the east. or

Mandy said (that) the sun rises in the east.

* The word that is optional, that is the reason why we put it in brackets.

Reported speech - commands and requests

There is no backshift of tenses with commands/requests in Reported Speech. You only have to change the person and shift expressions of time/place described before.

Form

affirmative commands → to + infinitive

negative commands → not + to + infinitive

1.1. Affirmative commands

Direct Speech → **Dad: "Do your homework."**

Reported Speech → **Dad told me to do my homework.**

1.2. Negative commands

Direct Speech → **Teacher: "Don't talk to your friend."**

Reported Speech → **The teacher told me not to talk to my friend.**

1.3. The introductory sentence in commands

The word tell in introductory sentences in Reported Commands can be substituted with other words, e.g. advise, ask

There is no backshift of tenses, no matter which tense is used in the introductory sentence.

Direct Speech

Dad: **"Do your homework."**

Reported Speech

Dad tells me to do my homework.

Dad told me to do my homework.

Suggestions

Direct Speech

Father: **"Let's watch a film."**

Reported Speech

Father suggested watching a film.

Father suggested that they should watch a film

Reported Questions

If you use a question in Reported Speech, follow the steps described before (changing of the person, backshift of tenses, shifting of expressions of time/place).

In Reported speech the question becomes a statement. Mind the word order: subject – verb

1. The introductory sentence in Reported Questions

1.1. The introductory sentence is in the Simple Present

If the introductory sentence is in the Simple Present, there is no backshift of tenses.

Direct Speech → **Susan: "Does Mary work in an office?"**

Reported Speech → **Susan asks if/whether Mary works in an office.**

The introductory sentence: Susan asks ... → is in the Simple Present. There is no backshift of tenses. The auxiliary do is dropped in the Reported speech.

1.2. The introductory sentence in the Simple Past

If the introductory sentence is in the Simple Past, there is usually backshift of tenses.

Direct Speech → **Susan: "Does Mary work in an office?"**

Reported Speech → **Susan asked if/whether Mary worked in an office.**

The introductory sentence: Susan asked... → is in the Simple Past. There is backshift of tenses.

1.3. Types of introductory sentences

The word ask in introductory sentences in Reported Questions can be substituted with other words, e.g. want to know, wonder

2. Questions with and without question words.

Questions can be formed with or without question words.

If there is a question without a question word in Direct Speech, use whether or **if** in Reported Speech.

Peter: “Do you play football?” → Peter asked me whether (if) I played football.

If there is a question with a question word in Direct Speech, use this **question word** in Reported Speech.

Peter: “When do you play football?” → Peter asked me when I played football.

Para saber más

You can watch this video if you need more about reported speech.



Vídeo nº 1. Reported speech. Fuente: youtube. Autor: desconocido. Licencia: desconocida.
<https://www.youtube.com/watch?v=vNEqCiU8qIs>

Actividad nº 1

Change these sentences from direct speech into reported speech:

1. “He works in a bank”

She said (that) _____ .

2. “We went out last night”

She told me (that) _____ .

3. “I’m coming!”

She said (that) _____ .

4. “I was waiting for the bus when he arrived”

She told me (that) _____ .

5. “ I’d never been there before”

She said (that) _____ .

6. "I didn't go to the party"

She told me (that) _____ .

7. "Lucy'll come later"

She said (that) _____ .

8. "He hasn't eaten breakfast"

She told me (that) _____ .

9. "I can help you tomorrow"

She said (that) _____ .

10. "You should go to bed early"

She told me (that) _____ .

11. "I don't like chocolate" He said (that)

_____ .

12. "I won't see you tomorrow"

She said (that) _____ .

13. "She's living in Paris for a few months"

She said (that) _____ .

14. "I visited my parents at the weekend"

She told me (that) _____ .

15. "She hasn't eaten sushi before"

She said (that) _____ .

16. "I hadn't travelled by underground before I came to London"

She said (that) _____ .

17. "They would help if they could"

She said (that) _____ .

18. "I'll do the washing-up later"

She told me (that) _____ .

19. "He could read when he was three"

She said (that) _____ .

20. "I was sleeping when Julie called"

She said (that) _____ .

Actividad nº 2

Write these sentences as reported questions using the words given.

1. "Where is he?"

She asked me _____

2. "What are you doing?"

She asked me _____

3. "Why did you go out last night?"

She asked me _____

4. "Who was that beautiful woman?"

She asked me _____

5. "How is your mother?"

She asked me _____

6. "What are you going to do at the weekend?"

She asked me _____

7. "Where will you live after graduation?"

She asked me _____

8. "What were you doing when I saw you?"

She asked me _____

9. "How was the journey?"

She asked me _____

10. "How often do you go to the cinema?"

She asked me _____

11. "Do you live in London?"

She asked me _____

12. "Did he arrive on time?"

She asked me _____

13. "Have you been to Paris?"

She asked me _____

14. "Can you help me?"

She asked me _____

15. "Are you working tonight?"

She asked me _____

16. "Will you come later?"

She asked me _____

17. "Do you like coffee?"

She asked me _____

18. "Is this the road to the station?"

She asked me _____

19. "Did you do your homework?"

She asked me _____

20. "Have you studied reported speech before?"

She asked me _____

Actividad nº 3

COMMANDS, REQUESTS AND ADVICE

Rewrite these sentences in reported speech.

1. "Please help me carry this"

She asked me _____.

2. "Please come early"

She asked me _____.

3. "Please buy some milk"

She asked me _____.

4. "Could you please open the window?"

She asked me _____.

5. "Could you bring the book tonight?"

She asked me _____.

6. "Can you help me with my homework, please?"

She asked me _____.

7. "Would you bring me a cup of coffee, please?"

She asked me to _____.

8. "Would you mind passing the salt?"

She asked me _____.

9. "Would you mind lending me a pencil?"

She asked me _____.

10. "I was wondering if you could possibly tell me the time?"

She asked me to _____.

11. "Do your homework!"

She told me told me _____.

12. "Go to bed!"

She told me _____.

13. "Don't be late!"

She told me _____.

14. "Don't smoke!"

She told me _____.

15. "Tidy your room!"

She told me _____.

16. "Wait here!"

She told me _____.

17. "Don't do that!"

She told me _____.

18. "Eat your dinner!"

She told me _____.

19. "Don't make a mess!"

She told me _____.

20. "Do the washing-up!"

She told me _____.

Para saber más

ONLINE ACTIVITIES

Link 1: <https://www.ego4u.com/en/cram-up/grammar/reported-speech>

Link 2: <https://www.ego4u.com/en/cram-up/grammar/reported-speech/exercises?10>

Link 3: https://www.englisch-hilfen.de/en/exercises_list/reported.htm

2. Vocabulary: social functions

In the classroom, students have opportunities to perform some linguistic functions like asking permission, asking for information and making a request. However, these are not the only uses of English in daily life. To enable students to use English effectively for social communication, we need to have them practise performing other functions in English. Some commonly used functions are greeting, asking for clarifications, apologising and giving a description. In this unit, we will introduce a few activities to help students develop their skills in performing these language functions.

GREETING / SALUDOS		
Hello!		How do you do?
	How do you do?	
Good morning!		I'm fine, and you?
Good afternoon!		Fine, thanks
	How are you?	
Good evening!		Very well, thanks



Imagen nº 1. Greetings. Fuente: antiguos materiales EDPAD. Autor: desconocido.
Licencia: desconocida.

FAREWELL / DESPEDIDAS		
Goodbye!	Bye!	See you soon
Bye, bye!	See you again	See you later

Imagen nº 2. Farewell. Fuente: antiguos materiales EDPAD. Autor: desconocido. Licencia: desconocida.

APOLOGISE / DISCULPAS

Pardon?	(queremos que nos repitan algo que no hemos oído o no hemos entendido)
Excuse me!	(pedimos permiso para pasar o queremos llamar la atención de alguien)
I'm sorry / Sorry!	(pedimos disculpas por algo que hemos hecho mal)



Imagen nº 3. Apologise. Fuente: antiguos materiales EDPAD. Autor: desconocido.
Licencia: desconocida.

SHOW INTEREST / MOSTRAR INTERÉS

Really? Oh, I see! I know what you mean

Imagen nº 1. Showing interest. Fuente: antiguos materiales EDPAD. Autor: desconocido.
Licencia: desconocida.

Actividad nº 4

Write the sentences of the following dialogue in the correct order:

- How do you do, Martin?
- Did you phone Laurie?
- Good morning, Mrs. Brown. How do you do?
- Oh, I see. I'll phone him right now. See you later, Mrs. Brown.
- Nevermind, Martin. Could you phone him this afternoon, please? I want him to come as soon as possible.
- Thanks, Martin. See you.
- No, sorry, I'm afraid I forgot.
- These are the candidates' CVs, Mrs. Brown.

Actividad nº 5

Watch the following video and fill in the gaps.



Vídeo nº 2. Apologising. Fuente: youtube. Autor: desconocido. Licencia: desconocida

https://www.youtube.com/watch?v=Z2sjBh_veJo

Christina: Hey, Ravi! Why didn't you turn up at my place last evening? Everyone was waiting for you to show up, you know! In fact, we waited till 9:00 p.m. to start!

Ravi: _____, Tina — I just couldn't get away from the office!

Christina: Well, since you didn't call to say you weren't coming, we didn't know for sure!

Ravi: I know, Tina — it was really rude of me not to call — : _____, please?

Christina: It wasn't just me, you know — Suzie came only to meet you, and I had a real problem with the seating arrangement at dinner!

Ravi: : _____, dear — I just hope I can make up for it soon!

Christina: _____, but you better not repeat this — I don't know if I can take it one more time!

Ravi: Please let it pass this time — I promise this will never happen again!

Christina: All right, all right — _____! Now buy me an ice cream, or I'll tell everyone about this!

Ravi: Really? Now who's being mean? Ha ha!

Para saber más

If you need more information about social functions, press the following links, read the information and do the exercises.

[Link 1](https://www.ego4u.com/en/cram-up/vocabulary/people): <https://www.ego4u.com/en/cram-up/vocabulary/people>

[Link 2](http://www.ompersonal.com.ar/ELEMENTARY/unit1/page6.htm): <http://www.ompersonal.com.ar/ELEMENTARY/unit1/page6.htm>

[Link 3](http://www.ompersonal.com.ar/omexpress/idioma/saludosyexpresiones.htm): <http://www.ompersonal.com.ar/omexpress/idioma/saludosyexpresiones.htm>

[Link 4](http://www.ompersonal.com.ar/omexpress/idioma/frasescorrientes.htm): <http://www.ompersonal.com.ar/omexpress/idioma/frasescorrientes.htm>

3. Reading: cultural stereotypes, UK and USA

THE U.S.A: A SPANISH VIEW

Here is a list of cultural stereotypes, which Spaniards between the ages of 15 and 21 who have never been to the U.S. or who have never had any American friends, probably have about Americans.

Physical Appearance and Dress

- Most Americans are very tall with blue eyes and blond hair.
- All American men are as handsome as movie stars.
- American women are fit and slim.
- Americans wear very bright colours and mixed patterns. They have no sense of style.
- The typical American “native dress” is jeans, cowboy boots and a cowboy hat.

Work and Leisure

- Americans spend almost all day at work; they have very little free time.
- Although they are extremely punctual and efficient in their jobs, Americans don't consider their work important; family comes first.
- The first two things an American wants to discuss are salary and age.
- The two favourite leisure-time activities in the U.S. are movies and rodeos.
- Young people can't drink or go to discos.

Home Life

- Most Americans live either in skyscrapers or on farms.
- Americans divorce repeatedly and have very complicated lives.
- In marriages in the U.S., the wife always dominates.
- In big cities everyone has a large car like a Cadillac, but in villages people usually travel on horseback.
- American cities are so dangerous that American men either know kung-fu or carry a gun.

Food

- Americans eat almost nothing but hamburgers, hot dogs, popcorn and Coke.
- Americans generally eat fast food Monday through Saturday, but never on Sunday.
- American men are always drinking beer, even at breakfast.
- American breakfasts are huge. A typical one might consist of eggs, toast, bacon and pancakes with peanut butter.

Do you agree with this information? Of course it's not true!

Cultural British Stereotypes and How to Deal With Them

All over the globe people tend to have similar preconceived notions of what a standard British civilian looks, walks, talks and acts like. Some of the British stereotypes, I can confirm, are quite accurate whilst others can be pretty hilarious but also a little unfair.

Every culture has their own stereotypes and of course it's unfair to judge and categorise everyone from Britain into certain categories, but it's also quite nice to prepare yourself for how a typical British person behaves so that you know not only what you're in for, but also how to respectfully behave when you're surrounded by the British culture.

Here's a guide to the most common cultural British stereotypes, both fact and fiction.

Stiff upper lip

This term comes from the idea that an emotional or upset person has a quivering upper lip, so a stiff upper lip refers to the concept that the British are quite reserved and keep their emotions and feelings to themselves. Whilst the times are changing and this is becoming less and less true, compared to other cultures around the world, the British are still quite closed off emotionally and it really takes a lot of time, trust and hard work to be able to break down those walls.

Sarcastic humour

Irony and heavy sarcasm are the bedrock of British humour. Being able to tell when your British friends are being sarcastic from when they're trying to have a serious conversation takes some serious skill and even after years of living in the U.K, it's likely that you'll still often get it wrong. At least there are a lot of hilarious and sometimes awkward conversations to be had in the meantime though...

Queuing

The British are undoubtedly the best queuers in the world. They have it nailed down to a respectable art form and few things offend Brits more than seeing someone jump the queue they're standing in. It's all about fairness and waiting your turn, which leads us on to...

Manners

Whilst the Brits are not quite as chivalrous as some of their European neighbours, their polite manners are indeed very likeable. You will rarely be kept waiting for an 'excuse me', 'sorry', 'please' or 'thank you'.

Hate of confrontation

British folk spend a lot of time and effort avoiding any possible awkward or confronting moments in social situations, most probably due to the previous point on manners and politeness. Because of this, they have mastered the art of small talk, something you'll probably want to practice yourself.

Talking about the weather

It's possibly the most spoken of topic in the country. If you ever find yourself in an awkward situation or have absolutely nothing to say, fear no more as you can get at least 10 minutes worth of quality conversation out of the current weather patterns. Keep an eye on the daily forecast for emergency conversations.

Apologising

The British have a need to apologise for absolutely any situation, saying 'Sorry, I don't smoke' when asked for a lighter being a classic example. There are also so many different uses for the word 'sorry' in the U.K that apart from the obvious meaning of 'I apologise', sorry can also refer to "Hello", "I didn't hear you", "I heard you but I'm annoyed at what you said", or "You're in my way". It's easy to get caught in the Sorry trap so be sure to keep a strong head and think before you start throwing the word around yourself, or you may slowly drive yourself mad or self-combust in a passive-aggressive fit.

Complaining

The Brits are often, somewhat unfairly, accused of being huge complainers. When you set aside weather and football conversations, complaining is actually down to a minimum and in fact, like every other culture in the world, there are equally as many enthusiastic and positive Brits as there are negative and whiney ones. It completely depends on the person that you talk to.

Drinking

The drinking culture in the U.K is huge and most social occasions are centred around alcoholic beverages. The Brits are absolutely spoilt for choice when it comes to pubs and with the long winters and wet summers, it's easy to see why this is such a popular pastime.

Tea

Britain is the nation of tea drinkers. In many workplaces it's considered outrageous to get up and make yourself a cup of tea without offering a round to everyone within earreach. Tea drinking is serious business in Britain and it won't take long for you to work out how to brew the perfect cuppa with just the right amount of water to milk ratio.

Football

We've all seen an article, news story, film or documentary about football hooligans in the U.K before and probably vowed to never attend a football match again. Whilst this is a very popular sport in Britain, these days it's mostly quite tame, although you do still get the outsiders who are always ready to cause some trouble. If you're not going to the games, keep on top of your football stats if you want to earn some bonus conversation points down and the pub.

Terrible food and wine

The traditional British dishes of fish and chips or bangers and mash don't really stand out as some of the best in the way of culinary sophistication. However, the British food scene is picking up spectacularly and London is really leading the charge. In fact, 2 London restaurants made the Top 10 in the world list in 2014, so there is definitely big progress in the foodie world. When it comes to wine, however, you'll just have to rely on the imports.

The posh British life

When many foreigners picture a British person, they see posh accents, large manor homes, top hats and tails. "Why golly gosh, this is absolute utter incongruous pish posh my dear boy!" That's only for the very wealthy aristocrats who live in West London and were raised by nannies. Wait, is that just more stereotyping?

So are the stereotypes true?

Stereotype is the perfect word for it. Yes, you'll come across a lot of these personalities and probably quite often, but there are also so many people who don't fit into these categories, just like everywhere in the world.

It's not that these are the majority, but those Brits who fit the stereotypes tend to be the extreme ones and thus they'll be the ones that you'll probably notice most.

How do you deal with stereotypes?

If you can't beat them, join them. If you want to move to the UK, it will take some adjustment no matter where you're from. Embrace the cultural differences and make the most of them.

You don't need to be judgmental, that's the beauty of being a true expat – you are lucky enough to be able to completely immerse yourself in a new culture, learn everything about it and take the best bits and apply them to your own way of living. Plus, it's always nice to pick up some polite British manners and let's be honest, we could all learn to queue a little better.

When all else fails, discuss the weather over a hot cup of tea.

Actividad nº 6

Seguro que has entendido los textos sobre los prejuicios acerca de los americanos y los británicos, pero ¿y el resto de nacionalidades? A todos nos afectan las ideas preconcebidas. ¿Sabrías unir cada nacionalidad con el estereotipo que se tiene sobre ella? Busca en el diccionario los adjetivos que no conozcas seguro que te llevas alguna sorpresa.

a. Finnish	_____.	uncontrolled
b. Austrian	_____.	serious
c. Belgian	_____.	noisy
d. German	_____.	quiet
e. Greek	_____.	impatient
f. Italian	_____.	gluttonous
g. Spanish	_____.	miser
h. Dutchman	_____.	disorganized

Curiosidad

Money in the United States. Press this [link](http://a4esl.org/q/h/9901/nr-usmoney.html) (<http://a4esl.org/q/h/9901/nr-usmoney.html>) if you are interested in this topic.

In this [link](https://www.earthcam.com/usa/newyork/timessquare/index.php?cam=tstwo_hd) (https://www.earthcam.com/usa/newyork/timessquare/index.php?cam=tstwo_hd) you can see what is happening right now in Times Square in New York.

4. Listening: British and American English.

A question from Brittney in the United States of America:

I am an American college student who is contemplating applying for work in the United Kingdom after I graduate, and I was wondering how big the language barrier would be in my prospective move from America to the United Kingdom.

I know there are similarities, but I also know that there are many more differences. Any tips would be appreciated!

Listen to Alex Gooch answer here:

Audio:

ACING_4_Bloque_12_Tema_6_Audio_British_and_American_English.mp3
(Portal de Educación de personas adultas)

Alex Gooch answers:

Hi Brittney. You're right, there are many well-known differences between British and American English, but these differences won't cause you any serious problems if you come and work in Britain.

First, there are a few noticeable GRAMMAR differences between British and American English: I'll talk about the two most important ones.

First of all, when Americans make sentences using '**just**', '**already**' or '**yet**', they normally use the past simple tense, while in Britain, we use the present perfect.

So an American, for example, might say:

"I already had lunch."

"She didn't arrive yet."

And a British person would say:

"I've already had lunch." - That's **"I have already had lunch."**

Or... **"She hasn't arrived yet."**

Also, in Britain we often use '**have got**' or '**has got**' when we talk about possession, while Americans generally just use '**have**' or '**has**'.

So, for example, in American English we might say:

"I have a new car."

In British English it's more normal to say:

"I've got a new car."

The meaning's the same, there's just a small grammatical difference that you might notice.

There are these and a few other very small differences, but to be honest, these differences almost never make it difficult for us to understand each other.

On the other hand, the differences in VOCABULARY between American English and British English are stronger than the grammatical differences, but again, these very rarely cause serious problems.

A lot of the words which are different are informal or slang words...

For example, I think many Americans would be unfamiliar with the British slang word '**naff**', which means 'un-cool' or 'poor-quality'.

On the other hand, a Brit (a British person) might be very confused by a sentence like:

"The café is kitty-corner to the pharmacy."

This means that the café is diagonally opposite to the pharmacy, but we don't have the word 'kitty-corner' in British English.

Another example would be telling the time...

If we want to describe **2:45** in Britain, we might say:

"Quarter to three", or **3:15** would be **"Quarter past three"**.

On the other hand, in America, these might be:

"Quarter of three" for **2:45**, or **"Quarter after three"** for **3:15**.

It's another small difference, but it's one that's not going to cause serious problems - it's quite easy to get used to.

There are also some differences in SPELLING which I should mention.

One example of this is the verb **'to practise'**:

In British English, this is spelt with an 'S', so that's

P-R-A-C-T-I-S-E.

In American English, it's spelt with two 'C's, so in American English it's

P-R-A-C-T-I-C-E.

And there are lots of other examples of slight difference of spelling, but about 99% of the time, British and American people can understand each other without any trouble at all. In Britain we watch lots of American films and TV programs, and we listen to lots of American music, so American English is generally very familiar to us.

This is probably not quite so true for an American coming to Britain. Americans, I think, don't watch quite so much British TV or British movies.

I should also point out that regional English can be an important thing to think about. Not everyone in Britain talks like James Bond. There are some regional accents in Britain which you don't hear so often in the movies, and these might be a bit more difficult to get used to.

However, I'd like to finish by saying that many, many Americans live and work in Britain, and they don't have any serious language problems at all. So, Brittney, my advice to you is: don't worry about the language, you'll be fine!

Alex Gooch has been an English teacher for ten years. He has taught in Poland and Switzerland, and more recently he's been teaching in various universities in the UK.

Below are some examples of Spelling and Vocabulary differences.

British spelling	American spelling
Colour	Color
Labour	Labor
Favourite	Favorite
Centre	Center
Theatre	Theater
Socialise	Socialize
Apologise	Apologize
Analyse	Analyze
Travelling	Traveling
Defence	Defense
Licence	License
Programme	Program
Grey	Gray
Tyre	Tire
Aeroplane	Airplane

British Word	American Word
Petrol	Gasoline
Car park	Parking lot
Lift	Elevator
Biscuits	Cookies
The Bill (in a restaurant)	The Check
Motorway	Freeway
Flat	Apartment
Return Ticket	Round Trip
Lorry	Truck
Railway	Railroad
Ground Floor	First Floor
Sweets	Candy
Chips	French Fries
Mobile Phone	Cellphone
Underground	Subway
Chemist	Drugstore
Tap	Faucet
Lawyer	Attorney
Rubbish	Garbage
Dustbin	Trash can
Secondary School	High School
Cupboard	Closet
Nappy	Diaper
Angry	Mad
Mad	Crazy
Toilet	Restroom
Post code	Zip code
Autumn	The Fall
Football	Soccer
Anti clockwise	Counter clockwise
Zip	Zipper

British	American
Have a Bath	Take a Bath
Have a Holiday	Take a Vacation
Have a Break	Take a Break
Have a Look	Take a Look
Have a Rest	Take a Rest

Actividad nº 7

Before you watch

Can you tell the difference? Put the words in the box under the correct heading.

Sidewalk Movie Portion of French Fries Lift Packet of chips
Can of fizzy drink Pants Trousers Portion of chips Elevator
Pavement Film Packet of crisps Can of soda

American English	British English

Now read the transcript or watch the video to find out if you are right.

Press this [link](#) to watch the video.

<https://learnenglish.britishcouncil.org/en/node/1726>

You can read the transcription here.

Man: Hey! Nice pants!

Woman: Excuse me?

Man: I said nice pants.

Woman: You can't see my pants, can you?

Man: Of course I can.

Woman: How can you see my pants?

Man: They're on your legs!

Woman: Ha. You haven't been to America recently, have you?

Man: Oh I, er, have actually. I've just got back from LA! That's 'Los Angeles' by the way ...

Woman: I know.

Man: Yeah, I picked up some of the American words, and now I forget which ones to use! So confusing!

Woman: We call these 'trousers' in Britain.

Man: Of course we do ... you know there are so many things though. It's like a completely different language sometimes!

Woman: Really?

Man: Yeah!

Woman: Would you like a crisp?

Man: Crisps? In the States, they're 'chips'!

Woman: Oh. So if I want to order our chips in America, what do I ask for?

Man: French fries!

Woman: I see.

Man: And you know what that is, don't you?

Woman: A fizzy drink.

Man: That's a 'soda'!

Woman: Hmm ...

Man: You know the lift over there?

Woman: Yeah?

Man: That's an 'elevator'.

Woman: Oh really?

Man: You know in the States, you don't go to watch a film ...

Woman: You watch a 'movie'!

Man: Exactly! And you don't walk on the pavement ...

Woman: You walk on the 'sidewalk'!

Man: You got it!

Woman: I've watched a lot of films ... oops ... movies!

Para saber más

Listen to this [audio](http://www.manythings.org/listen/americanbritish.html) (http://www.manythings.org/listen/americanbritish.html) to learn more about the differences between British and American English.

Now listen to the next famous song by Ella Fitzgerald.



Vídeo nº 3. Let's call the whole thing off. Fuente: youtube. Autor: desconocido. Licencia: desconocida

https://www.youtube.com/watch?time_continue=1&v=yQWbqeYsqp8

Let's Call The Whole Thing Off. Ella Fitzgerald

Things have come to a pretty pass
Our romance is growing flat
For you like this and the other
While I go for this and that
Goodness knows what the end will be
Oh, I don't know where I'm at
It looks as if we two will never be one
Something must be done
You say either and I say either
You say neither and I say neither
Either, either, neither, neither
Let's call the whole thing off
You like potato and I like potahto
You like tomato and I like tomahto
Potato, potahto, tomato, tomahto
Let's call the whole thing off
But, oh, if we call the whole thing off
Then we must part
And, oh, if we ever part, then that might break my heart
So if you like pajamas and I like pajahmas
I'll wear pajamas and give up pajahmas
For we know we need each other so we
Better call the whole thing off
Let's call the whole thing off
You say laughter and I say larfter
You say after and I say arfter
Laughter, larfter, after, arfter
Let's call the whole thing off

You like vanilla and I like vanella
You sarsaparilla, and I sarsapirella
Vanilla, vanella, chocolate, strawberry
Let's call the whole thing off
But, oh, if we call the whole thing off, then we must part
And, oh, if we ever part, then that might break my heart
So if you go for oysters and I go for ersters
I'll order oysters and cancel the ersters
For we know we need each other so we
Better call the calling off
Let's call the whole thing off
I say father, and you say pater
I saw mother and you say mater
Pater, mater, uncle, auntie
Let's call the whole thing off
I like bananas and you like banahnahs
I say Havana and I get Havahnah
Bananas, banahnahs, Havana, Havahnah
Go your way, I'll go mine
So if I go for scallops and you go for lobsters
So, all right, no contest, we'll order lobseter
For we know we need each other so we
Better call the calling off
Let's call the whole thing off

Autores de la canción:

Ira Gershwin / George Gershwin

5. Speaking: non verbal language

Interpersonal communication is much more than the explicit meaning of words, the information or message conveyed. It also includes implicit messages, whether intentional or not, which are expressed through non-verbal behaviours.

Non-verbal communication includes facial expressions, the tone and pitch of the voice, gestures displayed through body language (kinesics) and the physical distance between the communicators (proxemics).

These non-verbal signals can give clues and additional information and meaning over and above spoken (verbal) communication.

Non-verbal communication helps people to:

- Reinforce or modify what is said in words. For example, people may nod their heads vigorously when saying "Yes" to emphasise that they agree with the other person, but a shrug of the shoulders and a sad expression when saying "I'm fine thanks," may imply that things are not really fine at all!
- Convey information about their emotional state.
- Define or reinforce the relationship between people.
- Provide feedback to the other person.
- Regulate the flow of communication. For example by signalling to others that they have finished speaking or wish to say something.

The Cultural Context

The good news is that most of us learn to interpret non-verbal communication as we grow up and develop. It is a normal part of how we communicate with other people, and most of us both use it and interpret it quite unconsciously.

This can make it harder to interpret consciously. However, if you stop thinking about it, you will probably find that you have a very good idea of what someone meant.

The bad news is that non-verbal communication can be very culture-specific.

Examples of culture-specific non-verbal communication

- The popular stereotype of Italians, involving big gestures, lots of hand-waving, and plenty of loud and excited shouting, may be a stereotype, but it exists for a reason. In the Italian culture, excitement is shown a lot more obviously than in the UK, for example, and non-verbal communication tends to be a lot more obvious. This can make it much harder for Italians to interpret non-verbal communication in the UK or USA, where it is more subtle. However, even in Italy, there are geographical variations.
- The thumbs-up gesture, which generally signals approval in English-speaking countries, is considered offensive in other countries, including apparently Greece, Italy and some parts of the Middle East.
- Making an OK gesture with thumb and forefinger. Making a circle with your thumb and forefinger like this means OK in Western cultures. It is used in particular by divers in this way. In Japan, however, it is reputedly the sign for money, and in Arabic countries, it is a threat.

It's worth being careful how you use gestures and body language!

Learning the Language

Many popular books on non-verbal communication present the topic as if it were a language that can be learned, the implication being that if the meaning of every nod, eye movement, and gesture were known, the real feelings and intentions of a person would be understood.

This, of course, is absolutely true.

Unfortunately interpreting non-verbal communication is not that simple. As covered on our Interpersonal Communication page, non-verbal communication is not a language with a fixed meaning. It is influenced and driven by the context in which it occurs. This includes both the place and the people concerned, as well as the culture.

For example, a nod of the head between colleagues in a committee meeting may mean something very different from when the same action is used to acknowledge someone across a crowded room, and again when two people are having a social conversation.

Interpersonal communication is further complicated in that it is usually not possible to interpret a gesture or expression accurately on its own. Non-verbal communication consists of a complete package of expressions, hand and eye movements, postures, and gestures which should be interpreted along with speech (verbal communication).

The Importance of Non-verbal Communication

When we communicate, non-verbal cues can be as important, or in some cases even more important, than what we say.

Non-verbal communication can have a great impact on the listener and the outcome of the communication.

Types of Non-Verbal Communication

The types of interpersonal communication that are not expressed verbally (with speech) are called non-verbal communications. There are many different types of non-verbal communication. They include:

- Body Movements (Kinesics), for example, hand gestures or nodding or shaking the head;
- Posture, or how you stand or sit, whether your arms are crossed, and so on;
- Eye Contact, where the amount of eye contact often determines the level of trust and trustworthiness;
- Para-language, or aspects of the voice apart from speech, such as pitch, tone, and speed of speaking;
- Closeness or Personal Space (Proxemics), which determines the level of intimacy;
- Facial Expressions, including smiling, frowning and even blinking; and
- Physiological Changes, for example, sweating or blinking more when nervous.

Nonverbal Activity: Wordless Acting

1. Separate students into groups of two.
2. Determine one student in each group as student A, and one as student B.
3. Give each student a copy of the following script.
4. Student A will read his/her lines out loud, but student B will communicate his/her lines in a nonverbal way.
5. Provide B with a secret emotional distraction that is written on a piece of paper. For example, student B may be in a rush, may be really bored, or maybe feeling guilty.
6. After the dialogue, ask each student A to guess what emotion was affecting the student's partner student B.

Dialogue:

A: Have you seen my book? I can't remember where I put it.

B: Which one?

A: The murder mystery. The one you borrowed.

B: Is this it?

A: No. It's the one you borrowed.

B: I did not!

A: Maybe it's under the chair. Can you look?

B: OK--just give me a minute.

A: How long are you going to be?

B: Geez, why so impatient? I hate when you get bossy.

A: Forget it. I'll find it myself.

B: Wait—I found it!

Nonverbal Activity 2: We Have to Move Now!

- Cut several strips of paper.
- On each strip of paper, write down a mood or a disposition like guilty, happy, suspicious, paranoid, insulted, or insecure.
- Fold the strips of paper and put them into a bowl. They will be prompts.
- Have each student take a prompt from the bowl and read the same sentence to the class, expressing the mood they've picked.
- Students will read the sentence: **"We all need to gather our possessions and move to another building as soon as possible!"**
- Students should guess the emotion of the reader. Each student should write down assumptions they make about each "speaking" student as they read their prompts.

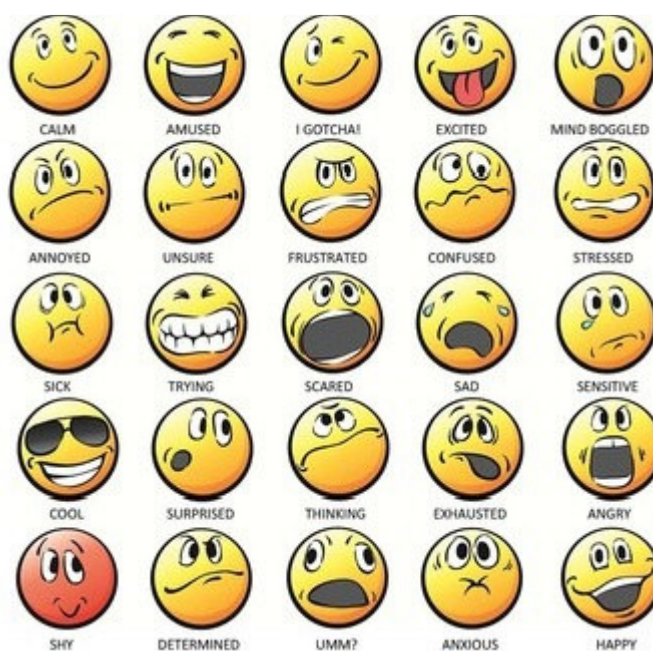


Imagen nº 5. Fuente: teacherspayteachers Autor: desconocido. Licencia: desconocida
<http://www.teacherspayteachers.com/>

Product Description

This Emotions chart can be printed small for student personal reference. Great for working with students who need to gauge their emotional responses. The chart can also be printed in poster format and laminated for durability and used to learn types of emotions.

6. Writing: news reporting.

A news report is similar to a news article. It is the basic facts of a story that is currently happening or that just happened. Writing a news report is easy if you report on the subject, conduct good interviews, and write in a style that is clear, concise, and active.

When you write a **news report**, remember to cover the 5 W's:

- **What's happening?**
- **Who is involved?**
- **Where is this happening?**
- **When is it happening?**
- **Why is it happening?**

And be:

- **Clear** - use simple language
- **Concise** - keep sentences short
- **Correct** - check your facts, grammar and punctuation

EXAMPLE:

News Report

October 9, 1908

TORONTO DAILY MAIL

Actor's coffin finds its way home nine years after death

(CHARLOTTETOWN, PRINCE EDWARD ISLAND) Nine years after the death of the famous Canadian actor, Charles Coghlan returned on the waves in his coffin to his native Prince Edward Island.

A barnacle-covered, water-logged box was discovered early yesterday morning by fishermen in the Gulf of St. Lawrence just off the north coast of Prince Edward Island. When they opened the box, they saw that it was a coffin with the body of a middle-aged man inside. A silver plate in the coffin gave the name of Charles Coghlan, and the date of his death: November 27, 1899.

The fishermen believed that they knew the deceased, who was born nearby and, until his death, had a summer home in a nearby village. They immediately contacted the local authorities.

The authorities confirmed that the body that the fishermen had found was that of famous Canadian actor Charles Coghlan, who had died nine years earlier and had been buried in a cemetery thousands of miles away in Galveston, Texas.

Puzzled, the local authorities telegraphed the police in Galveston, Texas. They learned that on September 8, 1900, one year after Mr. Coghlan's burial, a huge hurricane had struck Galveston, Texas. Six thousand people died and there was much damage to property. Apparently, the huge storm had turned the city's cemeteries into rivers. Coffins were washed into the Gulf of Mexico and out to sea.

It is believed that the coffin carrying Mr. Coghlan's body was caught by the West Indian Current and carried east to the Gulf Stream. Then the Gulf Stream probably took Mr. Coghlan's coffin northward at a rate of about seventy miles a day. The coffin drifted as far north as Newfoundland before it was blown toward Prince Edward Island by a storm.

Mr. David Martin, a spokesman for Mr. Coghlan's family, said that the family intends to hold a second funeral for Mr. Coghlan to bury him in the cemetery of the local village. "It is obvious that Charles Coghlan's soul could not rest until his body reached his native soil," Mr. Martin said.

Charles Francis Coghlan was born on Prince Edward Island in 1841. His talents as an actor took him to London, England, in 1860, where he became a famous Shakespearean actor. He was appearing in a play in Galveston, Texas, in November 1899, where he died, and was buried there until the force of a hurricane took his body home to its final resting place.

(from Grade 9 English Unit *Mystery and the Unexplained*, Toronto District School Board)

What happened

When

Where

Who

Why/How

background information not necessary to the report, but adds detail

direct quotations from involved parties

Now it's your turn:

1. Look at this information about a new study into children and their use of mobile phones.

Mobile phone child health risk investigation

A major investigation into whether mobile phones and other wireless technologies affect children's mental development is getting under way.

The study - funded by the government and industry - will track 2,500 11- and 12-year-olds from September.

It will look at their cognitive ability - thinking skills, memory and attention - and then repeat the tests in 2017.

The researchers say "very little" is known about what impact these technologies have on children.

The World Health Organization has said research in this area is of the "highest priority".

More than 160 secondary schools in the outer London area will receive invitations to enrol pupils into the study.

Much of the research into mobile phone use has focused on adults and in particular, the risk of brain cancer. No evidence of harm has been established to date.

Nonetheless, NHS advice is that children under the age of 16 should use mobile phones only for essential purposes and, where possible, with hands-free kits.

Informed choices

The theory has been put forward that children's brains may be more susceptible because they are still developing.

This research - led by Imperial College London - will put that idea to the test by asking children and their parents about their use of mobile phones and wireless devices, such as tablets, as well as analysing data from operators.

The 11-12 age group is particularly important as many children get mobiles at that age to coincide with starting secondary school. Some 70% of that age group now own a mobile.

Lead investigator Dr Mireille Toledano said: "The advice to parents is based on the precautionary principle given in absence of available evidence and not because we have evidence of any harmful effects.

"As mobile phones are a new and widespread technology central to our lives, carrying out the study is important in order to provide the evidence base with which to inform policy and through which parents and their children can make informed life choices."

The researchers will now be writing to 160 secondary schools in the outer London area asking pupils to take part.

2. Pick out what you think are the most important points and then write a short script (of no more than five sentences) explaining what the story is about.

3. When you've done that write a headline - just one short sentence explaining what the story is about.

[Para saber más](#)

If you need more information about reporting news, press this [link](#).

<https://www.wikihow.com/Write-a-News-Report>

Soluciones a los ejercicios propuestos

Actividad nº 1

1. "He works in a bank"

She said (that) he worked in a bank .

2. "We went out last night"

She told me (that) they went (had gone) out last night (the night before) .

3. "I'm coming!"

She said (that) she was coming .

4. "I was waiting for the bus when he arrived"

She told me (that) she had been waiting for the bus when he arrived .

5. "I'd never been there before"

She said (that) she had never been there before .

6. "I didn't go to the party"

She told me (that) she didn't go (hadn't gone) to the party .

7. "Lucy'll come later"

She said (that) Lucy would come later .

8. "He hasn't eaten breakfast"

She told me (that) he hadn't eaten breakfast .

9. "I can help you tomorrow"

She said (that) she could help me tomorrow .

10. "You should go to bed early"

She told me (that) I should go to bed early .

11. "I don't like chocolate" He said (that) he didn't like chocolate .

12. "I won't see you tomorrow"

She said (that) she wouldn't see me tomorrow .

13. "She's living in Paris for a few months"

She said (that) she was living in Paris for a few months .

14. "I visited my parents at the weekend"

She told me (that) she visited (had visited) her parents at the weekend .

15. "She hasn't eaten sushi before"

She said (that) she hadn't eaten sushi before .

16. "I hadn't travelled by underground before I came to London"

She said (that) she hadn't travelled by underground before she came to London .

17. "They would help if they could"

She said (that) they would help if they could .

18. "I'll do the washing-up later"

She told me (that) she would do the washing-up later .

19. "He could read when he was three"

She said (that) he could read when he was three .

20. "I was sleeping when Julie called"

She said (that) she had been sleeping when Julie called .

Actividad nº 2

1. She asked me where he was .

2. She asked me what I was doing .

3. She asked me why I went (had gone) out last night .

4. She asked me who that beautiful woman was .

5. She asked me how my mother was .

6. She asked me what I was going to do at the weekend .

7. She asked me where I would live after graduation .

8. She asked me what I had been doing when she saw (had seen) me .

9. She asked me how the journey was (had been) .

10. She asked me how often I went to the cinema .

11. She asked me if I lived in London .

12. She asked me if he arrived (had arrived) on time .

13. She asked me if I had been to Paris .

14. She asked me if I could help her .

15. She asked me if I was working tonight (that night) .

16. She asked me if I would come later .

17. She asked me if I liked coffee .

18. She asked me if this was the road to the station .

19. She asked me if I did (had done) my homework .

20. She asked me if I had studied

Actividad nº 3

1. "Please help me carry this"

She asked me to help her carry that.

2. "Please come early"

She asked me to come early.

3. "Please buy some milk"

She asked me to buy some milk.

4. "Could you please open the window?"

She asked me to open the window.

5. "Could you bring the book tonight?"

She asked me to bring the book tonight (that night).

6. "Can you help me with my homework, please?"

She asked me to help her with her homework.

7. "Would you bring me a cup of coffee, please?"

She asked me to bring her a cup of coffee.

8. "Would you mind passing the salt?"

She asked me to pass the salt.

9. "Would you mind lending me a pencil?"

She asked me to lend her a pencil.

10. "I was wondering if you could possibly tell me the time?"

She asked me to tell her the time.

11. "Do your homework!"

She told me told me to do my homework.

12. "Go to bed!"

She told me to go to bed.

13. "Don't be late!"

She told me not to be late.

14. "Don't smoke!"

She told me not to smoke.

15. "Tidy your room!"

She told me to tidy my room.

16. "Wait here!"

She told me to wait here (there).

17. "Don't do that!"

She told me not to do that.

18. "Eat your dinner!"

She told me to eat my dinner.

19. "Don't make a mess!"

She told me not to make a mess.

20. "Do the washing-up!"

She told me to do the washing-up.

Actividad nº 4

- c) Good morning, Mrs. Brown. How do you do?
a) How do you do, Martin?
h) These are the candidates' CVs, Mrs. Brown.
b) Did you phone Laurie?
g) No, sorry, I'm afraid I forgot.
e) Nevermind, Martin. Could you phone him this afternoon, please? I want him to come as soon as possible.
d) Oh, I see. I'll phone him right now. See you later, Mrs. Brown.
f) Thanks, Martin. See you.

Actividad nº 5

Christina: Hey, Ravi! Why didn't you turn up at my place last evening? Everyone was waiting for you to show up, you know! In fact, we waited till 9:00 p.m. to start!

Ravi: I'm so sorry , Tina — I just couldn't get away from the office!

Christina: Well, since you didn't call to say you weren't coming, we didn't know for sure!

Ravi: I know, Tina — it was really rude of me not to call — can you forgive me , please?

Christina: It wasn't just me, you know — Suzie came only to meet you, and I had a real problem with the seating arrangement at dinner!

Ravi: My sincere apologies once again , dear — I just hope I can make up for it soon!

Christina: It's okay , but you better not repeat this — I don't know if I can take it one more time!

Ravi: Please let it pass this time — I promise this will never happen again!

Christina: All right, all right — you're forgiven ! Now buy me an ice cream, or I'll tell everyone about this!

Ravi: Really? Now who's being mean? Ha ha!

Actividad nº 6

- a. Finnish f . uncontrolled
b. Austrian d . serious
c. Belgian g . noisy
d. German a . quiet
e. Greek b . impatient
f. Italian c . gluttonous
g. Spanish h . miser
h. Dutchman e . disorganized

Actividad nº 7

American English	British English
<u>Sidewalk</u> <u>Packet of chips</u> <u>Pants</u> <u>Portion of french fries</u> <u>Elevator</u> <u>Movie</u> <u>Can of soda</u>	<u>Pavement</u> <u>Packet of crisps</u> <u>Trousers</u> <u>Portion of chips</u> <u>Lift</u> <u>Film</u> <u>Can of fizzy drink</u>