

ompersonal newsletter

EL BOLETIN DE INGLES PREFERIDO POR EL HISPANOHABLANTE

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1. EDITORIAL

Hola amig@:

Hoy traemos un interesante **audiotexto** con vocabulario bilingüe sobre **la dificultad que muchos estudiantes tienen para entender a un nativo angloparlante**.

NOVEDAD: Ahora también puedes descargar este boletín en versión PDF para leerlos desde tu smartphone. Por el momento hemos completado la serie de boletines del año 2016. [Descárgalos aquí.](#)

Ya sabes que **en OM Personal English no pagas nada porque todo es gratuito**. Entonces, animate a cualquiera de nuestros 17 cursos de inglés gratis y certificados con examen final. **Son los cursos que necesitas para insertarte laboralmente o completar tu carrera universitaria**. Entérate más abajo [**punto 4**] y pulsando los links o enlaces ingresarás al curso de tu interés. ¡Éxitos!

Hasta nuestro próximo boletín (miércoles 10 de agosto).

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Recuerda una vez más el lema de nuestro proyecto educativo:
EN OM PERSONAL ENGLISH TU FIDELIDAD TIENE PREMIO.

2. ¿TE FALTA ALGÚN BOLETÍN?

Todos nuestros boletines quincenales OM NEWS — ordenados por año, número y con detalle de contenidos desde su lanzamiento en 2001 — se encuentran alojados en el sitio web **BOLETIN EN INGLES www.boletinenglish.com** Si te falta algún boletín, algún audio para descargar o si simplemente deseas consultarlos **pulsa aquí.**

3. COMPRESION AUDITIVA

COMPRIENDIENDO A LOS HABLANTES NATIVOS. Interesante artículo sobre la dificultad que muchos estudiantes tienen para entender a un nativo angloparlante. **Descarga el audio y practica inglés mientras viajas. Lee [AQUÍ](#) cómo guardar los audios de nuestros boletines.**

Pulsa la palabra "**AUDIO**" de color rojo para escuchar. Para descargar el audio, acerca la flecha del ratón a esa palabra y **con botón derecho** selecciona la opción "**Guardar Archivo (o Destino) Como**" y guarda el archivo en tu móvil o computadora.

UNDERSTANDING NATIVE SPEAKERS

AUDIO

For VOA Learning English, this is Everyday Grammar. Today we have a special guest host. Betty Azar is the most successful writer of grammar textbooks in the world. Today Ms. Azar will offer some advice on how to hear the sounds of grammar.

guest host: conferenciante invitado/a; **successful writer:** exitosa escritora; **some advice on:** algunos consejos sobre;

STUDENT: "English speakers talk too fast! I can't understand what they're saying."

too fast: demasiado rápido;

BETTY AZAR: Does that sound familiar? It's a common complaint of English language learners, one I've heard often from my university-level ESL students through the years.

sound familiar?: ¿... suena familiar?; **common complaint:** queja reiterada; **one I've heard often from:** una (queja) que he escuchado con frecuencia en;

Normal contracted speech, especially in everyday conversational usage, can speed by like a bullet train. It can leave learners feeling a little dazed as they try to catch the meaning.

contracted speech: (el) lenguaje reducido; **everyday conversational usage:** uso

cotidiano; **speed by:** acelerarse; **like a bullet train:** como un tren bala; **a little dazed:** algo desconcertados; **as they try to catch:** mientras tratan de entender;

For most adult learners, reading is, of course, much easier to understand. When understanding English is just between you and the written page, you can go as slowly as you want. You can go back and read words again, perhaps break down the grammar. You can even leisurely look up the meaning of a word.

when understanding: cuando entender; **as slowly as:** tan lentamente como; **break down:** descomponer, separar en partes; **leisurely:** relajadamente, sin presiones; **look up:** buscar en el diccionario;

And at least in writing there are spaces between words. If only that were true in speaking! If only speakers paused briefly between words, it would be so much easier for learners.

at least: al menos; **spaces:** espacios (en blanco); **if only:** si acaso; **paused briefly** hicieran una breve pausa;

Teachers in second language classes often speak slowly and distinctly, as I am doing now. But in the real world, well, it's not going to happen. Or, to say that in normal contracted speech:

Well, i'snotgonnahappen.

distinctly: claramente;

Speakers squeeze sounds together, or drop sounds, or say them so softly and quickly that a listener can barely hear them. When you listen to my sentence again, notice that the *t* is almost completely dropped from *it's*, and *going to* becomes *gonna*.

Well, i'snot gonna happen.

squeeze sounds together: comprimen, juntan los sonidos; **drop sounds:** eliminan sonidos; **so softly:** tan suavemente; **can barely hear them:** apenas logra escucharlos; **almost:** casi;

As a teacher, I've often heard students say things like:

Bye. I leaving now. I see you tomorrow.

as a teacher: como docente; **I've often heard:** a menudo he escuchado;

What's missing? The grammar sounds are missing, in this case the *m* and *l* sounds for *am* and *will*. Listen for them in the corrected sentences:

Bye. I'm leaving now. I'll see you tomorrow.

what's missing?: ¿qué está faltando?;

The *m* and *l* sounds are barely said aloud. But a native speaker hears them. Do you? Listen again:

Bye. I'm leaving now. I'll see you tomorrow.

are barely said aloud: apenas se pronuncian en voz alta;

And then, sometimes native speakers drop not only sounds but complete words. Listen to this:

Bye. 'M leavin' now. See you tomorrow.

drop not only sounds but: no sólo eliminan sonidos sino (también);

If you're saying "Not fair!," you're not the first English learner to feel that way!

not fair!: ¡(eso) no es justo!; **to feel that way:** que se siente de ese modo;

Grammar students learn that *am*, *is*, *are* and helping verbs (for example, *will*, *have*, *would*) are often contracted with pronouns in both speaking and writing, as in *I'm* and *I'll*. But most students also find it helpful to know that in everyday spoken English these verbs are usually contracted with nouns and question words, too.

helping verbs: verbos auxiliares; **find it helpful to know that:** les resulta útil saber que;

Here's a sentence about a man named Tom. *Tom* is a noun.

In writing, you will see...

Don't worry. Tom will be here soon.

In speaking, you will hear...

Don't worry. Tom'll be here soon.

Listen for *Tom will* again...

Don't worry. Tom'll be here soon.

in speaking: en conversación, al hablar;

Here's another example of a contraction with a noun:

My book is on the table.

becomes...

My book's on the table.

contraction: contracción;

And another example, this time with **are**:

In writing you will see...

My books are on the table.

In speaking you will hear...

My books're on the table.

Again:

My books're on the table.

this time with: esta vez con;

The verb sounds are so quick that it's almost impossible to hear them unless you expect to hear them. Listen again:

My book's on the table.

My books're on the table.

so quick: tan veloces; **unless you expect:** a menos que esperes;;

Question words (such as **where, when, why**) are similarly contracted in speech.

such as: tales como; **are similarly contracted:** se contraen del mismo modo; **in speech:** en el lenguaje oral;

In writing, each word is separate. For example:

Where are the students? Where have they gone?

In spoken English, the question word is contracted with the verb:

Where're the students? Where've they gone?

Again:

Where're the students? Where've they gone?

in writing: en el lenguaje escrito; **separate:** separada;

No wonder it's hard for learners to catch these grammar sounds! If you think English speakers talk really fast, you're right. They do!

no wonder it's hard: no sorprende que resulte difícil; **to catch:** comprender; **you're right:** tienes toda la razón; **they do!:** hablan demasiado rápido!;

Do and **did** are also often reduced. Listen for **do you**:

D'you know Mrs. Lee?

Again:

D'you know Mrs. Lee?

Did can be a quick d sound when it's combined with a question word.

Listen for **where did** and **what did**:

Where'd she go? What'd she do?

Again:

Where'd she go? What'd she do?

combined with: combinado con, mezclado con;

Here's another example of shortened spoken English that my students usually enjoy. Two people are talking.

– ***D'ja eat yet?***

– ***No, d'joo?***

In other words, spoken slowly:

– ***Did you eat yet?***

– ***No, did you?***

shortened: reducido, recortado; **my students usually enjoy:** a mis estudiantes normalmente les encanta;

Did is a good example of a function word. A function word gives grammar information. In the sentence ***Did you eat yet?***, **did** tells us that the speaker is talking about the past and is asking a question. In contrast, **eat** is a content word. So are words such as **Tom, yesterday, lunch**. Content words have specific meanings. Function words are the ones that are the hardest to hear in speech. Content words are usually said more clearly and loudly.

function word: palabra funcional (que sólo sirve para que "funcione" el pasado); **in contrast:** en cambio; **content word:** palabra de contenido; **the hardest to hear:** las más difíciles de escuchar; **loudly:** en voz alta;

Along with helping verbs, other common function words are **and, to, the, and a**. Let's look at **and**. **And** shows the relationship between two nouns: ***Bob and Tom*** tells us there are two people.

along with: junto con; **relationship between:** relación entre; **tells us:** nos indica que;

Like most function words, **and** is usually reduced:

I had lunch with Bob 'n Tom yesterday.

A learner could easily think that "Bobbintom" is one word!

reduced: reducido/a;

To is usually reduced to a slight **t** sound:

Let's ask Tom to come with us.

sounds like...

Let's ask Tom t'come with us.

Again:

Let's ask Tom t'come with us.

slight sound: sonido ligero (apenas audible); **sounds like:** suena como;

The and **a** can be especially hard for learners to hear.

Listen for **the** and **a**:

In class yesterday, I asked the teacher a question.

Even if you know **the** and **a** are supposed to be there, you have to listen hard to hear them. Listen again:

In class yesterday, I asked the teacher a question.

even if you know: aún cuando tú sepas que; **are supposed to be there:** se supone que (gramaticalmente) están en la frase;

Native speakers can hear the softer sounds of function words, but it can be very difficult for second language learners to hear them. Knowing some grammar can help. For example, learners are more likely to hear **and** to say **Bye. I'm leaving now. I'll see you later** if they are familiar with the forms and meanings of verb tenses.

the softer sounds: los sonidos más suaves; **are more likely to hear:** es más probable que oigan;

If learners don't know what grammar sounds they're supposed to hear, chances are they won't hear them. If they don't hear them, chances are they won't include them in their own speaking and writing. In other words, an awareness of grammar can prepare you to understand what you're hearing, and hearing the sounds of grammar can, in turn, help you use English more accurately. I'm Betty Azar.

chances are: lo más probable es que; **they won't hear them:** ellos no las escucharán; **an awareness:** un conocimiento; **in turn:** a su debido tiempo; **more accurately:** con mayor precisión.

4. TODA LA CARRERA DE INGLES 100% GRATIS

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PRINCIPIANTE <http://tinyurl.com/6xtj5v>

2) ETAPA APRENDIZAJE

Para quienes estudiaron uno o dos años de inglés.

BASICO A INTERMEDIO BAJO <http://tinyurl.com/7fl3qms>

INTERMEDIO A INTERMEDIO ALTO <http://tinyurl.com/7f2xsyh>

AVANZADO <http://tinyurl.com/3xxbwuy>

3) ETAPA ACADEMICA

FCE - FIRST CERTIFICATE EXAM <http://tinyurl.com/7nurqs3>

CAE - CERTIFICATE IN ADVANCED ENGLISH <http://tinyurl.com/kysyo2k>

CPE - CERTIFICATE OF PROFICIENCY IN ENGLISH <http://tinyurl.com/kzrx5fj>

TOEFL TEST <http://tinyurl.com/6nluaw>

4) ETAPA ESPECIALIZACION

AVANZADO DE NEGOCIOS <http://tinyurl.com/69h28g>

CONVERSACION <http://tinyurl.com/cgqx43j>

REDACCION <http://tinyurl.com/6rshxc>

PRONUNCIACION <http://tinyurl.com/7tfl4zw>

BASICO A INTERMEDIO PARA SORDOS <http://tinyurl.com/25gz99z>

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BAJAS: Si deseas cancelar definitivamente tu suscripción envía **desde tu email de suscripción** un mensaje en blanco a ompersonal-baja@eListas.net (el email con el cual te has matriculado **aparece al final-final de cada boletín**). Espera un segundo mensaje de confirmación **y respóndelo** para confirmar tu baja definitiva.

MUCHAS GRACIAS POR LEERNOS.

próximo boletín: agosto 10, 2016

Agradecemos que reenvíes este boletín a quienes puedan estar interesados en aprender y practicar gratuitamente inglés en nuestro megaportal.

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