

UNIT 81



Alternatives to modal auxiliary verbs.

En anteriores unidades del curso ha encontrado diversas alternativas al uso de los verbos auxiliares modales. Estas fórmulas alternativas se emplean para expresar determinados matices de significado (así, por ejemplo, **I have to go** se emplea en lugar de **I must go** para sugerir que una obligación ha sido impuesta desde fuera) o, simplemente, para compensar el carácter defectivo de los verbos auxiliares modales, dado que este tipo de verbos carece de infinitivo, de forma **-ing**, de participio de pasado y, a menudo, también de **past simple**. En la presente unidad realizará un estudio detallado del uso de estas alternativas. A modo de introducción a dicho estudio, seguidamente puede ver algunos ejemplos tomados de anteriores unidades.

When you have to go, you have to go. (p. 773)

I had to leave early. (p. 774)

We weren't allowed to talk. (p. 1162)

Would you like to be able to sing? (p. 314)

If the brothers Wilbur and Orville Wright had never managed to make a flight ... (p. 1321)

Quite a number of Londoners are willing to help you ... (p. 1042)

But soon these tears are bound to flow. (p. 413)

Por otra parte, en la presente unidad también se incluyen diversas observaciones acerca del tratamiento más adecuado para dirigirse a una persona, un extracto de la famosa novela **The Adventures of Tom Sawyer**, del escritor americano Mark Twain, y algunos ejemplos más del vocabulario inglés que se emplea en el campo de la ciencia y la tecnología.

Confusiones que debe evitar.

Preste atención cuando utilice algunas de las palabras agrupadas en los siguientes pares:

- no confunda el sustantivo **law** /lɔ:/, que significa “ley”, con el adjetivo **low** /ləʊ/, que significa “bajo(ja)”;
- no confunda los verbos **shut/shut/shut** /ʃʌt/, “cerrar”, y **shoot/shot/shot** /ʃu:t/ʃɒt/ʃɒt/, “disparar”;
- no confunda los adverbios **aboard** /əˈbɔ:d/, “a bordo”, y **abroad** /əˈbrɔ:d/, “fuera”;
- no confunda el sustantivo **breath** /breθ/, que significa “aliento”, “respiración”, con el verbo **breathe** /bri:ð/, que significa “respirar”.

En las páginas de la presente unidad tendrá ocasión de ver algunos ejemplos del uso de las palabras anteriores.



Obligation and permission.

Como ya sabe, la idea de obligación se puede expresar mediante el verbo auxiliar modal **must**. Este verbo no tiene infinitivo, forma **-ing**, participio de pasado ni forma de **past simple**. Por tanto, en las frases donde se requieren tales formas, se utiliza la correspondiente forma de **have to**. Aquí tiene algunos ejemplos; léalos de viva voz.

I may have to work late this evening.
Will you have to work this weekend?
If I were rich, I wouldn't have to work so hard.

Puede que tenga que trabajar hasta tarde esta noche.
 ¿Tendrás/Tendrá que trabajar este fin de semana?
 Si fuera rico, no tendría que trabajar tan duro.

I hate having to wait for buses.
I've often had to wait 25 minutes.
Yesterday I had to wait 40 minutes.

Odio tener que esperar los autobuses.
 A menudo he tenido que esperar 25 minutos.
 Ayer tuve que esperar 40 minutos.

Encontrará más ejemplos en la grabación de la cassette, que, en esta página –al igual que en las tres siguientes–, reproduce un espectáculo cómico de variedades.



I may have to work late this evening.



Obligation and permission. Listen.

Woman: Please welcome – from America – Mr Bob Allen!

Man: Good evening, ladies and gentlemen. It's nice to be here. I hope you're all well.
 As a matter of fact, *I've* been feeling a little depressed lately. I saw my doctor a couple of weeks ago. I said: "Doctor, I'm depressed. I'm in show business, and I can't sing, I can't dance, I can't act, and I can't play a musical instrument."
 She said: "Well, you'll have to find another job."
 I said: "I can't do that, doctor. I'm a *star*!"

Actually, I took singing lessons once. After a couple of lessons, I said to my wife: "What kind of songs should I sing?" She said: "You should sing Christmas carols. Then we'd only have to listen to you once a year."

She's a strange lady, my wife. She ... er ... went into a bank the other day to cash a cheque. The guy in the bank said: "Before I can cash the cheque, you'll have to identify yourself."
 So she took a mirror out of her bag, looked at herself in the mirror, and said: "Yeah – that's me!"

I almost didn't get here this evening. I had a small-problem at the hotel. I hate having to wait for taxis, so I said to the hotel doorman: "Could you call me a taxi immediately?" He said: "Sure. You're a taxi."



En anteriores unidades ha visto que los verbos auxiliares modales **can**, **could**, **may** y **might** se pueden utilizar para pedir o conceder permiso en frases como, por ejemplo, **Can I come in?**, **Could I disturb you for a moment?** y **You may now smoke if you wish.**

Los verbos **permit** y **allow** (este último de carácter menos formal) también se utilizan para pedir o conceder permiso, en especial cuando se requieren ciertas formas que compensen el carácter defectivo de los verbos auxiliares modales.

Lea los siguientes ejemplos de viva voz.

Smoking is not { permitted / allowed } in this theatre.

Passengers are only { permitted / allowed } to have one item of hand luggage.

Are we { permitted / allowed } to smoke here?

I wasn't { permitted / allowed } to explain.

permitted /pəˈmɪtɪd/

allowed /əˈlaʊd/



Listen.

Man: I was telling you about my doctor before. She has some strange patients. There was a guy there once, who thought he was a *dog*. I was talking to him in the waiting-room.

He was sitting on the floor, looking really depressed. I said: "Why don't you take a seat? You'd be more comfortable."

He said: "I'm not allowed to sit on the furniture."

We're having a—a great time here in Britain. My wife is with me on the trip. Last weekend we were in Wales. Beautiful country ...

We took a little train through the hills ... a little country train ... stopped every two or three minutes at little stations ... and it went so *slowly* — it was incredible!

I said to the driver: "Can't you go a little faster?" He said: "Yes — but I'm not allowed to leave the train."

Thank you, ladies and gentlemen. It's been nice talking to you. Good night.

Woman: Bob Allen, ladies and gentlemen ...



The word **furniture** meaning "chairs, tables, cupboards, etc." is an uncountable noun.

I'm not allowed to sit on the furniture.



Practice.

Complete the following text and then read it aloud. (Put the name of your country in the first space.)

In, you are not allowed to leave school until you are years old; you are not allowed to ride a motorcycle until you are years old; you are not allowed to drive a car until you are years old.



Ability.

El verbo auxiliar modal utilizado para expresar habilidades o capacidades es, como sabe, el verbo **can**. Este verbo no tiene infinitivo, forma **-ing** ni participio de pasado. Tiene, no obstante, una forma de **past simple: could**.

La forma **could**, aparte de emplearse para dar un matiz de cortesía a las frases interrogativas, sólo se puede utilizar para hacer referencia a habilidades o capacidades localizadas, de modo general, en el pasado. (Como verá en la página siguiente, para expresar habilidades o capacidades localizadas en ocasiones determinadas se usan otras formas.)

When I was young, I could swim like a fish.

Cuando era joven, podía/sabía nadar como un pez.

Sin embargo, la forma negativa de **could** (**could not**, contraída en **couldn't**) se utiliza para referirse tanto a las habilidades y capacidades localizadas en el pasado en general, como a las localizadas en una ocasión determinada.

When I was young, I couldn't sing very well.

Cuando era joven, no podía/no sabía cantar muy bien.

I'm sorry I couldn't come to your party last Friday.

Siento no haber podido venir a tu/su fiesta el viernes pasado.



When I was young, I could play the accordion very well.

En el texto grabado en la cassette correspondiente a esta página encontrará algunos ejemplos más del uso de **could** y **couldn't**. Para asegurar la comprensión de los chistes, aquí tiene la traducción de tres expresiones que todavía no conoce: **in the way**, "en el camino"; **a loaf of bread**, "una barra de pan", "una hogaza de pan", y **a chocolate cake**, "un pastel de chocolate".



Ability. Listen.

Woman: Bob Allen, ladies and gentlemen ... He certainly seems to meet some strange people.

Actually, I have a friend who's a little strange. I saw her the other day. She'd just got back from a holiday in Switzerland. I said: "What did you think of the scenery?" She said: "I couldn't see much of it. There were a lot of mountains in the way."

And my neighbour ... My neighbour's really strange. Mr Hepplewhite. I used to see him in his kitchen every morning ... standing by the window, hitting himself on the head with a loaf of bread.

I couldn't understand it. Anyway, I didn't say anything. Then one day he was standing there, hitting himself on the head with a chocolate cake. Well, I couldn't stop myself. I had to ask him about it. I said: "Every day, you hit yourself on the head with a loaf of bread – but today you're hitting yourself on the head with a chocolate cake." He said: "Yes. Today's my birthday."

Strange ...



Practice.

– Answer these questions.

When you were ten years old, could you ...
... play any musical instruments?
... ride a bicycle?
... swim?

– Read aloud the complete text spoken by the woman on the cassette.

Así como las diversas formas de **have to** subsanan el carácter defectivo del verbo **must** cuando se expresa obligación, las diversas formas de **be able to** compensan el carácter defectivo del verbo **can** cuando se habla de habilidades o capacidades. Aquí tiene algunos ejemplos. Léalos de viva voz.

I may <i>be able to</i> meet you tomorrow.	Tal vez pueda reunirme contigo/con usted mañana.
Will you <i>be able to</i> come to my party?	¿Podrás/Podrá venir a mi fiesta?
If he were shorter, he <i>wouldn't be able to</i> play basketball so well.	Si él fuera más bajo, no podría jugar al baloncesto tan bien.
I've never <i>been able to</i> understand your jokes.	Nunca he podido entender tus/sus chistes.
I'm glad I <i>was able to</i> help.	Estoy contento(ta) de haber podido ayudar.

Una vez más, encontrará algunos ejemplos de lo dicho anteriormente en el espectáculo cómico reproducido en la cassette, que, en esta página, sólo incluye una palabra que todavía no conoce: **operation**, "operación (quirúrgica)".



Listen.

Woman: Well, before we leave you, ladies and gentlemen – some advice on medical problems.

Patient: Doctor! Doctor!

Doctor: Yes? What's the problem?

Patient: On this medicine, it says: "Take four teaspoons before every meal."

Doctor: That's right.

Patient: I won't be able to do that, doctor.

Doctor: Why not?

Patient: I've only got *three* teaspoons.

Patient: Doctor! Doctor!

Doctor: Yes? What's the problem?

Patient: After the operation, will I be able to play the violin?

Doctor: Yes, of course you will.

Patient: That's fantastic! I've never been able to play it before.

Patient: Doctor! Doctor!

Doctor: Yes? What's the problem?

Patient: I've never been able to tell the truth. I can't stop telling lies.

Doctor: I don't believe you.

Patient: Doctor! Doctor!

Doctor: Yes? What's the problem?

Patient: I've never been able to talk to people. Everyone ignores me.

Doctor: Next!



There are a lot of English jokes like those on the cassette, between a doctor and a patient, or between a doctor and a nurse. You may remember these two from earlier in the course:

Patient: Doctor! Doctor! I've lost my memory.

Doctor: When did this happen?

Patient: When did *what* happen?

Nurse: Doctor, the Invisible Man is here.

Doctor: Tell him I can't see him.



Other points.

En esta página podrá practicar otras tres expresiones que constituyen, en cierto modo, alternativas a los verbos auxiliares modales: **be supposed to**, **be bound to** y **be willing to**. Estudie los siguientes ejemplos.

Expectativas.

We're supposed to be meeting here at 7.30.

(Semejante a: **We should be meeting here at 7.30.**)

Se supone que hemos de encontrarnos aquí a las 7.30.

Certeza.

She's bound to be late. (Semejante a: **She will definitely be late.**)

Seguro que llegará tarde.

Buena disposición.

I'm willing to bet on it. (Semejante a: **I will bet on it.**)

Estoy dispuesto(ta) a apostar por ello.



We're supposed to be meeting here at 7.30.



Other points. Listen.

Man 1: Hello, Norman.

Man 2: Hi, Frank ... Stella.

Woman: Hi.

Man 1: Are you doing anything later this evening? We're going for a meal. Perhaps you'd like to join us.

Man 2: Thanks – but I'm meeting my cousin.

Man 1: Daisy?

Man 2: Yes. We're supposed to be meeting here at 7.30, but she's bound to be late. She usually is. She won't get here until after eight. I'm willing to bet on it.

Woman: I saw her yesterday.

Man 2: Who? Daisy?

Woman: Yes. Do you know what she said to me?

Man 2: What?

Woman: She said: "Let me give you some advice. Never forget: If you're wearing one *red* sock and one *blue* sock, you're bound to have another pair like that in the cupboard."

Man 2: Well, that sounds like good advice.

Woman: I think she's a little crazy, you know.

Man 2: No, she's just got an unusual sense of humour. ... What would you like to drink?



You have seen the verb **suppose(d)** before, pronounced /sə'pəʊz(d)/. In the use on this page, it can be pronounced in the same way, or with /s/ instead of /z/: /sə'pəʊst/.

Here are two more examples of its use:

What are you doing here?

You're not supposed to be in this room.

(You should not be in this room.)

What happened?

You were supposed to arrive at 12.00.

(You should have arrived at 12.00.)

Song.



Song: Cousin Daisy.

My cousin Daisy isn't really crazy.
No, that is only a rumour¹.
When people say "crazy",
They're thinking of Daisy's unusual sense of humour.

I remember when she had a fall²:
I didn't think that it was funny at all.
She said: "I got off the bus at the end of my street,
And managed to land on my head instead of my feet."

My cousin Daisy isn't really crazy.
No, that is only a rumour.
When people say "crazy",
They're thinking of Daisy's unusual sense of humour.

She had to stay in hospital,
So they could examine her head,
An' if there's one thing that Daisy hates,
It's having to stay in bed.

She said: "What will I do all the time?"
The doctor said: "Don't worry. You'll be fine.
You've got a lot of books and a portable³ radio.
A small operation and then you'll be able to go."

Daisy said: "Doctor—", in a trembling⁴ voice,
A voice filled with hesitation⁵,
"Will I be able to play the drums
After the operation?"

Daisy was pleased when the doctor said she would.
("Yes, you will.")
She said to the doctor: "That's really good.
In fact, that's what I call a miracle cure⁶:
I've never been able to play the drums before."

My cousin Daisy isn't really crazy.
No, that is only a rumour.
When people say "crazy",
They're thinking of Daisy's unusual sense of humour ...



This song is sung quite fast, so it gives you some good listening practice. Listen to it several times, until you can follow all the words clearly.



Practice.

In the text of the song, find the sentences which include the following expressions, and read those sentences aloud.

... had to ...
... having to ...
... managed to ...
Will I be able to ...?
I've never been able to ...
... you'll be able to ...

¹ un rumor (En inglés americano, la forma escrita de **rumour** es **rumor**.)

² cuando sufrió una caída

³ portátil

⁴ temblorosa

⁵ indecisión

⁶ una cura milagrosa



Using people's titles.

Observará que en la presente sección de **Attitudes** el término **titles** se utiliza con un sentido muy general, haciendo referencia con él a expresiones como las que figuran a continuación, todas ellas tomadas de recientes unidades.

Professor Spring
Doctor Winter
President Roosevelt

Mr Jones
Uncle William
Cousin Daisy

En estas páginas estudiará particularmente el uso de dichos "títulos" o tratamientos cuando alguien se dirige directamente a la persona que los recibe, y no cuando se habla de esta persona en el transcurso de una conversación. Frases como **I'm not very well, doctor** o **Hello, Uncle William!** reflejan la relación de la persona que habla con su interlocutor; otras frases de este tipo pueden mostrar también la actitud de la primera respecto al segundo.

Uso del nombre y del apellido.

El nombre de pila lo usan las personas que se conocen bien.

Anna: **Hi, Jeff.**

También lo suelen usar las personas de cierta edad para dirigirse a los jóvenes, o las personas de mayor antigüedad o de superior categoría en un trabajo para dirigirse a los más nuevos o de inferior categoría.

Mr Jones: **Morning, Jeff.**

El uso del apellido solo es bastante arcaico.

Dr Watson: **Holmes, that is brilliant!**
Sherlock Holmes: **Elementary, my dear Watson.**

En inglés moderno, el apellido se utiliza en escasas situaciones. Es posible oírlo, por ejemplo, entre los miembros de las fuerzas armadas.

Captain: **What is our position, O'Hara?**

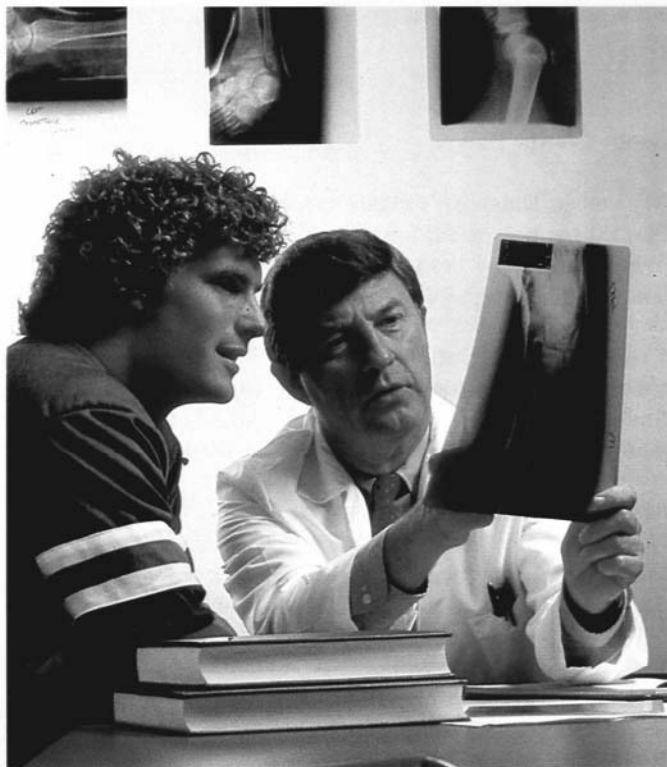
El apellido precedido por **Mr/Mrs/Miss/Ms** es utilizado por las personas que no mantienen relaciones personales estrechas.

Desk-clerk: **Morning, Miss Walker.**

También lo suelen utilizar los jóvenes para dirigirse a las personas de cierta edad o, en las relaciones laborales, las personas de determinada antigüedad o categoría para dirigirse a las de mayor antigüedad o categoría superior.

Jeff: **Morning, Mr Jones.**

Recuerde que los términos **Mr/Mrs/Miss/Ms** no se emplean por sí solos para dirigirse a una persona. Así, por ejemplo, no se puede decir **Excuse me, Mr.** (En la escuela,



What do you think, doctor?

sin embargo, los niños pequeños a veces se dirigen a una profesora soltera llamándola **Miss**: **Can I go now, Miss?**)

El nombre precedido por **Sir** o el apellido precedido por **Lord/Lady** se utilizan en Gran Bretaña para dirigirse a los miembros de la nobleza.

Chauffeur: **Good morning, Sir John.**

Jack: **The fact is, Lady Bracknell, I said ...**

Relaciones familiares.

En anteriores unidades ha visto los términos empleados por las personas de habla inglesa para dirigirse a sus padres (pág. 201) y a sus abuelos (pág. 1585).

Se puede llamar **Aunt** (o **Auntie**) a una tía y **Uncle** a un tío, colocando, por regla general, el nombre de pila a continuación: **Hello, Aunt(ie) Mary/Uncle William.**

El uso del término relativo al grado de parentesco es menos frecuente en otros casos, aunque a veces se utiliza **Cousin** (**Cousin Daisy, Cousin John**), los padres pueden llamar **son** a sus hijos (**Well done, son!**) y –en Estados Unidos– en ocasiones se emplea el diminutivo **sis** para dirigirse a una hermana en lenguaje coloquial (**Hi, sis!**).

Términos relacionados con profesiones o rangos.

El siguiente cuadro proporciona una selección de los términos empleados con más frecuencia.

Para dirigirse a un médico:	What do you think, doctor? En el habla coloquial, se utiliza a veces una contracción: What do you think, doc?
Para dirigirse a una enfermera:	Nurse, come here quickly! (A la enfermera de categoría superior se le llama Sister .)
Para dirigirse a un oficial de policía:	What's the problem, officer?
Para dirigirse a un camarero:	Waiter! – Yes, sir? – This soup is cold.
Para dirigirse a un barman (US):	Bartender! Same again!
Para dirigirse a un profesor:	We'd like your opinion, professor.
Para dirigirse a un miembro de las fuerzas armadas:	Se usa el rango apropiado: Sergeant! , Yes, general , No, captain , etc.
Para dirigirse a un presidente:	Yes, Mr President. (Si una mujer alcanzara la presidencia de Estados Unidos, ¿sería interesante saber qué tratamiento se le daría!)
Para dirigirse a un primer ministro:	Yes, Prime Minister.
Para dirigirse a un juez:	Yes, Your Honour. (UK) Yes, Your Honor. (US)
Para dirigirse a un embajador:	Yes, Your Excellency.
Para dirigirse a un rey o a una reina (UK):	Yes, Your Majesty.
Para dirigirse a un cliente:	sir/madam (UK), sir/ma'am (US) Recuerde que estos términos no suelen usarse, por ejemplo, para dirigirse a un desconocido al que se aborda en la calle para preguntarle algo.

En la grabación de la cassette se incluyen algunos ejemplos tomados de recientes unidades que ilustran las expresiones estudiadas aquí, así como algunas frases que le permitirán practicar el uso de las mismas.



Listen.

- Anna:** Hello?
Mr Walker: Anna?
Anna: Oh, hello, Dad.
- Man:** Hello, Gran.
Woman: Hello, Andrew.
Man: How are you?
Woman: Oh, I'm fine. That's why I'm in hospital.
- Elizabeth:** Uncle William!
Mr Jones: Elizabeth! This is a pleasant surprise!
- O'Hara:** Captain!
Captain: What is it, O'Hara?
O'Hara: Listen!
- Officer:** It is vital that no-one be allowed in, and that no-one be allowed out.
- Sergeant:** No-one at all, sir?
Officer: No-one at all, sergeant.
- Woman:** Ladies and gentlemen, to open this year's Travel Fair: Mr William Jones of Sunshine Travel.
- Presenter:** "We'll have solved all the world's problems." Dr Winter, do you agree with that?
Dr Winter: No, I don't.
- Man:** What do you think, doctor?
Doctor: Well, Mr Lincoln, I think you ought to stop smoking.

Listen and repeat.

- What do you think, doctor?
What's the problem, officer?
We'd like your opinion, professor.
Waiter, there's a fly in my soup.





El carácter defectivo de los verbos auxiliares modales.

Como ha visto en anteriores páginas de la presente unidad, a menudo se requieren formas alternativas que compensen el carácter defectivo de los verbos auxiliares modales. Estos verbos carecen de infinitivo, forma **-ing**, participio de pasado y, a veces, de forma de **past simple**.

Piense, a modo de ejemplo, en el verbo auxiliar modal **must**, utilizado para expresar obligación o necesidad. Imagine que quiere usted expresar las siguientes ideas en inglés.

- 1) El próximo año tendré que trabajar muy duro.
- 2) Odio tener que esperar los autobuses.
- 3) A menudo he tenido que esperar 25 minutos.
- 4) Ayer tuve que esperar 40 minutos.

Tal vez emplearía frases como las siguientes, que, sin embargo, son todas incorrectas.



- 1) **Next year I will must work very hard.**

La forma **must** no puede utilizarse como infinitivo.

- 2) **I hate musting wait for buses.**

No se puede añadir la terminación **-ing** al verbo **must**. La forma **musting** no existe.

- 3) **I've often musted wait 25 minutes.**

No se puede formar un participio de pasado a partir de **must**. No existe la forma **musted**.

- 4) **Yesterday I musted wait 40 minutes.**

No se puede formar el **past simple** de **must**. Como se ha dicho, la forma **musted** no existe.

Para expresar en inglés las ideas anteriores se usan las formas apropiadas de **have to** como alternativa a las formas de **must** que no existen a causa del carácter defectivo de este verbo.

- 1) **Next year I will have to work very hard.**

Cuando se requiere una forma de infinitivo, se usa **have to**.

- 2) **I hate having to wait for buses.**

Cuando se requiere una forma **-ing**, se usa **having to**.

- 3) **I've often had to wait 25 minutes.**

Cuando se requiere un participio de pasado, se usa el participio de pasado de **have to** (**had to**).

- 4) **Yesterday I had to wait 40 minutes.**

Cuando se necesita un **past simple**, se usa el **past simple** de **have to** (**had to**).

Alternativas a los verbos auxiliares modales.

El uso de **have to** es un ejemplo de alternativa a un verbo auxiliar modal. A continuación se enumeran otras alternativas de este tipo.

Obligación o necesidad: **be obliged to**.

Esta expresión es más formal que **have to**, y no se utiliza habitualmente en el habla cotidiana.

Because of the country's financial situation, the government was obliged to raise taxes.

Observe que **obliged** se pronuncia /ə'blaɪdʒd/.

Habilidad o capacidad: **be able to, manage to**.

La forma **be able to** se puede utilizar para expresar habilidad o capacidad en general.

After the operation, will I be able to play the violin? I've never been able to understand your jokes.

También puede utilizarse para expresar habilidad o capacidad en una ocasión determinada.

Will you be able to come to my party? I'm glad I was able to help.

Observe que la idea de incapacidad se puede expresar tanto con **not be able to** como con **be unable to**.

I'm sorry { I was not able to help. I was unable to help.

Cuando se expresa capacidad o habilidad en una ocasión determinada, también se puede utilizar **manage to**.

I had lost my key, but I managed to get in through a window.

Perdí mi llave, pero conseguí entrar a través de una ventana.

Observe que **manage** se pronuncia /'mænɪdʒ/.

Permiso: **be allowed to, be permitted to**.

Como ha visto en la página 1643, tanto **be allowed to** como **be permitted to** se pueden utilizar para expresar permiso, siendo la última construcción más formal.

We were not allowed to wear jeans at school. Passengers are permitted to smoke in the "Smoking" section only.

Expectativas: **be supposed to**.

Como ha visto en la página 1646, **be supposed to** tiene un significado muy similar al de **should**. Se utiliza para refe-



I hate having to wait for buses.

irse a hechos que se espera que sucedan, bien porque han sido acordados o porque hay normas que los rigen.

We're supposed to be meeting here at 7.30.
You're not supposed to be in here. This room is private.

Certeza: be bound to.

La expresión **be bound to** se utiliza para referirse a hechos cuya realización se considera segura.

Think positively, and you're bound to succeed.
 Piense positivamente y forzosamente lo conseguirá.

I knew the mission was bound to be a disaster.
 Supe que la misión sería forzosamente un desastre.

Buena disposición: be willing to.

Ha visto un ejemplo de esta expresión en la página 1646. Aquí tiene dos más.

If someone offered me a different job, I'd be willing to consider it.
Mr Johnson was always willing to help a neighbour.

Observe que la des gana o mala disposición se puede expresar tanto con **not be willing to** como con **be unwilling to**.

I offered him £50, but { **he was not willing to accept it.**
 he was unwilling to accept it.

Exercise.

Read the following jokes aloud. Notice especially the examples of **manage to**, **be bound to** and **be allowed to**.

Two policemen are talking after a bank robbery. (The police surrounded the bank, but the robbers escaped.)

Sergeant: I'm afraid they escaped, sir.
Inspector: Escaped? How did they manage to do that? I told you to put men at all the exits.
Sergeant: They escaped through one of the entrances, sir.

An explorer was lost in the desert and desperately needed to find water. Suddenly, he met a man selling ties. The man said: "Buy a tie. You may need it." The explorer thought to himself: "This can't be real. It's a mirage." So he ignored the man.

A few minutes later, he found a hotel. Incredible, but true: a hotel in the middle of the desert, and it wasn't a mirage! The explorer thought: "I'm saved! There's bound to be water in a hotel!"

At the door of the hotel, the doorman stopped the explorer, saying: "You can't go in." The explorer said: "But I *must* go in! I need water!" The doorman said: "Sorry. No-one is allowed to go in without a tie."



The Adventures of Tom Sawyer.

When we discussed American novelists in Unit 48, we mentioned Mark Twain and you read the first words of his famous book **The Adventures of Tom Sawyer**. This book describes the life of a young boy in a small town on the Mississippi River in the middle of the nineteenth century. It has been popular with readers of all ages ever since it appeared.

In his introduction to the story, Mark Twain wrote:

Although my book is intended mainly for the entertainment of boys and girls, I hope it will not be shunned by men and women, for part of my plan has been to try to remind adults of what they once were themselves, and of how they felt and thought and talked.

On this page you can read an extract from the book. As usual, read it once completely before you look at the notes and translations of new words.

(Tom loves a little girl in his class at school. Her name is Becky Thatcher. He has written "I love you" on his slate and has shown it to her. During the lunch-break, Tom and Becky are talking in the empty classroom.)

"Say, Becky, was you ever engaged?"

"What's that?"

"Why, engaged to be married."

"No."

"Would you like to?"

"I reckon so. I don't know. What is it like?"

"Like? Why, it ain't like anything. You only just tell a boy you won't ever have anybody but him, ever ever ever, and then you kiss and that's all. Anybody can do it."

"Kiss? What do you kiss for?"

"Why, that, you know, is to—well, they always do that."

"Everybody?"

"Why, yes, everybody that's in love with each other. Do you remember what I wrote on the slate?"

"Ye—yes."

"What was it?"

"I shan't tell you."

"Shall I tell you?"

"Ye—yes—but some other time."

"No, now."

"No, not now—tomorrow."

"Oh, no, *now*. Please, Becky—I'll whisper it, I'll whisper it ever so easy."

Becky hesitating, Tom took silence for consent, and passed his arm about her waist and whispered the tale ever so softly, with his mouth close to her ear. And then he added:

"Now you whisper it to me—just the same."

She resisted, for a while, and then said:

"You turn your face away so you can't see, and then I will. But you mustn't ever tell anybody—*will* you, Tom? Now, you won't, *will* you?"

"No, indeed, indeed I won't. Now, Becky."

He turned his face away. She bent timidly around till her breath stirred his curls and whispered, "I—love—you!"

Then she sprang away and ran around and around the desks and benches, with Tom after her, and took refuge in a corner at last, with her little white apron to her face. Tom clasped her about the neck and pleaded:

"Now, Becky, it's all done—all over but the kiss. Don't you be afraid of that—it ain't anything at all. Please, Becky." And he tugged at her apron and the hands.

By and by she gave up, and let her hands drop; her face, all glowing with the struggle, came up and submitted. Tom kissed the red lips and said:

"Now, it's all done, Becky. And always after this, you know, you ain't ever to love anybody but me, and you ain't ever to marry anybody but me, never never and forever. Will you?"

"No, I'll never love anybody but you, Tom, and I'll never marry anybody but you—and you ain't to ever marry anybody but me, either."

"Certainly. Of course. That's *part* of it. And always coming to school or when we're going home, you're to walk with me, when there ain't anybody looking—and you choose me and I choose you at parties, because that's the way you do when you're engaged."

From: *The Adventures of Tom Sawyer*, by Mark Twain (1876), Chapter 7.



A scene from a film version of "The Adventures of Tom Sawyer".

Notes.

was you ever engaged?: (*colloquial*, =) were you ever engaged?

Why, ...: (*here*) an exclamation.

I reckon so: I suppose so.

anybody but him: anybody except him.

ever so easy: (*here*) very quietly.

consent: agreement.

indeed I won't: I certainly won't.

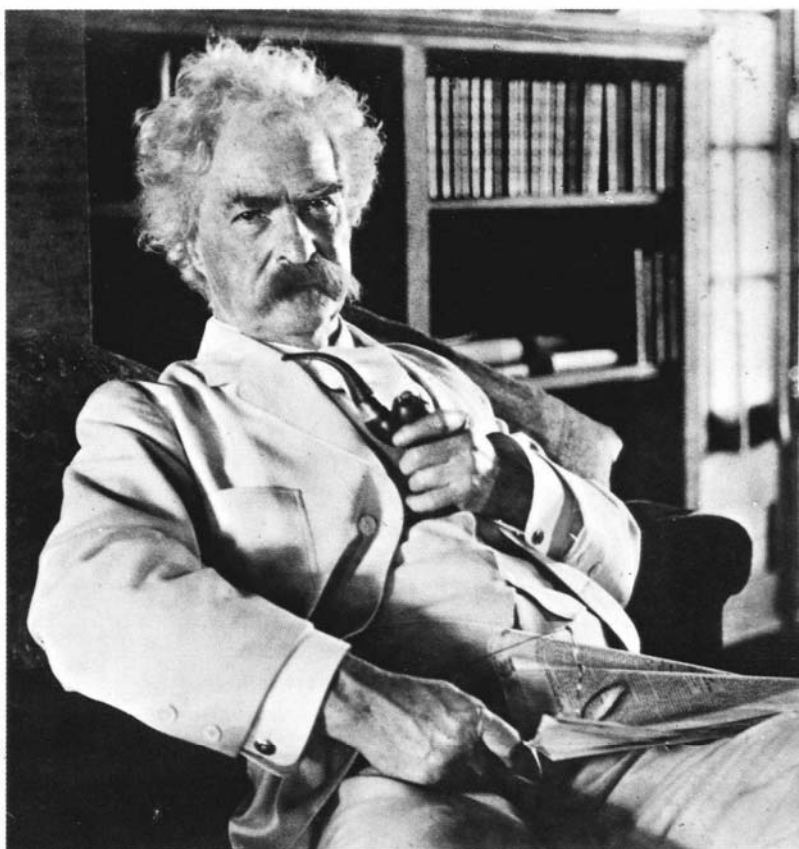
clasp: hold.

tug: pull.

by and by: after a few moments.

Translations of the other new words.

entertainment	diversión
shun/-ned/-ned	evitar, esquivar
slate	pizarra
waist	cintura
timid	tímido(da)
spring/sprang/sprung	saltar, brincar
bench	banco
take refuge	refugiarse
apron	delantal
plead/-ed/-ed	suplicar, rogar
struggle	lucha
submit/-ted/-ted	someterse, rendirse



Mark Twain.



Logical laws.

These pages give you some reading and writing practice. Read the following text and then do the exercises.

There are various kinds of laws – laws made by governments, for example, like these extracts from the Constitution of The United States, some of which you saw in Unit 44:

This Constitution shall be the supreme law of the land.
The Senate of the United States shall be composed of two senators from each state, for six years.
The President shall be commander-in-chief of the army and navy.
All persons born or naturalized in the United States are citizens of the United States.

Also, of course, there are scientific and logical laws. Here are some examples:

Newton's Third Law of Motion.

For every action there is an equal and opposite reaction.

Aristotle's Three Laws of Logic.

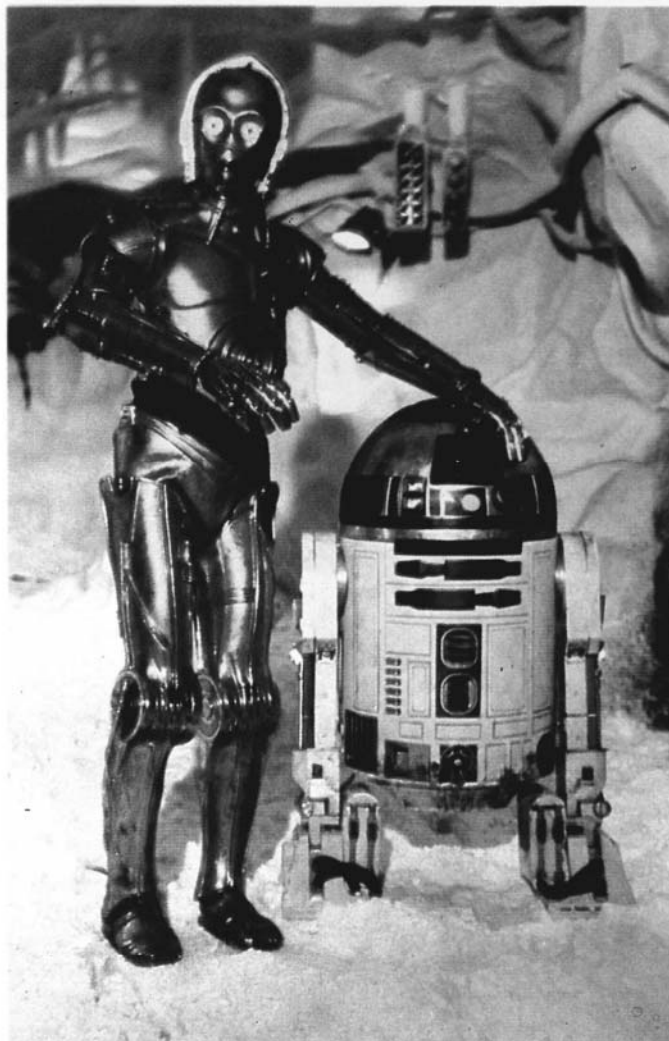
1. A is A.
2. A cannot be both A and not A.
3. A must be either A or not A.

Asimov's Three Laws of Robotics.

1. A robot may not injure a human being or, through inaction, allow a human being to come to harm.
2. A robot must obey orders given to it by a human being except where such orders would conflict with the first law.
3. A robot must protect its own existence as long as such protection does not conflict with the first or second law.

Those are serious examples, but a lot of people have formulated "logical laws" which are humorous or ironic. The great physicist and mathematician Albert Einstein, for example, is famous for his law of physics: $E = mc^2$. But he also formulated this law:

If A = success, then the formula is: $A = X + Y + Z$.
X is work; Y is play; Z is "Keep your mouth shut".



Two robots that obeyed Asimov's Laws: R2D2 and C3PO, in the film "Star Wars".

Several humorous "laws" have become modern proverbs. Here are two famous examples:

Work expands to fill the time available for its completion.

C. Northcote Parkinson, English economist and writer (b. 1909). This is usually called **Parkinson's Law**.

If anything can possibly go wrong, it will.

Anon. This is usually called **Murphy's Law**, although it is not named after a particular person called Murphy.

Exercise 1.

Put the two halves of the following sentences together correctly, and write them in your notebook. All the sentences are versions of **Murphy's Law**.

If anything can possibly go wrong,	they get worse.
If several things can go wrong,	than you think.
If you leave things to themselves,	as it looks.
If everything appears to be going well,	it will.
Nothing is as easy	you have forgotten something.
Everything takes longer	the one that will cause the most damage will be the one that goes wrong.

Exercise 2.

Can you work out the meanings of these expressions?

In the Laws of Robotics:

a human being
come to harm
obey
conflict with

In "Parkinson's Law":

expand
the time available

Exercise 3.

Work out the missing letters in the following "laws", and write the complete sentences in your notebook.

- All animals are equal, but some an_m_ls are more e_u_l than o_h_rs.
George Orwell, "Animal Farm".
- It takes tw_n_y ye_rs to become an overnight success.
Eddie Cantor, American entertainer.
- Anger is never without a reason, but seldom w_th a g_od one.
Benjamin Franklin, American statesman.

Answers on page 1660.

Peanuts® by Charles M. Schulz.



Once again, Woodstock is working as Snoopy's secretary. It is not yet the end of the afternoon, but Snoopy decides that they have done enough work for the day: he believes in a "law" about such situations.

Translation of the strip text.

Creo que ya es suficiente por hoy ...

A todos los secretarios se les debería permitir ir a casa una hora antes de vez en cuando.



English in science and technology (3).

These pages give you another example of English used in science and technology: here, in the oil industry.

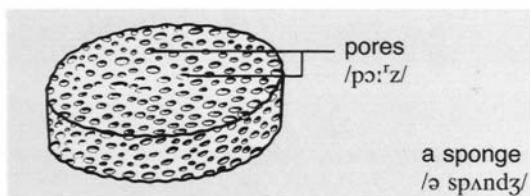
The conversation on the cassette is part of an interview, in London, with an oil engineer from Kuwait. He is talking to the interviewer about the production of gas from oil.

Before you listen to the cassette, read the text on this page and study the illustrations. Then listen to the cassette and do the exercise.

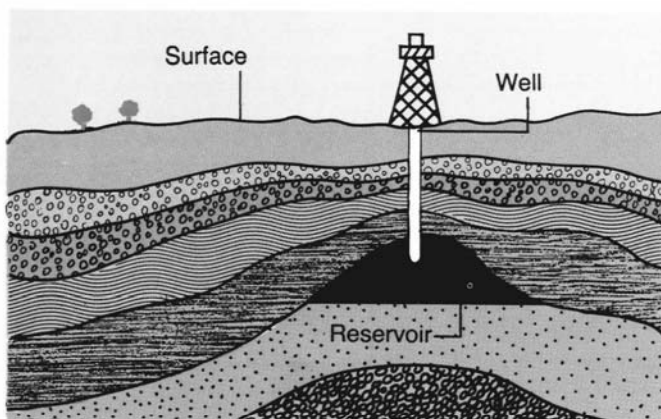
Where oil is found.

Oil – or “petroleum” – is contained in rocks under the ground (or under the sea). It was formed between 30 million and 500 million years ago.

People who do not work in the oil industry sometimes believe that oil is found in large underground “lakes”. This is incorrect. It is contained in the pores of rocks, like water in the pores of a sponge.



Rocks which contain oil are called “reservoir rocks”. The most common reservoir rocks are sandstone, limestone and dolomite.



In a reservoir, there are often three zones: the upper zone, the middle zone and the lower zone. In the upper zone, the rock pores are filled mainly by gas. In the middle zone, the rock pores are filled mainly by oil, with gas



English in science and technology (3). Listen.

Man 1: You're from Kuwait, Ahmed, aren't you?

Man 2: I am, yes. I work as a petroleum engineer there.

Man 1: Is this your first trip abroad?

Man 2: Oh, no, not at all. I've been to England many times, and I've travelled to the States as well. In fact, I worked there – in Texas – for two years.

Man 1: And may I ask the purpose of your visit here to Britain this time?

Man 2: I'm very interested in North Sea gas.

Man 1: Oh. You haven't come here to buy, have you, Ahmed?

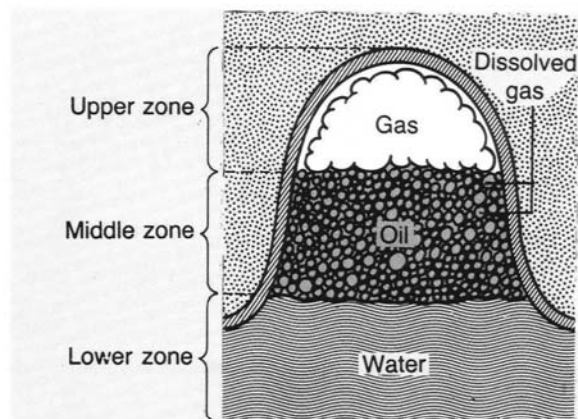
Man 2: No, no, not to buy! To learn a little, perhaps: in Kuwait we have been more concerned with oil than with gas.

Man 1: I see. But ... er ... seriously, Ahmed, could you tell us a little more about the production of natural gas from crude oil?

Man 2: What would you like to know?

From: The Petroleum Programme (BBC English Courses).

dissolved in it. In the lower zone, the rock pores are filled by water.



(There is also always some water together with the oil in the middle zone: usually between 10% and 30%. There is also water in the upper zone together with the gas, but usually less than in the middle zone with the oil.)

Man 1: Well, I was wondering if you could give us some—some idea of how much gas a certain volume of crude can contain.

Man 2: Yes. But ... er ... first of all, I must say that it's difficult to give a simple answer. You will understand, of course, that crude oils differ from well to well and from reservoir to reservoir.

Man 1: Mm. Certainly.

Man 2: But perhaps I can give you a particular example.

Man 1: Fine, Ahmed.

Man 2: In my country, at a place called Burgan, we have a very large reservoir with a great many oil wells. In the reservoir, Burgan crude contains about 80 times its own volume of dissolved gas.

Man 1: 80 times its own volume?!

Man 2: Mm-hm.

Man 1: Well, that means that one cubic foot of Burgan crude can produce about 80 cubic feet of gas at the surface.

Man 2: True. About 80 cubic feet of dissolved gas in every cubic foot of crude in the reservoir.



I'm very interested in North Sea gas.

Exercise.

Find the expressions in the dialogue which have the following meanings.

1. Is this the first time you have travelled outside your country?
2. I've also visited the United States.
3. And could I ask why you are making this visit to Britain?
4. What would you like me to tell you?
5. Crude oils are not the same in all wells and all reservoirs.

Answers on page 1660.

If you need to use English in the oil industry, you may be interested in the book from which the dialogue is taken:

The Petroleum Programme: English for the Oil Industry, by P. L. Sandler (published by BBC English Courses).

Specialized vocabulary.

gas	/gæs/	gas
natural gas	/ˈnætʃrəlˈgæs/	gas natural
dissolved gas	/dɪˈzɒlvdˈgæs/	gas disuelto
oil	/ɔɪl/	} petróleo
petroleum	/pɪˈtrəʊliəm/	
crude (oil)	/kruːd/	
		crudo (de petróleo)
(oil) well	/wel/	pozo (de petróleo)
(oil) reservoir	/ˈrezəˈvwaːr/	depósito (de petróleo)
rock	/rɒk/	roca
sandstone	/ˈsændstəʊn/	arenisca
limestone	/ˈlaɪmstəʊn/	piedra caliza
dolomite	/ˈdɒləmaɪt/	dolomita
volume	{ /ˈvɒljʊːm/ (UK) /ˈvɒljəm/ (US) }	volumen
cubic foot	/ˈkjuːbɪkˈfʊt/	pie cúbico



Key points from this unit.

- The use of **have to**, when talking about obligation.

I may have to work late this evening.
I don't like having to wait for buses.
Daisy had to stay in hospital.
Have you ever had to stay in hospital?

- The use of **allow** and **permit**, when talking about permission.

We were not allowed to wear jeans at school.
In Great Britain, you are not allowed to leave school until you are sixteen.
Smoking is not permitted in this theatre.

- The use of **could**, **be able to** and **manage to**, when talking about ability.

When I was young, I could swim like a fish.
After the operation, will I be able to play the violin?
I've never been able to understand your jokes.
Would you like to be able to fly like a bird?
How did you manage to do that?

- Some other expressions.

You're not supposed to be in here.
She's bound to be late.
I'm willing to bet on it.

- Using people's titles.

What do you think, doctor?
What's the problem, officer?
Waiter, there's a fly in my soup.
Sergeant Gonzales! – Yes, captain?
Hello, Uncle William!
Yes, Mr President.
No, Prime Minister.

- Some vocabulary from science and technology.

petroleum	volume	
crude (oil)	cubic	{ foot
(natural) gas		feet

Dialogue.

Read the dialogue and listen to it on the cassette. Mr Jones is having a pleasant dream, in which he is no longer the boss of Sunshine Travel, but a popular entertainer.



Dialogue.

Woman: Please welcome – from Newcastle-upon-Tyne – Mr Bill Jones!

Mr Jones: Good evening, ladies and gentlemen. It's nice to be here. I hope you're all well.

As a matter of fact, I'm not feeling very well myself. I haven't been able to get much sleep lately. I saw my doctor a couple of weeks ago. She said: "What's the problem?"

I said: "I snore so loud that I keep waking myself up."

She said: "Well, you'll have to sleep in another room."

Anyway—Anyway, I've decided that I'm not getting enough exercise. So I went to the swimming pool yesterday. I climbed up to the highest diving-board. Suddenly, someone shouted: "Don't dive! There's no water in the pool." I said: "That's OK. I can't swim."

Do you know, I once travelled from Edinburgh to London without a ticket? Didn't cost me a penny. My friends said: "How did you manage to do that?" I said: "I walked."

Children are funny, aren't they? I heard two little boys talking on the bus the other day. One said: "When I grow up, I'm going to marry the girl who lives next door." The other one said: "Why?" And the first one said: "Because I'm not allowed to cross the road."

And—And I heard a little girl talking to her father. Her father said: "Why have you been telling all your friends that I'm stupid?" The little girl said: "Sorry. I didn't know it was supposed to be a secret."

Thank you, ladies and gentlemen. It's been nice talking to you. Good night.

Woman: Bill Jones, ladies and gentlemen ...



And the first one said: "Because I'm not allowed to cross the road."

snore/-d/-d	/snɔːr/	roncar
diving-board	/'daɪvɪŋbɔːrd/	trampolín
next door	/,nekst'dɔːr/	en la casa de al lado

... so loud that I keep waking myself up.

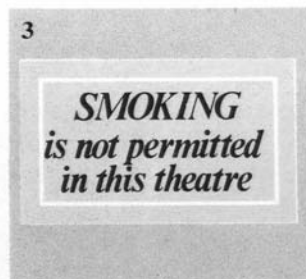
... tan alto que me mantengo despierto a mí mismo.

Observe que el diminutivo del nombre de pila de Mr Jones (**William**) es **Bill**.

Test 81.

Check yourself on what you have learnt in this unit. (Answers at the end of Unit 88.)

1. Translate the texts on these signs.



2. Complete the following "logical laws" by putting in the missing words.

If you have tell people you are famous, are not famous.

If you are able tell the difference good advice bad advice, you do not need advice.

If you are wearing one brown shoe and black shoe, you are bound have another pair like that somewhere.

3. The following sentences are all lines from songs. Complete them by putting in **have to** or **had to**.

"You don't say you love me."

"Did you love me?"

"She stay in hospital."

"You don't be a baby to cry."

"When you go, you have to go."

4. Put in the missing words.

Patient: Doctor! Doctor!

Doctor:? What's the problem?

Patient: the operation, will I able play violin?

Doctor: Yes, course you

Patient: That's fantastic! I've never able play before.

5. Translate these American film titles.

"What's Up, Doc?" (1972)

"They Call Me Mister Tibbs!" (1970)

"Mrs Pollifax - Spy." (1970)

"Mr Hobbs Takes a Vacation." (1962)

"Auntie Mame." (1958)

"Dr Jekyll and Mr Hyde." (1932, 1941)

6. Put in the missing letters.

I'm having dinner w_th my c_us_n Daisy this ev_n_ng. We're s_pp_sed to be me_t_ng here at 7.30, but she's b_u_d to be late. I'm w_ll_ng to bet that she doesn't get h_re until after eight o'clock.

7. Answer these questions.

Were you able to understand this unit quite easily?

Did you manage to do the exercises without a lot of mistakes?

Did you have to use a dictionary to find the meanings of any words?

Answers to exercises.

Page 1655.

Exercise 1. If several things can go wrong, the one that will cause the most damage will be the one that goes wrong. If you leave things to themselves, they get worse. If everything appears to be going well, you have forgotten something. Nothing is as easy as it looks. Everything takes longer than you think.

Exercise 2. a human being: un ser humano. come to harm: llegar a ser dañado(da). obey: obedecer. conflict with: entrar en conflicto con. expand: extender, dilatar. the time available: el tiempo disponible.

Exercise 3. 1. but some animals are more equal than others. 2. It takes twenty years. 3. but seldom with a good one.

Page 1657.

1. Is this your first trip abroad? 2. I've travelled to the States as well. 3. And may I ask the purpose of your visit here to Britain this time? 4. What would you like to know? 5. Crude oils differ from well to well and from reservoir to reservoir.

Arrangement of fascicules and cassettes by volumes.

Volume 1 **Fascicule 1 - 8**
Cassette 1 – Units 1 - 4
Cassette 2 – Units 5 - 8

Volume 7 **Fascicule 49 - 56**
Cassette 13 – Units 49 - 52
Cassette 14 – Units 53 - 56

Volume 2 **Fascicule 9 - 16**
Cassette 3 – Units 9 - 12
Cassette 4 – Units 13 - 16

Volume 8 **Fascicule 57 - 64**
Cassette 15 – Units 57 - 60
Cassette 16 – Units 61 - 64

Volume 3 **Fascicule 17 - 24**
Cassette 5 – Units 17 - 20
Cassette 6 – Units 21 - 24

Volume 9 **Fascicule 65 - 72**
Cassette 17 – Units 65 - 68
Cassette 18 – Units 69 - 72

Volume 4 **Fascicule 25 - 32**
Cassette 7 – Units 25 - 28
Cassette 8 – Units 29 - 32

Volume 10 **Fascicule 73 - 80**
Cassette 19 – Units 73 - 76
Cassette 20 – Units 77 - 80

Volume 5 **Fascicule 33 - 40**
Cassette 9 – Units 33 - 36
Cassette 10 – Units 37 - 40

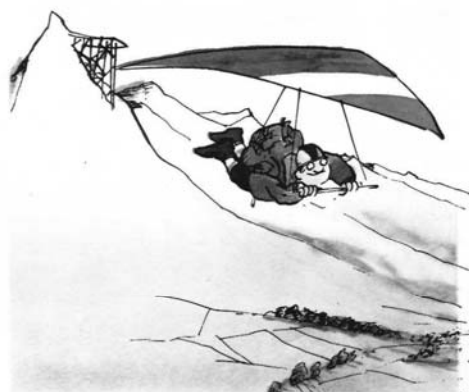
Volume 11 **Fascicule 81 - 88**
Cassette 21 – Units 81 - 84
Cassette 22 – Units 85 - 88

Volume 6 **Fascicule 41 - 48**
Cassette 11 – Units 41 - 44
Cassette 12 – Units 45 - 48

Volume 12 **Fascicule 89 - 96**
Cassette 23 – Units 89 - 92
Cassette 24 – Units 93 - 96

Phase 4: **Springboard.**

Units 73-96. Cassettes 19-24.



In Unit 82:

- Omission and substitution: Verbs.
- Expressions used for keeping a conversation going.
- Some English idioms.
- Some vocabulary concerning food and drink.
- Our fourth example of English used in science and technology.

And lots more.
