



Omission and substitution: Verbs.

El centro de atención de la presente unidad lo constituyen las frases en las que se omiten las expresiones que siguen a los verbos auxiliares o los infinitivos que siguen a la partícula **to**, así como aquellas otras frases en las que se utiliza una forma del verbo auxiliar **do** (**do**, **does**, **did**) para sustituir a otro verbo, de ahí la referencia en el título que encabeza estas líneas a la omisión (**omission**) y a la sustitución (**substitution**).

A veces sucede que la descripción general de un tema puede hacer que éste parezca difícil o carente de uso práctico. En el caso presente, sin embargo, nada podría estar más alejado de la realidad, ya que la omisión y la sustitución son muy frecuentes en la lengua inglesa y constituyen un rasgo característico de la misma. Algunos ejemplos que han aparecido en anteriores unidades le ayudarán a comprender mejor el alcance de este tema.

- 1) Observe cómo se omite en las siguientes frases la expresión que sigue al verbo auxiliar, ya que puede sobrentenderse fácilmente.

If anything can possibly go wrong, it will [go wrong]. (p. 1654)

Do you mind if I smoke? – Smoke if you must [smoke]. (p. 783)

I'd rather be a hammer than a nail, if I could [be a hammer]. (p. 1498)

- 2) Observe cómo el auxiliar **do** sustituye en estas frases al verbo o expresión verbal previamente mencionados.

I'll like Spring because it is simply Spring, as the thrushes do. [... as the thrushes like Spring.] (p. 1614)

The future will one day be the present and will seem as unimportant as the present does now. [... as the present seems now.] (p. 1580)

Who suggested coming this way? – You did. [You suggested coming this way.] (p. 1483)

- 3) Observe cómo en estas frases se omite la expresión que contiene el infinitivo después de la partícula **to**, ya que su significado se deduce de lo dicho.

If you don't want to make this trip to New York, you don't have to [make it]. (p. 772)

You ought to have lessons more often. – I know I ought to [have lessons more often], but I don't have the time. (p. 1482)

Así pues, tal como muestran estos ejemplos, la omisión o la sustitución de partes de una frase permiten evitar repeticiones innecesarias. Los tres apartados de la sección de **Speaking and listening** de la presente unidad proporcionan más ejemplos de las tres categorías anteriores. Los títulos de dichos apartados constituyen ejemplos por sí mismos.

Take it easy! – I will.

¡Tómatelo/Tómeselo con calma! – Lo haré.

Take it easy! – I usually do.

¡Tómatelo/Tómeselo con calma! – Suelo hacerlo.

Take it easy! – I intend to.

¡Tómatelo/Tómeselo con calma! – Lo intento.

En las siguientes páginas encontrará también, entre otras cosas, diversas maneras de dar fluidez a una conversación, algunas expresiones idiomáticas y nuevos ejemplos del inglés que se emplea en el campo de la ciencia y de la tecnología.



Take it easy! – I will.

El intercambio de frases que da título a estas dos páginas apareció al final del diálogo de la sección de **Synopsis** de la unidad 55. Tal vez recuerde que, en aquella ocasión, Mrs Colby hizo notar a Anna que parecía cansada, y terminó la conversación diciéndole: **Take it easy!** Cuando Anna contestó **I will**, naturalmente quería decir **I will take it easy**.

El texto grabado en la cassette correspondiente a esta página proporciona algunos ejemplos más de frases en las que se evita una repetición innecesaria omitiendo la expresión que sigue al verbo auxiliar. Probablemente reconozca algunos de estos ejemplos. Observe en particular la siguiente frase hecha.

I believe you. Thousands wouldn't [believe you].
Te/Le creo. Miles (de personas) no lo harían [creerte/creerle].

Éste es un modo divertido e irónico de indicar a alguien que, si bien lo que dice parece improbable, se le concede el beneficio de la duda.

Work with the cassette.



Take it easy! – I will. Listen, and repeat the replies.

Take it easy!

– I will.

Do you think it'll rain this afternoon?

– It might.

Do you mind if I smoke?

– Smoke if you must.

Doctor, after the operation, will I be able to play the violin?

– Of course you will.

Do you believe me?

– I believe you. Thousands wouldn't.

Prime Minister, can your government solve the country's problems?

– We can, we must, and we shall.

So you're not going to resign.

– I don't see why I should.

I wish I'd said that.

– You will, Oscar, you will.



Practice.

Read these examples aloud, and answer the questions.

1. **Doctor, after the operation, will I be able to play the violin?**

– **Of course you will.**

Those lines are from a joke in Unit 81. Can you remember what the patient said after the doctor's reply?

2. **So you're not going to resign.**

– **I don't see why I should.**

In Unit 69, you heard a boy saying: "Well, I've had it for thirteen years, so I don't see why I should [try to lose it]." What was he talking about?

3. **I wish I'd said that.**

– **You will, Oscar, you will.**

You read those lines (also in Unit 69) when we discussed American artists. Do you remember who the speakers were?

Answers on page 1680.



We've only done ten kilometres. Take it easy! – I will.

En los ejemplos vistos hasta ahora, todas las expresiones omitidas se hallaban después de un verbo auxiliar modal (**will, might, must**, etc.). Como sabe, los verbos **be** y **have** se utilizan como auxiliares en la formación de diversos tiempos verbales, por lo que la omisión de ciertas palabras o expresiones también es posible después de ellos.

Study these examples.

Tom isn't coming to the party, but I am
[coming to the party].

Were you waiting for me? – No. This gentleman was
[waiting for you].

Jeff hasn't been to Sweden, but Anna has [been to Sweden].
Has anybody got a German phrase-book? – I have
[got a German phrase-book].

Encontrará más ejemplos en el diálogo grabado en la cassette, en el que aparece un entusiasta corredor de jogging que pretende participar en una maratón urbana (**City Marathon**) y se está entrenando (**in training**).



Listen.

Norman: (*Jogging, singing.*) "I'm jogging in the rain ...
Jogging in the rain ..."

Stella: Oh!

Norman: Oh, sorry.

Stella: Norman!

Norman: Oh, hello, Stella.

Stella: What are you doing?

Norman: Jogging.

Stella: In this rain? You must be crazy.

Norman: I probably am – but I'm healthy. And anyway,
I'm in training.

Stella: In training? Oh, don't tell me – you're going to
register for the City Marathon this year.

Norman: I already have. I sent in my registration form
yesterday. ... How's Frank?

Stella: He's fine. He said *he* was going to register for
the Marathon too, but I don't think he has.
I don't think he was really serious about it.

Norman: Well, I am.

Stella: I can see that. Those jogging shoes look very
professional.

Norman: I hope they are. They cost a fortune! By the
way, when are you and Frank going to come
round for dinner? How about this evening?
Tomorrow evening?

Stella: Well, we're busy tomorrow evening. *This*
evening we're not.

Norman: Great. I'll expect you about eight. Bye!

Stella: Take it easy!

Norman: Oh, don't worry – I always have and I always
will. See you later!



Question.

What would the "complete" versions of the following sentences be? – i.e., what are the words which are *understood* but not *said*?

**Take it easy! – Oh, don't worry – I always have [.....] and I
always will [.....].**

**He said he was going to register for the Marathon too, but
I don't think he has [.....].**

Answers on page 1680.



Take it easy! – I usually do.

Piense de nuevo por un momento en la forma completa del título del apartado anterior: **Take it easy! – I will take it easy.** Como ha visto, es mucho más natural omitir las tres últimas palabras y decir **Take it easy! – I will.**

Observe ahora el siguiente intercambio de expresiones, en el que la contestación completa está en **present simple.**

Take it easy! – I usually take it easy.

Si se omiten las tres últimas palabras, queda así:



Take it easy! – I usually.

En este caso, la contestación no contiene ningún verbo, por lo que es incorrecta. Para formar la contestación correcta debe utilizarse el verbo auxiliar **do**, como puede ver en el título que encabeza esta página.

El diálogo grabado en la cassette proporciona algunos ejemplos más del anterior uso de **do** (y de **does**). En este diálogo, protagonizado otra vez por el corredor aficionado, aparecen las siguientes palabras que aún no conoce:

coincidence	/kəʊ'ɪnsɪdəns/	coincidencia
steak	/steɪk/	filete
spaghetti	/spə'ɡetɪ/	espaguetis



Take it easy! – I usually do. Listen.

Norman: (*Jogging, singing.*) "I don't know why I love you like I do. I don't know why. I just do."

Frank: Oh!

Norman: Oh, sorry.

Frank: Norman!

Norman: Frank! What a coincidence! I've just seen Stella. You're coming round for dinner this evening.

Frank: Oh. Great. Thanks.

Norman: Nothing complicated. Er ... Steak and salad ... you know.

Frank: Er ...

Norman: You both like steak, don't you?

Frank: Er ... I don't think Stella does, actually.

Norman: Of course she does. Everybody likes steak. I love it!

Frank: Yes, I do too. But Stella's a vegetarian.

Norman: Oh, yes – of course she is. ... OK. Spaghetti – no meat in the sauce. How's that?

Frank: Great.

Norman: Does Stella like spaghetti?

Frank: Oh, yes. We both do.

Norman: Fine. See you later, then. Eight o'clock!

Frank: Right. Thanks. Take it easy!

Norman: I usually do!

Woman: Oh!

Norman: Oh!

Woman: Hey!

Norman: Sorry.



I don't know why is an American song, and was written by Fred Ahlert and Roy Turk in 1931.

Practice.

The following "complete forms" do not appear in the dialogue. Find their equivalents (with **do/does**) in the text.

I don't know why. I just love you.

I don't think Stella likes steak, actually.

Of course she likes steak.

Yes, I love steak too.

Oh, yes. We both like spaghetti.

Aquí continuará la práctica iniciada en la página anterior con una selección de ejemplos en algunos de los cuales es necesario el uso de **did** en vez del de **do/does**. Siguiendo con el tema del jogging, las personas que oírán en la cassette son otros dos entusiastas de este tipo de ejercicio físico.

Antes de escuchar el diálogo grabado en la cassette, lea de viva voz la versión del mismo que figura a continuación. En ella aparecen las contestaciones completas, que, como observará, son gramaticalmente correctas, pero innecesariamente largas.

Woman: I really enjoy jogging in the rain.
 Man: I really enjoy jogging in the rain too.
 Woman: Why?
 Man: I don't know why. I just enjoy jogging in the rain.
 Woman: I hear Norman jogs six miles a day.
 Man: Yes. I think he jogs six miles a day.
 Woman: And yesterday he registered for this year's City Marathon.
 Man: Yes. He said he would register, and he registered.
 Woman: How about Frank?
 Man: Frank said he would register, but he didn't register.
 Woman: Who won the Marathon last year?
 Man: I won the Marathon last year.
 Woman: What?! You won it?
 Man: Only joking. I didn't really win it.
 Woman: Well, this is where I turn left. Take it easy!
 Man: I usually take it easy!

Ahora escuche la versión del diálogo grabada en la cassette, en la que las réplicas son mucho más naturales.



Listen, and repeat the replies.

Woman: I really enjoy jogging in the rain.
 Man: I do too.

 Woman: Why?
 Man: I don't know why. I just do.

 Woman: I hear Norman jogs six miles a day.
 Man: Yes. I think he does.

 Woman: And yesterday he registered for this year's City Marathon.
 Man: Yes. He said he would, and he did.

 Woman: How about Frank?
 Man: Frank said he would, but he didn't.

 Woman: Who won the Marathon last year?
 Man: I did.

 Woman: What?! You won it?
 Man: Only joking. I didn't really.

 Woman: Well, this is where I turn left. Take it easy!
 Man: I usually do!





Take it easy! – I intend to.

El diálogo correspondiente a este apartado, el último de los dedicados al tema de la omisión y la sustitución, proporciona algunos ejemplos de frases que terminan con la partícula **to**, ya que el infinitivo que debería seguirla queda sobrentendido.

En el título de la presente página figura una frase con este tipo de omisión, y la siguiente observación irónica de Mark Twain proporciona un ejemplo más.

Man is the only animal that blushes – or needs to [blush].
El hombre es el único animal que se sonroja, o que necesita sonrojarse.

En el diálogo grabado en la cassette escuchará al deportista aficionado al jogging y a sus amigos que, durante la cena, comentan la maratón. En este diálogo figuran las siguientes expresiones que aún no conoce:

fit	/fit/	en forma
take part	/,teik'pɑ:'t/	participar
stress	/stres/	estrés

Well, the thing is –
Bien, la cuestión es ...
(Para introducir una explicación o una excusa.)



Take it easy! – I intend to. Listen.

- Frank:* So you've registered for the Marathon, Norman.
Norman: Yes.
Stella: Weren't you going to register, Frank?
Frank: Er ... Yes, I was going to, but unfortunately—
Stella: I told you he wasn't serious about it, Norman.
Norman: Well, it is a long way. Twenty-six miles. If you don't think you're fit enough, I can see why you don't want to do it.
Frank: Well, the thing is – I want to, but I can't. I'm ... er ... not allowed to.
Stella: Not allowed to?
Frank: Er ... That's right. Doctor's orders.
Stella: You haven't mentioned this before, Frank.
Frank: Er ... No. Well, I didn't want to worry you ... you know.
Norman: So the doctor says you shouldn't take part.
Frank: That's right. I'd really like to, but I won't be able to, I'm afraid.
Stella: So ... er ... what exactly did the doctor say, Frank? It's not serious, is it?
Frank: Oh, no, no. It's not serious. Overwork ... you know. Stress. Tension.
Norman: You should take it easy.
Frank: Don't worry. I intend to.



Practice.

Find the following expressions in the dialogue, and work out the words which are *understood* but not *said*.

- Yes, I was going to [.....], but unfortunately—
- Well, the thing is – I want to [.....], but I can't.
- I'd really like to [.....], but I won't be able to [.....], I'm afraid.
- Don't worry. I intend to [.....].

Answers on page 1680.

Song.



Song: If anything can possibly go wrong, it will.

I wanna succeed and I try to.
No-one tries harder than I do.
But I think that life is all uphill¹.
I always have and I always will.
Nothing ever goes right for me.
This is the kind of thing I mean,
The kind of thing I mean ...

When I step onto a tennis court,²
With my smart new racket³ and my smart
[new shorts⁴,
I always think that I'm going to lose,
And do you know what? I usually do.

At a restaurant, it's the same thing every time;
I know what's going to happen as I step inside⁵:
Mistakes in the order, mistakes in the bill
– If anything can possibly go wrong, it will.

My wife's name is Pearl;
She's a beautiful girl;
She said marriage was just what I needed.
To me it was clear
It was a crazy idea:
I didn't wanna get married, but she did.

She said: "Do you love me?"
I said: "You know I do,
But I don't think I'm your kind of man."
She said: "People can change,
And that includes you."
An' I said: "Pearl – well, that may be true,
But I don't think I can,
I don't think I can."

I wanna succeed and I try to.
No-one tries harder than I do.
Pearl says: "You know what's wrong with you:
You need to change your attitude. (Yeah!)
Then you'll find that life isn't all uphill."
Well, I know I should – and maybe I will.



The title of this song is the expression usually called **Murphy's Law**, which you first saw in the previous unit. Like the song in that unit, it is sung quite fast, so it gives you some good listening practice.



- ¹ la vida siempre es difícil (literalmente, "en la vida todo es cuesta arriba")
² una pista de tenis
³ raqueta (también puede escribirse **racquet**, con la misma pronunciación)
⁴ pantalones cortos (siempre plural en inglés, como **trousers**)
⁵ en cuanto entro



Keeping a conversation going.

En la primera sección de **Fluency** se mencionó un modo muy simple de responder al interlocutor en el curso de una conversación: consiste en utilizar las expresiones **Ah-ha**, **Uh-huh** y **Mm-hm** para indicar que se ha comprendido lo previamente dicho o que se está interesado por algo y se quiere que se continúe. También se puede decir **Really?** de vez en cuando.

Una manera más completa de expresar lo mismo es utilizar expresiones como **Did you (really)?**, **Was he (really)?** o **Can she (really)?**, según el tipo de enunciado al que se conteste. Aquí tiene algunos ejemplos tomados de recientes unidades.

Man: **Who suggested coming this way?**

Woman: **You did.**

Man: **Oh. Did I?**

Lily: **He had a packet of cigarettes on his desk, and he asked me to throw it away.**

Elizabeth: **Did he really? That was very dramatic.**

Cuando se responde a un enunciado negativo, deben emplearse expresiones como **Didn't you?**, **Wasn't he?** o **Can't she?**, según corresponda.

My cousin didn't go to school until he was ten.

- Didn't he? Why not?

Sydney isn't the capital of Australia.

- Isn't it? I thought it was.

Estas expresiones negativas también pueden ir seguidas del adverbio **really**, aunque este uso es menos frecuente que en los casos de expresiones que responden a enunciados afirmativos.

Añadir un comentario detrás de estas expresiones, como se hace en los ejemplos anteriores con **That was very dramatic**, **Why not?** y **I thought it was**, ayuda a dar fluidez a una conversación. Si se utilizan únicamente expresiones como **Did he really?** o **Didn't he?** se corre el peligro de resultar un tanto lacónico, a no ser que tales expresiones se digan con brillantez y vivacidad.

Recuerde también que si alguien, en el curso de una conversación informal, hace una pregunta, es perfectamente correcto contestar con una respuesta breve, como, por ejemplo, **Yes, I did**; **Yes, they were**, o **No, we can't**.

Did you enjoy your schooldays? - Yes, I did.

Sin embargo, como ocurre con los ejemplos que ha visto previamente, una respuesta de este tipo podría parecer excesivamente lacónica y conducir la conversación a un momentáneo punto muerto. Por lo tanto, tal como se ha

mencionado, es conveniente añadir algún comentario a la simple respuesta.

Did you enjoy your schooldays?

- Yes, I did. { **Very much.**
They were marvellous.
I still remember them very clearly.

Además de mantener la fluidez de una conversación, también se puede incitar activamente a la persona con la que se habla utilizando expresiones como las siguientes.

Go on. Sigue./Siga.
(No diga **Continue**, que resultaría muy distante, formal u oficial.)

Tell me more. Dime/Dígame más.

What happened then? ¿Qué ocurrió entonces?

What did you do then? ¿Qué hiciste/hizo usted entonces?

El texto grabado en la cassette y los ejercicios que figuran en la página siguiente le ofrecen la oportunidad de practicar algunas de las expresiones aquí comentadas y de oír cómo se utilizan.



Did you enjoy your schooldays? - Yes, I did. Very much.



Listen and repeat.

- Go on.
- What happened then?
- What did you do then?
- Did you really?
- Didn't you?
- Very interesting. Tell me more.

Listen.

- Frank:* No, no. It's not serious. Overwork ... you know. Stress. Tension.
- Norman:* You should take it easy.
- Frank:* Don't worry. I intend to.
- Stella:* So Dr Jackson says you're suffering from stress and tension.
- Frank:* Yes. Er ... Well, no – not exactly. I didn't go to see Dr Jackson.

- Stella:* Didn't you?
- Frank:* No. I saw the ... er ... the company doctor at work, and ... um ...
- Stella:* Go on.
- Frank:* Yes. Well, he was quite concerned, actually.
- Stella:* Was he really?
- Frank:* Oh, yes. Well, I decided to go and see him, because I was feeling a bit strange ... you know ... last Friday. I was sitting at my desk, and suddenly everything went sort of ... "misty".
- Stella:* "Misty" ...
- Frank:* Yes.
- Norman:* What happened then?
- Frank:* Sorry?
- Norman:* What did you do then?
- Frank:* Well, I went straight to the doctor. He gave me a complete examination.
- Stella:* Very interesting. Tell us more.



Exercise 1.

Complete the replies correctly.

1. I've got eight sisters and six brothers. – really?
2. My parents live in Greenland. – really?
3. My daughter is an airline pilot. – really?
4. My boss and I were in the army together. – really?

Answers on page 1680.

Exercise 2.

Add a remark to each reply in Exercise 1, in order to "keep the conversation going". Here are some examples:

1. Do you all like each other?
You must get a lot of presents on your birthday!
2. How long have they lived there?
It's inside the Arctic Circle, isn't it?

he was quite concerned
everything went sort of ... "misty"

él estaba bastante preocupado
todo se puso como ... "brumoso"

Omisión y sustitución.

La omisión de palabras suele denominarse “elipsis” en los libros de gramática. En este curso se utiliza el término “omisión” porque suscita con más inmediatez la idea de palabras eliminadas u omitidas.

Por otro lado, el término “sustitución” se refiere, naturalmente, al cambio de determinadas palabras por otras, ya sea por motivos gramaticales o estilísticos.

A lo largo de la presente unidad ha estudiado la omisión y la sustitución de palabras en relación con algunos usos de los verbos, tema del que, como es usual, encontrará un resumen en estas páginas. (En la próxima unidad estudiará otros tipos de omisiones y sustituciones.)



You must be crazy. – I probably am [crazy].

La omisión después de verbos auxiliares.

Cuando el significado de una frase es claramente comprensible, después de un verbo auxiliar es posible omitir determinadas palabras.

1) Un verbo.

Smoke if you must [smoke].

So you're not going to resign. – I don't see why I should [resign].

Why aren't you working? – I am [working].

Bob hasn't arrived, but Jack has [arrived].

2) Una expresión que empieza con un verbo.

I believe you. Thousands wouldn't [believe you].
Will it rain this afternoon? – It might [rain this afternoon].

In 1982, I was living in Paris, and my sister was [living in Paris] too.

Jeff hasn't been to Sweden, but Anna has [been to Sweden].

Este tipo de omisión puede realizarse después de todos los verbos auxiliares modales, tanto en forma afirmativa (**can, could, may, might, must, will, would, shall** y **should**) como en forma negativa (**can't, couldn't, etc.**). También puede realizarse después de las formas afirmativas y negativas de los verbos **be** y **have** cuando éstos actúan como auxiliares (**am, is, are, was, were, have, has** o **had, y am not, isn't, etc.**). Ha tenido ocasión de ver diversos ejemplos en la presente unidad.

Observe que, cuando se han omitido algunas palabras después de los verbos auxiliares, éstos se pronuncian en su forma fuerte. Así, en la frase **Smoke if you must**, por ejemplo, **must** se pronuncia /mʌst/, no /məʃ(t)/.

Cuando los verbos **be** y **have** actúan como verbos principales, es decir, cuando tienen el significado de “ser” o “estar” y “tener”, respectivamente, también es posible omitir palabras situadas detrás de ellos, siempre que, naturalmente, el significado de la frase quede claro por el contexto. Ha visto algunos ejemplos de esta omisión en el diálogo de la página 1663.

You must be crazy. – I probably am [crazy].

Those jogging shoes look very professional. – I hope they are [professional].

We're busy tomorrow evening. – This evening we're not [busy].

De manera similar, la “ley lógica” mencionada en el Test de la unidad anterior (**If you have to tell people you are famous, you are not famous**) suele formularse de la siguiente manera:

If you have to tell people you're famous, you aren't.

The Independent is a British newspaper. In this advertisement for it, the adjective **independent** is understood at the end of each of the two short sentences: **It is [independent].**
Are you [independent]?



It is. Are you?

La sustitución de un verbo o una expresión verbal por do.

Cuando el significado de una frase es claramente comprensible, es posible sustituir un verbo o una expresión verbal por la forma correspondiente del verbo **do** (**do/don't, does/doesn't, did/didn't**).

1) Un verbo.

No-one works harder than I do. (do = *work*)
I thought it would rain, and it did. (did = *rained*)

2) Una expresión que empieza con un verbo.

Frank likes spaghetti, and Stella does too. (does = *likes spaghetti*)
Who won the Marathon last year? – I did. (did = *won the Marathon last year*)

La partícula to sola.

Cuando el significado de una frase es claramente comprensible, la partícula **to** puede utilizarse por sí sola, haciendo referencia a dos estructuras gramaticales.

1) **to** + infinitivo.

If you don't want to go, you don't have to [go].
Man is the only animal that blushes – or needs to [blush].

2) **to** + una expresión que comienza con un infinitivo.

Take it easy! – I intend to [take it easy].
I'd like to come to your party, but I won't be able to [come to your party].

Las frases en las que se omiten o sustituyen palabras son totalmente normales en inglés. Aunque al principio le parezcan un poco extrañas, trate de superar esta sensación. En cualquier caso, con la práctica continuada logrará utilizarlas con naturalidad.

Exercise 1.

The following sentences are "complete" versions of sentences from this unit's song. Substitute **do, does** or **did** for the expressions in the boxes. (Check your answers by looking at the text of the song on page 1667.)

1. No-one tries harder than I try.
2. I always think that I'm going to lose,
And do you know what? I usually lose.
3. I didn't wanna get married,
but she wanted to get married.
4. She said: "Do you love me?"
I said: "You know I love you."

Exercise 2.

All the sentences in this exercise are also taken from this unit's song.

Which *verbs* are understood but not said?

1. I wanna succeed and I try to [.....].
2. She said: "People can change,
And that includes you."
An' I said: "Pearl – well, that may be true,
But I don't think I can [.....]."

Which *phrases* are understood but not said?

3. If anything can possibly go wrong, it will [.....].
4. Pearl says: "You know what's wrong with you:
You need to change your attitude.
Then you'll find that life isn't all uphill."
Well, I know I should [.....] – and maybe I will [.....].

Answers on page 1680.



Some English idioms.

If you looked up the word **idiom** in a dictionary, you would find something like this:

id-*iom* /'ɪdiəm/ *n* expression whose meaning is not clear from the meanings of the words which compose it, e.g. *It's raining cats and dogs; I wasn't born yesterday.* **idio-*matic*** /ɪdiə'mætɪk/ *adj*

So idioms – or “idiomatic expressions” – are special expressions. You have met some examples in previous units, including the two mentioned in the dictionary definition. (If you have forgotten what they mean, look back at page 305.) We give some more examples on these pages, and you will be meeting others before the end of the course.

English, like all languages, has a lot of idioms. There are several special dictionaries, designed for learners of English, which give explanations of thousands of them! Here are some examples of such dictionaries:

A Dictionary of Idioms, published by Nelson. (About 4,000 idioms.)

The Longman Dictionary of English Idioms, published by Longman. (About 4,500 idioms.)

A Learner's Dictionary of English Idioms, published by Oxford University Press. (About 5,500 idioms.)

The Oxford Dictionary of Current Idiomatic English, also published by Oxford University Press. (About 15,000 idioms!)

The text on these pages shows some explanations like those you could find in such dictionaries.

Well, go on then: I'm all ears.



E

EAR

from ear to ear *infml* (when describing someone smiling) broadly: *He must have received some very good news, because he was smiling from ear to ear.*

give ear to *fml/lit* listen to (a suggestion, a request, etc.) seriously

go in one ear and out of the other *coll* (when describing some information, a warning, etc.) be heard by someone, but immediately forgotten: *Jack never remembers anything – everything you tell him goes in one ear and out of the other.*

EARLY

Early to bed and early to rise, makes a man healthy, wealthy and wise. *prov* If you live simply and have regular habits, your life will be successful.

EARS

all ears *coll* listening carefully, especially just before a piece of news is announced: *I've got something important to tell you. – Well, go on then: I'm all ears.*

Walls have ears. *prov* It is almost impossible to stop people discovering secrets.

EARTH

What on earth ...? *infml* What ...? (emphatic: the speaker is surprised, confused, etc.): *Where have you been since last Thursday? – In the country. – What on earth do you do there?* (Oscar Wilde, “The Importance of Being Earnest.”)

→ **How/When/Where/Who/Why on earth ...?**

down-to-earth *infml* realistic, practical: *She's not a dreamer – she's a very down-to-earth person.*

EASY

Easy come, easy go. *prov* If you get something (money, for example) too easily, you can also lose it easily.

take it easy *infml* not worry, not get excited, not work too hard, etc.: *Take it easy! Everything's going to be all right; Working hard? – No, I'm taking it very easy at the moment.*

EAT

eat like a horse *coll* eat a lot

I could eat a horse! *coll* I'm very hungry.

What's eating (you)? *coll* Why are you unhappy/worried?: *I wonder what's eating Bob. He shouted at me for no reason at all.*

EDGE

on edge *infml* worried, anxious: *I'm sorry I got angry with you – I'm a bit on edge at the moment.*

on the edge of (one's) seat *infml* very excited by what one is listening to or watching (a film, for example): *What did you think of "Alien"? – I thought it was fantastic. I was on the edge of my seat.*

EGGS

You can't make an omelette without breaking eggs. *prov* Whenever something important is being done, some damage is bound to be caused or somebody is bound to get hurt.

END

It's not the end of the world. *infml* (to comfort someone after a disappointment or a small accident) The situation is not as bad as it seems: *I'm sorry to hear that you failed your exam, but never mind: It's not the end of the world.*

<i>coll</i>	colloquial	<i>lit</i>	literary
<i>fml</i>	formal	<i>prov</i>	proverb
<i>infml</i>	informal		

Exercise 1.

You have seen the following idioms in previous units. Find the correct meaning for each of them.

Idioms.

1. I don't get it.
2. I wasn't born yesterday.
3. Let's call it a day.
4. I'm feeling blue.

Meanings.

- A. Let's stop working now.
- B. I'm depressed.
- C. I don't understand.
- D. It's not easy to fool me.

Exercise 2.

The idioms in the following sentences all include the word **water**. Choose the correct meaning for each sentence.

1. Now we're really *in hot water*.
 - A. Now we're in a good situation.
 - B. Now we're in trouble.
2. He *threw cold water on* my suggestions.
 - A. He said my suggestions were useless.
 - B. He said my suggestions were excellent.
3. I *felt like a fish out of water*.
 - A. The situation was strange for me, but I felt at ease.
 - B. The situation was strange for me, and I did not feel at ease.
4. I'm just *keeping my head above water* at the moment.
 - A. I have some problems, but they are only small ones.
 - B. I have some problems, and they are almost too difficult for me.

Answers on page 1680.



Peanuts® by Charles M. Schulz.

In this strip, Snoopy and Woodstock are imagining that Woodstock is in an exciting – but dangerous – situation.

Try to work out the meaning of the text before you consult the translation.

Here is a little help:

- The colloquial expression **way over** means “a long way over”.
- The expression **sneaked up behind you** means “came very quietly and stood behind you”.



Reprinted by permission of United Feature Syndicate, Inc., New York, New York.



Several different kinds of nuts.

dessert	/di'zɜ:t/	postre
sausage	{ /'sɒsɪdʒ/ (UK) }	salchicha
	{ /'sɔ:sɪdʒ/ (US) }	
mustard	/'mʌstə'd/	mostaza
vinegar	/'vɪnɪgə/	vinagre
butter	/'bʌtə/	mantequilla
nuts	/nʌts/	frutos secos
mineral water	/'mɪnərəl'wɔ:tə/	agua mineral
(I'm) thirsty	/'θɜ:'stɪ/	(estoy) sediento(ta)

Translation of the strip text.

De acuerdo, digamos que estás en el borde del mundo ...
 Te estás inclinando ... te estás inclinando mucho ... mucho ...
 Qué pasaría si alguien llegase a hurtadillas tras de ti, y ...
 Yo no lo haría, pero alguien podría ... (Es decir, “Yo no te empujaría,
 pero alguien podría empujarte.”)



English in science and technology (4).

La segunda sección de **Special English** dedicada al inglés utilizado en el campo de la ciencia y la tecnología –en la que figura una disertación sobre los rayos láser (págs. 1616 y 1617)– le ha proporcionado algunos ejemplos de las expresiones que se emplean para describir sustancias o explicar procesos. También ha visto anteriormente diversas expresiones utilizadas para describir máquinas u otros aparatos, así como para explicar su funcionamiento. Aquí tiene algunos ejemplos.

Para decir dónde está situado algo:	... is/are placed (in/on/under ...)
Para decir de qué está hecho o fabricado algo:	... is/are made of ...
Para hablar de cómo funciona algo:	How does it work? – It works as follows: ...
Para dar una lista de elementos constitutivos:	... consists of (five) parts. These parts are as follows: ...
Para mencionar el propósito de algo:	... to .../... in order to ...

La persona que oirá en la cassette utiliza expresiones como las anteriores en una disertación que tiene como tema la energía solar y, en particular, el uso de paneles solares para generar calor.

El texto grabado en la cassette hace referencia al esquema (**diagram**) reproducido en la página siguiente, de modo que es conveniente que preste atención al mismo a medida que escuche la grabación. Este esquema le ayudará a comprender el texto de la cassette, y viceversa; además, descubrirá que puede entender gran parte del vocabulario especializado. Como es habitual, la traducción de las palabras especializadas figura en un cuadro que puede consultar en caso de que tenga alguna duda.



A house with a solar panel heating system.



English in science and technology (4). Listen.

My subject today is solar power, or – to be more precise – *solar panels*.

Solar panels are placed on the roofs of buildings in order to use sunlight to heat the water in the buildings' heating systems.

How do solar panels work?

First, let's examine the parts of which a solar panel consists.

Look at the diagram. As you can see, a solar panel consists of five parts: A, B, C, D and E in the diagram. These parts are as follows:

- A. A glass cover.
- B. Water pipes.
- C. A flat metal plate, painted black.
- D. Insulation.
- E. A casing.

The *glass cover* may be a single sheet of glass or a double sheet of glass. The *pipes* and the *plate* are usually made of aluminium or steel. The *insulation* may be any material which can withstand temperatures up to 200° C. (In some places, dried palm leaves have been used, for example.) The *casing* may be made of wood or metal.

A solar panel works as follows:

Sunlight passes through the glass cover and strikes the plate. About 50% of the energy is reflected back onto the glass, and the glass then reflects it back onto the plate again. As the plate is painted black, it absorbs quite a lot of the sun's heat.

Cool water enters the pipes at one end of the panel, and as this water passes through the panel, it is heated. The heated water can then be used in the building's heating system.

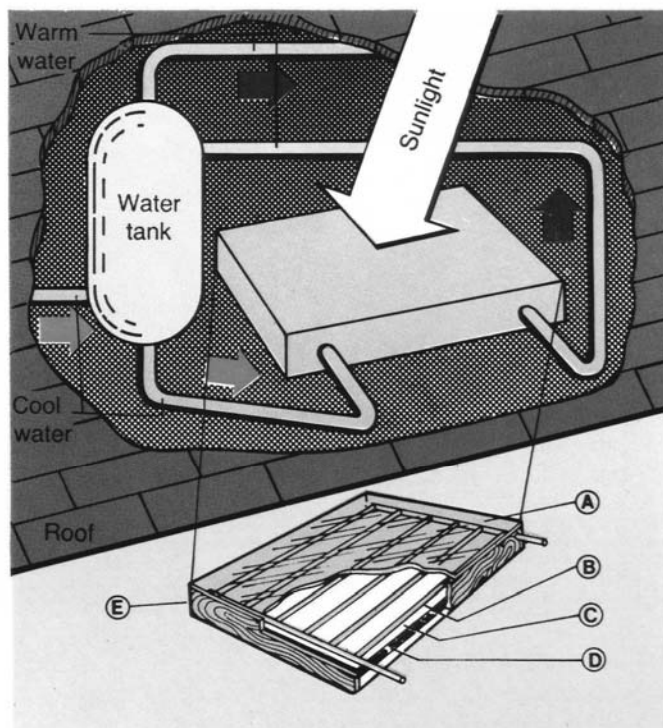
Any questions?



Practice.

When you have understood the cassette text, look only at the diagram and try to explain aloud in English:

- what a solar panel consists of.
- how a solar panel works.



Specialized vocabulary.

solar panel	/ˌsəʊləˈpænl/	panel solar
cover	/'kʌvə/	cubierta, tapa
pipe	/paɪp/	tubería
plate	/plɛt/	placa
insulation	{ /ˌɪnsjʊˈleɪʃn/ (UK) /ˌɪnsəˈleɪʃn/ (UK, US) }	aislante
casing	/'keɪsɪŋ/	revestimiento, caja
material	/mə'tɪəriəl/	material
wood	/wʊd/	madera
sheet	/ʃi:t/	lámina
(of glass)		(de vidrio)
metal	/'metl/	metal
aluminium	/{æljʊ'mɪniəm/ (UK) /ə'lu:mənəm/ (US) }	aluminio
aluminum		
steel	/sti:l/	acero
withstand	/wɪð'stænd/	resistir
reflect	/'rɪflekt/	reflejar
absorb	/əb'zɔ:'b/	absorber



Key points from this unit.

- Omission of words: After auxiliary verbs.

If anything can possibly go wrong, it will.
I believe you. Thousands wouldn't.
Tom isn't coming to the party, but I am.
Has anybody got a newspaper? - I have.

- Omission of words: to instead of to + infinitive.

If you don't want to stay, you don't have to.
I want to succeed and I try to.
I'd like to have a holiday next year, but I won't be able to.
Man is the only animal that blushes - or needs to.

- Substitution of do/does/did for verbs.

I don't know why I love you, but I do.
Norman likes jogging - anyway, he says he does.
I didn't want to get married, but she did.

- Some expressions used to keep a conversation going.

Go on.	} really?
Tell me more.	
What happened then?	
What did you do then?	
	Did you
	Was it
	Didn't you?
	Wasn't it?

- Some vocabulary and idioms concerning food and drink.

(I'm) hungry/thirsty	steak
Help yourself!	mustard
mineral water	butter
spaghetti	I could eat a horse!

- Some more vocabulary from science and technology.

solar power	metal	aluminium
insulation	material	steel

Dialogue.

Read the dialogue and listen to it on the cassette. Jeff and Elizabeth are jogging. Jeff is not as fit as Elizabeth, and he is beginning to get tired.



Dialogue.

Jeff: I don't remember this hill being so steep. Who suggested coming this way?

Elizabeth: You did.

Jeff: Did I? Oh, yeah. ... Great view, isn't it?

Elizabeth: Are you OK?

Jeff: Yeah. Fine. I'm enjoying it.

Elizabeth: I believe you. Thousands wouldn't.

Jeff: Really. I feel great. I could run all day ...

Elizabeth: I'm sure you could.

Jeff: ... if I had to.

Elizabeth: Sure.

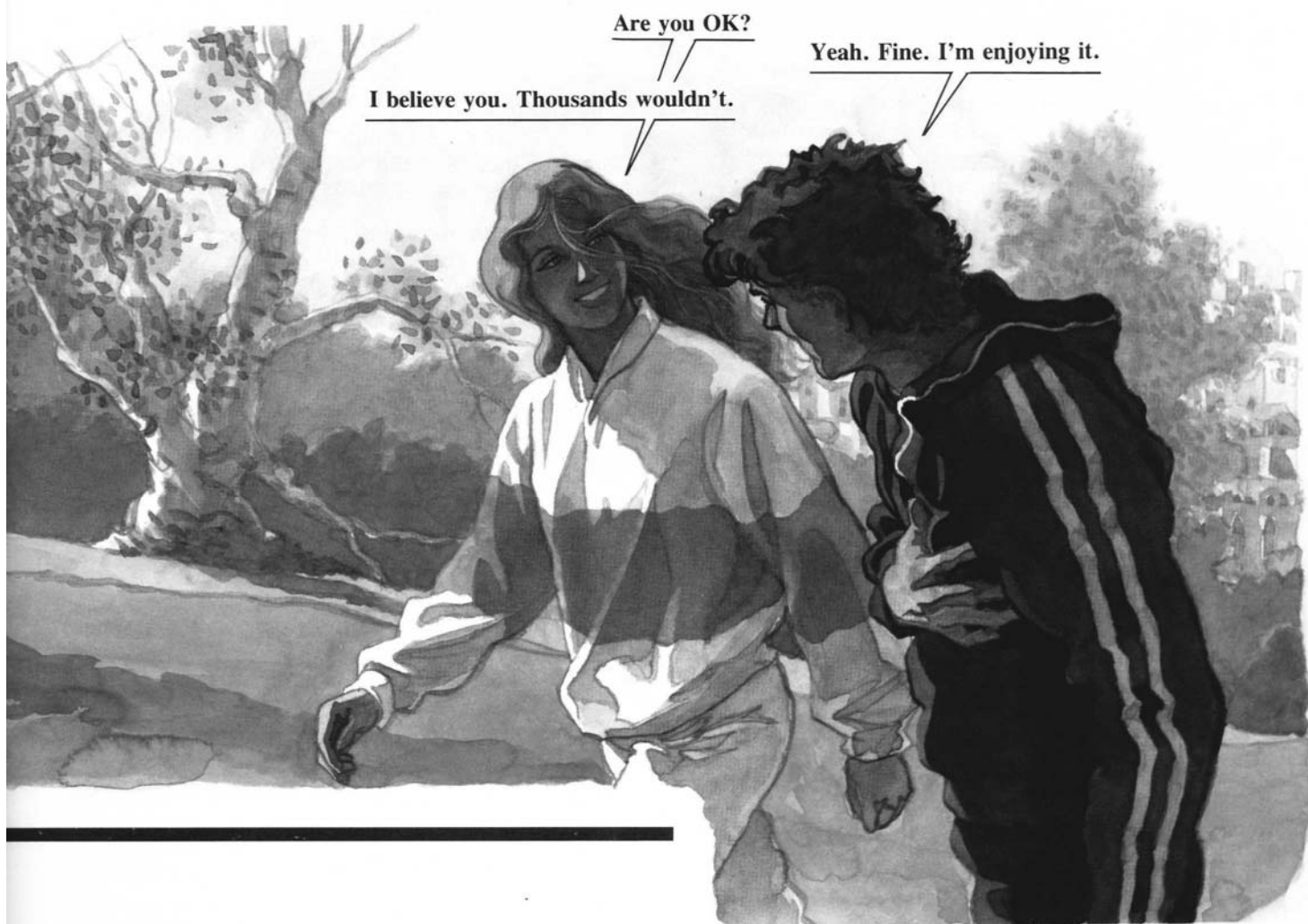
Jeff: Right now, I think it'd be good to walk a little.

Elizabeth: Fine.
(They walk.)

Jeff: Relax the muscles ... you know.

Elizabeth: Yes.

Jeff: Er ... Elizabeth, do you remember, almost a year ago, I asked you a question ...



Are you OK?

Yeah. Fine. I'm enjoying it.

I believe you. Thousands wouldn't.

Elizabeth: You asked me a question? Oh yes, I think you did – although, as I remember it, it wasn't exactly a *question*. I think you said something like: "Elizabeth ... *er* ... I've thought about this a lot, and ... *um* ... well, we like each other quite a lot, I think ... and ... *um*."

Jeff: Yeah, that was it.

Elizabeth: It was a very eloquent proposal.

Jeff: And you said: "Ask me again next year."

Elizabeth: Did I?

Jeff: You did, and I'm going to. In about two weeks' time. That'll be exactly a year. So ... Have your answer ready!

Elizabeth: Jeff, you're blushing! Well, well, well ...

Jeff: I'm just a little hot. That's all. Fresh air and healthy exercise. Um ... Well, what are we *walking* for? We're supposed to be *jogging*!

Elizabeth: Well, well, well ...



steep	/sti:p/	empinado(da), escarpado(da)
muscle	/'mʌsl/	músculo
eloquent	/'eləkwənt/	elocuente

I don't remember this hill being so steep.

No recuerdo que esta colina fuera tan empinada.

Notice these examples of *omission* and *substitution* in the dialogue:

Who suggested coming this way? – You did.

I believe you. Thousands wouldn't.

I could run all day ... – I'm sure you could.

– ... if I had to.

You asked me a question? Oh yes, I think you did.

And you said: "Ask me again next year."

– Did I? – *You did* and *I'm going to*.



Test 82.

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

1. Put the idioms and their meanings together.

Idioms.

I'm all ears.
I'm very down-to-earth.
I could eat a horse!
I'm on edge.

Meanings.

I'm anxious.
I'm very hungry.
I'm very realistic.
I'm listening carefully.



2. Remove the unnecessary words from the ends of these sentences.

If you don't want to work late, you don't have to work late.

I promised I would help you, and I will help you.

I thought Sydney was the capital of Australia, but it isn't the capital of Australia.

I'm not a vegetarian, but a lot of my friends are vegetarians.

3. Substitute **do**, **does** or **did** for the last word in each sentence.

Norman said he would register for the Marathon, and he *registered*.

Not many people train as seriously as he *trains*.

I don't jog, but a lot of people *jog*.

4. Translate these sentences.

Have a good holiday! – I'll try to.

Take it easy! – I will.

I don't know why I love you. I just do.

Man is the only animal that blushes – or needs to.
(Mark Twain).

"The Independent." It is. Are you?

5. Complete the following sentences by putting in the missing letters.

Wh_ t on e_ rth are you do_ ng?

I b_ li_ ve you. Th_ us_ nds wo_ ldn' t.

If an_ th_ ng can p_ ss_ bly go wr_ ng, it w_ ll.

It's n_ t the e_ d of the w_ rld.

6. Put in the missing words.

Mark Twain wasn't English.

– he? I thought he

Mary Shelley didn't write "Dracula".

– she? I thought she

The noun "spaghetti" is not plural in English.

– it? This book says it

7. Answer these questions about yourself.

Do you ever go jogging?

Do you suffer from stress and tension?

Do you think that life is all uphill?

Did you enjoy your time at primary school?

Answers to exercises.

Page 1662.

1. The patient said: "That's fantastic! I've never been able to play it before." 2. The boy was talking about his Norfolk accent. 3. The speakers were the American artist James Whistler and the Irish writer Oscar Wilde.

Page 1663.

Take it easy! – Oh, don't worry – I always have [*taken it easy*] and I always will [*take it easy*].

He said he was going to register for the Marathon too, but I don't think he has [*registered for the Marathon*].

Page 1666.

1. register. 2. do it. 3. take part/take part. 4. take it easy.

Page 1669.

1. Have you really? 2. Do they really? 3. Is she really? 4. Were you really?

Page 1671.

Exercise 2. 1. succeed. 2. change. 3. go wrong. 4. change my attitude/change my attitude.

Page 1673.

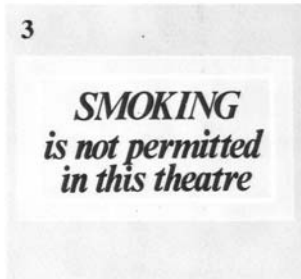
Exercise 1. 1:C. 2:D. 3:A. 4:B.

Exercise 2. 1:B. 2:A. 3:B. 4:B.



Test 81: Answers.

1. 1. No se admiten perros.
2. No se permite jugar a pelota.
3. No está permitido fumar en este teatro.
4. No está permitido aparcar después de las 10 p.m.



2. If you have to tell people you are famous, you are not famous.
If you are able to tell the difference between good advice and bad advice, you do not need advice.
If you are wearing one brown shoe and one black shoe, you are bound to have another pair like that somewhere.

3. "You don't have to say you love me."
"Did you have to love me?"
"She had to stay in hospital."
"You don't have to be a baby to cry."
"When you have to go, you have to go."

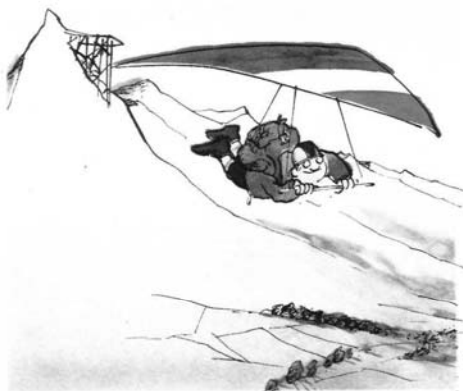
4. Patient: Doctor! Doctor!
Doctor: Yes? What's the problem?
Patient: After the operation, will I be able to play the violin?
Doctor: Yes, of course you will.
Patient: That's fantastic! I've never been able to play it before.

5. ¿Qué ocurre, doctor?
¡Me llaman señor Tibbs!
Señora Pollifax – Espía.
El señor Hobbs toma unas vacaciones.
Tía Mame.
El doctor Jekyll y el señor Hyde.

6. I'm having dinner with my cousin Daisy this evening. We're supposed to be meeting here at 7.30, but she's bound to be late. I'm willing to bet that she doesn't get here until after eight o'clock.
7. Yes./Yes, I was./No./No, I wasn't. (We hope your answer was Yes or Yes, I was.)
Yes./Yes, I did./No./No, I didn't. (Again, we hope your answer was Yes or Yes, I did.)
Yes./Yes, I did. (Say which words.)/No./No, I didn't.

Phase 4: Springboard.

Units 73-96. Cassettes 19-24.



In Unit 83:

- Omission and substitution: Other words.
- Expressing surprise.
- Another study skill: Deducing meanings.
- Some reading and writing exercises.
- Some extracts from Arthur Miller's famous play **Death of a Salesman**.

And lots more.