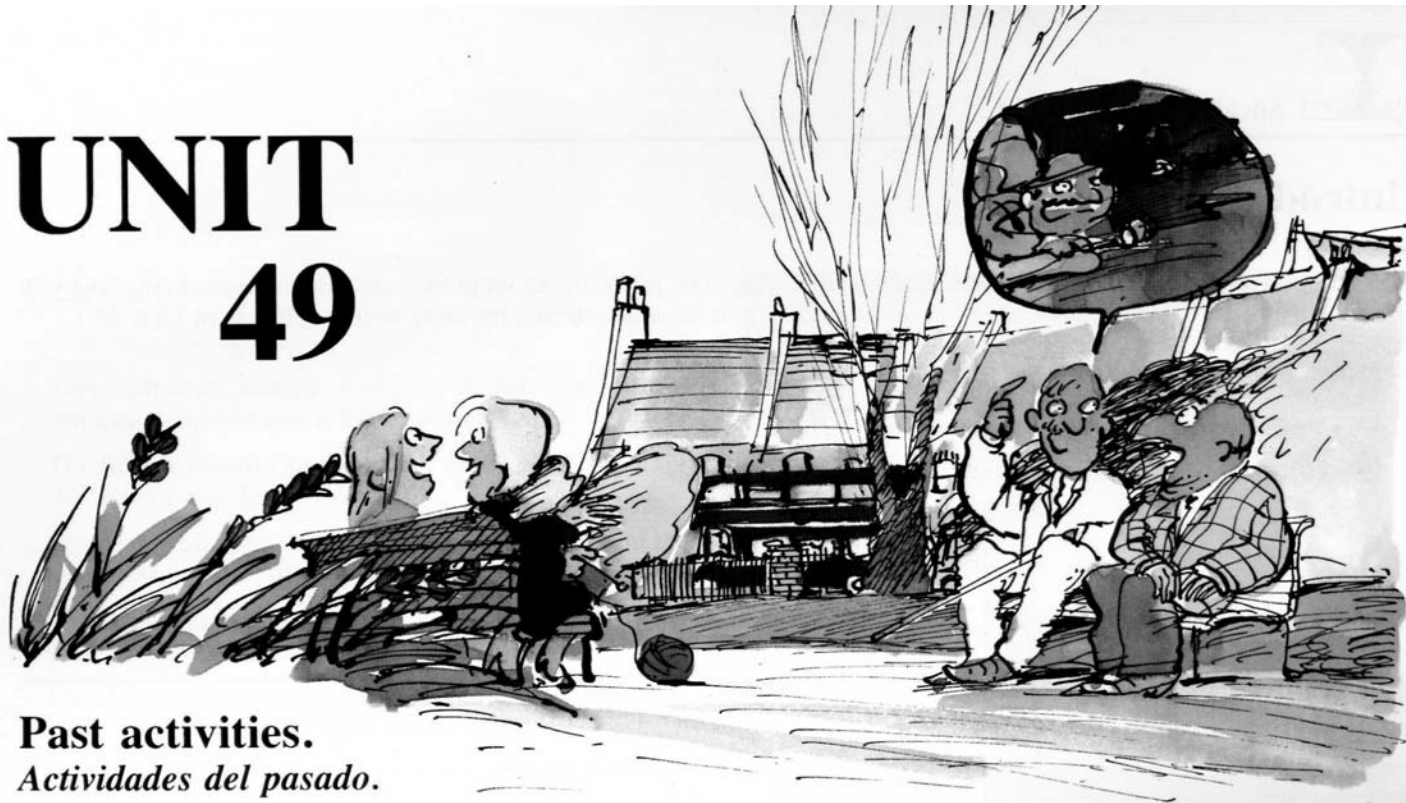


# UNIT 49



## Past activities.

### *Actividades del pasado.*

En unidades anteriores ha aprendido a hablar de las actividades que se realizan en el momento presente utilizando el **present continuous** (*What are you doing? – I'm waiting for Samantha*) y también de las actividades que se van a realizar en el futuro utilizando el **future continuous** (*This time next week, I'll be lying on the beach*). Ahora ampliará el número de situaciones a las que hacer referencia en inglés aprendiendo cómo hablar de actividades que han tenido lugar en el pasado. Probablemente no se sorprenderá al ver que el tiempo verbal que se utiliza para tal fin es el **past continuous**. A lo largo de esta unidad –dedicada principalmente al estudio del nuevo tiempo verbal– aprenderá además una regla ortográfica relativa a dos terminaciones verbales, oirá el acento de una persona nativa de Nigeria y recibirá información acerca de este y de otros países del oeste de África donde se habla el inglés.

### *Consejos para el aprendizaje.*

Los aficionados a las estadísticas a veces preguntan: “¿Cuántas palabras tiene la lengua inglesa?” Al igual que ocurriría con cualquier otro idioma, es difícil dar una respuesta precisa, si bien, con frecuencia, se ofrecen estimaciones como las siguientes: “alrededor de 800.000 palabras, de las cuales unas 300.000 son términos técnicos”, o “alrededor de un millón de palabras, de las cuales unas 10.000 han sido creadas en los últimos veinte años”.

Estas cifras resultan, a primera vista, terroríficas; sin embargo, hay otra cifra que puede tranquilizar a los estudiantes: un inglés nativo que ha seguido una educación normal usa por término medio unas 5.000 palabras en el habla cotidiana. De hecho, en la primera mitad del curso ya ha encontrado unas 2.500 palabras inglesas. Seguramente no las recordará todas, pero es de esperar que esté satisfecho con el inglés que ha aprendido hasta ahora –no sólo con el vocabulario, sino también con las normas gramaticales y otros aspectos del lenguaje en general– y que emprenda con ilusión el estudio de la segunda mitad del curso que empieza en esta unidad.

### *Observación.*

Antes de iniciar el estudio del nuevo tiempo verbal en las siguientes páginas, puede resultarle útil revisar las distintas maneras de referirse al pasado que ha visto en anteriores unidades:

- **Past simple**, empleado para hacer referencia a hechos que han tenido lugar en el pasado (unidad 25, especialmente las págs. 508-515).
- **Present perfect**, empleado para hacer referencia a hechos recientes y experiencias del pasado (unidad 33, especialmente las págs. 672-675).

Si tiene presentes los usos de estos tiempos verbales, le será más fácil establecer las diferencias entre los mismos y el uso del **past continuous**. En cualquier caso, en el apartado de **Introduction** de esta unidad encontrará varios ejemplos de **past simple** y de **present perfect**.



## Introduction.

On the cassette, you can hear two jokes and part of a song. The jokes are about pubs and champagne cocktails, and you have heard them before. (They appeared in Unit 25.) You have also heard the song before. (It was in Unit 33.)

- Listen to the cassette, following the first version of the text.
- Listen again, following the second version.
- Read the second version aloud, putting in the missing words.



### Introduction.

*Joke 1:* There's a new pub in my street – and there's a sign on the door: "We serve everything."  
Last Thursday, I went in.  
I said to the barman: "Do you serve champagne cocktails?"  
He said: "Yes. We serve everything."  
And he gave me a champagne cocktail.  
Then, a man came in – with a kangaroo.  
He said to the barman: "Do you serve kangaroos?"  
The barman said: "Yes."  
The man said: "OK. A beer for me, and an orange juice for the kangaroo."

\* \* \*

*Song:* Have you ever seen the Colosseum?  
Have you seen Niagara Falls?  
Have you ever seen the Pyramids in Egypt?  
I've taken photographs of them all.

\* \* \*

*Joke 2:* A few days ago, I went to the pub.  
I arrived at the pub at seven o'clock.  
I had ten champagne cocktails, and I came out of the pub at eleven o'clock.  
A man came out of the pub behind me.  
He stopped and looked up at the sky.  
Then, he said: "Is that the sun or the moon?"  
I said: "I don't know. What do you think?"  
He said: "I don't know. I don't live in this street."



### Introduction.

*Joke 1:* There's a new pub in my \*\*\*\*\* – and there's a sign on the \*\*\*\*: "We serve \*\*\*\*\*."  
Last Thursday, I went \*\*.  
I said to the \*\*\*\*\*: "Do you serve champagne \*\*\*\*\*?"  
He said: "Yes. We serve \*\*\*\*\*."  
And he gave me a champagne \*\*\*\*\*.  
Then, a man came in – with a \*\*\*\*\*.  
He said to the \*\*\*\*\*: "Do you serve kangaroos?"  
The barman said: "\*\*\*\*."  
The man said: "OK. A beer for \*\*, and an orange juice for the \*\*\*\*\*."

\* \* \*

*Song:* Have you ever \*\*\*\* the Colosseum?  
Have you \*\*\*\* Niagara Falls?  
Have you ever \*\*\*\* the Pyramids in Egypt?  
I've \*\*\*\*\* photographs of them all.

\* \* \*

*Joke 2:* A few days \*\*\*, I went to the pub.  
I arrived at the \*\*\* at seven o'clock.  
I had ten champagne \*\*\*\*\*, and I came \*\*\* of the \*\*\* at eleven o'clock.  
A man came \*\*\* of the pub behind me.  
He stopped and looked up at the \*\*\*.  
Then, he said: "Is that the \*\*\* or the \*\*\*\*?"  
I said: "I don't \*\*\*\*. What do you think?"  
He said: "I don't \*\*\*\*. I don't live in this \*\*\*\*\*."

## Practice.

– Read this joke aloud.

Three admirals met on a ship: a British admiral, an American admiral and a Soviet admiral.

The British admiral said: “In the Royal Navy, we have the bravest men in the world.”

The American admiral said: “No, the bravest men in the world are in the United States Navy.”

The Soviet admiral said: “You’re both wrong. The bravest men in the world are in the Soviet Navy. Watch this.”

He said to a Soviet sailor: “Boris Ivanovich! Dive into the sea, swim around the ship three times, and come back here.”

The Soviet sailor did this.

“You see,” said the Soviet admiral. “That is an example of great courage.”

The American admiral thought for a moment. Then, he said to an American sailor: “Jefferson! Dive into the sea, swim around the ship six times, and come back here.”

The American sailor did this.

“That,” said the American admiral, “is an example of real courage.”

The British admiral thought for a moment. Then, he said to a British sailor: “Higgins! Dive into the sea, swim around the ship twelve times, and come back here.”

The British sailor said: “Dive into the sea, swim around the ship twelve times, and come back here?”

The British admiral said: “That’s right.”

The British sailor said: “You’re mad. If you want somebody to swim around the ship, you can do it yourself!”

“And that,” said the British admiral, “is an example of supreme courage.”

– Find all the examples of **past simple** verbs in that joke. (You’ll find the answers on page 1012.)

admiral	/ˈædmərəl/	almirante
the Royal Navy	/ðə ˈrɔɪəl ˈneɪv/	la Marina Real
sailor	/ˈseɪlə/	marinero
brave	/breɪv/	valiente, espléndido
courage	/ˈkʌrɪdʒ/	valor, coraje



An American sailor.

Words you know on the subject of this unit. **Past activities:**

yesterday	}	morning
		afternoon
		evening

last night

}	last	week, month, year
		Monday, Tuesday, Wednesday ...
		January, February, March ...
		spring, summer, autumn, winter

}	ten minutes	}	ago	in (the year) 1776
	three days		in July 1776	
	six weeks		on July 4th, 1776	

The **Speaking and listening** section in this unit has these parts:

<b>What was happening?</b>	¿Qué estaba ocurriendo?
<b>What were you doing?</b>	¿Qué estabas/estaba haciendo?
<b>What happened next?</b>	¿Qué ocurrió después?



## What was happening?

El nuevo tiempo verbal que va a practicar en esta unidad, el **past continuous**, se utiliza para describir actividades que tuvieron lugar en el pasado durante un período determinado de tiempo. De modo que, cuando se explica una historia acerca de un hecho ocurrido en el pasado, este tiempo se emplea a menudo para referirse al contexto en el que el hecho citado se desarrolló.

Los fragmentos iniciales de varias de las novelas que ha visto en recientes unidades proporcionan diversos ejemplos de este uso. Aquí empezará la práctica del **past continuous** con algunos de estos ejemplos utilizados en el concurso de televisión en el cual las personas que participan deben identificar las fuentes de algunas citas. Este concurso ha aparecido por primera vez en la unidad 43.

Study these key phrases.

Los relojes daban las trece.

**The clocks were striking thirteen.**

Alicia empezaba a ...

**Alice was beginning to ...**

Un hombre iba andando ...

**A man was walking ...**



### What was happening? Listen.

**Nigel:** These questions are all about novels – about the *first words of novels*. Which novel begins with these words? “It was a bright cold day in April, and the clocks were striking thirteen.” ... Um ... Iris was first, I think.

**Iris:** “It was a bright cold day in April, and the clocks were striking thirteen.” “Nineteen Eighty-Four”, by George Orwell.

**Nigel:** “Nineteen Eighty-Four”, by George Orwell. Correct. Which novel begins with *these* words? “Alice was beginning to get very tired of sitting by her sister on the bank, and of having nothing to do.” ... Roger.

**Roger:** “Alice in Wonderland”, by Lewis Carroll.

**Nigel:** “Alice’s Adventures in Wonderland”, by Lewis Carroll. Correct. Now, this question is a little more difficult, I think. Which novel begins with *these* words? “On an evening in the latter part of May, a middle-aged man was walking homeward from Shaston to the village of Marlott.” ... George.

**George:** I think it’s one of Thomas Hardy’s novels.

**Nigel:** Thomas Hardy, yes. But which novel?

**George:** I don’t know ... Er ... “Tess”?

**Nigel:** “Tess of the D’Urbervilles.” Correct.



### Practice.

- Read the three quotations aloud.
- Translate the three quotations. (If you have forgotten any of the words, look at pages 949 and 969.)

A man was walking ...



Cuando se hace referencia al contexto en el que tuvo lugar un hecho en el pasado, a menudo es necesario mencionar el tiempo que hacía en esa ocasión. En el diálogo grabado en la cassette oír a una pareja recordando el tiempo que hacía el día en que se conocieron.

Ya sabe cómo describir el tiempo que hace en el momento en que se está hablando (**It's raining, It's snowing, The sun is shining**), así que, probablemente, no le sorprenderán los equivalentes de estas expresiones cuando se refieren al pasado.

Study these key phrases.

el día que nos conocimos	the day we met
Hacía sol.	The sun was shining.
No hacía sol.	The sun wasn't shining.
Nevaba./Estaba nevando.	It was snowing.
No nevaba./No estaba nevando.	It wasn't snowing.
Llovía./Estaba lloviendo.	It was raining.
No llovía./No estaba lloviendo.	It wasn't raining.



It was a bright cold day in winter.



Actually, it wasn't a bright cold day in winter. It was a wet grey day in autumn.



Listen.

Woman: Do you remember the day we met?  
 Man: Sorry?  
 Woman: The day we met.  
 Man: Yes ...  
 Woman: Do you remember it?  
 Man: Oh, yes. It was a bright cold day in winter. The sun was shining, and it was snowing gently. Yes, I remember it very well.  
 Woman: Actually, it wasn't a bright cold day in winter. It was a wet grey day in autumn. The sun wasn't shining ... and it wasn't snowing. It was raining.  
 Man: Really?  
 Woman: Yes. I remember it very well.  
 Man: Oh.

Listen and repeat.

- The sun was shining. ....
- The sun wasn't shining. ....
- It was snowing. ....
- It wasn't snowing. ....
- It was raining. ....



Practice.

- Think of yesterday morning at 11.30, and answer these questions.
  - Was it raining?
  - Was it snowing?
  - Was the sun shining?
- Give the opposites.
  - Example: The sun was shining.  
 The sun *wasn't* shining.
  - The sun was shining.
  - It was raining.
  - It was snowing.



# What were you doing?

Probablemente ya se está empezando a acostumbrar al uso del **past continuous** para describir el contexto en el que tuvieron lugar determinados hechos en el pasado. Aquí continuará practicando este tiempo verbal. Observe especialmente cómo se utilizan el **past simple** y el **past continuous** en el diálogo grabado en la cassette correspondiente a esta página.

El **past simple** se emplea para referirse a los hechos concretos ("Nos conocimos ...", "Se te/le cayó ...", "Yo lo recogí ..."), mientras que con el **past continuous** se explica el contexto, es decir, qué estaba ocurriendo cuando el suceso tuvo lugar ("Yo entraba ...", "Tú salías .../Usted salía ...", "Tú llevabas .../Usted llevaba ...").

Study these key words and phrases.

llevar	carry	/'kæri/
caer	drop	/drɒp/
recoger	pick up	/pɪk ʌp/
comestibles	groceries	/'grəʊsɪrɪz/

Yo entraba.	I was going in.
Tú salías./Usted salía.	You were coming out.
Tú llevabas .../Usted llevaba ...	You were carrying ...

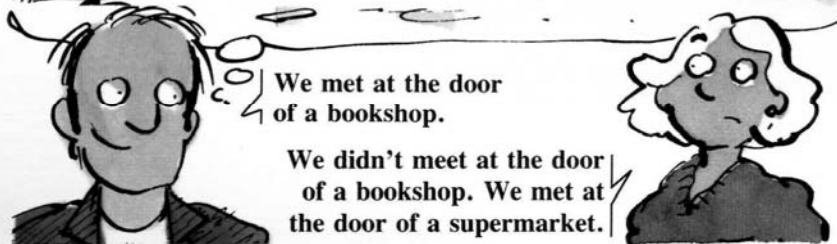


What were you doing? Listen.

**Man:** I'm sure it was snowing.  
**Woman:** No, you're wrong. It was raining.  
**Man:** It was in December. We met at the door of a bookshop. I was going in, and you were coming out. You were carrying a lot of books, and you dropped one. I picked it up for you.  
**Woman:** No, no, no.  
**Man:** No?  
**Woman:** No. It wasn't in December. It was in October. And we didn't meet at the door of a bookshop. We met at the door of a supermarket. I was going in, and you were coming out. You were carrying your groceries, and you dropped a packet of tea. I picked it up for you. I remember it very clearly.  
**Man:** Oh.

Listen and repeat.

- We met at the door of a bookshop. ....
- I was going in, .....  
and you were coming out. ....
- You were carrying a lot of books. ....
- We met at the door of a supermarket. ....
- You were carrying your groceries. ....



## Practice.

– Read these sentences aloud.

*Past simple.*

We met at the door of a bookshop.  
 You dropped a book.  
 I picked it up.

We met at the door of a supermarket.  
 You dropped a packet of tea.  
 I picked it up.

*Past continuous.*

I was going in, and you were coming out.  
 You were carrying a lot of books.

I was going in, and you were coming out.  
 You were carrying your groceries.

Cuando alguien habla de acontecimientos bien conocidos de todos que han tenido lugar en un pasado no muy distante, a menudo menciona qué estaba haciendo cuando oyó la noticia. Este tipo de situaciones proporcionan un excelente ejemplo de lo que ha aprendido hasta ahora acerca de cómo hablar de hechos pasados (**past simple**) y del contexto en que tuvieron lugar (**past continuous**). El diálogo grabado en la cassette incluye algunos ejemplos que hacen referencia al primer alunizaje tripulado.

Study these key words and phrases.

**“That’s one small step for a man,  
one giant leap for mankind.”**

“Eso es un pequeño paso para un hombre,  
un gigantesco salto para la humanidad.”

**What were you doing when you heard the news?**

¿Qué estabas/estaba (usted) haciendo  
cuando oíste/oyó la noticia?

**leap** /li:p/    **mankind** /,mæn'kaɪnd/    **astronaut** /'æstrɔ:nɔ:t/

Work with the cassette.



Listen.

**Nigel:** Now, who said this? “That’s one small step for a man, one giant leap for mankind.” ... Iris.

**Iris:** Neil Armstrong, the American astronaut.

**Nigel:** Neil Armstrong, yes. Apollo 11 landed on the moon in July 1969. That was the first moon-landing, of course. What were you doing when you heard the news? Do you remember? Iris ...

**Iris:** When I heard the news about the moon-landing?

**Nigel:** Yes.

**Iris:** Er ... I was painting my kitchen.

**Nigel:** Roger?

**Roger:** I was doing my homework. I was still at school in 1969.

**Nigel:** How about you, George?

**George:** I was working at a jazz club in New York, I think. Yes, that’s right. I was having supper one night, when I heard the news on the radio. I was a little surprised: I thought the newsreader said “Louis Armstrong”.



**Neil Armstrong** (b. 1930) was the first man on the moon.  
**Louis Armstrong** (1900-1971) was an American jazz trumpeter and singer.



Neil Armstrong was the first man on the moon.  
He said: “That’s one small step  
for a man, one giant leap for mankind.”

### Practice.

– Put in the missing words.

1. When Iris heard the news about the first moon-landing, she \_\_\_\_\_ her kitchen.
2. When Roger \_\_\_\_\_ the news, he \_\_\_\_\_ his homework.
3. When George \_\_\_\_\_ the news, he \_\_\_\_\_ at a jazz club in New York. He \_\_\_\_\_ supper one night, when he \_\_\_\_\_ the news on the radio.

Answers on page 1012.

– Answer this question.

**What were you doing when you heard the news about the first moon-landing?**

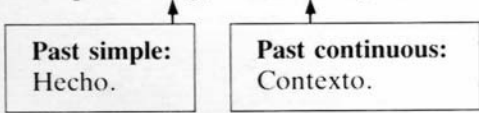
- I was ...-ing .....
- I don’t remember.
- Nothing. I was born *after* the first moon-landing.



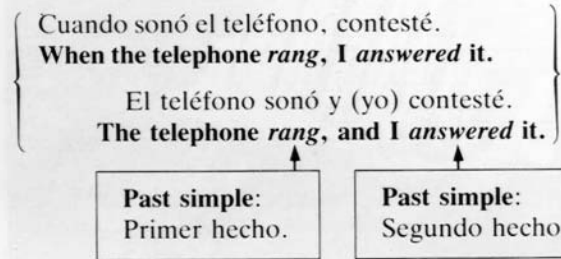
# What happened next?

En páginas anteriores ha practicado la forma de hablar de hechos y actividades del pasado, especialmente cómo describir lo que ocurrió cuando algo más también ocurría. Aquí tiene un nuevo ejemplo.

Cuando sonó el teléfono, (yo) estaba tomando un baño.  
**When the telephone rang, I was having a bath.**



Es importante no confundir este tipo de frases con otras que, como las siguientes, son de características similares.



El diálogo grabado en la cassette, en el cual vuelve a hablar la pareja que está recordando el día de su primer encuentro, proporciona algunos ejemplos de este tipo de frases; no obstante, encontrará información más detallada sobre este tema en la sección de **Grammar** de la presente unidad.



### What happened next? Listen.

**Man:** I'm sure it was a bookshop.  
**Woman:** No, you're wrong. It was a supermarket. You were carrying your groceries, and you dropped a packet of tea. *You dropped it and I picked it up. When I picked it up, you said: "Thank you."*

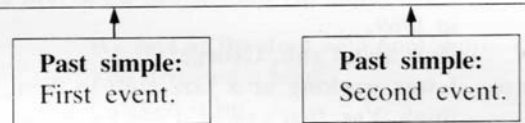
**Man:** Really?  
**Woman:** Yes.  
**Man:** What happened next? What did you say when I said: "Thank you"?  
**Woman:** I said: "You're welcome."  
**Man:** Yes, I think you're right. I remember now. You said: "You're welcome" ... and suddenly the rain stopped and the sun came out. Right?  
**Woman:** Right.  
**Man:** Yes. I remember it very clearly now.  
**Woman:** Good.  
**Man:** But I still think it was in December.



### Practice.

– Read these sentences aloud.

You dropped it	and I picked it up.
When I picked it up,	you said: "Thank you."
You said "You're welcome", and the rain stopped.	



– Put in the missing words.

1. He \_\_\_\_\_ a packet of tea.
2. She \_\_\_\_\_ it up.
3. He \_\_\_\_: "Thank you."
4. She \_\_\_\_: "You're welcome."
5. The rain \_\_\_\_\_.
6. The sun \_\_\_\_ out.

Answers on page 1012.



## Song.

This song is about bad news – and particularly about an evening when some bad news arrived.



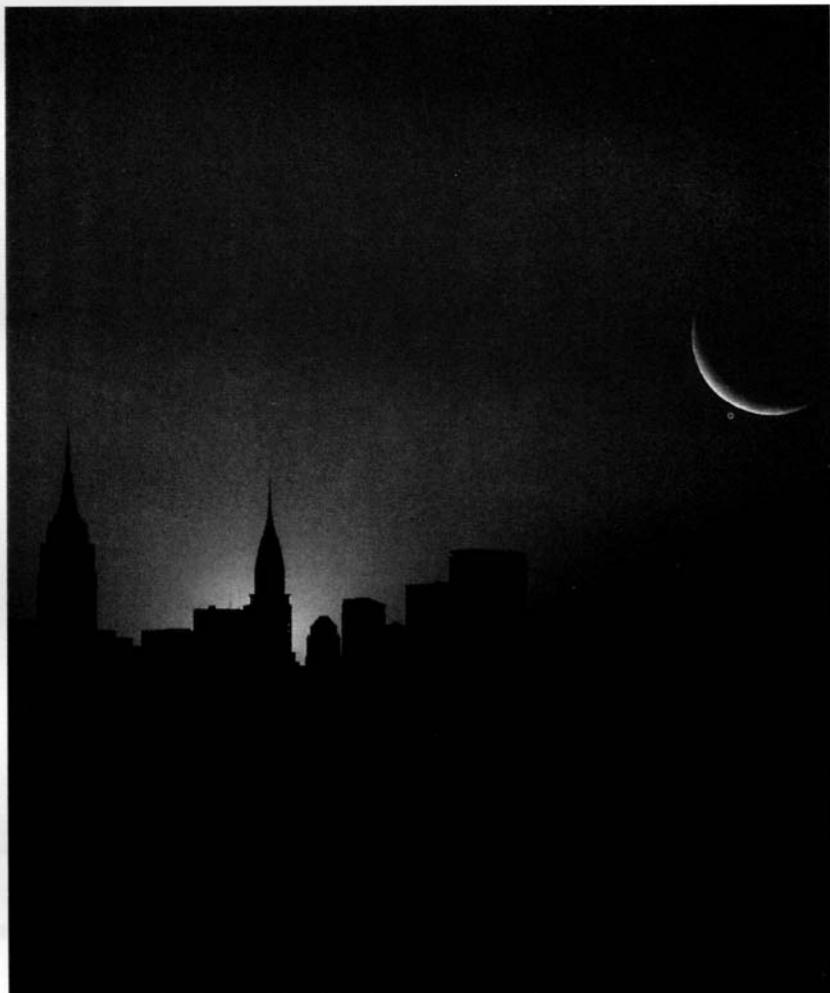
**Song: Bad news.**

It was early in the evening.  
The sun was going down.  
The moon was coming up  
Over the town.  
I was sitting at my window,  
Looking at the sky.  
The telephone rang,  
And it was you, saying “Goodbye”.

Bad news always arrives  
On an ordinary<sup>1</sup> day,  
An ordinary day, just like the day before<sup>2</sup>.  
Bad news always arrives  
On an ordinary day,  
And suddenly the day is not ordinary any  
[more.]

The autumn wind was blowing  
Gently through the trees.  
The autumn night was falling<sup>3</sup>  
With the leaves.  
I was sitting at my window.  
The sky was turning black.<sup>4</sup>  
Your words were in my head:  
“I’m never coming back.”

Bad news always arrives  
On an ordinary day,  
An ordinary day, just like the day before.  
Bad news always arrives  
On an ordinary day,  
An ordinary day, just like the day before.  
Bad news always arrives  
On an ordinary day,  
An ordinary day, just like the day before ...



### Practice.

– The word **ordinary** has two possible pronunciations:

/ˈɔːdɪnəri/ (UK)

/ˈɔːˈdɒnəri/ (UK, US)

You can hear both pronunciations in the song. Say them aloud.

– Put in the missing letters.

The sun was go\_\_\_ down.

The moon was c\_m\_\_g up.

I was sit\_\_\_\_\_ at my window.

The autumn wind was bl\_w\_\_g gently through the trees.

The autumn night was fall\_\_\_ with the leaves.

The sky was t\_rn\_\_g black.

<sup>1</sup> corriente, normal

<sup>2</sup> exactamente (igual) que el día anterior

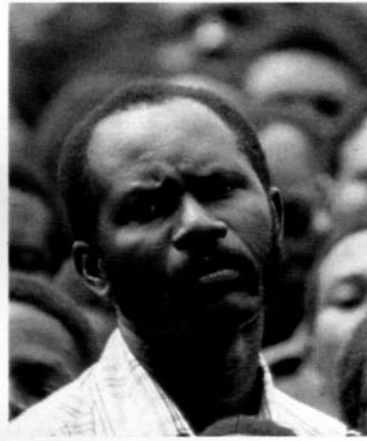
<sup>3</sup> La noche otoñal caía

<sup>4</sup> El cielo se estaba volviendo negro.

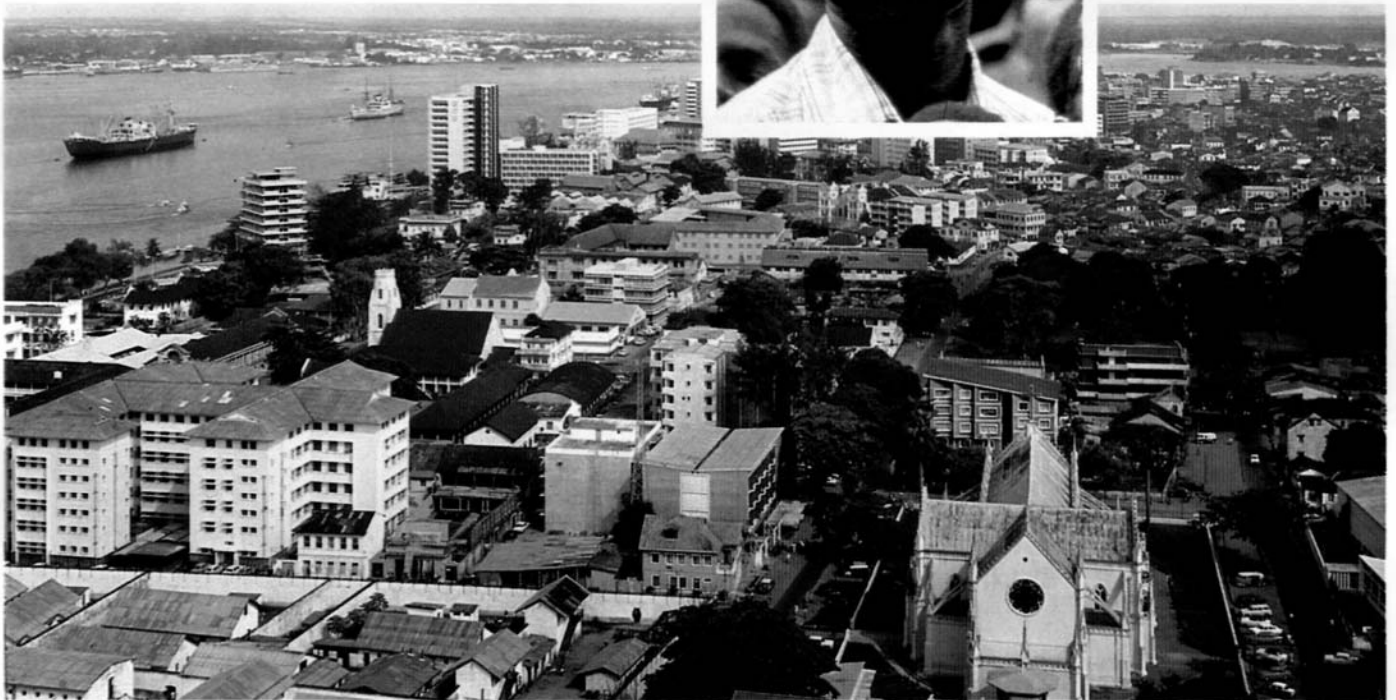


## A Nigerian accent.

El hombre que oírás aquí es nativo de Nigeria. Está trabajando en Londres y habla de lo que le habían dicho acerca de los ingleses antes de venir a Gran Bretaña y de como sus experiencias le han hecho cambiar ligeramente de opinión. (En las págs. 1008 y 1009 encontrará algunos datos y cifras acerca de Nigeria.)



All these things they say about people ... they're not always true, you know.



Lagos, the biggest city in Nigeria.



This speaker is from Nigeria. Listen.

You know, when you are coming to London for the first time, they will tell you that English people don't talk to people. They keep quiet, and you don't go saying "Good morning, sir" or "Good morning, brother" or anything like that, because they will think you are mad or you haven't—you are not busy, you haven't anything to do.

But I was surprised, you know, when I went to Sandwich, in Kent. I went to stay with one man who taught me when I was in secondary school. He was ... er ... my teacher then, and we were very friendly.

I spent the weekend, and it's the best weekend I have spent in England since I came. We really had a happy time. And, you know, we went into the farm, and he showed me potatoes, he showed me strawberries, he showed me onions, as they grow, you know ... *fresh*, the real thing.

And each group of English people ... you can't believe it: "Oh, hello there!", "Hello!", and so on. "Good morning! How are you?" I mean, this is very very unlike what I was told before.

So, you see, that ... er ... made me to think, you know. All these things they say about people ... they're not always true, you know.



## Traducción del texto de la cassette.

Sabes, cuando vienes a Londres por primera vez, te dirán que los ingleses no hablan a la gente. Se quedan callados, y tú no vas diciendo "Buenos días, señor" o "Buenos días, hermano", o nada de eso, porque pensarán que estás loco o que no tienes ... que no estás ocupado, que no tienes nada que hacer.

Pero quedé sorprendido, sabes, cuando fui a Sandwich, en Kent. Fui a visitar a un hombre que me enseñaba cuando estuve en la escuela secundaria. Era ... eh ... mi profesor entonces, y éramos muy amigos.

Pasé el fin de semana, y es el mejor fin de semana que he pasado en Inglaterra desde que llegué. Lo pasamos realmente bien. Y, sabes, fuimos a la granja, y me enseñó patatas, me enseñó fresas, me enseñó cebollas, como crecían, sabes ... frescas, cosas auténticas.

Y cada grupo de ingleses ... no puedes creerlo: "¡Oh, hola!", "¡Hola!", y así sucesivamente. "¡Buenos días! ¿Cómo estás?" Quiero decir, esto es muy muy diferente a lo que me habían dicho antes.

Así que, verás, eso ... eh ... me ha hecho pensar, sabes. Todas esas cosas que dicen acerca de la gente ... no son siempre verdad, sabes.

## Notas acerca del lenguaje.

Observe el uso tan frecuente que se hace de la expresión **you know** en el texto grabado en la cassette. No es una característica peculiar del inglés utilizado en Nigeria, sino que esta expresión la emplea muy a menudo cualquier persona que hable habitualmente inglés en el habla informal cotidiana.

Observe también que el hombre que habla en la cassette utiliza la expresión **one man**. Británicos y americanos dirían **a man** (**I went to stay with a man ...**).

**Hello there** se utiliza a veces en lugar del simple **Hello** cuando la persona que habla realiza el saludo desde una cierta distancia o cuando se encuentra a alguien de improviso.

En Gran Bretaña y en Estados Unidos se utilizaría **made me think** en lugar de **made me to think**.

## Notas acerca de la pronunciación.

Muchos de los rasgos característicos del inglés nigeriano son representativos de los diferentes acentos que esta lengua adopta en el oeste de África. El inglés de los países de esta zona del continente africano posee un ritmo marcado por el tiempo de duración de una sílaba y no por la posición del acento, como ocurre con el inglés de la India y de Hong Kong. (Este aspecto se comentó al hablar del acento en las unidades 45 y 47.) Por lo tanto, algunas palabras no se pronuncian igual que en inglés británico o americano. Por ejemplo, el sonido /ə/ no se utiliza tan a menudo, y palabras breves como **of**, **to** o **and** tienden a pronunciarse en su forma fuerte.

Observe cómo dice las siguientes palabras el hombre que habla en la cassette:

<b>the weekend</b>	/ði:/	en lugar de	/ðə/
<b>I have spent</b>	/aɪ hæv/	en lugar de	/aɪ həv/ o /aɪv/
<b>England</b>	/'ɪŋglænd/	en lugar de	/'ɪŋglənd/
<b>a happy time</b>	/eɪ/	en lugar de	/ə/
<b>group of</b>	/ɒv/	en lugar de	/əv/

También se pueden apreciar algunas diferencias con respecto a los sonidos, particularmente en los vocálicos, a menudo debido a la influencia de las lenguas locales del oeste de África, que utilizan un número más reducido de ellos. Aquí tiene algunos ejemplos:

- /eɪ/ a veces suena más parecido a /e/.

/keɪm/	<b>came</b>	/kem/
/meɪd/	<b>made</b>	/med/

- /i:/ a veces suena más parecido a /ɪ/.

/'pi:pəl/	<b>people</b>	/'pɪpl/
/ði:z/	<b>these</b>	/ðɪz/

- /ɜ:/ a veces suena más parecido a /ɒ/.

/'sɜ:praɪzd/	<b>surprised</b>	/'sɒpraɪzd/
--------------	------------------	-------------

- /ʌ/ a veces suena más parecido a /ɒ/.

/'kʌmɪŋ/	<b>coming</b>	/'kɒmɪŋ/
/'ʌnɪʌnz/	<b>onions</b>	/'ɒnɪʌnz/

- /ð/ a veces suena más parecido a /d/.

/ðə/	<b>the first time</b>	/də/
/ðə/	<b>into the farm</b>	/də/
/ðæt/	<b>like that</b>	/dæt/

Todos los ejemplos anteriores están tomados del texto grabado en la cassette.

### Formación del past continuous.

El **past continuous** se construye con las formas del **past simple** del verbo "ser" o "estar" más la forma **-ing** del verbo que corresponda. Como ya sabe, el verbo "ser" o "estar" tiene dos formas de **past simple**: **was** y **were**; la primera se utiliza con **I, he, she e it**, y la segunda con **we, you y they**. Aquí tiene un ejemplo con el verbo **eat**.

I	} was eating	we	} were eating
he			
she			
it			
it			

Las formas negativas se obtienen colocando la partícula **not** después de **was** o **were**. Las contracciones de las formas negativas son, como sabe, **wasn't** y **weren't**.

**It was not (wasn't) raining.**

**You were not (weren't) carrying any books.**

Las formas interrogativas se obtienen invirtiendo el orden del sujeto y el auxiliar **was/were**.

**Was it snowing?**

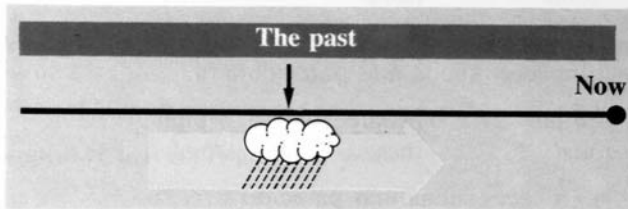
**What were you doing?**

→ Exercises 1, 2.

### Uso del past continuous.

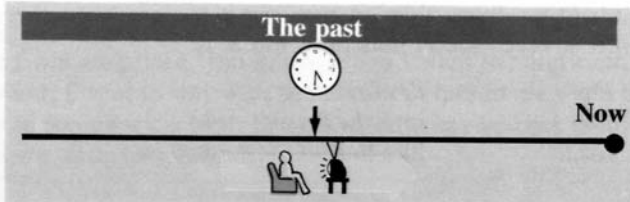
En anteriores páginas ha encontrado varios ejemplos del modo en que se utiliza el **past continuous**.

- 1) El **past continuous** se utiliza para hablar de actividades que tuvieron lugar en el pasado durante un determinado período de tiempo.



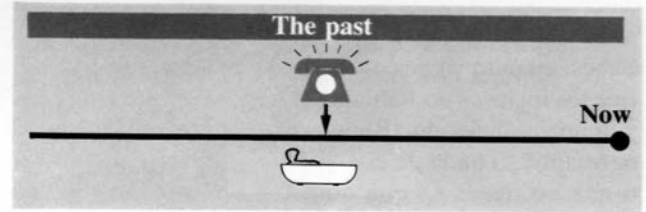
**It was raining.**

- 2) Muy a menudo, se menciona explícitamente en qué momento la actividad referida se estaba desarrollando.



**At 5.30 yesterday afternoon, I was watching television.**

- 3) También muy a menudo, el **past continuous** se utiliza para describir el contexto en el que tuvo lugar un hecho pasado que se expresa en **past simple**.



**When the telephone rang, I was having a bath.**

Las frases que hacen referencia a dos acciones que se desarrollaron simultáneamente en el pasado pueden formularse también usando la palabra **while** (mientras).

**The telephone rang while I was having a bath.**

El teléfono sonó mientras estaba tomando un baño.

### El past continuous y el past simple.

Es muy importante no confundir estos dos tiempos verbales. Tal como ha visto en los ejemplos del tercer apartado, el **past continuous** se refiere a actividades que se estaban desarrollando durante determinado período de tiempo en el pasado, mientras que el **past simple** se refiere a un hecho que sucedió mientras tales actividades tenían lugar, o bien que las interrumpió. Aquí tiene dos nuevos ejemplos:

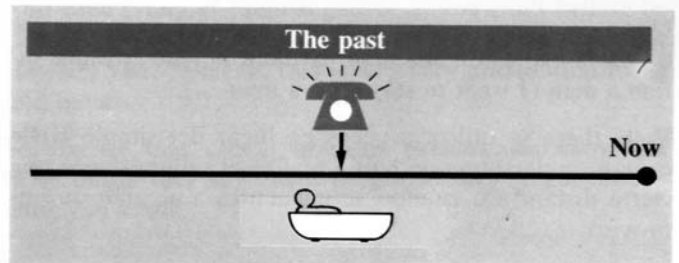
**When Apollo 11 landed on the moon, I was working in New York.**

Cuando el Apolo 11 alunizó, (yo) estaba trabajando en New York.

**I met Salvador Dalí while I was living in Spain.**

Conocí a Salvador Dalí mientras (yo) estaba viviendo en España.

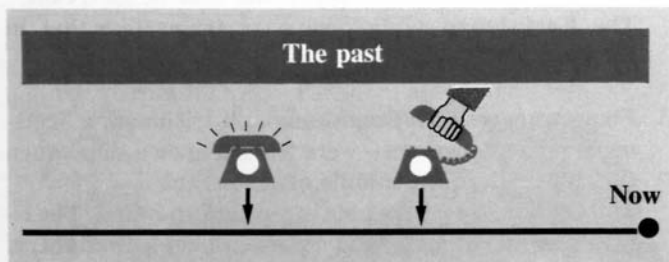
Como ha visto en la página 1000, debe poner atención en no confundir las frases que se refieren a un hecho concreto, formuladas en **past simple**, con las que se refieren al contexto en el que se desarrolló determinado hecho, formuladas en **past continuous**.



**When the telephone rang, I was having a bath.**

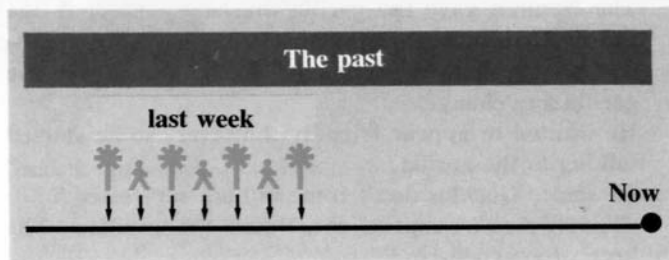


Tenga en cuenta que una frase en **past simple** que haga referencia a un hecho desarrollado en un momento del pasado puede estar seguida de otra frase similar, también en **past simple**.



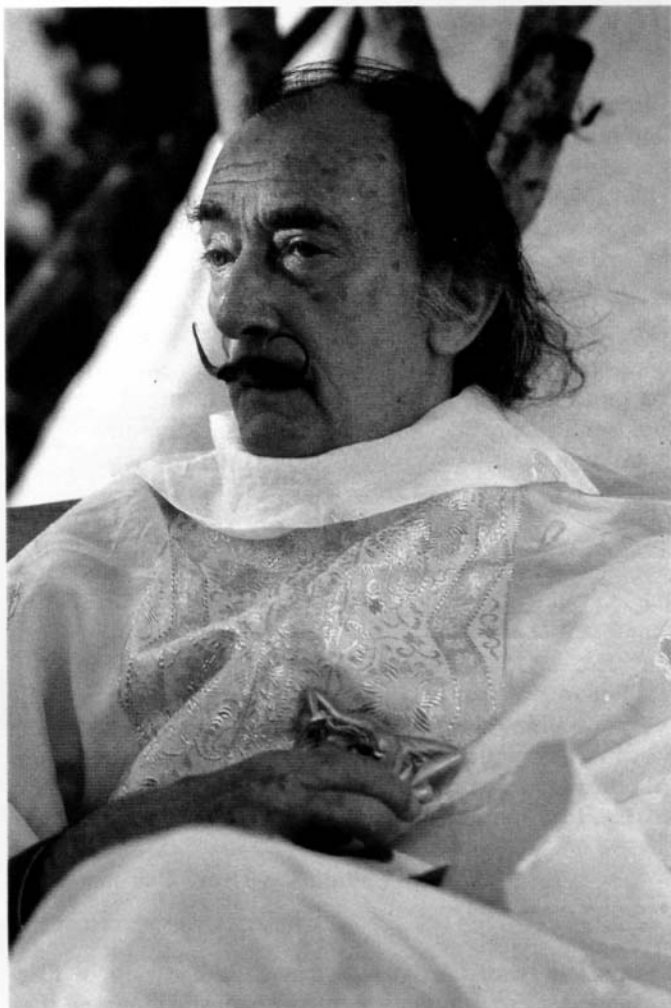
When the telephone rang, I answered it.

Recuerde asimismo que, a diferencia de lo que sucede en otras lenguas, el **past continuous** no se utiliza para hacer referencia a hechos que ocurrieron repetidamente en el pasado. Como vio en la unidad 25, este uso es propio del **past simple**.



Last week, I went to the park every day.  
(Not: Last week, I was going to the park every day.)

→ Exercise 3.



I met Salvador Dalí while I was living in Spain.

### Exercise 1.

Put in the verbs. Be careful with the spelling.

It was an ordinary morning in spring.

1. I was ..... in the kitchen. (*sit*)
2. The sun was ..... . (*shine*)
3. The birds were ..... . (*sing*)
4. I was ..... breakfast. (*have*)

### Exercise 2.

Put in was or were.

It was an ordinary evening in autumn.

1. The night ..... falling.
2. The leaves ..... falling from the trees.
3. It ..... raining.
4. People ..... going home.

### Exercise 3.

Put in the verbs.

A man was ..... in the country by car. (*travel*)  
 Suddenly, he ..... he was lost. (*realize*)  
 He was ..... down a narrow road, (*drive*)  
 when he ..... a farmer on a horse. (*see*)  
 He ..... his car, (*stop*)  
 and ..... to the farmer: (*say*)  
 "Where does this road go?"  
 The farmer .....: (*say*)  
 "Well, this way, it goes to my house.  
 That way, it goes straight on."

Answers on page 1012.



## Jokes.

El **past continuous**, que ha estudiado en la presente unidad, y el **past simple**, que ha aprendido en unidades anteriores, le permiten explicar y entender narraciones breves y chistes. A continuación encontrará cinco chistes en los que se utilizan estos dos tiempos verbales. Ya conoce las palabras que aparecen en los textos, a excepción de las siguientes:

towards	hacia
opposite	enfrente
get on (a train)	subir (a un tren)
sink/sank/sunk	naufregar, hundirse
build/built/built	construir, edificar
gorilla	gorila
mouse	ratón

Para facilitarle la total comprensión de los textos, en la página siguiente encontrará la traducción de las frases que contienen la esencia de cada chiste.

1. A man was lost in a city on a very foggy evening. He was walking down a narrow street, and was beginning to feel very afraid. Suddenly, he heard somebody: another man was coming towards him.  
The first man said: "I'm lost. Can you tell me where I'm going?"  
The second man said: "Into the river. I've just come out."
2. An American tourist was travelling by train in England. An Englishman was sitting opposite him, and they were talking about England and the United States.

The American said: "In Texas, you can get on a train, travel for twenty-four hours, and still be in Texas."  
The Englishman said: "We have trains like that in England too."

3. Four strangers – an Englishman, an Irishman, a Scotsman and an American – were travelling on a ship, when the ship sank in the middle of the ocean.  
Fortunately, they were able to swim to an island. The island was very remote, and not many people lived there. The people were very friendly, however.  
A few weeks later, the American was building a supermarket, the Scotsman was teaching the people English, and the Irishman was writing a newspaper. The Englishman was still waiting to be introduced.
4. A gorilla walked into a pub, put a £20 note on the bar, and asked for a glass of beer.  
The barman gave the gorilla the beer, and took the £20 note. He thought: "The gorilla is probably stupid. I won't give him any change." So he didn't give the gorilla any change.  
He wanted to appear friendly, however, so he started talking to the gorilla.  
He said: "Gorillas don't come in here very often."  
"That doesn't surprise me," said the gorilla. "The beer's too expensive."
5. An elephant was talking to a mouse.  
"You're very small," said the elephant.  
"Yes," said the mouse. "I've been ill."

## Spelling (3).

El sufijo **-ize** se utiliza para construir verbos a partir de sustantivos o adjetivos. Ya ha visto dos ejemplos en recientes unidades.

computer → computerize  
western → westernize

Aquí tiene algunos ejemplos más en los que este sufijo se aplica a palabras que ya conoce o a palabras formadas a partir de palabras que ya conoce.

American	→	Americanize	modern	→	modernize
apology	→	apologize	popular	→	popularize
critic	→	criticize	real	→	realize
dramatist	→	dramatize	summary	→	summarize



La terminación **-ize** se utiliza tanto en Gran Bretaña como en Estados Unidos, aunque en Gran Bretaña también se emplea la ortografía alternativa **-ise**, especialmente por personas de edad. Asimismo, algunos británicos consideran que los americanos han acuñado demasiados verbos con la terminación **-ize**. Los verbos **hospitalize** y **utilize** a menudo son citados por los británicos como ejemplos del uso innecesario de esta terminación. En Gran Bretaña se prefiere utilizar **take into hospital** y **use**, respectivamente.

Aunque **-ize** es la terminación que se aplica normalmente a verbos como los que ha encontrado relacionados en esta página, existen algunas excepciones. Los verbos más

**Peanuts®** by Charles M. Schulz.

Gorillas don't come in here very often.

That doesn't surprise me. The beer's too expensive.



Traducción de las frases más importantes de cada chiste.

1. El segundo hombre dijo: "Hacia el río. Acabo de salir (de él)."
2. El inglés dijo: "También tenemos trenes así en Inglaterra."
3. El inglés todavía estaba esperando ser presentado.
4. "Eso no me sorprende", dijo el gorila. "La cerveza es demasiado cara."
5. "Sí", dijo el ratón. "He estado enfermo."

En esta historieta, Sally está haciendo una redacción acerca de un vaquero (**cowboy**) en la que, como es frecuente en las narraciones, emplea algunos de los tiempos verbales que hacen referencia a hechos pasados. Además, Sally añade un rasgo estilístico personal a la escritura, dando a una palabra la forma de la cosa que ésta describe.

Intente deducir el significado del texto antes de consultar la traducción.



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comunes de este tipo que deben emplearse siempre con la terminación **-ise** son los siguientes:

advertise    revise    surprise    televise

**Exercise.**

Put in **-ize** or **-ise**. Use **-ise** only where necessary.

1. Angela made some computer \_\_\_d invitation cards.
2. Midnight? I didn't real\_\_\_ it was so late.
3. I'm sorry I can't come to your party. I've got to rev \_\_\_ for my exams.
4. In many ways, Hong Kong is a western \_\_\_d place.

Answers on page 1012.

Traducción del texto de la historieta.

Al principio el vaquero montaba a caballo muy rápido. Pronto, sin embargo, tuvo que ir más despacio. El terreno se estaba volviendo demasiado ...  
... montañoso. (**hilly**, montañoso, accidentado)



## Nigeria, Liberia, Sierra Leone, Gambia: Facts and figures.

En la unidad 21 (págs. 440 y 441) tuvo ocasión de conocer algunos datos y cifras relativos a un país africano en el que se habla inglés, Ghana, y en la presente unidad ha escuchado el acento de una persona nativa de otro país africano, Nigeria (págs. 1002 y 1003).

Aquí obtendrá información acerca de Nigeria y de otros tres países del oeste de África en los que se ha adoptado como idioma oficial el inglés, no sólo para facilitar la comunicación a nivel internacional, sino también debido al gran número de lenguas que se hablan dentro de cada uno de esos países.

### The names.

The name "Nigeria" is based on the name of the River Niger. (This river runs through four countries: Guinea, Mali, Niger and Nigeria.) The name of the river comes from an expression in the Tuareg language: *n'eghirren*, meaning "running water".

The country of Liberia had its origin in 1822 as a territory for freed American slaves. The name comes from the Latin word *liber*, "free".

In 1460, Portuguese explorers visited the coast of Sierra Leone, and gave the region its name. The name means "lion mountain".

Gambia (or The Gambia) takes its name from the Gambia River. In the fifteenth century, Portuguese explorers went to the region. The local word for "river" was *ba-dimma*, and the Portuguese explorers pronounced this as "gambia".

### Climate and geography.

Nigeria, Liberia, Sierra Leone and Gambia all have a tropical or subtropical climate, with two seasons: a hot wet season from May to October, and a cooler dry season from November to April.

Nigeria has Benin to the west, Niger to the north, Chad to the north-east and Cameroon to the east. There are tropical rain forests in the southern part of the country, a high plateau in the north, and desert in the far north.

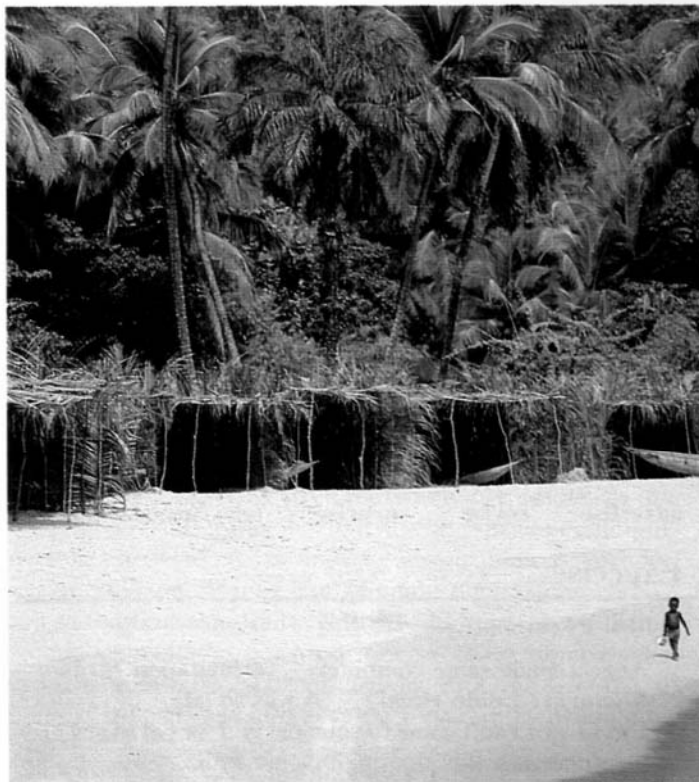
Liberia has an Atlantic coast, Sierra Leone to the north-west, Guinea to the north and the Ivory Coast to the east. The country is hilly, and has some mountains, although most of these are under 900 metres.

Sierra Leone also has an Atlantic coast. Guinea is to the north and north-east, and Liberia is to the south-west. The eastern part of the country is a plateau, and there are some mountains near the eastern border. These include Binti-mani, the highest mountain in West Africa (1,948 metres).

Gambia is the smallest country on the African continent. It follows the River Gambia, and is surrounded by Senegal, except for a short Atlantic coast.



A restaurant in Banjul, Gambia.



Lakka Beach, Sierra Leone.



**Nigeria.**

Population:	<b>89 million.</b>
Land area:	<b>923,768 sq. kms.</b>
Capital:	<b>Abuja.</b>
Other major cities:	<b>Lagos, Ibadan, Kano.</b>
Currency:	<b>Naira.</b> <b>1 naira = 100 kobo.</b>
Languages:	<b>English, Hausa, Ibo, Yoruba.</b>
Nationality adjective:	<b>Nigerian.</b>

**Liberia.**

Population:	<b>2 million.</b>
Land area:	<b>112,600 sq. kms.</b>
Capital:	<b>Monrovia.</b>
Other major cities:	<b>Buchanan, Greenville, Harper.</b>
Currency:	<b>Liberian dollar (= US dollar).</b> <b>1 dollar = 100 cents.</b>
Languages:	<b>English, Mande, Kwa.</b>
Nationality adjective:	<b>Liberian.</b>

**Sierra Leone.**

Population:	<b>3.5 million.</b>
Land area:	<b>71,740 sq. kms.</b>
Capital:	<b>Freetown.</b>
Other major cities:	<b>Koidu, Bo, Kenema.</b>
Currency:	<b>Leone.</b> <b>1 leone = 100 cents.</b>
Languages:	<b>English, Krio.</b>
Nationality adjective:	<b>Sierra Leonean.</b>

**Gambia.**

Population:	<b>700,000.</b>
Land area:	<b>11,295 sq. kms.</b>
Capital:	<b>Banjul.</b>
Other major cities:	<b>Georgetown, Brikama.</b>
Currency:	<b>Dalasi.</b> <b>1 dalasi = 100 bututs.</b>
Languages:	<b>English, Mandinka, Wolof.</b>
Nationality adjective:	<b>Gambian.</b>



<b>Liberia</b>	/laɪ'brɪəriə/	<b>Chad</b>	/tʃæd/
<b>Sierra Leone</b>	/sɪ'ɛrəlɪ'əʊn/	<b>Cameroon</b>	/kæmə'ru:n/
<b>Gambia</b>	/'gæmbɪə/	<b>the Ivory Coast</b>	/ðɪ 'aɪvəri kəʊst/
<b>Benin</b>	/be'ni:n/	<b>Mali</b>	/'ma:lɪ/
<b>Guinea</b>	/'ɡɪni/		
<b>Niger</b>	/ni:'ʒeɪ/		

<b>slave</b>	/sleɪv/	esclavo(va)
<b>explorer</b>	/ɪk'splɔ:rəʃ/	explorador(ra)
<b>plateau</b>	{ /'plætəʊ/ (UK) /plæ'təʊ/ (US) }	meseta, altiplanicie



## Key points from this unit.

- La formación del **past continuous**.

I	} {	was ...-ing	} {	we	} {	were ...-ing
he		wasn't ...-ing		you		weren't ...-ing
she				they		
it				Were you ...-ing?		
Was he ...-ing?						

- El uso del **past continuous** para describir qué estaba ocurriendo en un momento determinado del pasado.

**It was raining.**

**What were you doing at 7.00 yesterday evening?**

**– I was watching television.**

**She was going into the supermarket, and he was coming out.**

- La diferencia entre el **past continuous** y el **past simple**.

**Past simple ... while + past continuous.**

**The telephone rang while I was having a bath.**

**When + past simple ... past continuous.**

**When the telephone rang, I was having a bath.**

**When + past simple ... past simple.**

**When the telephone rang, I answered it.**

**Past simple ... and ... past simple.**

**The telephone rang, and I answered it.**

**Past habits: Past simple.**

**Last week I went to the park every day.**

**(Not: ... I was going ...)**

- El uso del **past continuous** y el **past simple** para explicar historias o chistes.

- Las terminaciones verbales **-ize** e **-ise**.

apologize	popularize	advertise
criticize	realize	revise
dramatize	summarize	surprise

- El acento de una persona nativa de Nigeria.

## Dialogue.

Read the dialogue and listen to it on the cassette. Anna is in Stockholm with a group of British tourists.



### Dialogue.

- Anna:** Well, we're now at the top of the Kaknäs TV Tower.
- Tourist 1:** Not exactly.
- Anna:** Sorry?
- Tourist 1:** Not exactly at the top. I was reading my guide-book this morning, and I found an interesting piece of information.
- Anna:** Yes?
- Tourist 1:** The Kaknäs TV Tower is 508 feet high, and the viewing platform—
- Anna:** Where we are now.
- Tourist 1:** Yes ... The viewing platform is 419 feet high.
- Anna:** Absolutely right. Thank you, Neville.
- Tourist 1:** You're welcome.
- Anna:** As you can see, we have a marvellous view of Stockholm, "the city that floats on water".
- Tourist 1:** As Selma Lagerlöf described it.
- Anna:** As Selma Lagerlöf described it. Yes.
- Tourist 2:** Sorry. Who?
- Anna:** Er ... Selma Lagerlöf. She was a famous Swedish novelist.
- Tourist 1:** 1858 to 1940.
- Anna:** 1858 to 1940. Yes. She received the Nobel Prize for Literature—
- Tourist 1:** —in 1909.



*Anna:* In 1909. Yes. Thank you, Neville.  
*Tourist 1:* I was reading about her in my guidebook last night. Her most famous book is a book for children. It's called ... er ...  
*Anna:* "The Wonderful Adventures of Nils." Thank you, Neville.  
*Tourist 1:* You're welcome.  
*Anna:* We'll be visiting some of the sights of Stockholm during the next few days. For example, the Great Church ...  
*Tourist 1:* Storkyrkan.  
*Anna:* Storkyrkan. Yes.  
*Tourist 1:* That's "Great Church" in Swedish.  
*Anna:* Yes. And Drottningholm Palace.  
*Tourist 1:* The home of the Swedish Royal Family.  
*Anna:* Yes. Below us here is Djurgården—  
*Tourist 1:* —where there's a zoo.  
*Anna:* Absolutely right. Thank you, Neville.  
*Tourist 1:* That reminds me of a joke ... about crocodiles. Two men were sitting on the bank of a river. The sun was shining. Because it was very hot, one man put his feet into the water. Suddenly, he said: "Oh!" The other man said: "What's the matter?" The first man said: "A crocodile has just eaten my foot." The second man said: "Which one?" The first man said: "I don't know. All crocodiles look the same to me."  
*Anna:* Thank you, Neville.



guidebook	/ˈɡaɪdbʊk/	guía
viewing platform	/ˈvjuːɪŋ ˈplætfɔːrm/	terrace panorámica
marvellous (UK)	/ˈmɑːrˈvələs/	maravilloso(sa)
marvelous (US)		
float	/fləʊt/	flotar
church	/tʃɜːtʃ/	iglesia
palace	/ˈpæls/	palacio
zoo	/zuː/	zoo
crocodile	/ˈkrɒkədail/	cocodrilo

**All crocodiles look the same to me.**  
 Todos los cocodrilos me parecen iguales.



# Test 49.

Check yourself on what you have learnt in this unit. (Answers at the end of Unit 56.)

1. Translate these famous sentences.

It was a bright cold day in April, and the clocks were striking thirteen.  
Alice was beginning to get very tired of sitting by her sister on the bank.  
That's one small step for a man, one giant leap for mankind.

2. Put in the missing words.

A man was lost ..... a city ..... a very foggy evening. He ..... walking down a narrow ....., and was beginning ..... feel very afraid. Suddenly, ..... heard somebody: another man ..... coming towards him.  
The first man .....: "I'm lost. Can you tell me ..... I'm going?"  
The second ..... said: "Into the river. I've just come ..... ."



3. Put in was or were.

I remember the day we met. The sun ..... shining, and the birds ..... singing. I ..... walking down Green Street, and you ..... waiting at the bus stop. It ..... a beautiful day!

4. Explain the differences between the expressions in these pairs.

It was raining and It wasn't raining.  
Mr Jones came in and Mr Jones was coming in.  
Neil Armstrong and Louis Armstrong.

5. Put in the missing letters.

I r\_m\_mb\_r the d\_y we m\_t. It w\_s a w\_t grey d\_y in aut\_m\_. The w\_nd w\_s bl\_wing, and it w\_s ra\_ning. Wh\_n you sa\_d "Hello", the r\_in stop\_ed and the s\_n came o\_t.

6. Correct the spelling mistakes.

A: Yesterday morning at eleven o'clock, the sun was *shineing*, but I was *siting* in the library. Don't look so *surprized*. I was *revizing* for my exams. What were you doing?



B: I was on a train, *comeing* back from Manchester.

7. Answer these questions.

What were you doing at ten o'clock yesterday morning?  
Was the sun shining at two o'clock yesterday afternoon?  
This time last year, were you living in the same flat/house?

## Answers to exercises.

Page 995.  
met (1 example), said (12 examples), did (2 examples), thought (2 examples).

Page 999.  
1. was painting. 2. heard/was doing. 3. heard/was working/was having/heard.

Page 1000.  
1. dropped. 2. picked. 3. said. 4. said. 5. stopped. 6. came.

Page 1005.  
Exercise 1. 1. sitting. 2. shining. 3. singing. 4. having.  
Exercise 2. 1. was. 2. were. 3. was. 4. were.  
Exercise 3. travelling/realized/driving/saw/stopped/said/said.

Page 1007.  
1. computerized. 2. realize. 3. revise. 4. westernized.



## Distribución de fascículos y cassettes por volúmenes.

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### Volumen 1

#### Fascículos 1 - 8

Cassette 1 - Units 1 - 4  
Cassette 2 - Units 5 - 8

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### Volumen 7

#### Fascículos 49 - 56

Cassette 13 - Units 49 - 52  
Cassette 14 - Units 53 - 56

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### Volumen 2

#### Fascículos 9 - 16

Cassette 3 - Units 9 - 12  
Cassette 4 - Units 13 - 16

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### Volumen 8

#### Fascículos 57 - 64

Cassette 15 - Units 57 - 60  
Cassette 16 - Units 61 - 64

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### Volumen 3

#### Fascículos 17 - 24

Cassette 5 - Units 17 - 20  
Cassette 6 - Units 21 - 24

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### Volumen 9

#### Fascículos 65 - 72

Cassette 17 - Units 65 - 68  
Cassette 18 - Units 69 - 72

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### Volumen 4

#### Fascículos 25 - 32

Cassette 7 - Units 25 - 28  
Cassette 8 - Units 29 - 32

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### Volumen 10

#### Fascículos 73 - 80

Cassette 19 - Units 73 - 76  
Cassette 20 - Units 77 - 80

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### Volumen 5

#### Fascículos 33 - 40

Cassette 9 - Units 33 - 36  
Cassette 10 - Units 37 - 40

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### Volumen 11

#### Fascículos 81 - 88

Cassette 21 - Units 81 - 84  
Cassette 22 - Units 85 - 88

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### Volumen 6

#### Fascículos 41 - 48

Cassette 11 - Units 41 - 44  
Cassette 12 - Units 45 - 48

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### Volumen 12

#### Fascículos 89 - 96

Cassette 23 - Units 89 - 92  
Cassette 24 - Units 93 - 96

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### Fase 3: **Forward camp.**

Campamento avanzado.

Unidades 41-72. Cassettes 11-18.

Contenido de la unidad 50:

- Expresiones utilizadas para hablar de situaciones imaginarias.
- Diversos tipos de frases condicionales en inglés.
- Algunas características del inglés coloquial.
- El uso de la coma en frases largas.
- Más información acerca de los novelistas americanos del siglo XX.

Y muchas cosas más.

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