

# UNIT

## 64



### Revision unit.

En la presente unidad revisará los principales aspectos de la gramática y de la lengua inglesa en general que ha practicado hasta ahora, especialmente en las unidades 57-63. En esas unidades ha tenido ocasión de aprender las expresiones que se emplean con más frecuencia para transmitir buenos deseos a alguien, indicar qué cosas gustan y qué cosas no gustan, hablar acerca de los idiomas y hacer deducciones. Asimismo, ha practicado detenidamente el uso del **past perfect simple** y del **past perfect continuous**. También ha estudiado el orden que adoptan las palabras en las frases inglesas y la estructura de las oraciones subordinadas de relativo.

Además de repasar todos estos puntos, en la presente unidad encontrará otra canción comercial y un resumen de las convenciones que rigen la redacción de las cartas formales que usted ya conoce. Por otra parte, en la sección de **Extra reading** recibirá información acerca de algunos poetas americanos, lo que le permitirá continuar la práctica iniciada en la unidad 60 con los poetas británicos.

#### *Consejos para el aprendizaje.*

Aquí tiene un resumen en inglés de algunos de los consejos para el aprendizaje aparecidos anteriormente en español.

**Are you still enjoying learning English? If you are still enjoying it, that's fine. If you are not enjoying it at the moment, identify the reasons for this. Change your learning routine if necessary. (Unit 58.)**

**English may appear quite a simple language at first. Unfortunately, like all languages, it has some complicated points too. It is not an *impossible* language, however, so don't despair! (Unit 59.)**

**If you can understand jokes in English or if you can understand when words have two meanings, you are beginning to be "at home" in the language, and you should feel very pleased. (Unit 60.)**

**It is useful to know some grammatical terminology in your own language. It is also useful – and sometimes necessary – to know some grammatical terminology in English. If you know expressions such as "preposition", "noun", "verb", "consonant", "vowel", "present perfect", etc., you can ask questions and understand explanations more easily. (Unit 61.)**

#### *Observación.*

Para recordar los principales puntos estudiados hasta ahora puede resultarle útil revisar los **Key points** resumidos en la sección de **Synopsis** de las unidades 57-63 (págs. 1170, 1190, 1210, 1230, 1250, 1270 y 1290).



## Introduction.

Mr Jones finishes dictating some letters to Lily. Then, as he has some free time, he decides to practise his Japanese. Read the dialogue and listen to it on the cassette.



### Introduction.

*Mr Jones:* "... I look forward to hearing from you. Yours sincerely, etc., etc."

*Lily:* Is that all?

*Mr Jones:* Yes. That's all. Thank you, Lily. Um ... When's my next appointment?

*Lily:* Mrs Bennett is coming at twelve.

*Mr Jones:* Oh, good. In that case, I've got time for some Japanese practice.

*Lily:* Oh.

*Mr Jones:* I've just bought a new cassette. I'll practise with it for a few minutes.

*Lily:* Good idea.

*Mr Jones:* Now, where's my cassette-player? ... Ah, yes. Er ... Could you pass me that cassette please, Lily?

*Lily:* This one?

*Mr Jones:* Yes.

*Lily:* There you are.

*Mr Jones:* Thank you. ... Listen to a little of this. You might find it interesting.

*Lily:* OK.

*Cassette:* There was a farmer who bought a watch. An' he kept the watch for about two years, an' the watch finally stopped on him. He couldn't figure out what was wrong. He opened up the

back of the watch, an' there was a dead bug inside. He says: "No wonder it's stopped. The engineer's dead."

*Mr Jones:* Just a minute ...

*Lily:* That didn't sound like Japanese.

*Mr Jones:* This can't be the right cassette.

*Lily:* I think you're right.

*Mr Jones:* Hmm ... Let's listen again.

*Cassette:* There was a farmer who bought a watch. An' he kept the watch for about two years, an' the watch finally stopped on him. He couldn't figure out what was wrong. He opened up the back of the watch, an' there was a dead bug inside. He says: "No wonder it's stopped. The engineer's dead."

*Mr Jones:* Well, it's definitely not my Japanese cassette. No.

*Mr Jones:* They must have made a mistake at the shop. Yes ... Look ... It says "Practise Your Japanese" on the box and "English with an Accent" on the cassette.

*Lily:* Never mind. I enjoyed the joke.

*Mr Jones:* Yes. It's quite good, isn't it? "The engineer's dead."



El chiste grabado en la cassette que ha comprado Mr Jones está contado por el hombre nativo del sur de Estados Unidos que usted pudo oír en la sección de **Accents of English** de la unidad 59 (págs. 1202 y 1203). Aquí tiene la traducción del mismo:

Había un granjero que compró un reloj. Y tuvo el reloj durante aproximadamente dos años, hasta que finalmente el reloj se le paró. No podía explicarse qué iba mal. Abrió la tapa del reloj, y dentro había un chinche muerto. Dice: "No me extraña que se haya parado. El ingeniero se ha muerto."

Observe que, aunque el chiste está contado en tiempo pretérito, el narrador utiliza el tiempo presente al final (dice **He says**, en lugar de **He said**). Como se ha hecho notar anteriormente, este uso del presente confiere inmediatez a lo narrado, si bien la persona que habla podría haber conservado el pretérito en todo el relato.

## Practice.

- Translate these sentences from the dialogue. They include deductions, which we practised in Unit 63.

**In that case, I've got time for some Japanese practice.  
This can't be the right cassette.**

**Well, it's definitely not my Japanese cassette.  
They must have made a mistake at the shop.**

- Put these words from the dialogue into four groups:

- 1) nouns,                    3) adverbs,  
2) verbs,                    4) adjectives.



- Name the verb forms in these sentences, like the example.

**He opened up the back of the watch.** *past simple*

**I enjoyed the joke.**

.....

**Mrs Bennett is coming at twelve.**

.....

**I've just bought a new cassette.**

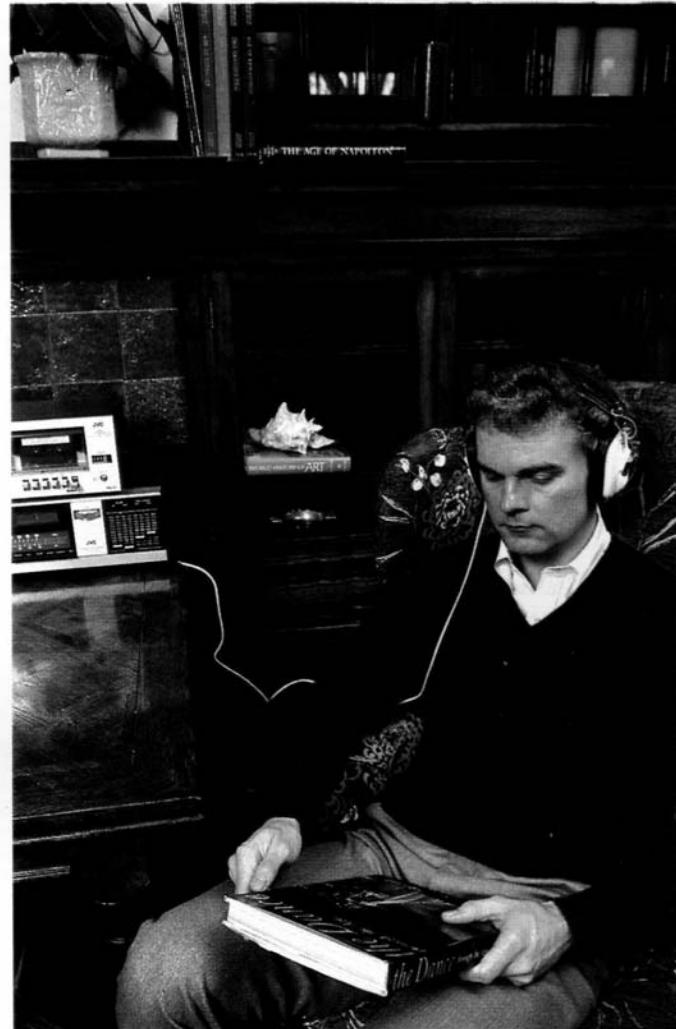
.....

**That didn't sound like Japanese.**

.....

Answers on page 1308.

appointment	/ə'pointmənt/	cita
cassette-player	/kə'setpleɪər/	magnetófono
Could you pass me ...?	¿Podrías/Podría pasarme ...?	
That didn't sound like ...	Eso no parecía ...	



**This can't be the right cassette. They must have made a mistake at the shop.**

The **Speaking and listening** section in this unit revises these subjects:

**Talking about the past.**

Hablar acerca del pasado.

**Good wishes.**

Buenos deseos.

**Likes and dislikes.**

Cosas que gustan y cosas que no gustan.



## Speaking and listening

# Talking about the past: Revision.

On this page, we revise some points from the subject of **Talking about the past** (Unit 59).

Do you remember these expressions?

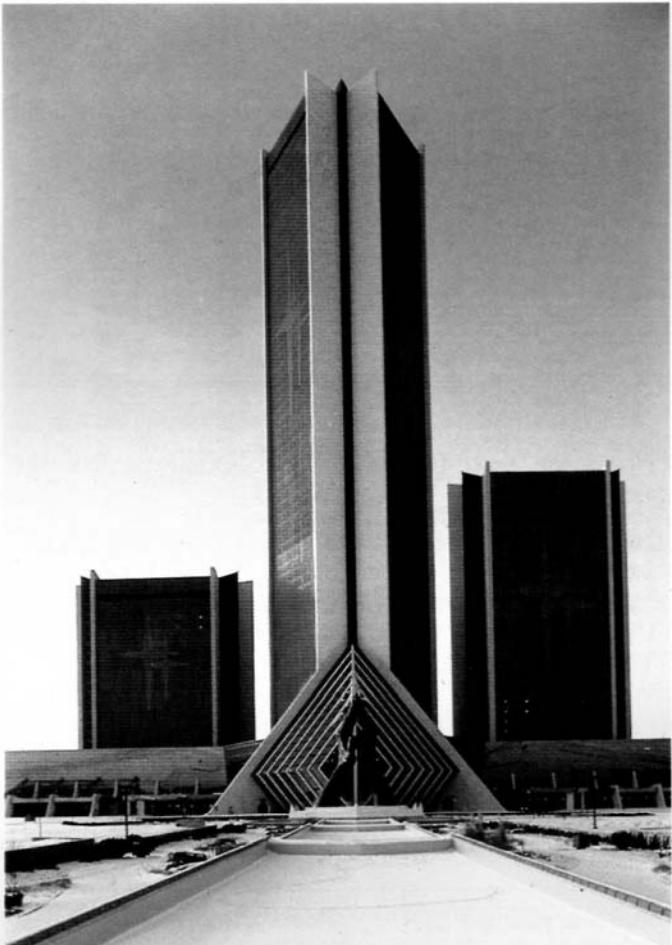
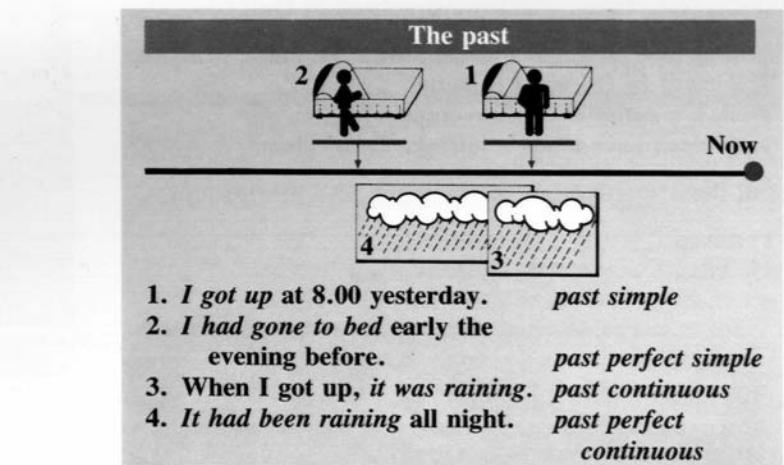


### Talking about the past: Revision. Listen.

I was standing at the bar in a cheap saloon  
In Phoenix, Arizona.  
I had just arrived that afternoon  
From Tulsa, Oklahoma.  
I'd had a couple of beers, and I was feeling OK,  
(Nine on a scale from one to ten).  
I'd been on the trail for fourteen days.  
The bartender looked at my glass.  
I said: "Same again."  
  
A man came in through the open door,  
And I knew I was in danger.  
I thought we'd met somewhere before.  
He didn't seem like a stranger.  
He looked at me across the room.  
(His eyes were hard, and as cold as stone.)  
It was quiet in the heat of the afternoon.  
Everybody else had disappeared,  
And I was all alone.

Listen and answer.

Have you ever been to Phoenix, Arizona  
or Tulsa, Oklahoma?  
Did you have a holiday last year?  
What were you doing yesterday evening  
at eight o'clock?  
Did you sleep well last night?  
When did you begin this English course?  
Had you already studied English before you  
began this course?



Have you ever been to Tulsa, Oklahoma?

## Practice.

Read aloud these sentences, which begin short stories by the English writer W. Somerset Maugham.

Richard Harenger was a happy man.  
Dr Audlin looked at the clock on his desk. It was twenty minutes to six.  
The bar was crowded. Sandy Westcott had had a couple of cocktails and he was beginning to feel hungry.  
I had been wandering about the East for months and at last reached Haiphong.

## Good wishes: Revision.

On this page, we revise some points from the subject of **Good wishes** (Unit 57).

Do you remember these expressions?

Good luck with  
All the best for  
I hope everything goes well.

I was very pleased to hear that (you passed your exam).  
Congratulations!  
Well done!



**Good wishes: Revision. Listen.**

Hi, Norman! Happy Birthday!  
How does it feel to be twenty-one?  
And I hear that you got your diploma.  
Congratulations! Well done!  
  
Norman! Have a nice day in the country.  
Be careful that you don't get lost.  
All the best for your driving test.  
I'll keep my fingers crossed.

**Listen and repeat.**

Happy Birthday! .....  
Happy Anniversary! .....  
Good luck! .....  
All the best! .....  
Well done! .....  
Congratulations! .....

Listen, and say "Congratulations!" or "I'm sorry to hear that."

I'm twenty-one today. ....  
I'm going to get married. ....  
I've lost my job. ....  
My sister isn't very well. ....  
I passed my exam. ....  
I failed my exam. ....



### Practice.

Put the missing words into this dialogue.

*Mr Lee:* How ..... your parents?  
*Norman:* They're fine.  
*Mr Lee:* Give ..... my regards, and ..... me to your grandmother.  
*Norman:* I will. Give ..... best to Mrs Lee, and ..... "Hello" to Mary for ..... . Bye!  
*Mr Lee:* Bye!

Answers on page 1308.



## Likes and dislikes: Revision.

On this page, we revise some points from the subject of **Likes and dislikes** (Unit 58).

Do you remember these expressions?

I love ...



I really like ...

I like ... very much.

I quite like ...

It's OK.

It's all right.

It's not bad.

I don't mind it.



I don't like ... very much.

I don't like ... at all.

I can't stand ...

I hate ...



**Likes and dislikes: Revision. Listen.**

Mondays are miserable.

Tuesdays are terrible.

Wednesdays? They're not too horrific.

Thursdays are OK,

And Fridays are good days,

But Saturday nights are really terrific.

Really terrific!

Oh, yes ...

I can't stand Mondays.

I don't like Tuesdays.

Wednesdays? They're all right.

I quite like Thursdays.

I really like Fridays.

But most of all I like Saturday,

(My favourite day),

Saturday night.



**Listen and answer.**

Are you interested in opera?

.....

Who's your favourite film star?

.....

Which films do you prefer:

westerns or comedies?

.....

Do you enjoy cooking?

.....

Do you like or dislike big cities?

.....

Are you keen on one particular hobby?

.....

Do you enjoy studying English?

.....



### Practice.

Read these quotations aloud, putting in the missing prepositions.

1. I've always been interested ..... people, but I've never liked them.  
*W. Somerset Maugham.*
2. I don't know anything ..... music, but I know what I like.  
*Max Beerbohm.*
3. People who like this sort ..... thing will find this the sort ..... thing they like.  
*Abraham Lincoln.*

Answers on page 1308.

## Song.



**Song:** "You don't have to say you love me",  
sung by Dusty Springfield.

**When I said I needed you,  
You said you would always stay.  
It wasn't me who changed but you,  
And now you've gone away.**

**Don't you see that now you've gone,  
And I'm left here on my own,  
That I have to follow you,  
And beg you to come home?**

**You don't have to say you love me.  
Just be close at hand.  
You don't have to stay for ever.  
I will understand.  
Believe me,  
Believe me,  
I can't help but love you,  
But believe me,  
I'll never tie you down.**

**Left alone with just a memory,  
Life seems dead and so unreal.  
All that's left is loneliness.  
There's nothing left to feel.**

**You don't have to say you love me.  
Just be close at hand.  
You don't have to stay for ever.  
I will understand.  
Believe me,  
Believe me.**

**You don't have to say you love me.  
Just be close at hand.  
You don't have to stay for ever.  
I will understand.  
Believe me,  
Believe me,  
Believe me.**

Dusty Springfield was born in London in 1939. From 1960 to 1963, she sang with a group called "The Springfields", who made several very popular records, including **Island of dreams**.

In 1963, she left the group to work on her own. This song, **You don't have to say you love me**, had great success in Britain, the USA and other countries in 1966.



**Dusty Springfield.**

Canción: "No tienes que decirme que me quieras", interpretada por Dusty Springfield.

Cuando te dije que te necesitaba,  
dijiste que te quedarías siempre.  
No he sido yo quien ha cambiado,  
y ahora te has marchado. [sino tú,

¿No ves que ahora que te has ido,  
y que me he quedado aquí sola,  
tengo que seguirte  
y rogarte que vengas a casa?

No tienes que decirme que me quieras.  
Sólo estar cerca.  
No tienes que quedarte para siempre.  
Comprenderé.  
Créeme,  
créeme,  
no puedo evitar quererte,  
pero créeme,  
nunca te aprisionaré.

Me he quedado sola simplemente con  
[un recuerdo,  
la vida parece muerta y tan irreal.  
Todo lo que queda es soledad.  
Nada queda que sentir.

No tienes que decirme que me quieras.  
Sólo estar cerca.  
No tienes que quedarte para siempre.  
Comprenderé.  
Créeme,  
créeme.

No tienes que decirme que me quieras.  
Sólo estar cerca.  
No tienes que quedarte para siempre.  
Comprenderé.  
Créeme,  
...



## Summary of Units 57-63.

En recientes unidades se han explicado los siguientes tiempos verbales referidos a hechos que han tenido lugar en el pasado.

### **El past perfect simple.**

(Vea las págs. 1204 y 1205.) Este tiempo se construye con el auxiliar **had** –cuya contracción es '**d-**' más el participio de pasado del verbo que corresponda. En las frases negativas se utiliza la partícula **not** (**had not**, contraída en **hadn't**), mientras que en las frases interrogativas se invierte el orden del sujeto y el auxiliar **had**.

**I thought we'd met somewhere before.**

**It was a good film. I hadn't seen it before.**

**Had you studied English before you began this course?**

El **past perfect simple** se emplea para referirse a un hecho que ocurrió con anterioridad a otro en el pasado. Las conjunciones que indican tiempo, como **when**, y las palabras **already** y **just** se utilizan con frecuencia en frases en las que interviene este tiempo verbal.

**When we arrived at the cinema, the film had already started.**

**Norman was not very happy. He had just failed his driving test.**

### **El past perfect continuous.**

(Vea las págs. 1204 y 1205.) Este tiempo se construye con el **past perfect simple** del verbo **be** (**had been**, cuya contracción es '**'d been**') más la forma **-ing** del verbo que corresponda. En las frases negativas se utiliza la partícula **not** (**had not been**, contraída en **hadn't been**), y en las frases interrogativas se invierte el orden del sujeto y el auxiliar **had**.

**Jack was ill. He had been working too hard.**

**Mary arrived at 6.30. I had not been waiting very long. How long had you been waiting?**

Como ha podido observar en los ejemplos anteriores, el tiempo verbal **past perfect continuous** se utiliza para referirse a una actividad que se ha desarrollado hasta determinado momento del pasado o hasta poco antes de dicho momento.

### **Verbos: Otros aspectos.**

En recientes unidades se ha examinado también la formación y el uso del **perfect infinitive**, y se han comentado las diferencias que existen entre algunos verbos que los estudiantes de inglés confunden a menudo.

### **El perfect infinitive.**

(Vea la pág. 1284.) El **perfect infinitive** se construye con la palabra **have** más el participio de pasado del verbo que corresponda.

Infinitivo.

**be**

**rain**

**write**

**Perfect infinitive.**

**have been**

**have rained**

**have written**

El **perfect infinitive** se utiliza a menudo después de verbos auxiliares modales cuando se hace referencia a hechos que han tenido lugar en el pasado. Ha encontrado bastantes ejemplos del uso de esta forma verbal al practicar las expresiones que se emplean para hacer deducciones con **must** y **can't**.

**You must have been a beautiful baby.**

**The grass is wet. It must have rained during the night.**  
**"Frankenstein" was published in 1818. Robert Louis Stevenson was born in 1850, so he can't have written it.**

### **Los verbos say, speak, talk y tell.**

(Vea las págs. 1244 y 1245.) Ha visto los diferentes usos de estos cuatro verbos, y ha encontrado varios ejemplos de los mismos.

**Listen, and say "I agree" or "I disagree".**

**The old man said: "I don't know."**

**Do you speak English?**

**You speak fluently.**

**I can talk about the weather fluently!**

**I must talk to you about tomorrow's meeting.**

**Tell me why.**

**Tell the truth, and you won't have so much to remember.**

### **Pronombres.**

(Vea las págs. 1164 y 1165.) Ha estudiado el uso de los pronombres reflexivos ingleses.

Singular: **myself, yourself, himself, herself, itself**

Plural: **ourselves, yourselves, themselves**

Indefinido: **oneself**

Ha visto cómo se usan los pronombres reflexivos, y sabe que no deben confundirse con la expresión **each other**.

**I haven't got a teacher. I'm teaching myself.**

**If you want something done well, do it yourself.**

**People should help each other.**



**She's teaching herself karate.**



**They are very pleased to be in San Francisco.**

(Vea las págs. 1264 y 1265.) Se ha comentado el uso y la omisión de los pronombres de relativo **that**, **which**, **who** y **whom**.

**Cornelius Drebbel was the man { who  
that } built the first submarine.**

**A submarine is a ship { which  
that } can travel under water.**

**"The Man Who Shot Liberty Valance."**

**"The Cars That Ate Paris."**

**"The People That Time Forgot."**

**"The Man I Love."**

### ***Adjetivos y adverbios.***

(Vea las págs. 1184 y 1185.) Ha visto varios ejemplos de adjetivos seguidos de preposiciones.

**They're happy about their future.**

**Are you afraid of flying?**

**Max Beerbohm was famous for his witty remarks.**

También ha estudiado el uso de la estructura **to + infinitivo** después de adjetivos.

**I was very pleased to hear that you passed your exam.**

**Are you ready to go?**

**Some questions are impossible to answer.**

(Vea las págs. 1284 y 1285.) Se ha comentado el significado –quizás inesperado– de los adverbios **hardly** (dificilmente), **lately** (recientemente) y **presently** (en el momento presente, pronto).

### ***Orden de las palabras.***

(Vea las págs. 1224 y 1225.) En cuanto al orden de las palabras, ha revisado algunos puntos fundamentales relativos a la estructura de las frases inglesas, y ha practicado la formación de preguntas directas e indirectas.

**Who was Charles Dickens?**

**Can you tell me who Charles Dickens was?**

También ha visto algunas respuestas breves para mostrar acuerdo.

**So am I.**

**So did I.**

**Neither/Nor can I.**

**Neither/Nor have I.**

Asimismo ha repasado el orden de colocación de los adjetivos.

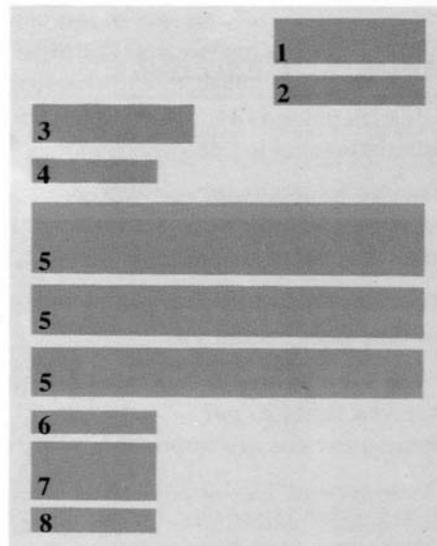
**Little green men.**

**A strange, musical language.**

## Formal letters: Revision.

En la unidad 59 ha podido ver las convenciones a las que suelen ajustarse la disposición y la redacción de las cartas formales en inglés, de las que ha encontrado varios ejemplos. En el presente apartado revisará brevemente esos puntos.

Atendiendo al esquema que se reproduce a continuación, averigüe qué números corresponden a las frases del primer ejercicio. Luego realice el segundo ejercicio, introduciendo en el crucigrama las palabras que constituyen las diversas expresiones indicadas, todas las cuales pueden emplearse en la redacción de cartas formales.



### Exercise 1.

Put in the correct numbers.

The sender's signature. ....

7

The date. ....

The text of the letter. ....

**Dear Ms Green,**

.....

**Yours sincerely,**

.....

The receiver's name and address. ....

.....

The sender's address. ....

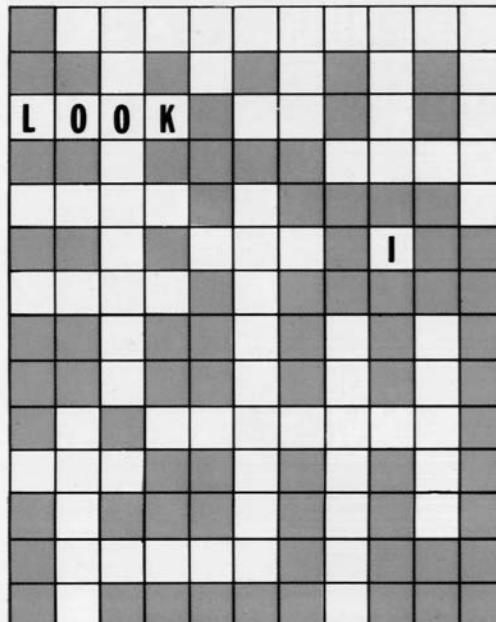
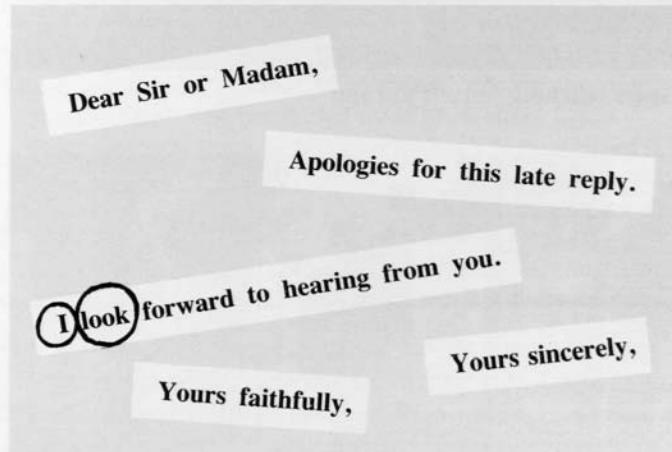
.....

The sender's name. ....

.....

### Exercise 2.

Put the words in these expressions into the crossword.



Answers  
on page 1308.

## Dictation.

Work with the cassette.



### Dictation.

First, listen to these quotations from "The Devil's Dictionary" by Ambrose Bierce. Don't write anything.

**Bore.** A person who talks when you want him to listen.

**Egotist.** A person of low taste, more interested in himself than in me.

**Optimism.** The belief that everything is beautiful, including what is ugly.

**Peace.** A period of cheating between two periods of fighting.

**Year.** A period of three hundred and sixty-five disappointments.

Now listen again, and write the quotations.

**Bore.** \* A person who talks \* when you want him to listen. \*

**Egotist.** \* A person of low taste, \* more interested in himself \* than in me. \*

**Optimism.** \* The belief \* that everything is beautiful, \* including what is ugly. \*

**Peace.** \* A period of cheating \* between two periods of fighting. \*

**Year.** \* A period of \* three hundred and sixty-five \* disappointments. \*

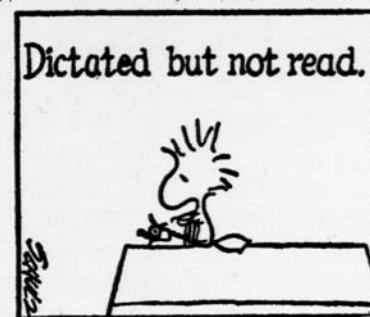


Tuvo ocasión de leer estas citas en las páginas 1170 y 1174. Revise de nuevo esas páginas si no está seguro del significado de alguna de ellas.

## Peanuts® by Charles M. Schulz.

En la historieta de esta unidad, Woodstock actúa como secretario de Snoopy, y mecanografía una carta que Snoopy le está dictando.

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Traducción del texto de la historieta.

Observe que Snoopy concluye su carta con una expresión que usted todavía no conoce, aunque se parece a una que ya ha visto anteriormente (**Best regards**).

Con mis mejores recuerdos,  
Snoopy. S/w (Snoopy, mecanografiado por Woodstock.)  
Dictado pero no leído.



## American poets.

Several American novelists and short story writers are also known as poets: for example, Herman Melville (p. 984), Stephen Crane (p. 984) and Edgar Allan Poe (p. 1208).

In previous units, you have also seen the names of these American poets: Walt Whitman (1819-1892) and E. E. Cummings (1894-1962). We included T. S. Eliot (1888-1965) with the British poets in Unit 60: he became a British citizen, although he was born in the United States.

If you are interested in poetry, you may like to know the names of some other American poets. Here is a selection.

Ralph Waldo Emerson	1803-1882
Henry Wadsworth Longfellow	1807-1882
Emily Dickinson	1830-1886
Robert Frost	1874-1963
Carl Sandburg	1878-1967
Wallace Stevens	1879-1955
William Carlos Williams	1883-1963
Ezra Pound	1885-1972
Marianne Moore	1887-1972
John Crowe Ransom	1888-1974
Hart Crane	1899-1932
Langston Hughes	1902-1967
Theodore Roethke	1908-1963
Randell Jarrell	1914-1965
John Berryman	1914-1972
Robert Lowell	1917-1977
Richard Wilbur	1921
Denise Levertov	1923
Allen Ginsberg	1926
Sylvia Plath	1932-1963



Ralph Waldo Emerson.



Henry Wadsworth Longfellow.

### Some interesting facts:

- **E. E. Cummings** preferred his name without capital letters: **e. e. cummings**. It appears in this form in all his books of poetry.
- William Carlos **Williams** was a doctor.
- Theodore **Roethke** was a professor of English at Washington University.
- Henry Wadsworth **Longfellow** was a professor of Modern Languages at Harvard University. He visited London as a guest of Charles Dickens.
- Wallace **Stevens** never travelled outside the United States.
- Sylvia **Plath** was married to the British poet Ted Hughes.
- Emily **Dickinson** wrote more than 1,700 poems, but only seven were published during her lifetime.



Ezra Pound.

## Five short poems by American poets.

Read these poems. The translations of the new words will help you. (We give complete translations of the older poems.)

The poem by William Carlos Williams has no punctuation, like the one by Brian Patten in Unit 60, and the poem by Langston Hughes does not have complete punctuation.

### A man said

A man said to the universe:  
“Sir, I exist!”  
“However,” replied the universe,  
“The fact has not created in me  
A sense of obligation.”

*Stephen Crane*

### I saw a man pursuing the horizon

I saw a man pursuing the horizon;  
Round and round they sped.  
I was disturbed at this;  
I accosted the man.  
“It is futile,” I said,  
“You can never—”  
  
“You lie,” he cried,  
And ran on.

*Stephen Crane*

### This is just to say

I have eaten  
the plums  
that were in  
the icebox  
  
and which  
you were probably  
saving  
for breakfast  
  
Forgive me  
they were delicious  
so sweet  
and so cold

*William Carlos Williams*

### And the days are not full enough

And the days are not full enough  
And the nights are not full enough  
And life slips by like a field mouse  
Not shaking the grass.

*Ezra Pound*

### 50-50

I’m all alone in this world, she said,  
Ain’t got nobody to share my bed,  
Ain’t got nobody to hold my hand—  
The truth of the matter’s  
I ain’t got no man.

Big Boy opened his mouth and said,  
Trouble with you is  
You ain’t got no head!  
If you had a head and used your  
[mind]  
You could have *me* with you  
All the time.

She answered, Babe, what must I  
[do?]

He said, Share your bed—  
And your money, too.

*Langston Hughes*

### Traducción de las palabras nuevas.

exist	existir
pursuing the horizon	persiguiendo el horizonte
speed/sped/sped	darse prisa, correr
accost	dirigirse a, abordar
futile	inútil, fútil
plum	ciruela
icebox	nevera, fresquera
save	guardar, ahorrar
life slips by	la vida se desliza
a field mouse	un ratón de campo
the truth of the matter	lo cierto del caso

### Traducción de los poemas de Stephen Crane.

Un hombre dijo

Un hombre le dijo al universo:  
“Señor, ¡existó!”  
“Sin embargo”, contestó el universo,  
“ese hecho no ha creado en mí  
el sentido de obligación.”

Vi a un hombre persiguiendo el horizonte

Vi a un hombre persiguiendo el horizonte;

ambos corrían dando vueltas y vueltas.

Esto me preocupó;

me dirigí al hombre.

“Es inútil”, dije,

“no podrá nunca ...”

“Miente”, gritó,  
y continuó corriendo.



## Your knowledge of English.

In Unit 61, you heard a conversation with a learner of English. She gave her feelings about learning English:

I can speak quite well, I think.

I sometimes have problems understanding people, especially if they speak very quickly or if they have a strong accent.

I'm quite confident about reading.

But writing is sometimes a problem. I often have doubts about English spelling. It's sometimes a bit strange!

Are your feelings the same as hers?

Also in Unit 61, Anna asked Mr Jones about his studies of Japanese. She asked: How are you getting on? He replied: Quite well, I think. Slowly but surely.

Would you say the same about your progress in English?

In recent units,

- you have learnt a lot of new vocabulary and grammar,
- you have learnt more about spelling and punctuation,
- you have learnt more about style, especially about **block language** and emphasis,
- you have heard four more accents: from Jamaica, from the Southern United States, from Northern Ireland and from Scotland,
- you have learnt how to write both informal letters and formal letters,
- you have had a lot of practice with listening, speaking, reading and writing.

Remember: You are making progress all the time!

**knowledge**

/'nɒlidʒ/

conocimiento(tos)

## Dialogue.

Read the dialogue and listen to it on the cassette. Anna is telling Lily about a dream she had.



**Dialogue.**

*Anna:* I had a really strange dream last night.  
*Lily:* What was it about?  
*Anna:* Well, I was visiting a country that I didn't know.  
*Lily:* Which country?  
*Anna:* I don't know. I don't think it was a *real* country.  
*Lily:* Oh, I see.  
*Anna:* Anyway, I'd never been there before, and I was travelling by myself.  
*Lily:* What was the weather like?  
*Anna:* The weather?  
*Lily:* Yes.  
*Anna:* It was very hot, and the sun was very bright.  
*Lily:* Oh, good.  
*Anna:* Are you taking this seriously?  
*Lily:* Yes, of course. Go on. I love hearing about people's dreams.  
*Anna:* Well, I was in a town that had long wide streets ... and I wanted to buy a map. So I was looking for a shop where I could buy one.  
*Lily:* Yes.  
*Anna:* I was looking for a shop where I could buy a map ... but I couldn't find the shop, because I didn't have a map.  
*Lily:* That must have been a—a strange feeling.  
*Anna:* It was a *very* strange feeling, but it—it seemed quite normal too.  
*Lily:* What did you do?

*Anna:* I decided to ask somebody where I *could* find a shop that sold maps.  
*Lily:* Were there a lot of people in the streets?  
*Anna:* Oh, yes. All the streets were crowded, and all the people were talking very fast in very loud voices.  
*Lily:* What language were they speaking?  
*Anna:* That was the problem. I didn't know what language they were speaking. I'd never heard it before.  
*Lily:* Was it like English?  
*Anna:* No, not at all. It was completely different. But there was one *very* strange thing.  
*Lily:* What was that?  
*Anna:* Well, the people were talking to each other in the language I'd never heard before.  
*Lily:* Yes.  
*Anna:* But when they passed me, they looked at me and said something in English.  
*Lily:* What did they say?  
*Anna:* Well, the people who passed me on the *right* said: "It's a long road that has no turning." And the people who passed me on the *left* said: "Good luck!"  
*Lily:* Hmm ... That's fascinating.  
*Anna:* What do you think it means?  
*Lily:* I've no idea, but it's really fascinating.



The dialogue includes many of the points from recent units. Here are some examples:

Unit 57, Good wishes:

**Good luck!**

Unit 58, Likes and dislikes:

**I love hearing about people's dreams.**

Unit 59, Talking about the past:

**I'd never been there before, and I was travelling by myself.**

Unit 60, Word order:

**I didn't know what language they were speaking.**

Unit 61, Languages:

**Was it like English?**

Unit 62, Identifying and qualifying:

**I was visiting a country that I didn't know.**

Unit 63, Deductions:

**That must have been a strange feeling.**

What was it about?

¿De qué trataba?

Are you taking this seriously?

¿Te estás tomando esto en serio?

When they passed me, ...

What do you think it means?

Cuando me adelantaban, ...

¿Qué crees que significa?



## Test 64.

Check yourself on what you have learnt in Units 57-64. (Answers on page 1311.)

1. Put the missing words into these expressions.

Dear Sir or ..... .  
 Game, set and ..... to Mr McIntyre.  
 Unidentified ..... Objects.  
 Congratulations ..... your wedding.  
 You must ..... joking!

2. Translate these film titles.

"The Girl Who Had Everything."  
 "The Man Who Came To Dinner."  
 "The Woman I Love."  
 "The People That Time Forgot."  
 "The Cars That Ate Paris."

3. Complete these lines from the song in Unit 59. The verbs should be in the **past simple** or the **past perfect simple**.

I .... back to the bar from the dusty street,	(come)
While they .... the stranger away.	(carry)
Nothing .... sense in the summer heat:	(make)
I .... my gun in my hand,	(have)
And I .... a man with no name.	(kill)

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

People should help themselves	and	People should help each other.
I really like detective stories	and	I quite like detective stories.
a verb	and	an adverb
Happy Birthday!	and	Happy Anniversary!

5. The words in these proverbs are in the wrong order. Put them in the right order.

who/laughs/laughs/He/longest/last  
 that/long/a/has/It's/turning/road/no  
 who/shouldn't/houses/in/glass/People/stones/throw/live

6. Answer these questions about yourself.

Are you interested in poetry?  
 Do you think English is a musical language?  
 Are you confident about speaking English?  
 Do you remember the building where you were born?  
 Were you a beautiful baby?

7. Write this joke with the correct punctuation. Use capital letters where necessary.

there was a woman in a restaurant  
 she said to the waiter waiter why has this  
 lobster got only one claw  
 the waiter said I think it must have  
 been in a fight madam  
 so the woman said well take it away and  
 bring me the winner



### Answers to exercises.

Page 1295.

En ese caso, tengo tiempo para (hacer) algunas prácticas de japonés./ Ésta no puede ser la cassette correcta./Bien, definitivamente ésta no es mi cassette de japonés./Deben haber cometido un error en la tienda.

1) Nouns: accent, cassette, mistake. 2) Verbs: listen, pass, practise. 3) Adverbs: definitely, finally, sincerely. 4) Adjectives: dead, good, interesting.

He opened up ...: *past simple*. I enjoyed ...: *past simple*. Mrs Bennett is coming ...: *present continuous*. I've just bought ....: *present perfect*. That didn't sound ...: *past simple*.

Page 1297.

are/them/remember/my/say/me.

Page 1298.

1. in. 2. about. 3. of/of.

Page 1302.

Exercise 1. The sender's signature: 7. The date: 2. The text of the letter: 5. Dear Ms Green,: 4. Yours sincerely,: 6. The receiver's name and address: 3. The sender's address: 1. The sender's name: 8.

Exercise 2.

F	A	I	T	H	F	U	L	L	Y
P	O	O	O	A	O				
L	O	O	K	O	R	T	U		
			L			D	E	A	R
F	R	O	M	S					S
G					S	I	R	I	
T	H	I	S	N					
E					E	C	H	M	
S						E	E	A	
Y					F	O	R	W	A
Y	O	U				E	R	A	
U						L	I	M	
R	E	P	L	Y		N			
S							G		



## Tests 57-64: Answers.

### Test 57.

1. General Peckem liked listening to *himself* talk.

I know myself, but that is all.

If you want something done well, do it yourself.

I really enjoyed myself at your birthday party.

Have a good time! Enjoy yourself!

2. Felicidades por tu/su boda.

¡Feliz 21 cumpleaños!

(Mis) mejores deseos para las Navidades y el Año Nuevo.

¡Buena suerte!

¡Mejor suerte la próxima vez!

3. Hi, Norman! Happy Birthday!

How does it feel to be twenty-one?

And I hear that you got your diploma.

Congratulations! Well done!

All the best for your driving test.

I'll keep my fingers crossed.

4. Happy Birthday! significa “¡Feliz cumpleaños!”, y Happy Anniversary! significa “¡Feliz aniversario!”.

Give Anna my best regards (Dé a Anna mis mejores recuerdos) es más formal que Say “Hello” to Anna for me (Dígale “Hola” a Anna de mi parte).

I failed my exam significa “Suspendí mi examen”, y I passed my exam significa “Aprobé mi examen”.

People should help each other significa “Las personas deberían ayudarse unas a otras”, y People should help themselves significa “Las personas deberían ayudarse a sí mismas”.

5. Yes./Yes, I have./No./No, I haven't.

Yes./Yes, I do./No./No, I don't./Sometimes./etc.

Yes./Yes, I have./No./No, I haven't. (Yes./Yes, I did./No./No, I didn't.)

Yes./Yes, I am./No./No, I'm not./Not really./etc.

Yes./Yes, I do./No./No, I don't./Definitely./etc.

6. cool/cooler/coolest

cheap/cheaper/cheapest

fat/fatter/fattest

great/greater/greatest

sweet/sweeter/sweetest

thin/thinner/thinnest

### Test 58.

1. No puedo soportar la música rock.

Me gusta bastante la música country.

Siempre me ha gustado la música clásica.

Me encanta el jazz.

2. Are you interested in music?

I'm quite good at judo.

I've always been keen on aikido.

Are you unhappy about your future?

3. Hello from San Francisco!

I'm having a great time. The weather is fantastic. I wish you were here. I hope your exams went well. I'll be back in two weeks, David.

4. One mile is equal to 1.6 kilometres.

New York is famous for its tall buildings.

I can't stop, or I'll be late for my exam. Bye!

Superman is not afraid of anything.

Rudyard Kipling's “Jungle Books” are full of interesting characters.

5. Ambas palabras significan “calabacines”, pero zucchini se utiliza en inglés americano y courgettes, en inglés británico. A teaspoon significa “una cucharilla”, y a tablespoon significa “una cuchara”.

I hate travelling significa “Odio viajar”, y I don't mind travelling significa “Viajar me da igual”.

I really like jazz significa “Me gusta mucho el jazz”, y I quite like jazz significa “Me gusta bastante el jazz”.

6. I don't know anything about music, but I know what I like.

I've always been interested in people, but I've never liked them.

Visits always give pleasure: if not the arrival, the departure. People who like this sort of thing will find this the sort of thing they like.

7. I like them./I dislike them./I quite like them./etc.

Yes./Yes, I am./No./No, I'm not./Not very./etc.

Yes./Yes, I am. (Give the name of the hobby.)/No./No, I'm not.

Yes./Yes, I do./Yes. Very much./No./No, I don't./Not very much./etc.

Yes./Yes, I am./No./No, I'm not.

### Test 59.

1. A: Did Jack's train arrive on time?

B: No. It was two hours late.

A: What time did it arrive?

B: Seven o'clock. I'd been waiting at the station since twenty to five.

A: Never mind. Better late than never.

2. We watched a film on TV last night. It was an old western called “The Man from Laramie”, starring James Stewart. I had not seen it before, and I enjoyed it very much. Norman had seen it before. In fact, he had seen it three times. He went to bed before the end.

3. Richard Harenger era un hombre feliz.

El Dr. Audlin miró el reloj de su escritorio.

Sandy Westcott había tomado un par de cócteles y estaba empezando a sentir hambre.

Era americana y se había divorciado de dos maridos.

4. depressed significa “deprimido(da)”, y depressing significa “deprimente”.

Las dos expresiones tienen el mismo significado: “un barman”, “un(un) camarero(ra)”, pero a bartender se emplea de forma predominante en inglés americano, mientras que a barman es más característica del inglés británico.

En las cartas, escribir una coma después del saludo (Dear Mr Jones,) es la convención británica, mientras que escribir dos puntos (Dear Mr Jones:) es la convención americana.



## Test: Answers

**All the best** es una expresión utilizada para finalizar una carta de carácter informal, mientras que **Yours sincerely** es una expresión que se emplea para finalizar una carta formal.

5. arrive/arrived/arrived  
disappear/disappeared/disappeared  
leave/left/left
6. wrote: past simple  
had written: past perfect simple  
was writing: past continuous  
had been writing: past perfect continuous
7. Yes./Yes, I had./No./No, I hadn't.  
Yes./Yes, I had./No./No, I hadn't.

## Test 60.

1. Tomorrow never comes.  
Walls have ears.  
Bad news travels fast.  
An apple a day keeps the doctor away.  
You can't make an omelette without breaking eggs.
2. Do you know where T.S. Eliot was born?  
I'd like to know if he was born in England or in the USA.  
Can you tell me where William Shakespeare died?  
I want to know if he died in London or in Stratford-upon-Avon.
3. I really like rock music. – So do I.  
I can't stand jazz. – Nor can I.  
I'm interested in opera. – So am I.  
I've never liked folk music. – Nor have I.
4. the right order significa "el orden correcto", y the wrong order significa "el orden incorrecto".  
big significa "grande", y huge, "muy grande", "enorme".  
small significa "pequeño(ña)", y tiny, "muy pequeño(ña)", "diminuto(ta)".  
tired significa "cansado(da)", y exhausted significa "muy cansado(da)", "exhausto(ta)".
5. Love-fifteen. 0-15      Thirty-all. 30-30  
Fifteen-all. 15-15      Thirty-forty. 30-40  
Fifteen-thirty. 15-30      Deuce. 40-40
6. run running      sleep sleeping  
swim swimming      plan planning  
dream dreaming      begin beginning  
stop stopping      visit visiting
7. Yes./Yes, I have./No./No, I haven't.  
Yes./Yes, I do./No./No, I don't.  
Yes./Yes, I am./No./No, I'm not./Not really./etc.  
No!/No, I don't! (Ambrose Lewis is *not* a real British poet.)

## Test 61.

1. ¿Qué significa esta palabra?  
¿Cómo se pronuncia esta palabra?  
¿Dónde recae el acento en esta palabra?

¿Cuántas sílabas tiene esta palabra?  
¿Es esta palabra un verbo o un sustantivo?

- |            |       |           |       |
|------------|-------|-----------|-------|
| 2. theater | liter | marvelous |       |
| center     | meter | traveling | color |
3. 1) answer, finish, follow, happen, listen.  
- 2) agree, arrive, depart, explain, repeat.
  4. A: George, you can speak French.  
B: A little, yes.  
A: How do you say "Sleep well" in French?  
B: I'm not sure. I'll look in my dictionary, and I'll tell you tomorrow.  
A: OK. Thanks.
  5. My pocket translator speaks three languages: English, French and Spanish.  
This book discusses three subjects: sounds, stress and intonation.  
Standard British English has these sounds: 24 consonants, 12 vowels and 8 diphthongs.
  6. Diga el período de tiempo que ha estado aprendiendo inglés.  
Yes./Yes, I do./No./No, I don't./Not very./etc.  
Yes./Yes, I do./No./No, I don't./Sometimes./etc.  
Speaking./Understanding./They are both the same.  
Yes./Yes, I am./No./No, I'm not./Quite confident./etc.  
Yes./Yes, I do./No./No, I don't.

## Test 62.

1. "The Man Who Knew Too Much."  
"The Spy Who Loved Me."  
"The People That Time Forgot."  
"The Cars That Ate Paris."  
"The Spy Who Loved the Girl Who Loved the Man Who Came to Dinner."
2. The Niger is a river which runs through Guinea, Mali, Niger and Nigeria.  
William Addis was the man who invented the toothbrush (in 1780).  
Who was Antoine Feuchtwanger? – The man who invented the hot dog (in the 1880s).  
There are a lot of English words which come from other languages.
3. People who live in glass houses shouldn't throw stones.  
He who laughs last laughs longest.  
It's a long road that has no turning.
4. Canada is a very very big country.  
You're quite/absolutely right.  
I really like modern jazz.  
I totally disagree with you.  
We must leave right now, or we'll be late.
5. emphasis es un sustantivo (énfasis), mientras que emphatic es un adjetivo (enfático[ca]).  
Tanto **enquire** como **inquire** son formas escritas posibles del verbo "preguntar", pero la primera forma se suele utilizar en Gran Bretaña, y la segunda en Estados Unidos.

emphasis es un sustantivo (énfasis), mientras que emphatic es un adjetivo (enfático[ca]).  
Tanto **enquire** como **inquire** son formas escritas posibles del verbo "preguntar", pero la primera forma se suele utilizar en Gran Bretaña, y la segunda en Estados Unidos.

La expresión **the street where I live** es menos formal que **the street in which I live**.

“**The People That Time Forgot**” es menos formal que “**The People Whom Time Forgot**”.

6. Estimado señor o señora.

Le agradecería que me enviara información acerca de ...

Me gustaría (conocer) detalles de ...

Espreso oír de usted./Espresso recibir su respuesta.

Le saluda atentamente.

7. Yes./Yes, I have./No./No, I haven't.

Yes./Yes, I do./No./No, I don't.

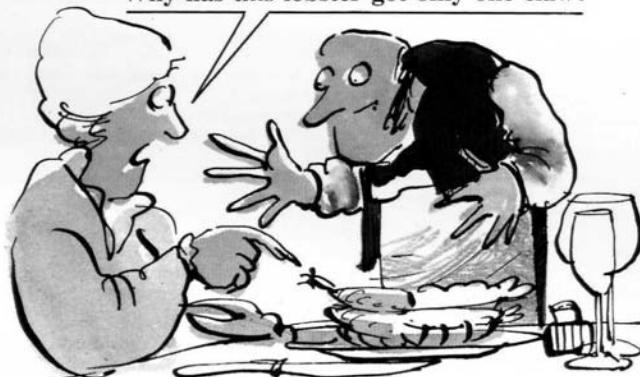
Give the name of the street where you live.

Yes./Yes, I have./No./No, I haven't.

## Test 63.

1. A woman was having a meal in a restaurant. She looked at the menu and chose the lobster. When the waiter brought the lobster, it had only one claw. The woman said: “Why has this lobster got only one claw?” The waiter said: “I think it must have been in a fight.” So the woman said: “Well, take it away and bring me the winner.”

Why has this lobster got only one claw?



2. It must be nearly midnight significa “Debe ser casi medianoche”, mientras que **It can't be nearly midnight** es su opuesto (No puede ser casi medianoche).

a **comedy film** significa “una comedia (cinematográfica)”, y a **horror film** significa “una película de terror”.

a **suite** /swi:t/ significa “una suite” (es decir, un conjunto de habitaciones de hotel comunicadas entre sí), mientras que a **suit** /su:t/ significa “un traje” (una prenda de vestir).

**Hello** y **Hallo** son formas escritas alternativas de la palabra que significa “Hola”.

3. I got up late this morning.

I've been working very hard for the last two weeks.

I think “Dracula's Castle” is probably a horror film.

You must have been a beautiful baby.

4. A: My brother says he invented the hot dog.

B: How old is he?

A: Twenty-five.

B: In that case, he can't have invented the hot dog.

A: Why not?

B: Because the hot dog was *invented* in the nineteenth century.

5. You can't be serious!

You must be joking!

You must have *been* a beautiful baby.

Shakespeare must have *been* a very interesting man.

6. Therefore, Sir Arthur Conan Doyle was born in 1859 and Agatha Christie was born in 1891.

7. Yes./Yes, I do./Very much./No./No, I don't./Not very much.

Yes./Yes, I have./No./No, I haven't./I am a private detective myself.

Yes./Yes, I do./No./No, I don't./I don't know./etc.

Yes./Yes, I was./No./No, I wasn't.

## Test 64.

1. Dear Sir or Madam. Unidentified Flying Objects.  
Game, set and match Congratulations on your wedding.  
to Mr McIntyre. You must be joking!

2. La chica que lo tenía todo.

“El hombre que vino a cenar.”

“La mujer que quiero.”

“La gente que el tiempo olvidó.”

“Los coches que se comieron París.”

3. I came back to the bar from the dusty street,  
While they carried the stranger away.

Nothing made sense in the summer heat:

I had my gun in my hand,  
And I had killed a man with no name.

4. People should help themselves significa “La gente debería ayudarse a sí misma”, mientras que **People should help each other** significa “La gente debería ayudarse entre sí”.

I really like detective stories significa “Me gustan mucho los relatos de detectives”, mientras que **I quite like detective stories** es una manera más suave de expresar lo mismo (Me gustan bastante los relatos de detectives).

a verb significa “un verbo”, y an adverb, “un adverbio”.

Happy Birthday! significa “¡Feliz cumpleaños!”, y Happy Anniversary! significa “¡Feliz aniversario!”.

5. He who laughs last laughs longest.

It's a long road that has no turning.

People who live in glass houses shouldn't throw stones.

6. Yes./Yes, I am./No./No, I'm not./Not really./etc.

Yes./Yes, I do./No./No, I don't.

Yes./Yes, I am./No./No, I'm not./I'm quite confident./etc.

Yes./Yes, I do./No./No, I don't.

Yes./Yes, I was./No./No, I wasn't.

7. There was a woman in a restaurant.

She said to the waiter: “Waiter, why has this lobster got only one claw?”

The waiter said: “I think it must have been in a fight, madam.”

So the woman said: “Well, take it away and bring me the winner.”

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## Distribución de fascículos y cassettes por volúmenes.

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### Fase 3: Forward camp.

Campamento avanzado.

Unidades 41-72. Cassettes 11-18.

Contenido de la unidad 65:

- Expresiones que se refieren a situaciones imaginarias localizadas en el pasado.
- Un nuevo tipo de frases condicionales en inglés.
- El acento de una persona nativa de Gales.
- La forma escrita de las palabras que terminan con los sonidos /k/ y /tʃ/.
- Información acerca de diversos relatos de terror escritos en inglés.

Y muchas cosas más.