THE STUDY OF TEXT WITH REFERENCE TO SPANISH

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Summary

The aim of the present work is to attempt to substantiate the view that teachers of advanced language students, as is the case for the courses of consecutive and simultaneous interpretation, can benefit in some ways from the work carried out in the area known as "text linguistics". This research reflects the shift of attention away from the study of syntax to the study of semantics and language use.

Firstly, in our opinion, before students are expected to enter the booth, or even to summarize and translate difficult passages, they should be taught how to understand the ways in which text in general and particular kinds of text from specific registers function and especially how "meanings" are conveyed by language users. This can be done by carrying out analyses at various levels of elaborateness of the kind illustrated here.

Secondly, as an extension of the work in "register", students could be given exercises in understanding and manipulating the various kinds of semantic relations that can exist between lexical items. The attention could then be focussed on how cohesive ties can be used in order to transmit information clearly in both a foreign and one's own language.

As a final demonstration of the semantic structure of the sample passage, a diagram is included in which the major semantic networks are mapped. The method used is tentative, but hopefully a first helping step in approaching the complexity of semantic relations that are typically exhibited by texts.

It has now become accepted that human language is manifested in two media - speech and writing - each of which exhibits different grammatical and lexical patterns. Accordingly great attention is now given to speech forms, which are treated in their own right rather than as inferior versions of written ones. It is also generally accepted that, when languages are studied and taught, no prescriptive attitudes should be adopted; language forms should rather be described and analyzed objectively.

Linguistics, however, is not only concerned with the analysis and description of the formal systems of grammar and phonology. There have always been linguists who have been interested in the fact that language changes according to the contexts of its use and the characteristics and purposes of its users (for example, such English linguists as Halliday or Gregory). This area of research has produced the broad notion of language variety and the associated one of

register. It was in the late 70's that important books appeared which aimed to exploit some of these notions with reference to Spanish:

Standish and Ingamell, *Variedades del español actual*, Longmans

Hickey, *Usos y estilos del español moderno*, Harrap

As far as language variety is concerned, a major problem (first discussed by the linguist Alan Davies in the late 60's) lies in the fact that the very obvious character of a notion like register can be an obstacle to its proper exploitation. It is well known that politicians, football commentators, physicians, etc., have a special kind of language which they typically use in certain contexts. Students have to be made aware of the phenomenon in itself and helped to acquire expertise in using some of these kinds of language appropriately. But how is this to be done? Not presumably by presenting students with texts designed to illustrate particular registers and merely noting the significant markers. This would become a rather tedious exercise in acquiring lexical taxonomies. An improvement on this would be to use such passages more productively, by preparing for example substitution exercises in which a registrally "marked" passage is reformulated in a neutral style. This would have the advantage of being an active exercise, though shifting to some extent the focus from the original learning point of register.

The aim of this paper is to attempt to show that there are interesting implications for the teaching of Spanish to advanced language students in the work developed by linguists who have looked at kinds of linguistic patterning beyond the sentence.

The study of text

For a long time Linguistics was primarily concerned with the identification and formal analysis of relatively small segments of language. The result has been that there is now a considerable body of information on the syntax and phonology of languages. The study of "meaning" was held to be suspect because it was not thought to be susceptible to the same kind of objective analysis as syntax and phonology. Similarly the sentence was considered to be the largest unit of syntax so that everything above the sentence was regarded as being outside the proper scope of Linguistics and was only approachable from the viewpoint of rhetoric or literary stylistics. It is only relatively recently that linguists have begun to look seriously at the ways and contexts in which language is actually used and have attempted to identify other kinds of linguistic patterning than those within sentence boundaries. It is particularly Halliday whose work concerns "textual cohesion" that we want to consider, since the development of his work appears to offer interesting possibilities for those

involved in teaching Spanish to advanced language students and in particular in exploiting advanced language texts.

The present paper is only an attempt to provide a very brief and general outline of the theory on which this work is based. After that we shall move on to consider in detail a possible application.

The work of M.A.K. Halliday is aimed at developing a social theory of language. This involves an investigation of how language is used, for what purposes and how this is achieved within the language system itself. Language is seen as a form of "behaviour potential" (M. Berry, 1975, pp. 23-25): what the user can do with language and ultimately what he can mean.

Figure 1. The organization of language

meaning (content)	the semantic system
form	grammar and vocabulary
expression	the phonological and orthographic system

(after Halliday, 1976)

In this approach, grammar and vocabulary are that part of the linguistic system in which meanings are encoded; in other words, the component that enables a language user to finally express his meanings as sounds or as written symbols. Three major functional-semantic categories are postulated within which every mature language user operates constantly and simultaneously in producing instances of language.

Figure 2. Major functional components of the semantic system

ideational	language as context, as being about something
interpersonal	language as social interaction, the attitudes of the language user towards others and toward his environment
textual	the text-forming component of the linguistic system

(after Halliday, 1978)

This attempt to bring lexis and grammar into one component is a significant step, in view of the fact that Linguistics treated them as separarte entities or avoided bringing lexis into linguistic description at all. Halliday observes (1978, p. 5) that there is no absolute division between lexis and grammar, grammar expressing the more general meanings and lexis the more specific ones.

With this approach to linguistic theory the question arises of what is to be the fundamental unit of description. If the focus is to be upon meaning, then it cannot be the sentence since it is a grammatical construct, traditionally regarded as the largest unit of grammar. The answer is that within Halliday's functional-semantic approach the fundamental unit is a unit of meaning. Halliday and Hasan (1976) suggest what they simply call "text", defined as any piece of language, spoken or written, of whatever length, that constitutes a unified whole. It is further conceived as a unit of "language in use" and not as a grammatical unit like a sentence, clause, word or morpheme. It is therefore not defined in terms of its size or relations, i.e. in terms of any lower units that it consists of. A text does not consist of sentences but is realized by them.

We have not yet arrived at an adequate definition of text: its characteristic as text (i.e. its "texture") is derived both from its linguistic and its situational environment. The concept that Halliday and Hasan (op. cit.) use to describe the former is cohesion, which determines whether a text is seen to fit well together. To quote from Halliday and Hasan (op. cit., p. 4):

> "cohesion occurs where the interpretation of some element in the discourse is dependent on that of another. The one presupposes the other, in the sense that it cannot be effectively decoded except by recourse to it. When this happens, a relation of cohesion is set up, and the two elements, the presupposing and the presupposed, are thereby at least potentially integrated into a text".

Fundamental to an understanding of cohesion is the notion of a "tie". Consider the following example:

Levante el teléfono y espere el tono de llamada.
Una vez recibido **dicho tono** marque el número.

Clearly "dicho tono" in the second sentence refers back to "el tono de llamada" in the first. This back reference gives cohesion to the two sentences and enables us to interpret them as a whole, so that the two together constitute a text or part of a text. It is important to note that cohesion occurs by virtue of both pairs of items being present. The presupposition alone is insufficient: it must be satisfied or there is no cohesion. It is therefore the relation between one item and another that is cohesive. A further important point to note is that cohesion essentially concerns forms of relation beyond sentence boundaries. Within the sentence there are already grammatical criteria governing the way units are structured (i.e. rules for noun and modifier, collocations, etc.).

Halliday and Hasan have identified the following five kinds of cohesive tie:

Reference:	<u>Juan</u> llegó ayer. ¿<u>Lo</u> has visto ya?
Substitution:	No tengo <u>maleta</u>. Tendré que comprar <u>una</u>.
Ellipsis:	¿Vas <u>al cine</u>? <u>No puedo</u>.
Conjunction:	<u>Emilio no conocía a Antonio</u>. Por consiguiente <u>no sabía que estudiaba Medicina</u>.
Lexical cohesion:	Ana entró en la <u>panadería</u>. Se acercó al <u>mostrador</u> y empezó a hablar con el panadero.

Haliday and Hasan (op. cit.) take up approximately three hundred pages of their monograph giving a detailed account of the five kinds of tie while clearly we can only give a general introduction in the present paper. The principle behind each kind of tie should be clear from the examples. There is at first glance some similarity between reference and substitution. Reference is a relation on a semantic level whereas substitution is a relation on the lexical-grammatical level. The meaning of the reference item "lo" is some person (male) other than the speaker who can be identified by recourse to the environment: the cohesion derives from the semantic identity. As far as substitution is concerned, however, we are dealing with a relation within the text, a substitute being a sort of neutral element usually having the same structural function as the presupposed item. Ellipsis operates as a kind of substitution by "zero".

Probably the most interesting kind of tie for didactic purposes is that provided by lexical cohesion since it is primarily with lexis that there is more scope for exploiting the notion of register. As already pointed out, when it comes to deciding on whether a piece of language constitutes a text or just a random collection of sentences, the hearer/reader can resort to purely linguistic clues, i.e. within the text itself, and also to situational ones. At this point we should recall the role that Halliday assigns to register, the concept that deals with the relations between language and situation.

Figure 3. Major variables for the definition of register

Field of discourse	the total event in which the text is functioning; it includes the subject matter.
Tenor of discourse	the type of role interaction: the set of relevant permanent and temporary social relations among participants.

Mode of discourse   the function of the text in the event, including the channel (spoken/written, improvised/prepared) and its genre (narrative, persuasive, didactic, etc.)

(after Halliday, 1978)

Figure 4 suggests the key dimensions along which we can assess the features of a text and ultimately assign it to a given register. The uniformity of subject matter is a necessary but not sufficient condition for defining register, great emphasis being also placed upon the functional aspects of the text. Halliday and Hasan (op. cit., p. 23) have attempted to show how important the correlation between register and cohesion is in determining what constitutes a text:

> "in general if a passage hangs together as a text it will display a consistency of register. In other words the texture involves more than the presence of semantic relations of the kind we refer to as cohesive, the dependence of one element on another for its interpretation. It involves also some degree of coherence in the actual meanings expressed: not only or even mainly in the content, but in the total selection from the semantic resources of the language, including the various socio-personal or expressive components - the moods, modalities, intensities and other forms of the intrusion of the speaker into the speech situation".

Texture is therefore seen to be the result of two kinds of semantic patterning: those of register and those of cohesion. Register defines the substance of a specific text. Cohesion is a process common to all texts and serves to relate the substantive meanings of a given text with one another.

The analysis of cohesion

At this point, after introducing the concept of cohesion and indicating its relationship with register, we deem it appropriate to focus our attention on the ways in which cohesion works. A number of situational variables will determine the likely incidence and distribution of the various kinds of tie in a given piece of text, though clearly not all the five types of cohesive tie will occur with equal frequency in any one text. For example, a routine conversation between two members of a family, close friends or colleagues in which the subject matter is well known to both participants and especially when the communicative function is not primarily informative, may be characterized by a relatively high incidence of reference items such as personal and demostrative pronouns, substitution items and ellipsis accompanied by low lexical density. In the text chosen for this demonstration, on the other hand, the distribution and frequency of the various ties is rather different. It is an extract - just a few

sentences - taken from an article from a Spanish daily newspaper ("La Vanguardia"). The field is situated within the general area of political and economic affairs, with a particular focus on industrial relations and the attitudes of the managerial class faced with a period of economic difficulties. The writer's intention is to review recent events, inform and provoke a reaction in the reader. He assumes he can draw upon some rather specific shared knowledge between himself and the reader. For example, he does not feel it necessary to explain exactly what the "Confederación Española de Organizaciones Empresariales" is and he feels able to refer to the "conclusión de la crisis del Golfo" on the assumption that we know and understand that very important item of background information. The tenor is formal: a specialist journalist is addressing a readership of educated adults, so that standard language forms are used. The mode is carefully prepared, written, direct, forceful and contentious in purpose. Given this configuration from the context of situation, it is not surprising to find a high concentration of lexical material in our illustrative text. In the analysis presented here it is lexical cohesion that makes the largest contribution to the texture of the piece of text. A more detailed explanation of this type of cohesive tie is therefore appropriate.

Halliday and Hasan (op. cit.) suggest two major categories of lexical cohesion: reiteration and collocation. As already stated, underlying all five kinds of cohesive tie is the concept of presupposition, that is, cohesion implies a process by means of which meanings are carried through a text by the systematic relationship of presupposed and presupposing items. In the case of lexical cohesion, in a text words are used in a variety of ways, either to hold constant cohesive links with an earlier reference item - by repetition or near repetition of that item - or to develop and extend it by exploiting a number of degrees of semantic relationships (e.g. synonymy: jumper - sweater). Lexical reiteration is the category of lexical cohesion that covers those kinds of semantic relations that are most obviously systematic. The following four subcategories can be identified:

Lexical reiteration

	Empecé el examen de la prueba.
1) repetition of same item:	El examen fue muy difícil.
2) synonym or near synonym:	El escrutinio fue muy difícil.
3) superordinate:	La tarea fue muy difícil.
4) "general" item:	El asunto fue muy difícil.

With reiteration we are dealing with fairly clear kinds of semantic relations. It can be agreed that in language learning, especially at advanced stages as in the case of simultaneous or consecutive interpretation, students will have to become

aware of these kinds of relations and acquire some skill in using them. Halliday and Hasan (1976), however, refer to the need to take into account broader kinds of systematic lexical relationship when they say (p. 285):

> "We can therefore extend the basis of the lexical relationship that features as a cohesive force and say that there is cohesion between any pair of lexical items that stand to each other in some recognisable lexico-semantic (word-meaning) relation".

Given so flexible a definition, not only can we handle such relations as antonymy (e.g. male-female) and complementarity (e.g. boy-girl) but also many other kinds of lexical patterns, falling within the spectrum of lexical collocation. Under this heading we have to deal with kinds of lexical relations that are more difficult to assign to systematic categories but which do neverthless exhibit patterning and are of great importance in contributing to the texture and meaning of given texts. When lexical items that are related semantically occur in a text, especially when close to each other, we can expect them to be cohesive. In our illustrative text, for example, when sequences occur such as "presidente... organización... empresarios..." or "anuncios... prensa... cuñas... radio..." etc., a cohesive effect results not because of the same kind of systematic relation as occurs in lexical reiteration but because such items tend to co-occur or collocate in the same linguistic environment. Lexical items that have the same collocational patterns, therefore, will produce a cohesive effect if they occur in adjacent sentences. Moreover, the longer the text and the greater the concentration of lexical material, the more likely it is that quite long cohesive chains will be set up stretching through whole texts on the basis of this kind of lexical relation.

The sample text

The present analysis has been carried out on the first paragraphs of the text (APPENDIX 1) using the system employed by Halliday and Hasan (op. cit.). This involves identifying the cohesive ties in the text and codifying the information on a table (APPENDIX 2) which then serves as a visually clear basis for further generalizations on the patterns of cohesion and register displayed by the sample text. The table contains six columns. All the sentences in the text are numbered and the appropriate number is entered in column one, while column two records the number of ties present in each sentence. Each tie identified is then inserted under column three and numbered. The fourth column assigns each tie to one of the five categories of cohesion (higher case) and, where appropriate, indicates a sub-category (lower case or number). For example an item coded as Lr2 would be an instance of the second sub-category of lexical

reiteration, i.e. synonymy. The purpose of the fifth column is to indicate the distance in the text between the presupposed item and the presupposing cohesive tie. Any instance of cohesion may be immediate (i.e. the presupposed item occurs in the previous sentence) or "not immediate". In the latter case, it may be "mediated" (involving ties in intervening sentences that form a chain of presupposition linking the original item with the tie in question), or "remote" (involving one or more intervening sentences that do not form such a chain), or both. The coding for these is as follows:

immediate:		0
not immediate:	mediated [number of interv. sentences]	M[n]
	remote [number of intervening sentences]	R[n]

Finally, the presupposed item is entered under column six, or in the case of mediated ties, the whole series of items involved in the chain of presupposition.

One of the aims of this paper has been to point out the joint contribution of cohesion and register in creating "texture" and in conveying meanings.

Looking first at the general features of cohesion in this text we find as predicted earlier that the incidence of the five kinds of tie is uneven:

reference		7 ties (6 anaphoric, 1 exophoric)
substitution		0
ellipsis		0
conjunction		1 tie
lexical		34 ties
	TOTAL =	42 ties

Two major types of reference are identified: endophoric (reference within the text) and exophoric (reference outside the text). Endophora with its two subtypes - anaphora and cataphora - is essential to the cohesion of the text since it concerns the relation within the text between a presupposed item and a presupposing one. Anaphora is more common. It involves a reference back in a text ("ayer compré un libro interesante; loleí anoche"). Cataphora operates in the opposite direction ("éste es el libro que compré ayer").

Exophora, being a reference outside the text to the context of situation, is therefore not cohesive since it does not serve to bind elements within the text ("¿Cuando compraste ese libro?"). In this case reference is not made to an item in a previous text (although it is possible), but rather to the physical environment in which the dialogue is taking place. Understandably this type of reference, involving implicit rather than explicit meaning, can cause serious comprehension problems in both native and foreign language contexts.

Obviously all instances of articles are cataphoric since they always precede a noun but this sense of cataphora is not worth indicating in an analyzed text. What we do need to note, however, is the fact that articles, especially definite articles, often occur in a text with an anaphoric value to refer to specific items that have appeared earlier. Of the 7 referential ties listed, six are anaphoric but not all the presupposed reference items are equally easy to retrieve from the text since only nos. 2, 23 and 41 accompany nouns that are repetitions of earlier items. In the case of nos. 9, 12 and 21 the relationship between these items and the presupposed ones is one of referential identity but this is less obvious because of the fact that each accompanying noun stands in a more complex relation to the presupposed items (2 collocations, 1 synonym). Item 20 is exophoric since there is no way of retrieving the implied presupposition from within the text. This is a good example of the kind of difficulty that students typically encounter in texts of "mature" Spanish.

As far as ellipsis is concerned, it must be remembered that, when discussing cohesion, we are talking about relations within texts, not within sentences, where structural (grammatical) constraints govern the patterns that occur. For example, in sentence 4 there are two instances of ellipsis "titulado.... convocado..." which are entirely grammatical and therefore not cohesive. For ellipsis to occur cohesively an item that occurs at a given point in a text needs to be reduced or omitted by ellipsis at some later point. There are, however, two interesting cases in the text that are simultaneously instances of ellipsis and of lexical cohesion: items 10 and 13 are cohesive by collocation but could occur in fuller form, "la partida (de tute).... el acto (de la reunión de la Confederación)...". Again such cases as these are liable to cause problems for the unsuspecting student who is not made sensitive to the lexical relations that are set up in the text.

In terms of lexical cohesion, three major strands of information content can be identified from the lexical patterns that emerge:
- a meeting (has been held)
- (it is a meeting) of managers
- (the managers are) angry.

These three strands are the bulk of the subject with a subsidiary strand - the current economic difficulties - serving as a background (N.B. "el espectro de la recesión" and "la conclusión de la crisis del Golfo" are exophoric). There are some important points to note in the initial development of the second strand. For example tie no. 1, sentence no. 2 has been coded as Lc/Lr. This is because "presidente" stands in collocational relation to "CEOE" - a grammatically singular though semantically plural item - but is indirectly linked to "jugador de tute", which is normally both grammatically and semantically singular yet here is semantically plural because of the simile linking it to "CEOE". Similarly

"clamaba", though grammatically linked to "presidente", reiterates "daba un sonoro puñetazo" from sentence no. 1. Although six items are coded as Lr1 (the simplest type of reiteration) in only in one case (no. 24) is there identity of reference with the presupposed item (no. 19). Item 3 "Organización" serves as a repetition of "Confederación de Organizaciones". Item 8 is particularly interesting since there is actually no corresponding presupposed item present in the text, but the presence of "Empresariales" in the previous sentence presumably indicates the link with a referent outside the text. Item 42 "pobre empresario" is another instance of the exploitation in the text of the contrast between grammatically singular and semantically plural features in respect of a given reference item. There would be referential identity only on condition that we ignore the plural "empresarios" already set up within the text. Another point that should be noted about the pattern of lexical cohesion is the relation between "promoción publicitaria" and "anuncios", "cuñas", "vallas callejeras" and "carteles", all of which are instances of the former. A final important generalization about the patterns of cohesion exhibited by the text and captured in the table is the fact that column 5 reveals clearly, by the number of immediate and mediated ties, how well ordered the cohesion is.

As a final demonstration of the semantic structure of the passage we have included a diagram in which the major semantic networks are mapped. The method used is tentative, but hopefully a first helping step in approaching the complexity of semantic relations that are typically exhibited by all texts.

Conclusions

In this paper we have tried to suggest that teachers of advanced language students, as in the case of the courses of consecutive and simultaneous interpretation, can benefit in some ways from the work carried out in the area known as "text linguistics". This research reflects the shift of attention away from the study of syntax to the study of semantics and language use.

Firstly, in our opinion, before students are expected to enter the booth, or even to summarize and translate difficult passages, they should be taught how to understand the ways in which text in general and particular kinds of text from specific registers function and especially how "meanings" are conveyed by language users. This can be done by carrying out analyses at various levels of elaborateness of the kind illustrated here.

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APPENDIX 1

Como un castizo jugador de tute, furioso tras una racha de malas jugadas, la Confederación Española de Organizaciones Empresariales (CEOE) daba ayer un sonoro puñetazo encima de la mesa del Gobierno. El presidente de la Organización clamaba contra el espectro de la recesión. Y al tiempo exhortaba a más de 20.000 empresarios a no abandonar una partida donde pintan bastos.

El acto, pomposamente titulado de "afirmación empresarial" y convocado bajo el lema "¡Resistamos!", era la primera concentración de empresarios promovida tras la conclusión de la crisis del Golfo. Para esta convocatoria los empresarios han tenido rigurosamente en cuenta la máxima de los mínimos costos y los máximos beneficios, ya que el presupuesto de promoción publicitaria apenas ha rebasado los cinco millones de pesetas. Dos anuncios en la prensa, varias cuñas en la radio, vallas callejeras y 30.000 carteles a 50 pesetas la encoladura: eso ha bastado para que a coro rugiera el "pobre" empresario.

La protesta de los empresarios se desglosa como una letanía machacona: flexibilización de las plantillas, liberalización residua de los precios, ampliación del crédito y una mayor clarificación de la política tributaria del Gobierno. La queja mayor se centra en la primera de éstas que, sin eufemismos, algunos llaman despido libre. Sin embargo, una flexibilización efectiva - según el presidente - no supondría un despido masivo. Habría incluso más puestos de trabajo, pues muchos empresarios no amplían plantillas en la actualidad por temor de no poderse desprender de ellos en una mala coyuntura.

- El acto no es una protesta - matizaba un miembro del Comité Ejecutivo. - Se trata de que se comprenda que, sin nosotros, el país no puede progresar. Tirios y troyanos de todas las empresas, cualquiera que sea su tamaño, comparten problemas y todos se sienten amenazados por el galopante fantasma de la recesión.

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APPENDIX 2

<u>Framework for analysis of cohesive patterns</u>

Sent No.	No.of ties	Cohesive item	Type	Distance	Presupposed item
1	-				
2	5	1 - el presidente	Lc/Lr	0	CEOE/furioso jugador
		2 - la	Ran.	0	CEOE
		3 - Organización	Lr1	0	CEOE
		4 - clamaba	Lc/Lr	0	CEOE/daba un son. p.
		5 - recesión	Lc	0	CEOE/Gobierno
3	6	6 - Y	C		S.1
		7 - exhortaba	Lc	0	clamar
		8 - 20.000 empresarios	Lr1		
		9 - una	Ran.	R.1	tute
		10 - partida	Lc/E	R.1	tute
		11 - bastos	Lc	R.1	tute
4	9	12 - El	Ran.	M.1	organización>>CEOE
		13 - acto	Lc/E	M.1	organización>>CEOE
		14 - afirmación	Lc	M.O.	exhortaba>>clamaba
		15 - empresarial	Lr1	M.O.	exhortaba>>clamaba
		16 - convocado	Lc	M.O.	acto>>organización
		17 - ¡Resistamos!	Lc	M.O.	exhortaba>>clamaba
		18 - concentración	Lr2	M.O.	acto>>organización
		19 - empresarios	Lr1	M.O.	empresarios

		20 - conc. de la crisis	Rex		presupposition outside text
5	11	21 - esta	Ran.	M.O.	acto
		22 - convocatoria	Lr2	M.O.	acto
		23 - los	Ran.	M.O.	empresarios
		24 - empresarios	Lr1	M.O.	empresarios
		25 - rigurosamente	Lc	M.O.	¡Resistamos!
		26 - máxima	Lc	R.1	lema
		27 - los mínimos...	Lc	R.2	espectro de reces.
		28 - presupuesto	Lc/Lr3		los mínimos.. benef.
		29 - promoción publ.	Lc	0	empresarios
		30 - rebasado	Lc	0	presup.>>los mínim.
		31 - los 5 m. de pes.	Lc	0	presup.>>los mínim.
6	11	32 - anuncios	Lr2	0	promoción publicit.
		33 - prensa	Lc	0	promoción publicit.
		34 - cuñas	Lr2	M	anuncios>>prom. pub.
		35 - radio	Lc	M	prensa>>prom. publ.
		36 - vallas callej.	Lr2	M	cuñas>>anunc.>>prom.
		37 - carteles	Lr2	M	vallas>>cuñas>>etc.
		38 - 50 pesetas	Lr2	0	5 millones de peset.
		39 - encoladura	Lc		carteles
		40 - rugiera	Lr2	M.1	¡Resist.!>>exhort.>>
		41 - el	Ran.	M.O.	los empr.>>el pres.>
		42 - "pobre" empresario	Lr1	M.O.	los empr.>>el pres.>

APPENDIX 3

Reunión de empresarios enojados

acto... convocado   Confederación de orgs. emps.   clamaba   (Como) un furioso jug. de tute
                                                      exortaba   un sonoro puñetazo

concentración (de
empresarios)   empresarios   presidente

                                              afirmación   partida
                                              empresarial

                      "el pobre" empresario   bastos   la mesa
                                                                        del Gobierno

convocatoria

                      mínimos costos y   ¡Resistamos!
                      máximos beneficios   rigurosamente   el espectro
                                                                         de la recesión

                                              rugiera a coro

                      promoción publicitaria

presupuesto

rebasar 5m.   anuncios en   cuñas en   vallas   carteles
de pesetas   la prensa   la radio   callejeras