IDENTIFYING PATTERNS OF EVALUATION IN SPANISH BUSINESS NEWS REPORTS: THE CASE OF INCREASE / DECREASE METAPHORS

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Abstract

The main aim of the article is to provide certain guidelines regarding the development of reading comprehension skill in the case of evaluative metaphors. The main focus is on increase-decrease metaphors used on a common basis in Spanish written press. The first part describes the main types of evaluation that business metaphors actualize in contexts, with special reference to their scalar nature. The second part of the study puts forward a series of activities meant to enhance students´ comprehension of the evaluative charge actualized by metaphors in contexts. The present research highlights the importance of the context of occurrence in interpreting the evaluative components of metaphors.

Keywords: metaphor, evaluation, quantitative value, axiological value, reading comprehension

I. Introduction

The present study starts from the idea that understanding business news reports is a skill of key importance for adult learners of business foreign language. It represents the development of previous research on the use of conventionalized metaphors in Spanish business news reports, in which special emphasis was given to the evaluative components that metaphors actualize in contexts (Pecican 2013). In the present study, previous research findings are studied from the

perspective of second language teaching / learning. With respect to this issue, our own personal teaching experience revealed that business language used in the press may result opaque to learners due, among other reasons, to the presence of metaphor. However, in the case of native Romanian students learning Spanish, problems may occur especially in interpreting the evaluative components of meaning, as formal similarities between the two languages are frequent. The present research starts from the premise that evaluation in written business press is an important part of the meaning content which cannot be skipped over in class. In the light of these considerations, the present study is intended to raise awareness on the difficulties that need to be dealt with in the process of learning L2 metaphors, setting the basis for further experimental research.

II. Increase / decrease evaluative metaphors

1. *Global theoretical framework of metaphor*

The basic approach on metaphor followed in this article goes back to cognitive linguistics, namely, to conceptual metaphor theory as it was coined in the 1980's (Lakoff and Johnson 1980, Lakoff 1987, Johnson 1987). According to Lakoff (1987: 276), metaphor is a *conceptual mapping* between two conceptual domains. In other words, it means understanding one usually abstract domain, also called **target domain** (TD), by means of a concrete domain, originated in everyday physical experience, the **source domain** (SD). For instance, in many languages it is a very common tendency to conceive quantitative increase as upward movement (En. *unemployment **goes up***; Sp. *los ingresos **han subido***; Ro. *numarul somerilor **a urcat** la 3,5 milioane*), while decrease is referred to in terms of downward movement[1] (En. *the stocks **fell***; Sp. *los ingresos **han caído***; Ro. *vânzarile sunt **in cdere liberă***). In the same way, the meaning component related to the variation of economic indicators – namely, increase or decrease – can be conceived of as other types of oriented movement. Concretely, increase can be conceived of

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[1] However, there is a debate on the metonymical origins of this metaphor. Lakoff considers the metaphor grounded in the basic everyday experience of "*pouring more fluid into a container and seeing the level go up, or adding more things to a pile and seeing the pile get higher*" (1993: 232). Radden (2003: 94) argues that situations involving height and quantity can be arranged along a metonymy-metaphor continuum, in which situations such as *filling up the gasoline tank* would be at the metonymic end while others, such as *soaring / sky rocketing prices* are considered at the metaphorical end. The latter two come from specific domains which they evoke in contexts. Expressions such as *high / rising prices* are characterized by the author as "metonymy-based metaphors" due to the fact that height is to be found in the graphic representations of prices: "*the graphic representation of prices belongs to the same conceptual domain as the prices themselves but is a different facet of it*" Radden (2003: 95).

as moving forward (*el **avance** de los precios*), while fall is seen as going backwards (*la facturación **retrocedió** un 12%*). Furthermore, in Spanish, several other domains such as state of health, water flow, air movement[2], etc. can serve as cognitive resources in conceiving the dynamics of economic indicators.

2. *Patterns of evaluation*

With regard to the semantic components related to evaluation, these are present in the meanings of several increase / decrease metaphors but not in others. For instance, the analysis and comparison of the two phrases below unveil certain aspects that can only be explained by considering the evaluative nature of metaphor.

> (1)   *a. los precios avanzan* [prices go up]
>
>   *b. los precios se disparan* [prices rocket]

Although both verbs express increase, the second one, in (1.b), adds other characteristics to the variation. On the one hand, due to the lexical-aspectual class of the verb in (1.b), the change is faster than the one in (1.a). On the other hand, the second verb expresses a rise superior to a level considered "normal" in the case of price variation. In other words, prices rise more than expected, desired or believed to be normal. Thus, evaluation is incorporated in the semantic structure of the verb due to its metaphorical use. Originally a verb of movement, *disparar* (to shoot / fire') actualizes scalar meanings in the target domain of economic trends. Namely, the increase in (1.b) is evaluated both along a **speed scale** and on a **quantitative scale**. As opposed to (1.b), the verb *avanzar* in 1.a. expresses mere increase without qualifying it in any way whatsoever. In order to give a more detailed account on evaluation, linguists coined the concept of '**implicit norm**' (Radden, Dirven 2007: 130) as a name for the values considered "normal", expected or desired. It is called "implicit" for the reason that it is not expressed in the context. In the case of the economic domain, it is part of a set of knowledge shared by domain professionals on account of their experience, academic studies, etc. The implicit norm differs according to the frame of each

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[2] For example, MORE IS RECOVERING (*Las exportaciones **se recuperaron** un 21% y siguen creciendo. El País,* 24/03/2011); LESS IS FALLING ILL (*El bono alemán **se resiente** por los malos resultados de la subasta. Cinco Días,* 24/11/2011); MORE IS MELTING (***descongelar** las pensiones*); MORE IS MORE AIR (***inflar** los precios durante los anos del boom, Cinco Días,* 24/12/2011); LESS IS LESS AIR (*La construccion de la vivienda **se desinfla**. El Mundo*, 20/12/2010)

economic indicator. For instance, in the case of the frame 'Stock Exchange values' a 10% increase is considered superior to the implicit norm, while in the case of ´real estate sales´, a 43% rise is valued as a rise in large amount[3].

Moreover, in addition to the quantitative meaning component, many metaphors actualize **axiological values** in contexts.

(2)   a. *las exportaciones subieron* [exports went up]
          b. *las exportaciones se recuperaron*[4] [exports recovered]

In (2.b) the verb *recuperarse* ('to recover') used to express 'increase'. In the SD the verb is used to express the process of becoming healthy after an illness or injury. The axiological hierarchy of values is an inherent feature of the SD, since disease, weakness loss of consciousness are prototypically negative, whereas the state of health, consciousness and vigor are considered positive. This polarity is shared by all the members of the Spanish speaking community and is deeply rooted in the experience we have with our own bodies (Krzeszowski 1990: 146). Through the metaphorical mapping of the two domains, the evaluative pattern is transferred to the TD of business trends. As a result, the increase in exports is viewed as positive as opposed to the previous period of stagnation or fall which is marked negative. In this case, the implicit norm regarding the trend of exports is that of increase. At least, this is the one the economists and statesmen desire, mostly because it has positive effects on people's welfare. Accordingly, this ideology is reflected in the use of the metaphor *recuperarse,* as increasing exports are conceptually linked to health and fitness. Other similar metaphors which map entire hierarchies of values onto the domain of economic indicators variation are *resentirse* ('to weaken'), *remontar* (´to surmount´)*, desplomarse* ('collapse'), *estar por los suelos* (´be knocked down´) (Pecican

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[3] The following contexts were compared: *La subida más notable la encabeza Ferrovial con un 10,19%. Ferrovial se ha disparado después de que…*(*El Mundo*, 15/07/2010); *La venta de casas a extranjeros sigue disparada. Crece un 43% en el segundo trimestre por el tirón de franceses, rusos y belgas*. (*Cinco Días*, 09/10/2013).

[4] An example of a complete context is: *Las exportaciones, que en 2009 se desplomaron un 30%, **se recuperaron** un 21% el año pasado y "siguen creciendo"* (*El País*, 24/03/2011). The metaphorical mapping of the SD onto the TD generates the following correspondences: exports – living organism; the 30% fall in 2009– illness, state of physical or psychological weakness; the 21% rise in 2010 – recovery, return to the state of health. The anaphoric function of the metaphor *recuperarse* is a result of its meaning in the source domain and is highlighted or activated in all contexts in which it means 'increase'.

2013). Due to the limitations of this paper we choose to leave the temporal aspects aside and focus on the quantitative and axiological values metaphors actualize in contexts.

III. Identifying evaluative patterns in reading
1. Prior knowledge in reading

Our approach starts from the distinction between **decoding and comprehension** as two facets of the process of understanding written discourse (Gough, Hoover and Peterson 1996). The former is related to such processes as word recognition, morphological disambiguation and syntactic parsing. The latter is a more complex one and refers to the construction of meaning as a result of getting aware of the relations between sentences and paragraphs within the text, of making inferences and integrating prior knowledge with the content of the text. Although separate processes, they are interrelated and participate both in the full understanding of the text. Decoding is more basic and specific to young children and beginner foreign language learners, but it is not sufficient for successful reading. Comprehension is specific to adult and skilled readers, but it cannot take place without a previous decoding stage. Viewed from this perspective, identifying and interpreting values associated to metaphors in contexts are more a matter of comprehension processes. Therefore, we should consider the issue of training students into reading texts containing business metaphors in the case of **intermediate level learners**, able to recognize at least the non metaphoric or denotative meaning of the expressions in question. This would facilitate considerably the creation of future expectations that will or not be confirmed by other clues in the text.

Furthermore, since we have to deal with a specific semantic content, namely that of business trends, it is recommended for students to own certain **basic knowledge of economics** such as being familiar with the most frequent economic indicators, with graphs and charts, with business trends and their impact on society, etc. This type of general expertise would enable them draw domain specific inferences.

In addition, a secondary component of the prior knowledge learners should posses refers to the **discourse genre of business news reports**. From a stylistic perspective, news reports abound in word puns, hyperboles, metaphors and metonymies, ironical effects, with such purposes as arousing and maintaining reader's interest, marking a specific style, entertaining, etc. Metaphor in particular, plays a significant role in creating emotive and opinion forming effects

(Charteris-Black, Musolff 2003: 158). This is why it is important for students to expect a higher use of metaphoric lexis in the texts they are reading as opposed to other text genres frequently used within the business domain: economic academic articles, university course books, orders and business mailing, etc.

To summarize, in order to train Spanish for specific purposes students in reading texts containing business metaphors, three basic conditions should be fulfilled:

- The existence of an intermediate level of Spanish which would enable learners to recognize the non metaphoric primary meaning of the lexical expressions in question.
- Previous basic knowledge of economics
- Basic knowledge on the discourse genre 'news report'

2. Enhancing value interpretation

a. Quantitative evaluation

One of the most important aspects in reading news reports related to business trends is understanding the quantitative dimension of growth or fall respectively. In other words, the reader should get a clear picture of whether the increase, for example, was too high or too low, or if it was a normal one. The texts usually contain several lexical evaluative clues, either metaphoric or non metaphoric, in addition to numbers or percentages. The aim of business language courses is to train students in inferring quantitative values starting from lexical items and the relations they develop within the text.

In the case of the news rapport in Appendix 1, the euro rise is inferior to what is prototypically expected or desired with regard to the currency trend or, in other words, the "ideal" euro trend because the focus is on the record low rates registered previously, as well as on the difficult conditions of the evolution. Actually, the currency has initiated a progress towards the "normal" evolution. The verb *remontar* ('surmount') always carries a semantic comparison due to its anaphoric semantic component. Basically, it refers to the process of passing from one state to another state. In the SD the two are related in terms of height, in the sense that the former is lower while the latter is an upper position. As opposed to other verbs referring to climbing movement such as *escalar, encaramarse, trepar,* it highlights the big efforts the entity makes in order to get closer to the top and leave behind the previous location. Going upwards along a path

is prototypically more difficult than going downwards mainly because it implies the effort of overcoming the effect of gravity. From a lexical-aspectual perspective, the verb is imperfective: the entity has not reached the top yet, but is passing through several intermediate upward positions which would eventually lead to the top. This aspectual component is directly related to the expression of quantitative evaluation, especially since the verb is used in imperfective present tense. As a result of the metaphoric mapping, the intermediate positions on the path are conceptually related to currency levels inferior to the implicit norm. The desired extent of the increase would be at least equal or superior to the extent of decrease mentioned in line 24, namely, 6.8%.

Therefore, in cognitive linguistics terms, several conceptual elements profile[5] in the case of *remontar*: a moving entity, a low position, a high position, an upwards orientation of movement and the effort made by the entity. With regard to the metaphorical extension to the domain of business trends, the profiling component related to effort is revealed through the reference to the difficult conditions of the evolution. It is also the case of the use of *remontar* in the text in Appendix 1: doubts on the possibilities of overcoming the Greek crisis; the IMF participation in the agreement; possible problems related to Spain and Portugal; etc. Moreover, the entity starts growing thanks to external help, that of the international organizations.

Activity 1

The news report contains several rise / fall metaphors, all used with reference to the euro evolution registered on March 26, 2010. The first step in understanding the quantitative pattern of evaluation referred to in the text would be the identification of increase / decrease lexis. For this purpose, the first task students should perform on the written textual support is that of marking – by underlining or highlighting – the lexical items expressing rise or fall. The exercise is to be done once the text was read. The following expressions should be identified: *rebota, remonta, se debilitó, apreciando, subía, ha depreciado.*

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[5] According to the theory of base and profile, from a semantic perspective, predications are hierarchical structures. The elements which profile over a base have cognitive saliency. For example the element [ARC] is defined only in relation to the element [CIRCLE], as a cognitive profiling structure. The meaning of an expression is the result of the combination of salient entities and the larger configuration against which these are characterized (Langacker 1987: 183).

Activity 2

The second activity is a fill-in exercise focused on lexis. The aim of the activity is to make students recall previous lexical knowledge on the metaphoric lexis used in the text. The focus is on the SD meaning. Nevertheless, certain words of the list may be unfamiliar to B1 students, for example. In this case, a secondary aim of the exercise is to have students make inferences starting from the metaphoric use in the news report and the non metaphoric contexts in Activity 2. In this way, as well as by excluding the sentences which do not raise problems, they should be able to discover the meaning of the new word. Once the activity has been performed successfully students should clarify their lexical knowledge and better understand the text. Concretely, students should read the sentences and choose the verb which best fits each context. The verbs are presented in infinitive form, in a separate list, while the sentences are in random order.

Completa el hueco de cada frase con el verbo más adecuado, en el tiempo y modo más adecuados.

Rebotar	*La enfermedad le..........................mucho: todavía le falta la energía y no puede trabajar.*
Remontar	*Los clientes le……………………… al abogado por su seriedad y competencia.*
Debilitarse	*........................ ferozmente con el ejercito enemigo y al final consiguieron la victoria.*
Rescatar	*Con paso fatigado los excursionistas..............................la pendiente.*
Lidiar	*La pelota.....................al chocar contra la pared.*
Apreciar	*Al cabo de duras negociaciones el gobierno consiguió .... a los rehenes.*

Figure1. *Activity 2*

Activity 3

One of the best ways to make students understand business trend metaphors is by means of graphs and charts. The phenomena they express are frequently illustrated as such in professional representations, that several researchers consider them part of the meaning of rise/fall lexicon (Radden 2003: 95). During reading, the value of the euro is likely to be conceptualized as if it were plotted on a chart in which upwards movement refers to increases while downward

orientation refers to decreases in value. The following activity aims to facilitate the understanding of two important aspects expressed in the text:

- the type of trend
- the extent of the increase

In order to fulfill these aims, we have created three graphs related to the euro trend reported in the text in Appendix 1. The news report refers to the euro rise due to the international organizations' decision to help the Greek economy. Only of the three graphs is correct. Students are required to choose the correct one according to the text they have just read. The graphs are presented in Figure 2.

Tipo de cambio euro / dólar 03/2009 – 03/2010

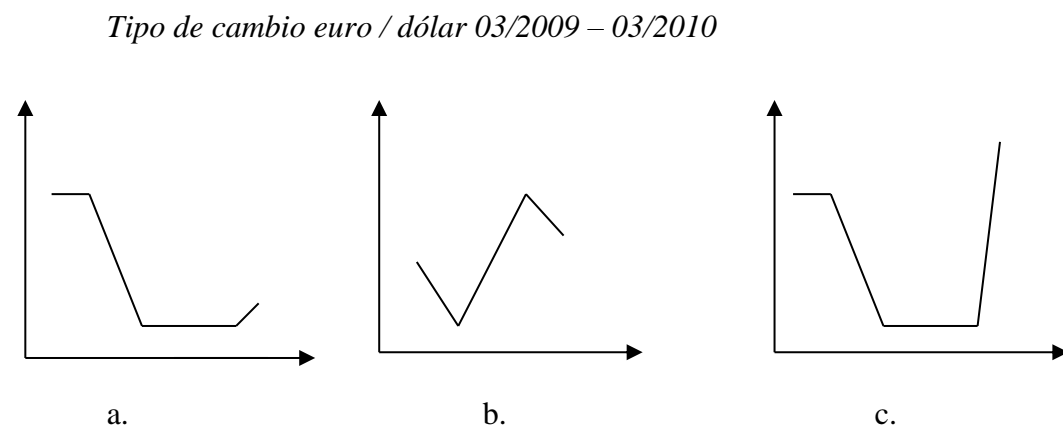a.   b.   c.

Figure 2. Activity 3: *Choose the correct graph according to the text*

The three graphs do not pretend to be highly accurate regarding numeric details but to broadly illustrate the general variation of the currency up to the moment of reporting, the 26th of March, 2010. The aim is that students focus on interpreting the trend, not the exact data of the representation. All three graphs present reference to the previous evolution of the euro, the last being the value referred to in the text as present. The graph in a. is the true one as it correctly pictures the previous fall to ten months minimal values as well as the increase in small amount at the present moment. Apart from the lexical item *remontar* which is a relevant clue regarding the level of increase, students can also count on the percentages mentioned in lines 24 – 26.

Concretely, the euro has not recovered the 6.8% it has lost since the beginning of the year, as it rises only 0.45%. The graph in b. pictures a decline from previous maximum values which differs from the evolution referred to in the text. The one in c. corresponds to the text in representing the upwards trend at the moment but fails to render a correct representation of the increase extent. Concretely, the growth reported as present is much higher than the real one, even surpassing the previous fall. As a conclusion, in order to solve the task correctly, students should focus on and infer the type of trend and the amount of the increase. Sticking to lexical clues, the knowledge on the non-metaphoric meaning of *remontar* is of key importance in interpreting the level of growth in the TD. This is why the activity should be preceded by explanations or by activities focusing on the SD meanings of the increase/decrease metaphors used in the text.

b. *Axiological evaluation*

The case of metaphors presenting inherent axiology was briefly presented in the introductory section II.2. In order for readers to understand evaluation expressed in texts, it is highly recommended that the teacher / trainer prompt the activation of previous knowledge related to the SD of the metaphors occurring in the text. Depending on the nature of human entity involvement, as it was described in section II.2, the expression carries on a certain type of value. By means of the metaphorical mapping the respective evaluative charge is transferred as such to the TD, in this way polarizing the business domain in a specific way.

With regard to the news report in Appendix 1, the main 'good' / 'bad' opposition included refers to the previous low levels of the euro characterized negatively and the current ones valued as positive, hopeful, etc. For the purpose of helping students understand the axiological evaluation, we have designed the forth activity. It is essential to specify that this one should follow the other three activities described above, or at least the first two, as value also lies in the metaphors used in the text. Once readers have performed Activity 2, they become more familiar with the metaphoric lexicon and are better able to identify both overtly value marked phrases and the metaphoric ones.

With regard to this aspect, several important issues should be mentioned on the use of the verb *remontar.* On the one hand, as we have mentioned in the previous section, the verb

metaphorically refers to increasing trend. The transitive use occurs in multiple both general and more specific concrete domains with constant reference to upward movement (DRAE, DUE). On the other hand, the abstract transitive uses involve a determinate axiological component according to which the lower positions correspond to a negative, adverse situation of the entity (impediments, loss, lower positions in rankings, etc.) whereas the top or the upper positions are valued positively (success, vigor, upper ranking, etc.). A broad frequency analysis of the value charge present in the contexts of occurrence of the verb in business language indicates a recurrent pattern of evaluation. Namely, the metaphor refers to a positive increase against difficult circumstances. It often occurs with negative value arguments, case in which it means 'surpassing obstacles' (*remontar las perdidas, remontar la mala situacion, remontar la crisis,* etc.) (Pecican 2013). Therefore, in order to interpret the metaphor correctly readers should be familiar to these uses in a certain degree. Actually, researchers proved by means of accurate experiments that higher experience in reading improves reading skills (Stanovich et al., 1999). Nevertheless, in case students do not have experience in reading Spanish news reports, the use of the metaphor can be adapted to be clearer with regard to value assigning. One possible solution is the insertion of a negative argument that would suggest the idea of obstacle. For instance, in line 7 the new argument structure of the verb would be *…la moneda unica remonta las perididas ….*

Activity 4

This time students are asked to choose phrases in the text which indicate a good / bad evaluation assigned to the euro increase / decrease. Lastly, they must identify the value patterns present in the news report on account of the good / bad polarity of the lexical items found. The question in bold characters addressed at the beginning of the exercise specifies the final task as the purpose of the initial part. The distinction metaphoric / non metaphoric is not in focus anymore. The main focus is on the value laden expressions. The first part might result difficult to understand for some students. That is why the question, the structure of the table as well as two models for each value (**gracias a**l plan de rescate; el euro **se debilitó**) are intended to guide them in understanding the task they have to perform.

Task: *Busca en la noticia palabras y expresiones que expresan valores positivos o negativos acerca de la subida / bajada del euro.*

¿Es la evolución del euro un hecho bueno o malo?

subida del euro	subida del euro	bajada del euro	bajada del euro
BUENO	MALO	BUENO	MALO
……			*El euro __se debilitó__…*
……			
era __importante__ que el euro permaneciera estable			

Figure 3. *Identifying lexical sources of axiological evaluation*

In addition to the lexical items assigning a good / bad charge to the euro trend, students should become aware of the relations between different patterns of evaluation and, respectively, between values and events. Namely, two such major relations are present in the text:

- **Cause**: it is the link between the agreement reached by the EU countries on the plan to help the Greek economy and the effect it has on the euro trend, the slight rise. The former is broadly valued as a positive fact by the mentioning of Angela Merkel's evaluation of the event. Moreover, the purpose of the agreement is one of help and support to a people in need, which would imply a prototypical positive value. The lexical choices ***ayuda*** *al pais heleno,* ***apoyo***, ***rescatar*** *a Grecia, salvamento de Grecia* reveal the presence of favorable polarity.   The basic implication is that a good cause leads to a good effect. However, the text displays more positive bias with respect to the euro rise than to the cause, as critics related to the agreement are also mentioned.

- **Temporal relation**: it is the main link between the low rate of the euro registered in the past, including the immediate past, valued negatively (*inicialmente, el euro se **debilito***) on the one hand, and the increase registered at the moment of reporting, valued positively (*el*

*euro **remonta**, el euro rebota **gracias al** plan de rescate*). The passage from an adverse situation to a favorable one under difficult circumstances is prototypically considered a positive evolution.

These two relations which have impact on the overall axiological hierarchy of values present in the news report are to be discussed in class after sharing the solutions to Activity 4 (see Appendix 2). The text also assumes a specific bias related to the euro evolution, by qualifying it as positive, while the currency fall is negative. Arguments to support this consideration are the use of the phrase *gracias a* ('thanks to') in the title and the use of the metaphors *remontar* ('recover') and *debilitarse* ('weaken') with reference to the euro trend.

III.   Conclusions

The present study started from the observation that metaphor is a constant presence in language and therefore should be included in the language teaching curricula. Business language and especially the business news reports one, makes no exception. On account of the relation they bear with more than one conceptual domain, metaphors usually express complex meanings in contexts. This is also the case of Spanish rise / fall metaphors used in business news reports. The analysis we have presented throughout the article focuses on the way in which metaphor comprehension can be facilitated in class. More concretely, we designed a series of activities destined to enhance the identification and accurate interpretation of the patterns of evaluation present in the text. The series of activities we have created for this purpose should be supported by an upper-intermediate level of competence as well as by a basic degree of economic background knowledge. The activities are destined to recall prior knowledge on the non metaphoric meanings, to interpret charts and to raise awareness on the intertextual relations. Moreover, the order of the activities we have put forward is very important for them to be fully effective. All in all, we strongly recommend these activities to be taken into account in teaching reading for specific purposes, as news reports are a textual genre worthy of future business professionals' interest.

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Appendix 1

El euro rebota gracias al plan de rescate de Grecia

Angela Merkel asegura estar 'muy contenta con el compromiso alcanzado'
Los analistas, preocupados por si surgen más problemas con Portugal y España
*El Mundo_***Actualizado** viernes 26/03/2010 11:12   5
Reuters

Bruselas.- Tras 10 meses en mínimos respecto al dólar, la moneda única remonta impulsada por el acuerdo de los líderes europeos para rescatar a Grecia.
Alemania y Francia abanderaron el plan de ayuda al país heleno, que contempla créditos bilaterales y apoyo del FMI siempre y cuando esté al borde de la quiebra.   10
No obstante, la imagen de la UE ha quedado erosionada por el largo debate en torno al salvamento de Grecia y a la inclusión del FMI. "El mercado ya sabe que a la larga habrá algún tipo de rescate griego. Pero al acuerdo de los líderes de la eurozona le siguen faltando detalles y el mercado no está del todo convencido de que Grecia pueda lidiar con su reconstrucción fiscal", ha señalado Daisuke Karakama, economista de Mizuho Corporate   15
Bank.
Inicialmente, el euro se debilitó al conocerse el pacto sobre Grecia, ya que los inversores asumieron que la participación del FMI sugería que el bloque era incapaz de resolver por su cuenta los problemas que le aquejan. Pero más tarde, los operadores comenzaron a liquidar algunas de las apuestas que habían hecho contra el euro, apreciando la divisa frente el dólar.   20
"Básicamente, parece que el problema será zanjado sin demasiada agitación, así que las cosas deberían calmarse. La única preocupación es si surgen más problemas con Portugal y España", ha señalado Kenichi Hirano, director de operaciones de Tachibana Securities en Tokio. Así, el euro subía un 0,45% a hasta los 1,3335 dólares, tras los mínimos de 1,3280 dólares. La crisis de la deuda griega ha depreciado a la divisa europea un 6,8% en lo que va   25
de año.

Merkel, encantada con el acuerdo

Por otra parte, la canciller alemana, Angela Merkel, ha dicho estar encantada con el acuerdo sobre el mecanismo de ayuda financiera para Grecia, y que era importante que el euro permaneciera estable.   30

"Estoy muy contenta con el compromiso alcanzado", ha afirmado Merkel a los periodistas a su llegada al Consejo Europeo que concluye este viernes en Bruselas. "Creo que Europa ha demostrado su capacidad para actuar sobre un tema importante", ha añadido.

"Es importante a largo plazo que la moneda que ha sido tan exitosa para la libertad y la cooperación, que esa moneda permanezca estable", ha comentado.   35

Appendix 2

¿Es la evolución del euro un hecho bueno o malo?

subida del euro	subida del euro	bajada del euro	bajada del euro
BUENO	MALO	BUENO	MALO
El euro rebota **gracias al** plan			*El euro **se debilitó**…*
La moneda única **remonta**			
*era **importante** que el euro permaneciera estable*			
Merkel, **encantada** con el acuerdo			
La moneda que ha sido tan exitosa para la libertad y la cooperación permanece estable.			