

S P A N I S H  
BASIC COURSE  
WORKBOOK

Module 5  
Lessons 25 - 30

September 1975

DEFENSE LANGUAGE INSTITUTE

## PREFACE

This Workbook is designed to be a self-study/self-evaluation device and is to be used with a correlated set of cassette tapes, which contain the stimuli for the Listening Comprehension component and the Narrative Vocabulary Practice. The Preface of the Student Text contains general information relative to the Spanish (LA) Basic Course as a whole and the way this Workbook fits into the total scheme.

The Key to all exercises contained herein is found at the back portion of the Workbook. Students are encouraged to do all exercises the first time through without reference to the Key. Developing this habit of making honest attempts at understanding or "guessing", when not sure, will pay long range dividends.

Even though activities have been specified for each exercise, the student will soon be aware of the variety of things that can be done with each stimulus, whether it be recorded or printed. A newsbroadcast, for example, might be played repeatedly, almost as background noise, while the student merely absorbs the melody and flow of the language--picking out bits and pieces of meaning here and there. Once familiar with the content, students may wish to try a bit of "simultaneous" translation. In order to grasp the basic message, a good practice is to always keep in mind the questions: Who was involved? What happened? When? Why? Oral and printed stimuli may be gisted, summarized or even rewritten. Throughout this course, the instructor will provide additional activity suggestions for many of the exercises of this Workbook but self initiative is encouraged.

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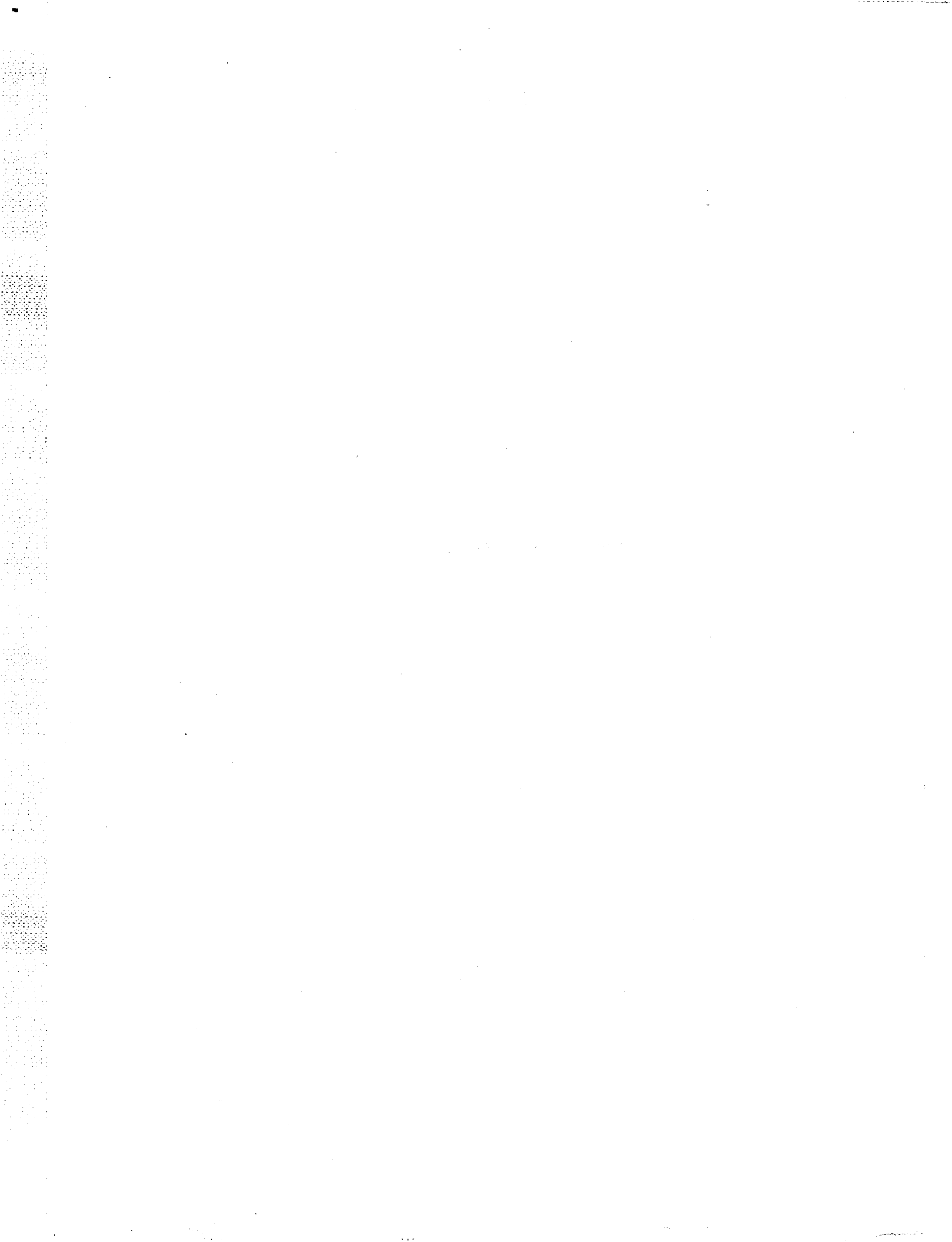
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LESSON 25

STUDENT'S WORKBOOK

MODULE 5



LISTENING COMPREHENSION EXERCISE A

Write an appropriate response in Spanish to each of the following questions.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

LISTENING COMPREHENSION EXERCISE B

Replay the questions from Exercise A and transcribe them.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_



LISTENING COMPREHENSION EXERCISE C

Translate the first five questions of Exercise B.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- \*6. \_\_\_\_\_
- \*7. \_\_\_\_\_
- \*8. \_\_\_\_\_
- \*9. \_\_\_\_\_
- \*10. \_\_\_\_\_

\*Optional

END OF FRAME 1



## LISTENING COMPREHENSION EXERCISE A

Listen to the following Spanish questions and statements, and circle the letter of the best response to each.

1. (a) Métela en la gaveta.  
(b) Sácala de aquí.  
(c) No te preocupes.  
(d) No le hagas caso.
2. (a) De casi todos los países.  
(b) No, las dejé ahí.  
(c) Sí, y las volví a meter.  
(d) Se las di a él.
3. (a) Claro, él nunca falta.  
(b) Sí, con el desayuno.  
(c) El juego es por la mañana.  
(d) No, fui solo esta vez.
4. (a) El sacapuntas no funciona.  
(b) Todos sacaron más de 85.  
(c) Algunos llegaron después de las diez.  
(d) Saqué más puntos que ellos.
5. (a) ¿Ya está aquí?  
(b) ¿Cuándo volvió?  
(c) No le creas más.  
(d) Prométele cualquier cosa.
6. (a) Se lo comuniqué anteayer.  
(b) Comuníquese al comandante.  
(c) No se comuniquen con ellos.  
(d) Ya me comuniqué con Ud..
7. (a) Me pareció muy buena.  
(b) Sí, volvió a aparecer hoy.  
(c) Sí, lo hace todos los días.  
(d) Parece que la sacó.

## LISTENING COMPREHENSION EXERCISE B

Listen to each of the following Spanish sentences. First, transcribe each sentence in the space provided; and second, write an English translation for each.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_
7. \_\_\_\_\_  
\_\_\_\_\_
8. \_\_\_\_\_  
\_\_\_\_\_

9. \_\_\_\_\_  
\_\_\_\_\_

10. \_\_\_\_\_  
\_\_\_\_\_

MODULE 5

FRAME 2

LESSON 25

LISTENING COMPREHENSION EXERCISE C

Listen to each of the following number phrases. Write only the numbers in Arabic numerals. Do not write any other words.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

7. \_\_\_\_\_ 8. \_\_\_\_\_ 9. \_\_\_\_\_

10. \_\_\_\_\_

LISTENING COMPREHENSION EXERCISE D\*

Replay the sentences from the previous exercise and transcribe them.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

\*Optional

LISTENING COMPREHENSION EXERCISE E\*

Translate the sentences from the previous exercise. Use a dictionary if needed.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

\*Optional

END OF FRAME 2





## LISTENING COMPREHENSION EXERCISE A

Listen to the following news broadcasts in Spanish. Then circle the letter of the choice that makes a true statement about each. Guess at the meaning of any new words.

- I. 1. (a) Licenciado Montalvo Rios appointed a new Minister of Justice.  
(b) Admiral Rodriguez Baeza was Minister of Justice for eight years.  
(c) Licenciado Montalvo Rios replaced Admiral Rodriguez Baeza.  
(d) Admiral Rodriguez Baeza replaced Licenciado Montalvo Rios.
2. (a) The civil war lasted eight years.  
(b) Licenciado Montalvo Rios was a governor after the civil war was over.  
(c) The civil war was over in nine days.  
(d) Licenciado Montalvo Rios occupied his native state during the civil war.
- II. 1. (a) The book is against liberal minds in the country.  
(b) The author's death occurred just two days ago.  
(c) The regime labeled Bustamante as a traitor.  
(d) The government planned to kill their opponents.
2. The book's title is (a) "I Don't Wait for Death"  
(b) "Death Didn't Wait for Me"  
(c) "Death, It Isn't Me, but..."  
(d) "I Didn't Wait for Death"
- III. 1. There is a job opportunity for a (a) secretary.  
(b) mechanic.  
(c) typist.  
(d) salesman.
2. (a) Applicants may call for an appointment only in the morning hours.  
(b) Duty hours are from 8:00 to 12:00 and from 1:00 to 5:00.  
(c) Applicants may call for an appointment only in the afternoon hours.  
(d) Duty hours are from 9:00 to 12:00 and from 1:00 to 6:00.

- IV. 1. (a) Erasmo Fariñas Ponce represents the workers.  
(b) There is a general strike scheduled for tomorrow.  
(c) There are hopes the solution of the problem is near.  
(d) Erasmo Fariñas Ponce explained his plans to the press.
2. (a) Worker leaders threatened government's representatives.  
(b) The strike is going to be over tomorrow at 11:30 a.m.  
(c) Worker leaders called for a general strike this morning.  
(d) The strike threatens to spread out all over the country.

LISTENING COMPREHENSION EXERCISE B

Listen to each of the following Spanish sentences. First, transcribe each sentence in the space provided; and second, write an English translation for each.

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_  
\_\_\_\_\_

5. \_\_\_\_\_  
\_\_\_\_\_

6. \_\_\_\_\_  
\_\_\_\_\_

7. \_\_\_\_\_  
\_\_\_\_\_

8. \_\_\_\_\_  
\_\_\_\_\_

9.

---

---

10.

---

---

END OF FRAME 3

NOTE: Do not do the Vocabulary Practice until you have completed the Narrative and Review Exercises.

MI MECANÓGRAFA<sup>1</sup> FAVORITA<sup>2</sup>

En todas las oficinas encontramos casi siempre un empleado que es completamente diferente<sup>3</sup> al resto<sup>4</sup> de sus compañeros de trabajo. Lo que voy a describir<sup>5</sup> a continuación<sup>6</sup> es una situación que Ud., amigo lector,<sup>7</sup> seguramente puede observar<sup>8</sup> en una empresa privada o en una oficina pública.

Nuestra protagonista<sup>9</sup> es doña Dorotea Clavijo Montealegre, mujer de unos 45 años, solterona,<sup>10</sup> y sin grandes posibilidades<sup>11</sup> de cambiar su estado civil.

Pasemos a la oficina, y escuchemos a uno de los jefes, don Ernesto, que dice en voz alta:<sup>12</sup>

-¡Caramba! Ya es hora de empezar. Mi reloj está atrasado<sup>13</sup>...

Charito, una bonita pelirroja<sup>14</sup> que trabaja en los archivos, le pregunta algo perpleja:<sup>15</sup>

-¿Cómo sabe que es hora de empezar si su reloj está atrasado?

Don Ernesto señala hacia donde está doña Dorotea, y le responde:

\*1 typist

2

\*3

\*4

\*5

6 next

7 reader

8

9

10 spinster

11

12 loud voice;  
out loud

\*13 slow

14 redhead

15

-¡Hija mía, en esta oficina, la máquina de escribir de Dorotea es la señal<sup>16</sup> para <sup>\*16</sup> signal, sign comenzar. ¡Tic, Tic, Blin!

Como dije anteriormente,<sup>17</sup> o no sé si <sup>17</sup> previously; before lo dije o no; pero no importa, voy a decirlo ahora, por si no lo dije antes, o si alguien no entendió bien; todo el mundo en esta oficina cree que doña Dorotea tiene que resolver<sup>18</sup> todos los problemas. Así <sup>\*18</sup> \_\_\_\_\_ pues, oímos una voz que sale por el intercomunicador:<sup>19</sup> <sup>19</sup> \_\_\_\_\_

-Doña Dorotea, ¿dónde está el informe mensual<sup>20</sup> que me iba a enviar? <sup>\*20</sup> monthly

Dorotea, sin dejar de escribir,<sup>21</sup> le <sup>\*21</sup> stopping (her) writing contesta que ya falta poco para terminarlo.

Charito, que además de trabajar en los archivos, está a cargo de sacar copias de los documentos importantes, se acerca al escritorio de doña Dorotea para informarle que la máquina copiadora<sup>22</sup> no funciona. <sup>22</sup> copier

Dorotea, sin mirarla, le responde:

-¡No te apures,<sup>23</sup> Charito, voy a <sup>23</sup> Don't worry arreglarla ahorita!

Don Ernesto vuelve a aparecer, muy disgustado y con unos papeles en la mano, y se dirige a nuestra amiga:

-¡Dorotea! Alguien metió la pata cuando preparó estas cuentas. Hay que hacerlas otra vez.

Nuestra querida mecanógrafa, sin parar de escribir, le contesta muy dulcemente:<sup>24</sup> <sup>24</sup> sweetly

-Déjelas ahí; yo se las vuelvo a hacer en un ratito.<sup>25</sup> <sup>25</sup> little while

Así pasan las horas. Cerca del lugar donde están los archivos, Panchita, otra de las secretarias, habla con Charito, y éste es su comentario sobre Dorotea:

-Esta mujer es como una máquina bien lubricada;<sup>26</sup> nunca deja de trabajar. <sup>26</sup> \_\_\_\_\_

De pronto,<sup>27</sup> alguien vestido de uniforme entra a la oficina, y grita:<sup>28</sup> <sup>27</sup> suddenly  
<sup>\*28</sup> shouts

SEE ILLUSTRATIONS ON NEXT PAGE.





Some of the numbered underlined words in the Narrative have English cognates (similar forms and meaning in English). These have not been translated for you but numbered spaces have been provided in the margin. Go back to the Narrative and guess at the meaning of each of the cognates. Write your guess in the appropriate space in the margin, then check your answers with the Key.

Write answers in Spanish to the following questions based on the Narrative. This exercise is intended to develop your reading comprehension and writing skills; therefore, it is to your advantage to answer the questions on this Narrative as explicitly as possible. Don't limit your answers to short responses.

1. ¿Qué encontramos casi siempre entre los empleados en una oficina?

---

---

2. ¿Por qué sabe don Ernesto que ya es la hora de empezar a trabajar?

---

---

3. ¿Qué piensan acerca de doña Dorotea Clavijo Montealegre sus compañeros de trabajo?

---

---

4. ¿Para qué se acerca Charito al escritorio de doña Dorotea?

---

---

5. ¿Por qué está tan disgustado don Ernesto?
- 
- 
6. ¿Qué le piden a doña Dorotea por el intercomunicador?
- 
- 
7. ¿Cuál es el trabajo de Charito en la oficina?
- 
- 
8. ¿Cómo describe Panchita a Dorotea?
- 
- 
9. ¿Qué le pasa al reloj de don Ernesto?
- 
- 
10. Describa lo que pasa en las ilustraciones (illustrations):
- 
- 
- 
- 
- 
- 
- 
- 
- 
-

Translate the following sentences into Spanish:

1. Honey, you goofed!  
\_\_\_\_\_
2. A reporter from the magazine asked us for her personal data.  
\_\_\_\_\_
3. From now on, I'm going to get the best grades.  
\_\_\_\_\_
4. When she was a small child she used to play with her grandfather.  
\_\_\_\_\_
5. Naturally, your picture is going to appear again tomorrow in the local newspaper.  
\_\_\_\_\_  
\_\_\_\_\_
6. By the way, don't authorize anything more.  
\_\_\_\_\_
7. Let's attack them at eleven o'clock sharp.  
\_\_\_\_\_
8. He told me that you (fam.) gave him your authorization.  
\_\_\_\_\_
9. Miss Clavijo is the best typist.  
\_\_\_\_\_
10. Pull the monthly report out of that drawer.  
\_\_\_\_\_

Listen to the following words from the Narrative for this lesson. Each will be given twice: once in isolation; once in a complete sentence. Translate each of the sentences into English.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

LESSON 26

STUDENT'S WORKBOOK

MODULE 5



## LISTENING COMPREHENSION EXERCISE A

Write an appropriate Spanish response to each of the following questions or statements.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

## LISTENING COMPREHENSION EXERCISE B

Translate the following words into written English.

- |           |          |          |
|-----------|----------|----------|
| 1. _____  | 2. _____ | 3. _____ |
| 4. _____  | 5. _____ | 6. _____ |
| 7. _____  | 8. _____ | 9. _____ |
| 10. _____ |          |          |

## LISTENING COMPREHENSION EXERCISE C

Listen to each of the following Spanish sentences. First, transcribe each sentence in the space provided; and second, write an English translation for each.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_
7. \_\_\_\_\_  
\_\_\_\_\_
8. \_\_\_\_\_  
\_\_\_\_\_
9. \_\_\_\_\_  
\_\_\_\_\_
10. \_\_\_\_\_  
\_\_\_\_\_

END OF FRAME 1



## LISTENING COMPREHENSION EXERCISE A

Listen to the following Spanish questions and circle the letter of the best response to each.

1. (a) A las 7:30 de la mañana.  
(b) Con café y pan.  
(c) Huevos fritos.  
(d) ¡Cómo no!
2. (a) Un puerto.  
(b) Nada.  
(c) El estibador.  
(d) Nadie.
3. (a) Maquinaria.  
(b) Pasajeros.  
(c) Soldados.  
(d) Petróleo.
4. (a) En el puerto.  
(b) En la estación de ferrocarril.  
(c) En el centro de la ciudad.  
(d) En las oficinas.
5. (a) Los pasajeros.  
(b) Los estibadores.  
(c) Los choferes.  
(d) Los estudiantes.
6. (a) Llevan pasajeros.  
(b) Se quejan.  
(c) Levantan cargas.  
(d) Protestan.
7. (a) Los marineros.  
(b) Los mecánicos.  
(c) Los choferes.  
(d) Los pasajeros.
8. (a) En un petrolero.  
(b) En un buque de carga.  
(c) En una grúa.  
(d) En un buque de pasajeros.

LISTENING COMPREHENSION EXERCISE B

Listen to each of the following Spanish sentences. First, transcribe each sentence in the space provided; and second, write an English translation for each.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_
7. \_\_\_\_\_  
\_\_\_\_\_
8. \_\_\_\_\_  
\_\_\_\_\_
9. \_\_\_\_\_  
\_\_\_\_\_
10. \_\_\_\_\_  
\_\_\_\_\_
11. \_\_\_\_\_  
\_\_\_\_\_

LISTENING COMPREHENSION EXERCISE C

Listen to each of the following number phrases. Write only the number in Arabic numerals. Do not write any other words.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

END OF FRAME 2



## LISTENING COMPREHENSION EXERCISE A

Listen to each of the following short conversations. Then answer the questions by circling the letters of the choices that make true statements about each.

- I. 1. Both friends are going to: (a) a bakery.  
(b) a small farm.  
(c) a game (stadium)  
(d) a drug store.
2. One friend is going: (a) to the shoe store first.  
(b) to the drug store later.  
(c) to the drug store first.  
(d) to the stadium first.
- II. 1. The speakers are: (a) a policeman and a stranger.  
(b) two out-of-towners.  
(c) a bus driver and a passenger.  
(d) two neighbors.
- III. 1. The man's wife: (a) is checking in her baggage.  
(b) is registering at an inn.  
(c) is going through customs.  
(d) won't be going through customs.
- IV. 1. The soldier: (a) wasn't feeling very well.  
(b) was sent a letter by the doctor.  
(c) sent a letter to Headquarters.  
(d) was sent to the dispensary.
- V. 1. The corporal: (a) has a new pair of boots.  
(b) has to get a new pair of boots.  
(c) has to go to the quartermaster.  
(d) is going to personnel.

## LISTENING COMPREHENSION EXERCISE B

Listen to each of the following Spanish sentences. First, transcribe each sentence in the space provided; and second, circle the letter of the best English translation for each.

1. \_\_\_\_\_  
There's a new (a) tailor shop over the bookstore.  
(b) shoe store across from the library.  
(c) shoe store three blocks from the bookstore.  
(d) tailor shop behind the library.
2. \_\_\_\_\_  
I know a good (a) jewelry store near the central square.  
(b) watch repair shop downtown, near the square.  
(c) butcher shop in the main market.  
(d) bakery close to the central market.
3. \_\_\_\_\_  
(a) I think the butcher was charging him too much.  
(b) He thought the baker was charging her too much.  
(c) He thought the cobbler was loading it too much.  
(d) I think the barber is cutting it too much.
4. \_\_\_\_\_  
Sometimes (a) passengers travel on freighters.  
(b) old passengers go on freighters.  
(c) they return tickets on loaded ships.  
(d) they remove the gangplanks from loaded ships.
5. \_\_\_\_\_  
(a) The police are repairing the principal's entrance.  
(b) The policeman is checking the cars at the main entrance.  
(c) The policy is to revise some of the main entries.  
(d) The policeman is considering entering the main event.

END OF FRAME 3

NOTE: Do not do the Vocabulary Practice until you have completed the Narrative and the Review Exercises.

Punta Azul, 20 de octubre

Queridos padres:

Llegué hace tres días a esta linda ciudad y me estoy alojando<sup>1</sup> con los Chávez, unos íntimos<sup>2</sup> amigos míos que viven aquí. Les iba a escribir a Uds. anteayer, pero no tenía estampillas<sup>3</sup> y la oficina de correos<sup>4</sup> estaba cerrada.

Al contrario de<sup>5</sup> lo que se imagina<sup>6</sup> uno allá, Punta Azul no es un pueblo<sup>7</sup> pobre; después de todo, es la capital de la provincia.<sup>8</sup> Ya es una ciudad de más de cincuenta mil habitantes<sup>9</sup> y está bastante desarrollada.<sup>10</sup> Ayer visité el sector<sup>11</sup> industrial<sup>12</sup> y vi que están edificando<sup>13</sup> una magnífica fábrica de productos<sup>14</sup> químicos.<sup>15</sup>

El domingo dimos un paseo<sup>16</sup> por el centro y después recorrimos<sup>17</sup> la costa. En la plaza central hay un monumento<sup>18</sup> a los libertadores<sup>19</sup> Simón Bolívar y José de San Martín, quienes simbolizan<sup>20</sup> la independencia<sup>21</sup> de los países de América del Sur. Frente a sus estatuas<sup>22</sup> están

1 lodging

2 \_\_\_\_\_

\*3 stamps

\*4 post office

5 \_\_\_\_\_

6 \_\_\_\_\_

\*7 town

8 \_\_\_\_\_

9 inhabitants

10 developed

11 \_\_\_\_\_

12 \_\_\_\_\_

13 building

14 \_\_\_\_\_

15 \_\_\_\_\_

\*16 we took a ride

17 to tour

18 \_\_\_\_\_

19 \_\_\_\_\_

20 \_\_\_\_\_

21 \_\_\_\_\_

22 \_\_\_\_\_

restaurando<sup>23</sup> una antigua<sup>24</sup> iglesia que  
data de<sup>25</sup> los tiempos de la colonia.<sup>26</sup>

23  
\*24 \_\_\_\_\_  
25 old; ancient  
26 \_\_\_\_\_  
\_\_\_\_\_

Mañana pienso ir al parque El  
Bosque,<sup>27</sup> y luego quiero conocer la  
Avenida Colón del barrio<sup>28</sup> residencial;<sup>29</sup>  
dicen que ahí hay casas sumamente<sup>30</sup>  
lujosas.<sup>31</sup>

\*27 forest  
\*28 neighborhood  
29 \_\_\_\_\_  
30 extremely  
31 luxurious

Antes de irme les vuelvo a escribir  
y les cuento más.

Los saluda cariñosamente<sup>32</sup> su hijo,

32 affectionately

*Raúl*



Some of the numbered underlined words in the Narrative have English cognates (similar forms and meaning in English). These have not been translated for you but numbered spaces have been provided in the margin. Go back to the Narrative and guess at the meaning of each of the cognates. Write your guess in the appropriate space in the margin, then check your answers with the Key.

Write answers in Spanish to the following questions based on the Narrative. This exercise is intended to develop your reading comprehension and writing skills; therefore, it is to your advantage to answer the questions on this Narrative as explicitly as possible. Don't limit your answers to short responses.

1. ¿Qué día les escribe Raúl a sus padres?

---

2. ¿Cuánto tiempo hace que Raúl está en Punta Azul?

---

3. ¿Con quién se está quedando?

---

4. ¿Les escribió antes a sus padres?

---

5. ¿Por qué no les escribió antes?

---

6. ¿Cómo se imaginan los padres que es Punta Azul?

---

7. ¿Qué población tiene esta ciudad?
- 
8. ¿Qué nueva industria va a tener la ciudad?
- 
9. ¿Qué hizo Raúl el domingo?
- 
10. ¿Quiénes son Bolívar y San Martín?
- 
11. ¿Dónde están sus estatuas?
- 
12. ¿A dónde piensa ir Raúl al día siguiente?
- 
13. ¿Por qué quiere conocer la Avenida Colón?
- 
14. ¿En qué barrio está la Avenida Colón?
- 
15. ¿Cuándo va a escribirles otra carta a sus padres?
-

Complete the following sentences.

1. Voy a ir a \_\_\_\_\_ a nadar.  
(the docks)
2. \_\_\_\_\_ cuando era niño.  
(I am remembering)
3. Esos estibadores \_\_\_\_\_ trabajan duro.  
(certainly)
4. Los trabajadores \_\_\_\_\_ el buque con \_\_\_\_\_.  
(loaded) (the crane)
5. Los pasajeros están esperando el barco en \_\_\_\_\_.  
(the customhouse)
6. Esta mañana fui \_\_\_\_\_ pero  
(to the watch repair shop)  
\_\_\_\_\_ todavía no tenía listo mi reloj.  
(the watchmaker)
7. El teniente Rojas está a cargo de \_\_\_\_\_.  
(the quartermaster)
8. Llevaron al cabo Soto \_\_\_\_\_ porque tenía  
(to the dispensary)  
fiebre.
9. ¿Quieren ir conmigo \_\_\_\_\_ esta noche?  
(to the stadium)
10. Necesito \_\_\_\_\_ para enviar esta carta.  
(a stamp)
11. Hay \_\_\_\_\_ muy \_\_\_\_\_ cerca de  
(a cathedral) (old; ancient)  
mi casa.
12. Antes, era muy \_\_\_\_\_ y no podía viajar por barco.  
(poor)
13. ¿Abren \_\_\_\_\_ los sábados por la mañana?  
(the Post Office)
14. Los lugares donde ponen las cargas de los \_\_\_\_\_ se  
(freighters)  
llaman \_\_\_\_\_.  
(warehouses)

15. \_\_\_\_\_ porque ya es muy tarde.  
(We have to hurry)

MODULE 5

REVIEW EXERCISE B

LESSON 26

Translate the following sentences into Spanish.

1. They sure (certainly) like what's happening.

\_\_\_\_\_

2. A tanker collided with a passenger ship not very far from the port.

\_\_\_\_\_

3. The stevedores are on strike because the cranes are too old.

\_\_\_\_\_

4. That neighborhood is (located) in the poor part of town.

\_\_\_\_\_

5. Yesterday I took a ride through the forest.

\_\_\_\_\_

6. The bakery and the butcher shop open at six a.m.

\_\_\_\_\_

7. After a while they went to the museum.

\_\_\_\_\_

8. The bookstore is three blocks west of the tailor shop.

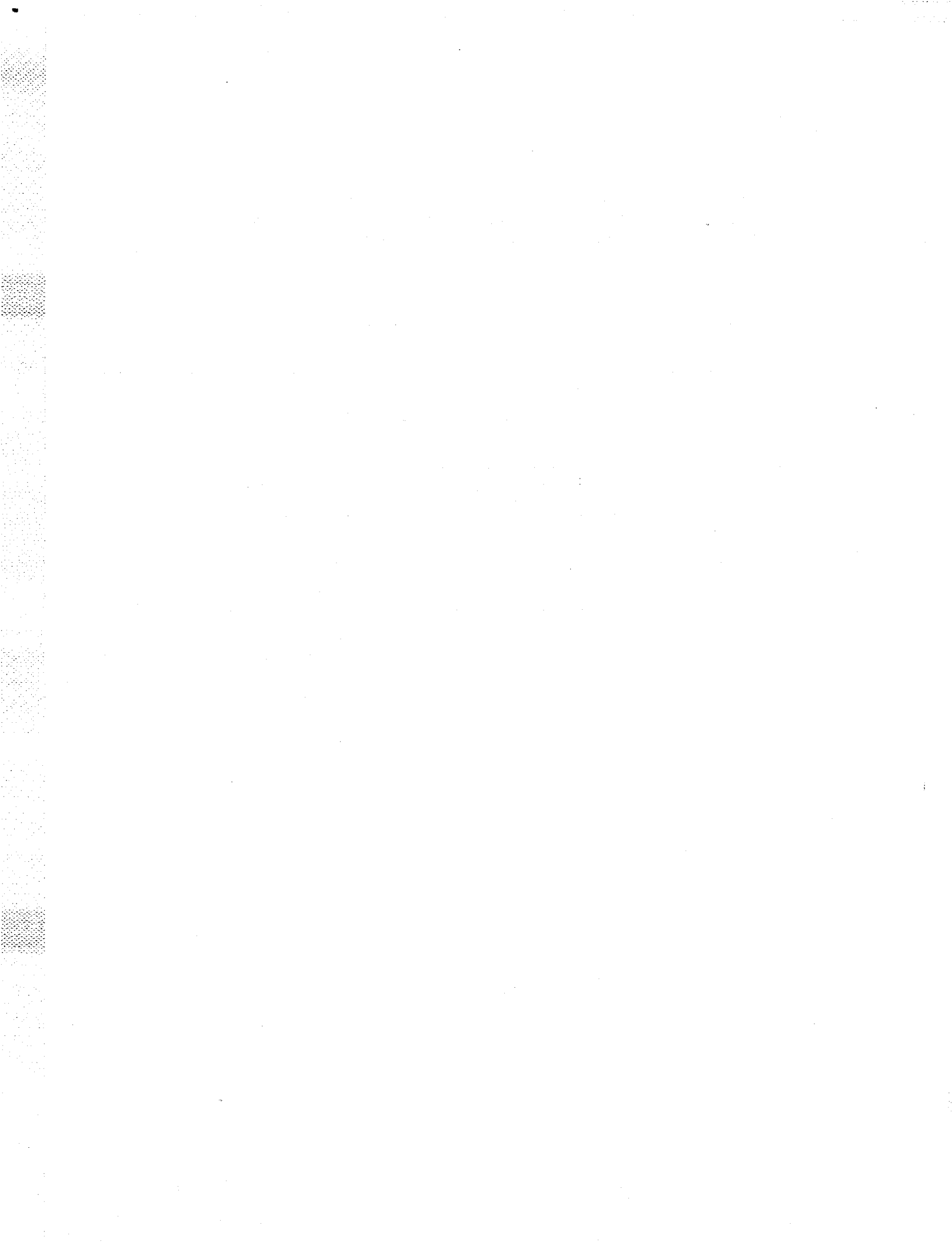
\_\_\_\_\_

9. The M.P. is looking for his cap near the main entrance.

\_\_\_\_\_

Listen to the following words and phrases from the Narrative for this lesson. Each will be given twice: once in isolation; once in a complete sentence. Translate each of the sentences into English.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_



LESSON 27

STUDENT'S WORKBOOK

MODULE 5

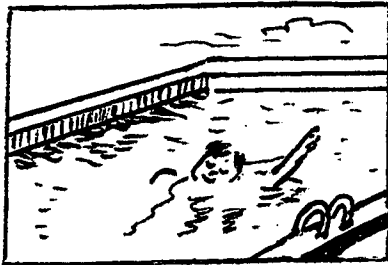




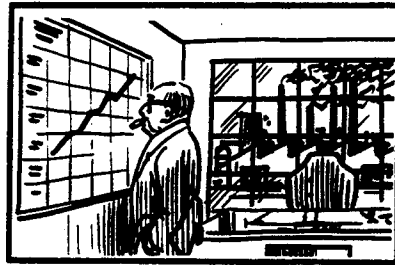
LISTENING COMPREHENSION EXERCISE A

Write the number of each of the recorded sentences beside its corresponding picture.

a. ( )



b. ( )



c. ( )



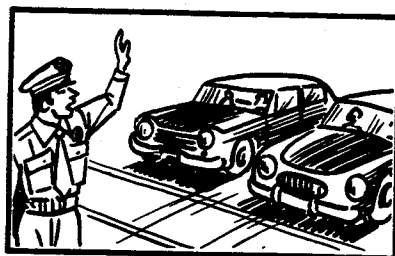
d. ( )



e. ( )



f. ( )



g. ( )



h. ( )



