

S P A N I S H

BASIC COURSE

WORKBOOK

MODULE 8

Lessons 43 - 48

September 1975

DEFENSE LANGUAGE INSTITUTE  
FOREIGN LANGUAGE CENTER

## PREFACE

This Module 8 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.

In this and subsequent volumes, no instructions will be given on the tapes for exercise activities. Generally this will allow students to work with the recorded material as they see fit. However, a suggested modus operandi is as follows:

### A-TYPE EXERCISES (Frames 1, 2 and 3)

#### NON-SECURITY STUDENTS:

1. Listen to each passage once for overall comprehension.
2. Listen to the passage again and to the activity as outlined in the Workbook.

#### SECURITY STUDENTS:

1. Gist (in English) all recorded passages and submit to the instructor for review.
2. Transcribe and translate selected passages as assigned by instructor.

### B-TYPE EXERCISES (Frame 1, 2 and 3)

#### ALL STUDENTS:

Transcribe and/or translate as directed in the Workbook.

C-TYPE EXERCISES (Frame 3 only)

NON-SECURITY STUDENTS:

Optional number and number phrase transcription.

SECURITY STUDENTS:

Mandatory job-related number and number phrase transcription.

D-TYPE EXERCISES (Frame 3 only)

SECURITY STUDENTS ONLY:

Transcribe/translate or gist passages as directed in the Workbook.

As with previous exercises, a variety of things can be done with each stimulus, whether it be recorded or printed.

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 news broadcast, 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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## LISTENING COMPREHENSION EXERCISE A

Listen to the following news broadcasts and circle the letter of the choices which make true statements about each. Guess at the meaning of any new words.

- I.
1. (a) Santo Domingo was placed under a state of seige.  
(b) Cibao students killed two policemen.  
(c) One student was killed and another was wounded.  
(d) The military intervention was unavoidable.
  2. (a) Pedro Reyes led the students' demonstration.  
(b) A strike was called because of a killing.  
(c) Military forces fought the police in San Francisco.  
(d) A strike led to violent disturbances.
  3. According to the broadcast  
(a) Santo Domingo is north of the Cibao region.  
(b) San Francisco is northwest of Santo Domingo.  
(c) Puerto Plata is north of San Francisco.  
(d) San Francisco is northeast of Santiago.
  4. The broadcast  
(a) is critical of the authorities.  
(b) praises the role of the police.  
(c) takes no position on the matter.  
(d) attributes the violence to students.
- II. According to the broadcast
1. (a) a dictatorship was proclaimed four months ago.  
(b) Bordaberry became a dictator around 1971.  
(c) the armed forces took over eight months ago.  
(d) Uruguayans believe the civilian government won't fall.
  2. Bordaberry, for several years, has been  
(a) the president.  
(b) the dictator.  
(c) in the military.  
(d) an ex-president.

3. (a) almost three million people lead the good life.  
(b) Uruguay enjoyed a true democracy.  
(c) beef sales will help the economy greatly.  
(d) Uruguay has the best situation in Latin America.
4. (a) the situation has worsened in the last four years.  
(b) a good solution seems to be in sight.  
(c) democracy came to an end four years ago.  
(d) there hasn't been a dictatorship in twenty years.

III. 1. According to the broadcast, Somoza

- (a) is a dictator.
- (b) is a candidate.
- (c) was in an earthquake.
- (d) just visited Mexico.

2. According to Somoza,

- (a) Nicaragua is aligned with the Third World.
- (b) he's destined to be the strong man of his country.
- (c) his country combines liberalism and capitalism.
- (d) he favors private enterprise in government.

3. The "mixed regime" of government, according to the broadcast,

- (a) is headed by the National Guard.
- (b) is basically a capitalistic one.
- (c) was established after the earthquake.
- (d) has successfully rebuilt the country.

4. Somoza

- (a) said he might run for the presidency.
- (b) said he would become a candidate.
- (c) said he would head the National Guard.
- (d) did not say anything about his candidacy.



LISTENING COMPREHENSION EXERCISE B

Listen to the following Spanish passage for comprehension. Transcribe or translate the unfamiliar words with the aid of a dictionary.

I. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

II. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

END OF FRAME 1

## LISTENING COMPREHENSION EXERCISE A

Listen to each of the following news broadcasts and write short answers in English to the questions written in your workbook. Guess at the meaning of any new words.

I. 1. ¿Quién es Carlos Andrés Pérez?

---

2. ¿Cuándo asumió el poder?

---

3. ¿Dónde hubo fuegos?

---

4. ¿Cómo de grande fue el incendio mencionado?

---

5. ¿Cuántos bomberos resultaron heridos?

---

II. 1. ¿A qué se debe esta situación política?

---

2. ¿Quiénes se retiraron del Congreso?

---

3. ¿Por qué se retiraron?

---

4. ¿Quién es Ernesto Arturo Zamora?

---

5. ¿Cuándo habló el Sr. Zamora?

---

6. Según el Sr. Zamora, ¿a quiénes se amenaza?

---

III. 1. ¿Qué hicieron las tropas?

---

2. ¿Qué hacían los oficiales rebeldes?

---

3. ¿Qué unidades apoyaron a los generales?

---

4. ¿Quiénes eran los generales?

---

5. ¿Quiénes asistieron esta mañana a una junta de emergencia?

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MODULE 8

FRAME 2

LESSON 43

LISTENING COMPREHENSION EXERCISE B

Listen to the following Spanish newscast for comprehension. Transcribe and translate the unfamiliar words with the aid of a dictionary.

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END OF FRAME 2

## LISTENING COMPREHENSION EXERCISE A

Listen to the following news broadcasts and circle the letters of the choices that make true statements about each. Guess at the meaning of any new words.

- I.
1. (a) Jose Rucci was almost killed last month.  
(b) Perón was shot by his rivals last night.  
(c) The secretary general opposed the memorial act.  
(d) There was a shooting incident at the university.
  2. (a) Two people were killed.  
(b) Several people were injured.  
(c) Two persons were wounded.  
(d) One person was detained.
  3. The "Asociación de Trabajadores Latinoamericanos Sindicalistas," was formed  
(a) before 1946.  
(b) by leftists.  
(c) around 1955.  
(d) by Peron's party.
  4. This association  
(a) financed the activities of the "Confederación General del Trabajo."  
(b) disappeared shortly after Peron's fall in 1955.  
(c) financed activities that contributed to Peron's fall.  
(d) is now being reorganized again by Argentinian workers.
- II.
1. The candidate is  
(a) Doctor Mayagoitia.  
(b) General Villa.  
(c) a governor of Durango.  
(d) a representative.

2. The candidate
  - (a) began the political campaign in San Juan del Rio.
  - (b) belongs to the "Partido Revolucionario Institucional."
  - (c) won't be able to visit all the communities.
  - (d) was greatly admired by General Villa.
3. The zone mentioned probably refers to
  - (a) the state of Durango.
  - (b) the area around La Coyotada.
  - (c) the Partido Revolucionario.
  - (d) the Veterans of the Revolution group.
4.
  - (a) Over a thousand veterans honored General Villa.
  - (b) After the meeting a memorial wreath was placed.
  - (c) The candidate left La Coyotada after the meeting.
  - (d) Representatives of the Veteran's group received doctor Mayagoitia.

III. According to the article,

1. guerrilla activity
  - (a) has disappeared in Central America.
  - (b) has reappeared in Guatemala.
  - (c) has reappeared in El Salvador.
  - (d) has disappeared in Guatemala.
2.
  - (a) the guerrillas occupied a commercial sector.
  - (b) the people revolted against the army.
  - (c) the Revolutionary army took over San Salvador.
  - (d) a guerrilla band attacked an army post.
3.
  - (a) the guerrillas fought for three months.
  - (b) the attack lasted all night.
  - (c) the army killed three people.
  - (d) the occupation lasted ten minutes.
4.
  - (a) the guerrillas took some weapons.
  - (b) the police captured some guerrillas.
  - (c) the guerrillas hid in El Calvario.
  - (d) the police lost fifty guns.

## LISTENING COMPREHENSION EXERCISE B

Listen to the following passage in Spanish. Transcribe in the spaces provided below only the numbers (cardinal or ordinal) and proper nouns (persons, places, etc.) that you hear, in the order in which you hear them.

- |     |       |     |       |
|-----|-------|-----|-------|
| 1.  | _____ | 21. | _____ |
| 2.  | _____ | 22. | _____ |
| 3.  | _____ | 23. | _____ |
| 4.  | _____ | 24. | _____ |
| 5.  | _____ | 25. | _____ |
| 6.  | _____ | 26. | _____ |
| 7.  | _____ | 27. | _____ |
| 8.  | _____ | 28. | _____ |
| 9.  | _____ | 29. | _____ |
| 10. | _____ | 30. | _____ |
| 11. | _____ | 31. | _____ |
| 12. | _____ | 32. | _____ |
| 13. | _____ | 33. | _____ |
| 14. | _____ | 34. | _____ |
| 15. | _____ | 35. | _____ |
| 16. | _____ | 36. | _____ |
| 17. | _____ | 37. | _____ |
| 18. | _____ | 38. | _____ |
| 19. | _____ | 39. | _____ |
| 20. | _____ |     |       |

## LISTENING COMPREHENSION EXERCISE C

Write the following numbers in Arabic numerals.

- |     |       |     |       |
|-----|-------|-----|-------|
| 1.  | _____ | 14. | _____ |
| 2.  | _____ | 15. | _____ |
| 3.  | _____ | 16. | _____ |
| 4.  | _____ | 17. | _____ |
| 5.  | _____ | 18. | _____ |
| 6.  | _____ | 19. | _____ |
| 7.  | _____ | 20. | _____ |
| 8.  | _____ | 21. | _____ |
| 9.  | _____ | 22. | _____ |
| 10. | _____ | 23. | _____ |
| 11. | _____ | 24. | _____ |
| 12. | _____ | 25. | _____ |
| 13. | _____ |     |       |

LISTENING COMPREHENSION EXERCISE D

Transcribe and translate the following passage in the space provided below.

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END OF FRAME 3

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



EL PARAGUAY DESDE LA INDEPENDENCIA

El Paraguay realizó rápidamente su independencia. La noche del 14 de mayo de 1811 se levantaron los patriotas<sup>1</sup> contra el gobernador español Bernardo de Velasco, quien cedió<sup>2</sup> el poder<sup>3</sup> sin derramamiento de sangre<sup>4</sup>. Esta fecha la celebran ahora los paraguayos como el Día de la Independencia. El 17 de junio el Congreso nombró<sup>5</sup> una Junta de Gobierno, que proclamó<sup>6</sup> la independencia; la Junta gobernó<sup>7</sup> hasta 1813. Este mismo año, el Congreso declaró la República y eligió dos cónsules<sup>8</sup>: Fulgencio Yegros y José Gaspar Rodríguez de Francia. En 1814 Francia se proclamó "Dictador<sup>9</sup> Perpetuo<sup>10</sup> de la República," y en 1821 mandó que ejecutaran<sup>11</sup> a Yegros.

1 \_\_\_\_\_

2 gave up; yielded  
3 power

4 bloodshed

\*5 named; appointed

6 \_\_\_\_\_

\*7 \_\_\_\_\_

8 consuls: former title of (two or more) governing magistrates

9 \_\_\_\_\_

10 \_\_\_\_\_

\*11 \_\_\_\_\_

Cuatro años después de la muerte de Francia, la Constitución de 1844 suprimió<sup>12</sup> el Consulado<sup>13</sup> y estableció el régimen<sup>14</sup> presidencial<sup>15</sup>. Carlos Antonio López fue elegido primer presidente, y ejerció<sup>16</sup> el poder hasta su muerte en 1862. En 1864 empezó la

12 suppressed; eliminated

13 government by "consuls"

14 \_\_\_\_\_

15 \_\_\_\_\_

16 held; exerted

guerra de seis años contra la Triple Alianza<sup>17</sup> (Argentina, Brasil y Uruguay), en la que Paraguay fue derrotado.

Sobrevino<sup>18</sup> entonces una larga época<sup>19</sup> de política agitada,<sup>20</sup> excepto<sup>21</sup> en algunos períodos<sup>22</sup> presidenciales, que se prolongó<sup>23</sup> hasta después de la primera mitad del siglo XX.

Conforme a<sup>24</sup> la nueva constitución de 1940, el Paraguay es una república dividida administrativamente<sup>25</sup> en 16 departamentos. El poder ejecutivo<sup>26</sup> le pertenece al Presidente de la República, elegido cada cinco años. El poder legislativo<sup>27</sup> corresponde<sup>28</sup> a la Cámara<sup>29</sup> de Diputados, con 60 miembros, y al Senado,<sup>30</sup> con 30 miembros. El poder judicial<sup>31</sup> corresponde a la Corte Suprema<sup>32</sup> de Justicia, y a los tribunales<sup>33</sup> de apelaciones.<sup>34</sup>

El idioma oficial es el español, pero la mayoría habla también el guaraní,<sup>35</sup> la lengua indígena; de manera que el Paraguay es una nación<sup>36</sup> prácticamente bilingüe.<sup>37</sup>

17 \_\_\_\_\_

18 followed; came  
19 \_\_\_\_\_

20 \_\_\_\_\_

21 \_\_\_\_\_

22 \_\_\_\_\_

23 \_\_\_\_\_

24 According to

25 \_\_\_\_\_

26 \_\_\_\_\_

27 \_\_\_\_\_

28 \_\_\_\_\_

\*29 Chamber; House

\*30 \_\_\_\_\_

31 \_\_\_\_\_

32 \_\_\_\_\_

\*33 \_\_\_\_\_

34 appeals

35 Guaraní

\*36 \_\_\_\_\_

37 \_\_\_\_\_

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. Check your answers with the Key.

1. La independencia del Paraguay se declaró
  - (a) el 14 de mayo de 1811.
  - (b) el 17 de junio de 1811.
  - (c) el 14 de mayo de 1813.
  - (d) el 17 de junio de 1813.
  
2. \_\_\_\_\_ declaró la independencia.
  - (a) El Congreso
  - (b) El gobernador
  - (c) La Junta
  - (d) Francia
  
3. El 14 de mayo
  - (a) se declaró la independencia.
  - (b) se declaró la República.
  - (c) se levantaron los patriotas.
  - (d) se nombró una Junta.
  
4. De acuerdo con la historia,
  - (a) el gobernador nombró una Junta.
  - (b) un cónsul se proclamó dictador.
  - (c) un dictador eligió dos cónsules.
  - (d) un cónsul se proclamó presidente.
  
5. De 1813 a 1844 el país fue gobernado por
  - (a) la Junta.
  - (b) el Consulado.
  - (c) el Congreso.
  - (d) el Presidente.

6. Francia murió en

- (a) 1821.
- (b) 1840.
- (c) 1842.
- (d) 1844.

7. De acuerdo con la historia,

- (a) Paraguay derrotó a la Triple Alianza.
- (b) la Triple Alianza suprimió el Consulado.
- (c) la guerra continuó hasta 1940.
- (d) Paraguay perdió la guerra de seis años.

8. De acuerdo con la constitución de 1940,

- (a) hay 60 diputados en la Cámara.
- (b) hay 16 miembros en el Senado.
- (c) El presidente es elegido cada cuatro años.
- (d) El presidente elige a los jueces de la Corte.

9. (a) El guaraní es el idioma oficial.  
(b) La mayoría de los paraguayos son bilingües.  
(c) Todos los indios hablan el español.  
(d) Solamente en Paraguay hablan guaraní.

Translate the words and phrases in parentheses into Spanish.

1. El diputado juró que \_\_\_\_\_ esa ley.  
(he would vote against)
2. Los senadores nos han asegurado que \_\_\_\_\_  
todos los aspectos de la situación. (they would evaluate)
3. El representante \_\_\_\_\_ dijo que \_\_\_\_\_  
(Panamanian) (he would not attend)  
la conferencia.
4. El generalísimo prometió que \_\_\_\_\_ un  
(he would appoint)  
embajador \_\_\_\_\_ relaciones  
(when they established again)  
diplomáticas.
5. \_\_\_\_\_ dijo que hablaría con \_\_\_\_\_  
(The mayor) (the police commissioner)  
lo antes posible.
6. ¿Cree Ud. que \_\_\_\_\_ un nuevo gobernador  
(if they elected)  
\_\_\_\_\_ ?  
(it would benefit us)
7. El presidente declaró un estado de emergencia en la zona  
a causa de \_\_\_\_\_.  
(the floods)
8. Le expliqué a mi colega que \_\_\_\_\_ con  
(we should study)  
cuidado las decisiones del \_\_\_\_\_.  
(Senate)

9. ¿A qué \_\_\_\_\_ del servicio pertenece?  
(branch)

10. ¿Mi colega cree que \_\_\_\_\_ que  
(it would not be possible)  
hubiera \_\_\_\_\_ en el país.  
(a military coup)

MODULE 8

REVIEW EXERCISE B

LESSON 43

Translate the following sentences into Spanish.

1. My Peruvian friend believes that the majority of the people would be in favor of a coup d'etat.

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2. The tribunals decided that it was an urgent matter.

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3. Let's keep in touch until after the election.

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4. The Nicaraguan Embassy had returned our passports practically without checking them.

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5. The senator explained that it would be much better to make a preliminary investigation.

---

---

6. Would you like to be a member of our political party?

---

---

7. The Chilean deputy announced today in the House (Chamber) that he would solicit the support of the Senate.

---

8. I would be interested in knowing who is in favor of the dictatorship.

---

---

9. He had governed for 10 years and was almost a dictator.

---

---

10. They named her representative of that Venezuelan oil company.

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

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



## LISTENING COMPREHENSION EXERCISE A

Listen to the following passages and write short answers in English to the questions written in your workbook. Take notes and try to complete the exercise without replaying the tape.

- I. 1. If we look at its shape, what does the Isthmus of Panama look like?

---

2. What borders Panama to the north, south, east and west? (Choose at least two.)

---

3. What is its area in square kilometers?

---

4. Mention two topographical features commonly found in Panama.

---

- II. 1. Where are there many volcanos?

---

2. What are the altitudes of Chiriqui and Baru?

---

3. About how many rivers and streams flow into the Pacific?

---

4. How many islands are there in the archipelago of San Blas?

---

III. 1. Where is Panama situated with respect to the equator?

---

2. How many seasons are there?

---

3. When is the rainy season?

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MODULE 8

FRAME 1

LESSON 44

LISTENING COMPREHENSION EXERCISE B

Listen to the following Spanish passage for comprehension. Transcribe and translate the unfamiliar words with the aid of a dictionary.

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END OF FRAME 1

## LISTENING COMPREHENSION EXERCISE A

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

I. 1. El problema es que

- (a) mucha gente vive cerca de la playa.
- (b) las playas son afectadas por la erosión.
- (c) el hombre ha destruido muchas playas.
- (d) están construyendo cerca del agua.

2. Se habla de las playas de

- (a) Argentina.
- (b) México.
- (c) Brasil.
- (d) Miami.

3. En algunas de éstas playas

- (a) se ve a mucha gente los fines de semana.
- (b) se observa que el océano se ha llevado parte de la tierra.
- (c) se observa que están construyendo nuevos muelles.
- (d) vive mucha gente que antes vivía en el interior.

II. 1. El hombre dijo que viajaron

- (a) alrededor de Sudamérica.
- (b) por la costa del este.
- (c) por todo el continente.
- (d) del Perú al Ecuador.

2. Dijo que las montañas de los Andes

- (a) tienen nieve todos los meses del año.
- (b) son tan hermosas como las del Himalaya.
- (c) tienen muy poca vegetación en el Perú.
- (d) no son tan altas como las del Himalaya.

3. En el Pacífico hay una corriente que viene del
  - (a) este.
  - (b) norte.
  - (c) sur.
  - (d) oeste.
  
4. A lo largo de casi toda la costa peruana
  - (a) hay mucha vegetación.
  - (b) el terreno es muy árido.
  - (c) hay muchas bahías.
  - (d) el terreno es pantanoso.

III. 1. El Ecuador limita con Colombia en el

- (a) este.
  - (b) norte.
  - (c) sur.
  - (d) oeste.
- 
2.
    - (a) La isla Colón pertenece al Ecuador.
    - (b) Las islas Galápagos pertenecen al Ecuador.
    - (c) En el Ecuador no hay montañas altas.
    - (d) El Ecuador está en la América Central.
  
  3.
    - (a) Los Andes forman una frontera natural entre el Ecuador y el Perú.
    - (b) Los Andes forman parte de un sistema de montañas que empieza en Alaska.
    - (c) Colón descubrió las islas Galápagos.
    - (d) Las islas están lejos unas de otras.
  
  4. El Ecuador está dividido en
    - (a) departamentos.
    - (b) estados.
    - (c) regiones naturales.
    - (d) zonas agrícolas.

LISTENING COMPREHENSION EXERCISE B

Listen to the following Spanish passages for comprehension. Transcribe and translate the unfamiliar words with the aid of a dictionary.

I.

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II.

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END OF FRAME 2

## LISTENING COMPREHENSION EXERCISE A

Listen to each of the following passages and write short answers in English to the questions in your workbook. Take notes and try to complete the exercise without replaying the tape.

I. 1. What area are they talking about?

---

2. How are the products transported to the city?

---

3. Where are the banana plantations located?

---

4. Where do we find most of the farms?

---

II. 1. Who gave a speech?

---

2. What were they commemorating?

---

3. What right does Bolivia want to regain?

---

4. When did Bolivia lose this outlet (exit)?

---

5. Who fought on Bolivia's side?

---

III. 1. Between what two points does the transequatorian pipeline run?

---

2. How long is the pipeline?

---

3. What size are the pipes?

---

4. How high does the pipeline go sometimes?

---

5. What is the terrain like?

---

MODULE 8

FRAME 3

LESSON 44

LISTENING COMPREHENSION EXERCISE B

Listen to the following Spanish passage for comprehension. Transcribe and translate the unfamiliar words with the aid of a dictionary.

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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

Transcribe and translate the following Spanish passage.

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## PAÍS DE LAGOS Y VOLCANES

El Salvador, república de la América Central, es un país montañoso. Dos cordilleras atraviesan<sup>1</sup> el territorio de este a oeste: una a lo largo de la costa y la otra a lo largo de la frontera con Honduras. Entre las dos sierras<sup>2</sup> hay una meseta<sup>3</sup> alrededor de 600 metros sobre el nivel del mar, interrumpida<sup>4</sup> por numerosos ríos. El mayor y único río navegable<sup>5</sup> es el Lempa. Entre la cadena<sup>6</sup> costera<sup>7</sup> y el Océano Pacífico se extiende<sup>8</sup> una zona estrecha<sup>9</sup> y llana<sup>10</sup> de un promedio de 20 km de ancho.<sup>11</sup> Los volcanes de la costa parecen centinelas,<sup>12</sup> vistos desde el mar. El volcán Izalco fue hasta nace pocos años el más activo<sup>13</sup> de los volcanes de Centroamérica. El Santa Ana y el San Miguel siempre tienen humo y columnas de vapor<sup>14</sup> que se elevan<sup>15</sup> lentamente. A causa de tal actividad volcánica,<sup>16</sup> ha quedado una profunda<sup>17</sup> capa<sup>18</sup> de ceniza<sup>19</sup> y lava<sup>20</sup> que forma el suelo poroso<sup>21</sup> de la región,

<sup>1</sup> cross

<sup>2</sup> jagged mountain  
ranges

<sup>3</sup> plateau

<sup>4</sup> \_\_\_\_\_

\*<sup>5</sup> \_\_\_\_\_

<sup>6</sup> chain

<sup>7</sup> coastal; coast

<sup>8</sup> \_\_\_\_\_

\*<sup>9</sup> narrow

<sup>10</sup> flat

\*<sup>11</sup> width

<sup>12</sup> sentries

\*<sup>13</sup> \_\_\_\_\_

\*<sup>14</sup> \_\_\_\_\_

<sup>15</sup> rise

<sup>16</sup> \_\_\_\_\_

\*<sup>17</sup> deep

<sup>18</sup> layer

<sup>19</sup> ash

<sup>20</sup> \_\_\_\_\_

<sup>21</sup> \_\_\_\_\_

ideal<sup>22</sup> para la producción del famoso café salvadoreño.

22  
\_\_\_\_\_

A diferencia de<sup>23</sup> las otras repúblicas latinoamericanas, la población de El Salvador está distribuida<sup>24</sup> uniformemente por todo el país, en lugar de<sup>25</sup> estar concentrada<sup>26</sup> en una o dos localidades.<sup>27</sup> Y no sólo es el país más pequeño de las Américas (cuenta con un área<sup>28</sup> de solamente 20,395 kilómetros cuadrados<sup>29</sup>), sino que también es el de mayor densidad<sup>30</sup> de población de las naciones hispanoamericanas (184.6 habitantes<sup>31</sup> por km<sup>2</sup>).

23 unlike

24  
\_\_\_\_\_

25 instead of

26  
\_\_\_\_\_

27  
\_\_\_\_\_

\*28  
\_\_\_\_\_

\*29 square

30  
\_\_\_\_\_

\*31  
\_\_\_\_\_

A seis kilómetros al oeste de la ciudad de Santa Tecla está Los Chorros, una estrecha y profunda cañada<sup>32</sup> a la que afluyen,<sup>33</sup> desde empinadas rocas,<sup>34</sup> centenares<sup>35</sup> de fuentes<sup>36</sup> cuyas<sup>37</sup> aguas caen formando piscinas naturales.

32 ravine

33 flow

34  
\_\_\_\_\_

35 hundreds

36 springs; fountains

37 whose

38 leads

39 height, high part

\*40  
\_\_\_\_\_

41  
\_\_\_\_\_

Un camino conduce<sup>38</sup> desde Santa Tecla, cuesta arriba, hasta lo alto<sup>39</sup> del inactivo<sup>40</sup> volcán San Salvador cuyo cráter<sup>41</sup> el Boquerón, puede ser visitado en un corto recorrido a pie. Los aficionados al alpinismo<sup>42</sup> pueden

42  
\_\_\_\_\_

descender<sup>43</sup> hasta su fondo, donde existe  
el pequeño cono<sup>44</sup> que dejó la última de  
sus erupciones,<sup>45</sup> la de 1917. Desde el  
borde<sup>46</sup> del cráter, hay una espléndida<sup>47</sup>  
vista de cumbres<sup>48</sup> volcánicas, de  
montañas, y de cerros<sup>49</sup> cubiertos<sup>50</sup>  
de vegetación.

43

44

45

46 edge

47

48 summits

\*49 hills

50 covered

Go back to the Narrative and write the English cognates of the underlined Spanish words in the blank spaces in the right-hand column. Check your answers with the Key.

Write Spanish answers to the following questions based on the Narrative. Don't limit your answers to short responses.

1. ¿Qué atraviesa el país?

---

2. ¿Qué altura tiene la meseta, entre las dos sierras?

---

---

3. ¿Cómo se llama el río principal?

---

4. ¿Qué hay entre la cadena costera y la del Pacífico?

---

5. ¿Quedan volcanes activos en El Salvador?

---

6. ¿Qué ha quedado como consecuencia de la actividad volcánica?

---

7. ¿Qué características especiales de El Salvador lo hacen diferente de otros países hispanoamericanos?

---

---

---

---

8. ¿Qué es Los Chorros?

---

---

9. ¿Qué características tiene el volcán San Salvador?

---

---

10. ¿Qué pasó en 1917?

---

---

Translate the words and phrases in parentheses into Spanish.

1. Nos advirtieron que este año \_\_\_\_\_ más  
impuestos.  
(there would be)
2. \_\_\_\_\_ un lugar para el desembarco.  
(They proposed)
3. Los tanques \_\_\_\_\_ pasar por los pantanos.  
(wouldn't be able)
4. ¿ \_\_\_\_\_ qué hacer en caso de emergencia?  
(Would you know)
5. \_\_\_\_\_ conseguir trabajo enseguida.  
(She would like)
6. Dijeron que mañana \_\_\_\_\_ .  
(it would be 66 degrees)
7. \_\_\_\_\_ sin la brújula.  
(I wouldn't leave)
8. Él sabía que nosotros \_\_\_\_\_ dinero  
suficiente.  
(we wouldn't have)
9. ¿Qué \_\_\_\_\_ ?  
(would you say) (sing.)
10. La casa está en un \_\_\_\_\_ .  
(slope)

Translate the following conversations into English.

1. --Ahí está Juanita.  
--Pero ella me dijo que vendría mañana.

---

---

2. --Mira qué reloj de oro compré por 50 dólares.  
--Bueno, si fuera de oro valdría mucho más.

---

---

3. --Y tuvimos que subir esa cuesta.  
--Yo no pensé que tendrían que subir una cuesta tan empinada.

---

---

4. --¿Cuándo te vas de vacaciones?  
--No sé todavía. Yo saldría hoy mismo pero ... .

---

---

5. --Dicen que ahora cuesta mucho más.  
--Por eso no creo que ella lo vendería.

---

---

6. --Ahora es más fácil caminar.  
--Sí, porque vamos cuesta abajo.

---

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