

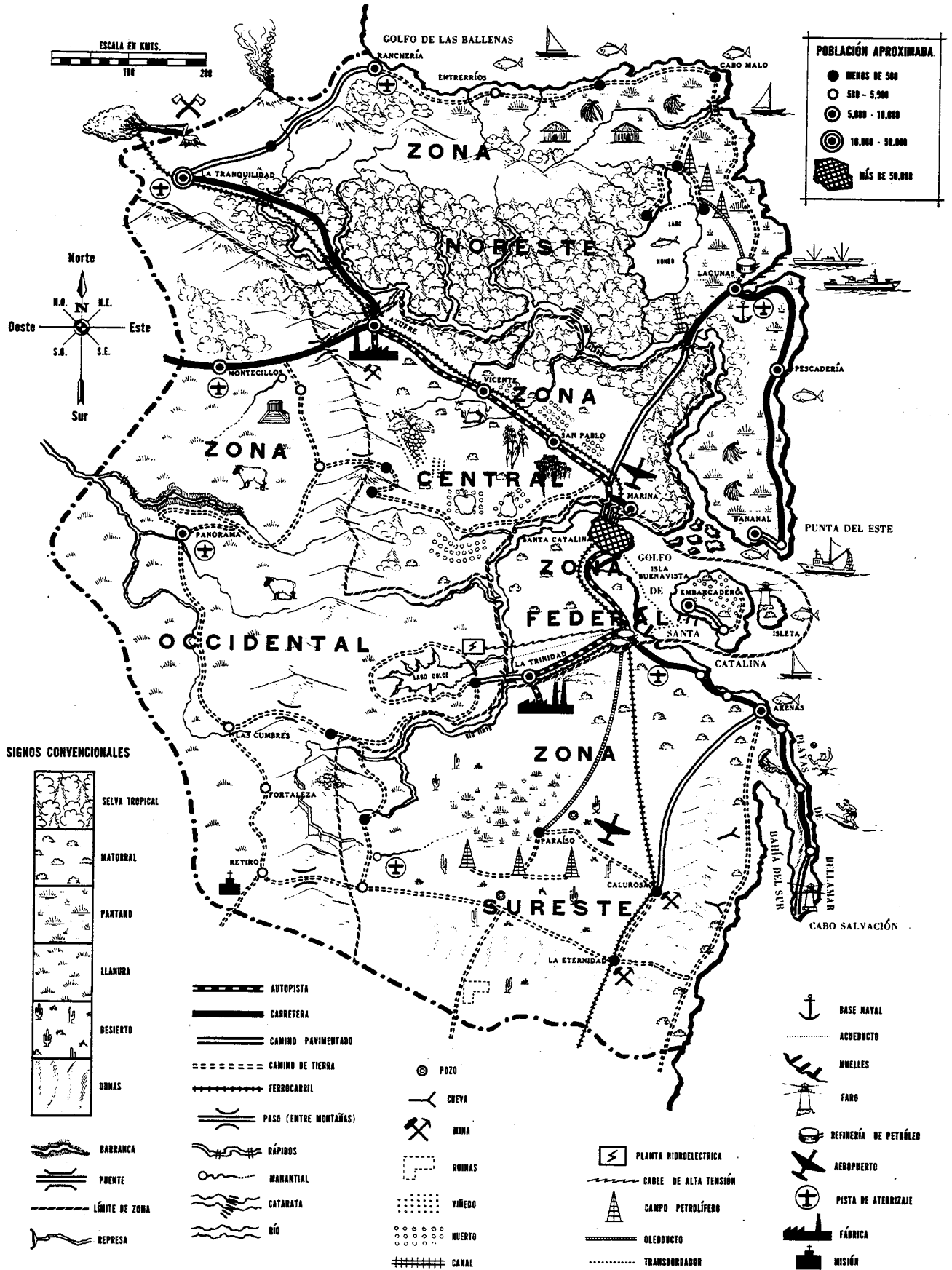
S P A N I S H
BASIC COURSE
TEXT

Module 8
Lessons 43 - 48

January 1975

DEFENSE LANGUAGE INSTITUTE
FOREIGN LANGUAGE CENTER

MAPA DE LA REPÚBLICA DE AMERINDIA



PREFACE

The writers of this course have developed an instructional program designed to be flexible enough to meet the individual needs of DLI Spanish students while fulfilling the operational needs of user agencies. The course systematically covers the basic grammatical features of Spanish, provides the student with basic and specialized vocabulary requirements, and is sequenced in such a manner as to bring students successively to Level 1, Level 2, and Level 3 skill requirements in Speaking, Listening Comprehension, Reading, and writing. A corollary component, specifically treating NCTS skill requirements, is provided throughout the course, and in the latter course segment is accompanied by diagnostic achievement tests covering these skills. Performance objectives and minimum criteria have been stated for the course as a whole, for Levels, for Modules, for Lessons and even lesson components. These provide the student with benchmarks for assessing his own performance throughout the course, thus allowing for readjustments in his own study habits or level of work effort.

Topics in the areas of politics, international relations, mores, etc. which may be considered as controversial from some points of view are sometimes included in language training for DLIFLC students, since military personnel may find themselves in positions where clear understanding of conversations or written material of this nature will be essential to their mission. The presence of controversial statements--whether real or apparent--in DLIFLC materials should not be construed as representing the opinions of the writers, of the Defense Language Institute, or of the Department of Defense.

COURSE DESIGN/ORGANIZATION

Course. These course materials are designed to be used in a 28-week instructional program. The first nine modules are about equal in length, each intended to cover a 12-day period. The remaining module deals with remediation/enrichment and specialized needs and may be contracted or expanded as time or instructional requirements dictate.

Modules. Each contains six lessons with the final lesson including a review of the content of the module. At the completion of each module a Diagnostic Achievement Test is administered, which provides the student with information on his specific deficiencies and the instructional staff on general areas for remediation. Based on information gathered in the latter, the time frame of twelve days may be expanded to allow for additional review or enrichment as required.

Lessons. The components of the material are:

TEXT

Dialog
Dialog Interrogation
Manipulation Frames
Communication Frames
Vocabulary

WORKBOOK

Listening Comprehension Exercise
Narratives and Exercises
Key to LC and Narrative Exercises

Dialog. Dialogs are sequenced into a story line and contain examples of the basic structural and vocabulary content of the course. Each is divided into three- to six-line frames, which are practiced prior to the manipulation exercises corresponding to those frames. This approach de-emphasizes memorization of lengthy dialogs per se, yet still provides the student with realistic pieces of language which are useful to him.

Dialog Interrogation. Any segment of material, whether it be a prose narrative, a dialog, or a single line in a foreign language, may be interrogated. System interrogation of the dialogs in this course is designed to replace the relatively unproductive memorization of lines in a linear sequence. Since the dialogs contain the basic grammatical and vocabulary features under focus in the lessons, by asking and responding to questions on each frame of the dialog the student is inductively exposed to the way the language operates. Further, the way questions are sequenced (outlined below) is critical in that the student is exposed to a graduated learning sequence: from simple to more complex and from abstract questions dealing with the specific content of the dialog to personalized questions which utilize the grammar and vocabulary of the dialog in other contexts. The types of questions are as follows:

- Category A. Questions calling for yes-no responses.
- Category B. Questions calling for either/or responses.
- Category C. Who, what, where, which, etc., questions.
- Category D. Why and how questions.
- Category E. Personal questions from all of the above categories.

Manipulation Frames. Frames of manipulation exercises are practiced immediately after each corresponding dialog interrogation exercise. The basic grammatical and vocabulary features of the dialog frame are expanded in the manipulation frame. Manipulation exercises are conducted in a question-answer mode with the instructor providing instructions and the basic model for the exercises.

Vocabulary. Each lesson contains a listing of new vocabulary used in that lesson. Each is followed by suggested vocabulary review and practice exercises. New words are underlined where they first appear in the lesson.

Listening Comprehension Exercises. This self-study/evaluation component is found in the student Workbook and consists of worksheets and answer keys correlated to taped material. Segments of the LC exercises are done after each frame of manipulations and correspond, as much as possible, to the topical, lexical, and grammatical focus of the frame.

Narratives and Exercises. The reading comprehension component of this course is found in the student Workbook and consists of printed narratives, self-study vocabulary exercises and answer keys. These are done after the last frame of material in the lesson, and are quite often assigned as homework.

Communication Frames. These exercises, normally conducted in the oral mode, are synthesizing activities which guide the student in using the vocabulary and structure of the lesson in slightly different situational contexts. They test the student's ability to apply what he has learned.

Quizzes. Each lesson is concluded with a quiz on the content of the entire lesson. Like the Module Tests, they provide information to the students and instructional staff relative to student strengths and deficiencies. The course design again provides sufficient flexibility to allow for expansion or contraction of time frames at the lesson level based upon student performance.

OBJECTIVES

General. This Module is the second of three modules of material designed to lead the student toward Level 3 skill proficiency in speaking, listening, reading and writing. At its completion students will take a Module Achievement Test which will test enroute skills. The Level 3 Proficiency Test will be administered at the completion of Module 9. While no specific enroute objectives have been provided for NCTS students at this level, learning activities leading to skills in listening comprehension, transcription, translation, and gisting have been provided for all students and will serve as basic skill training for specialized activities for NCTS students provided in the final phase of the course.

Specific. Level 3 skill objectives are as follows:

S-3

1. Contribute to a conversation among native speakers with little difficulty.
2. Give briefing.
3. Use a limited number of idioms.
4. Talk about special interests and fields of competence.
5. Speak to educated native speakers on a professional subject with confidence and without irritating them linguistically.
6. Discuss and defend U.S. attitudes or policies.
7. Serve as informal interpreter.
8. Cope with difficult situations such as mechanical breakdowns, social blunders, etc.
9. Present a speech on or participate in an informal discussion in area of interest.
10. Converse generally on the telephone without being misunderstood.
11. Present a connected discourse on a non-technical subject.
12. Use the language in all aspects of doing own job.

C-3

1. Follow a conversation among native speakers.
2. Understand technical briefings in profession or area of interest.
3. Generally understand topics with which there has been no prior experience.
4. Understand normal, clear phone calls and radio transmissions.
5. Understand addresses on non-technical subjects.
6. Accurately summarize the content of a speech in area of interest.

7. Understand movies, radio and television programs.
8. Follow a connected discourse in professional field.
9. Act as informal interpreter from Spanish into English.
10. Understand the meaning of most idiomatic expressions.

R-3

1. Read newspapers and comics with little or no use of the dictionary.
2. Read business and social letters.
3. Read and understand generally articles in field of competence and special interests.
4. Read extended reports dealing with own job.
5. Read logs and journals.
6. Read after-action reports.
7. Translate simple written material into English.
8. Read aloud almost all written material.

W-3

1. Write basic job-related reports.
2. Write social and business correspondence with little revision required.
3. Take notes on briefings, speeches, or lectures.
4. Write out own briefings, speeches, or lectures requiring slight editing.
5. Keep logs and journals.
6. Write after-action reports.
7. Translate English into simple written Spanish.
8. Write a briefing about own job.
9. Place orders for personal and job-related needs.
10. Transcribe most of what is heard.

MODULE 8 OBJECTIVES

Listening Comprehension

1. For each of 15 Spanish sentences the student will select the best English equivalent from four choices. The student must select 11 of 15 items correctly.
2. The student will listen to eight recorded narratives or conversations in Spanish. After each, the student will answer questions about the passage, selecting the answer from four possible choices printed in Spanish. Of the 25 questions, 17 correct responses is passing.

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LESSON 43

O B J E C T I V E S

By the end of this lesson, the student* will be able to:

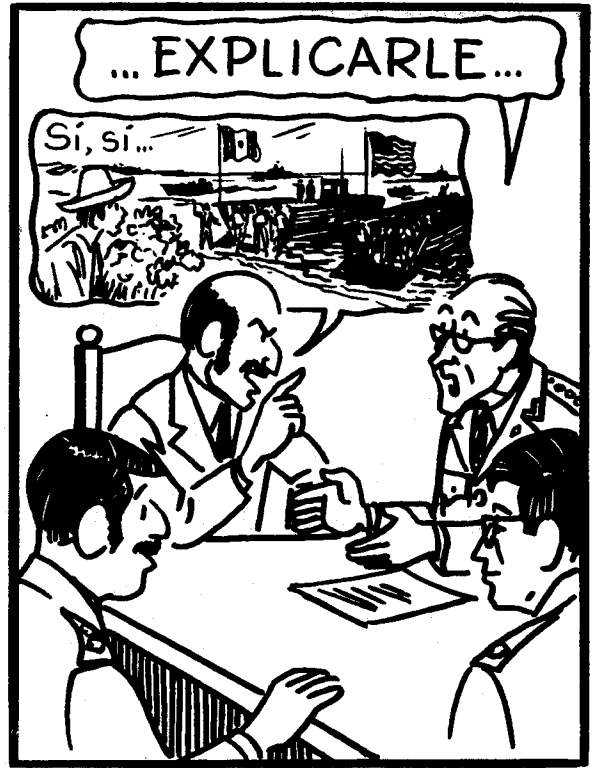
ORAL PRODUCTION/COMPREHENSION

1. Use governmental and political terminology in discussions of past and present political events.

READING COMPREHENSION/WRITING SKILLS

2. Read a narrative on the political history and governmental structure of a Latin American country and answer multiple-choice questions in English on the content.
3. Transcribe numbers and proper nouns from oral stimuli.

*Security students will concentrate on the development of gisting, transcription, and translation skills in lieu of oral production skills.



EN LA OFICINA DEL ALCALDE

En Entrerriós, Sarmiento, Anderson, y Vega conversan con el alcalde, don Faustino Villalobos López, para explicarle el proyecto de realizar las maniobras en la región; pero el alcalde está disgustado con las autoridades militares, y aprovecha la oportunidad para recordarle a Sarmiento un asunto pendiente:

VILLALOBOS: Oiga, coronel, ¿y qué pasó con los ingenieros? Después de las inundaciones del año pasado, dijeron que me los mandarían, y ni siquiera...

SARMIENTO: Déjeme explicarle, don Faustino. Lo que ha pasado es que..

VILLALOBOS: Sí, sí,... ya sé... y ahora resulta que entre Uds. y sus colegas del norte nos quieren poner prácticamente en estado de sitio.

SARMIENTO: No, no, al contrario. Le aseguro que no tendríamos las maniobras aquí, si éstas no fueran de gran utilidad para esta zona.

ANDERSON : Sr. Alcalde, el estudio preliminar que pensamos hacer va a permitirnos evaluar los recursos y las necesidades locales de manera que todos nos beneficiemos.

(Los oficiales le exponen al alcalde los planes a grandes rasgos y le piden la cooperación de los funcionarios de la ciudad.)

VILLALOBOS: En ese caso sería necesario que se mantuvieran en contacto directo con nosotros.

SARMIENTO: ¡Desde luego! Eso no tiene discusión... Por eso mismo creo que a los mayores les interesaría conocer también al comisario de policía y al director del hospital.

AT THE MAYOR'S OFFICE

In Entrerrios, Sarmiento, Anderson, and Vega are meeting with the mayor, Faustino Villalobos Lopez, to explain the project to hold the games in the region; but the mayor is angry at the military authorities and takes advantage of the opportunity to remind Sarmiento of a pending matter:

VILLALOBOS: Listen, Colonel, what about the Engineers? After last year's floods they said they would send them to me, and they haven't even....

SARMIENTO: Let me explain, Don Faustino. What has happened is that....

VILLALOBOS: Yeh, yeh,.... I already know... and now it turns out that between you and your Northern colleagues you practically want to put us under a state of siege.

SARMIENTO: No, no, on the contrary. I assure you that we wouldn't hold the war games here if they weren't of great use to this zone.

ANDERSON : Mr. Mayor, the preliminary study we intend to make will let us evaluate the local resources and needs in such a way that we can all benefit.

(The officers lay out the plans to the mayor in broad terms and ask him for the cooperation of the city officials.)

VILLALOBOS: In that case it would be necessary for you to keep in close touch with us.

SARMIENTO: Of course! That goes without saying. That's exactly why I think the majors would also be interested in meeting with the police commissioner and the administrator of the hospital.

FRAME 1

- A. 1. ¿Se van a realizar las maniobras en la región de Ranchería?
2. ¿Aprovecha el alcalde esta oportunidad para algo?
3. ¿Le pregunta el alcalde al coronel sobre los ingenieros?
4. ¿Hubo inundaciones el año pasado?
5. ¿Le mandaron los ingenieros que le prometieron a Villalobos?
- B. 6. ¿Le pueden explicar al alcalde el proyecto de realizar las maniobras, o no lo pueden divulgar?
7. ¿Dijeron el año pasado que prepararían un informe o que mandarían ingenieros?
8. ¿Le puede explicar el coronel a Villalobos lo de los ingenieros, o no lo deja explicárselo?
- C. 9. ¿Qué proyecto le quieren explicar los oficiales a Villalobos?
10. ¿Dónde se piensa realizar las maniobras?
11. ¿Quién está disgustado con quién?
12. ¿Qué pasó en Entreríos el año pasado?
13. ¿Cuándo le prometieron los ingenieros al alcalde?
- D. 14. ¿Para qué conversan el coronel y los mayores con el alcalde?
15. ¿Por qué está disgustado el alcalde con las autoridades militares?
16. ¿Por qué prometieron mandarle ingenieros al alcalde?
17. ¿Cómo llama el alcalde a los militares norteamericanos?
18. ¿Cómo dice Villalobos que los quieren poner los militares a él y a la población de Entreríos?
19. ¿Cómo se ve que el alcalde está disgustado?

- E. 20. ¿Qué proyectos tiene más deseos de realizar este año?
21. ¿Ha aprovechado Ud. su visita a esta ciudad para conocer los alrededores?
22. ¿Tiene muchos asuntos pendientes actualmente?
23. ¿En qué regiones del país y en qué temporada del año hay más inundaciones?
24. ¿Es o va a ser colega de trabajo suyo algún alumno de esta escuela?

FRAME 2

- A. 1. ¿Está de acuerdo Sarmiento con que los van a poner en estado de sitio?
2. ¿Cree Sarmiento que tendrían las maniobras en Entreríos si éstas no fueran de utilidad para la zona?
3. ¿Piensan hacer un estudio preliminar?
4. ¿Van a evaluar la administración del alcalde?
5. ¿Considera Anderson que estas maniobras van a beneficiar a alguien?
- B. 6. Según el coronel, ¿van a ser la maniobras de gran o de poca utilidad para la zona?
7. ¿Les falta todavía hacer un estudio preliminar o ya está hecho?
8. ¿Les va a permitir el estudio evaluar el costo de las maniobras o los recursos disponibles?
9. ¿Se van a beneficiar solamente algunos, o todos?
- C. 10. ¿Quiénes piensan hacer el estudio?
11. ¿Qué tipo de estudio va a ser?
12. ¿Qué les va a permitir hacer el estudio?
13. ¿Quiénes se van a beneficiar?

- D. 14. ¿Cómo responde Sarmiento o lo que dice Villalobos?
15. ¿Cómo dice Sarmiento que van a ser las maniobras?
16. ¿Para qué piensan hacer el estudio?
- E. 17. ¿Encuentra Ud. este curso contrario a lo que creía antes?
18. ¿Qué tipo de vehículo considera de mayor utilidad para los transportes públicos?
19. ¿Piensa continuar sus estudios después de terminar aquí?
20. ¿Cómo evalúa Ud. un coche antes de comprarlo?
21. ¿Cómo cree Ud. que se beneficiaría la gente de Entrerriós con las maniobras?

FRAME 3

- A. 1. ¿Le exponen los oficiales al alcalde los planes de las maniobras?
2. ¿Le piden la cooperación de alguien?
3. ¿Quiere Villalobos que todos se mantengan en contacto directo?
4. ¿Están de acuerdo los oficiales con el alcalde?
5. ¿Les interesaría a los mayores conocer a los demás funcionarios de Entrerriós?
- B. 6. ¿Le exponen al alcalde los planes en mayor detalle o sólo a grandes rasgos?
7. ¿Le piden la cooperación de la población o de los funcionarios?
8. ¿Quieren mantenerse en contacto directo o quieren ponerse en contacto sólo en caso de necesidad?
9. ¿Les interesaría a los mayores conocer los lugares históricos de la ciudad o al comisario de policía?
- C. 10. ¿Qué le exponen los oficiales al alcalde?
11. ¿Qué le piden?

12. ¿Qué sería necesario, según Villalobos?
13. ¿Qué le responde Sarmiento?
14. ¿A quiénes les interesaría conocer?
- D. 15. ¿De qué manera le exponen los planes al alcalde?
16. ¿Cómo quiere Villalobos que se sigan comunicando?
17. ¿En qué forma esperan los oficiales obtener la cooperación de los funcionarios de la ciudad?
- E. 18. ¿Nos puede explicar, a grandes rasgos, el trabajo que Ud. hace o va a hacer?
19. ¿Es difícil obtener la cooperación civil para programas militares?
20. ¿Se mantiene Ud. en contacto directo con sus parientes y amigos?
21. ¿Por qué cree que a los mayores les interesaría conocer al comisario de policía y al director del hospital?

FRAME 1 - OBJECTIVES

Student:

1. uses the conditional with a past tense to indicate a subsequent action.
2. uses adjectives/nouns of Latin American nationalities.

FRAME 1 - MANIPULATION EXERCISES

FIRST MANIPULATION

Step 1 (Preterite/conditional sequence)

Model 1 (Decir; non-reflexive verbs)

- (T) las autoridades militares - (A) Las autoridades militares
mandar a los ingenieros dijeron que mandarían
a los ingenieros.
- (a) el gobernador - firmar la ley
 - (b) el alcalde - resolver los asuntos
pendientes
 - (c) el Congreso - reducir los impuestos
 - (d) el cónsul - darnos la visa
 - (e) los ingenieros - evitar la
inundación
 - (f) el general - declarar el estado
de sitio

Model 2 (Prometer; reflexive verbs)

- (T) el coronel - no disgustarse (A) El coronel prometió
con el alcalde que no se disgustaría
con el alcalde.
- (a) los colegas - acordarse de
la cita
- (b) el niño - acostarse temprano
- (c) el soldado - no olvidarse
de sus padres
- (d) tus suegros - alegrarse de
verte
- (e) los ingenieros - irse
inmediatamente
- (f) las autoridades - encargarse
del proyecto

Step 2 (Contrast of periphrastic future and conditional constructions)

Model 1

- (T) decir - ir al Ministerio
- (A) Dijeron que iban a ir al (B) Dijeron que irían al
ministerio. ministerio.
- (a) asegurar - almorzar con Uds.
- (b) prometer - pintar la casa
- (c) decir - tratar los asuntos
pendientes
- (d) anunciar - matar al cónsul
- (e) declarar - exportar helicópteros
- (f) agregar - no gastar mucho

Model 2

- (T) ¿Cuándo les dijeron que iba a terminar el curso? (A) Nos dijeron que terminaría
- (a) ¿Quién anunció que iban a subir los precios?
- (b) ¿A qué hora le prometió su señora que iban a comer?
- (c) ¿Cuánto tiempo le garantizaron que iba a durar su auto?
- (d) ¿Quién dijo que iba a llover mañana?
- (e) ¿Qué nota creyó Ud. que iba a sacar en el último examen?
- (f) ¿Pensaba que iba a ser fácil o difícil el español?

Model 3

- (T) jurar - no casarse nunca
- (A) El teniente jura que no se va a casar nunca. (B) El teniente juró que no se casaría nunca.
- (a) contar - viajar a Bolivia
- (b) anunciar - no nevar esta noche
- (c) prometer - conseguir entradas
- (d) explicar - no funcionar el transmisor
- (e) asegurar - no volver a pelear
- (f) jurar - vencer o morir

Step 3

Model 1

- (a) They told us that they would call us as soon as possible.
- (b) The lawyer warned his client that his services would cost a lot.
- (c) The thief was sure that they would not look for him in that place.
- (d) They assured the widow that they would bury the deceased there.
- (e) At last we realized that they wouldn't help us.
- (f) I reminded the volunteer that we wouldn't pay him anything.

SECOND MANIPULATION

Step 1 (Adjectives and nouns of Latin American nationalities)

Latin American Countries and Corresponding
Adjectives/Nouns of Nationality

Argentina:	<u>argentino</u>	Honduras:	<u>hondureño</u>
Bolivia:	<u>boliviano</u>	México:	mexicano
Brasil:	brasileño	Nicaragua:	<u>nicaragüense*</u>
Colombia:	<u>colombiano</u>	Panamá:	<u>panameño</u>
Costa Rica:	<u>costarricense*</u>	Paraguay:	<u>paraguayo</u>
Cuba:	<u>cubano</u>	Perú:	<u>peruano</u>
Chile:	<u>chileno</u>	Puerto Rico:	<u>puertorriqueño</u>
Ecuador:	<u>ecuatoriano</u>	República Dominicana:	<u>dominicano</u>
El Salvador:	<u>salvadoreño</u>	Uruguay:	<u>uruguayo</u>
Guatemala:	<u>guatemalteco</u>	Venezuela:	<u>venezolano</u>
Haití:	<u>haitiano</u>		

*masculine and feminine endings are the same

Model 1

- (T) Argentine tangos have become famous abroad.
- (A) Los tangos argentinos se han hecho famosos en el extranjero.
 - (a) Many Bolivians believe that they should have an outlet (exit) to the sea.
 - (b) Brazilians, like other Latin Americans, celebrate the carnival each year before Holy (Easter) Week.
 - (c) Gabriel García Márquez is one of the main Colombian authors of this century.
 - (d) The Costa Rican government is one of the few that does not maintain an army, navy, or air force.
 - (e) There are different groups of Cubans and (North) Americans who hope that diplomatic relations between their two countries improve.
 - (f) Chilean wines are almost as well known as the French (wines).
 - (g) The Ecuadorians and the Peruvians have arrested many U.S. fishermen for fishing too close to their coasts.
 - (h) The Salvadoran-Honduran war (called the "Soccer War") was due to economic causes, among others.
 - (i) The Guatemalan national coin (currency) is called "Quetzal."
 - (j) The Mexican Folkloric Ballet has traveled all over the world.

- (k) The Nicaraguans, as well as the Panamanians, have studied projects for building another canal.
- (l) They still sing much of the traditional Paraguayan music in the Guaraní language.
- (m) There are sectors of the Puerto Rican population that wish to obtain their independence.
- (n) Dominicans live on the same island that their Haitian neighbors do.
- (o) Many Argentinians visit the beautiful Uruguayan beaches to spend their vacations.
- (p) The Orinoco is the largest of the Venezuelan rivers.

END OF FRAME 1

FRAME 2 - OBJECTIVES

Student:

1. uses regular and irregular conditional forms in sentences containing contrary-to-fact conditions.
2. uses terminology relating to government and military structure.

FRAME 2 - MANIPULATION EXERCISES

FIRST MANIPULATION

Step 1 (Contrast of simple and contrary-to-fact conditions)

Model 1

- (T) tener las maniobras aquí -
ser de utilidad para la
zona
- (A) Si tenemos las maniobras aquí, serán de utilidad para la zona.
- (B) Si tuviéramos las maniobras aquí, serían de utilidad para la zona.
- (a) evaluar los recursos - beneficiar a la región
 - (b) hacer un estudio preliminar - conocer las necesidades locales
 - (c) abrir la ventana - entrar el aire fresco
 - (d) manejar muy rápidamente - gastar mucha gasolina
 - (e) viajar por avión - ahorrar tiempo
 - (f) necesitar transporte - alquilar un auto

Model 2

- (T) tener dinero - comprar una casa
- (A) Si tuviera dinero, ¿compraría una casa? (B) No, si tuviera dinero, compraría un coche nuevo.
- (a) ser rico - vivir en Caracas
- (b) saber varios idiomas - ser diplomático
- (c) tener sueño - dormir más
- (d) hacer un estudio - autorizar el proyecto
- (e) practicar más - equivocarse menos
- (f) ir a Panamá - visitar el canal

Model 3

- (T) ir al cine - ver esa película (A) Si fuera al cine, vería esa película.
- (a) ponerse nervioso (B) Si viera esa película, me pondría nervioso.
- (b) fumar demasiado (C) Si me pusiera nervioso, fumaría demasiado.
- (c) marearse mucho (D) Si fumara demasiado, me marearía mucho.
- (d) sentirse muy enfermo (E) Si me mareara mucho, me sentiría muy enfermo.
- (e) morirse (F) Si me sintiera muy enfermo, me moriría.
- (f) enterrarme (G) Si me muriera, me enterrarían.

