

S P A N I S H
BASIC COURSE

Module 9
Lessons 49-54
WORKBOOK

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DEFENSE LANGUAGE INSTITUTE
FOREIGN LANGUAGE CENTER

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.

In this volume 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:

NON-SECURITY STUDENTS:

1. Listen to each passage once for overall comprehension.
2. Listen to the passages again and do 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 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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Comprehension Exercises

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LISTENING COMPREHENSION EXERCISE A

Listen to each of the following newscasts and write short answers in Spanish to the questions in your workbook.

- I. 1. ¿Cuántos jóvenes salen de la secundaria sin una formación adecuada?

2. ¿Quién reveló estos datos?

3. ¿Qué organización proporcionó estos datos?

4. ¿Para qué no los preparan ciertas escuelas secundarias a los alumnos?

- II. 1. ¿Quiénes están en huelga?

2. ¿De que trata la nueva ley?

3. ¿Qué desean que se les aumenten?

4. ¿Quién habló por radio y televisión?

5. Mientras tanto, ¿qué hacen los alumnos?

III. 1. ¿Qué porcentaje de los mayores de edad de Chiapas son analfabetos?

2. ¿Cómo se llama el gobernador de Chiapas?

3. ¿Cuántas plazas ("positions") prometió el presidente para 1973?

4. ¿Por qué no fueron llenadas las plazas?

5. ¿Quiénes son los maestros bajo el nuevo sistema?

IV. 1. ¿A qué centro pertenecen los estudiantes?

2. ¿Cuándo se estableció el centro?

3. ¿Qué dijeron los estudiantes acerca de las condiciones de estudio, trabajo e investigación?

4. ¿Cómo son los dos buques que tienen?

5. ¿Cuántos jóvenes no consiguen ingresar en el centro?

LISTENING COMPREHENSION EXERCISE B

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

I.

II.

III.

END OF FRAME 1

LISTENING COMPREHENSION EXERCISE A

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

- I. 1. According to the broadcast, the international baccalaureate program
- (a) is still only experimental in Mexico.
 - (b) has met with limited success in Mexico.
 - (c) is being considered by several countries.
 - (d) has been adopted by eleven countries.
2. According to the broadcast, Dr. Roger Diaz de Cossio
- (a) just made a trip abroad.
 - (b) visited eleven countries.
 - (c) is Secretary of Education.
 - (d) is coordinator of the program.
3. The program
- (a) began two years ago.
 - (b) takes two years to complete.
 - (c) was started in France.
 - (d) has only existed in Europe.
4. The baccalaureate
- (a) is basically a university-preparatory program.
 - (b) will involve for now only European universities.
 - (c) is primarily available to disadvantaged youth.
 - (d) can only be taken by international relations students.

- II. 1. The Association referred to is
- (a) a private organization.
 - (b) a foreign based agency.
 - (c) a non-profit organization.
 - (d) a branch of the Ministry.
2. According to the newscast, Rear Admiral Castro Jimenez
- (a) is the leader of the Association.
 - (b) is the Minister of Education.
 - (c) was a scholarship winner.
 - (d) was a founder of the Association.
3. According to the newscast, _____ establishments belong to the Association.
- (a) 3
 - (b) 30
 - (c) 37
 - (d) 100

- III. 1. Dr. Manuel Sanchez Rosado
- (a) took over a new post yesterday.
 - (b) spoke to students of social work.
 - (c) appointed a governing body.
 - (d) lives in the university city.
2. "UNAM" refers to
- (a) an agency.
 - (b) a school.
 - (c) a government body.
 - (d) a student organization.
3. Several students
- (a) were transferred to another school.
 - (b) were angered by the appointment.
 - (c) reportedly came from other schools.
 - (d) destroyed some school property.

- IV. 1. According to Bravo Ahuja, _____ of the population is illiterate.
- (a) 5%
 - (b) 10%
 - (c) 23%
 - (d) 60%
2. According to Bravo Ahuja,
- (a) illiteracy has been overcome in the cities.
 - (b) people in rural areas will not be literate.
 - (c) most of the population lives in rural areas.
 - (d) too many (people) in the city can't read or write.
3. According to Bravo Ahuja,
- (a) by the end of the decade 10% will still be illiterate.
 - (b) by 1980 Mexico will be a fully literate nation.
 - (c) before 1970 only 5% of city dwellers were illiterate.
 - (d) before 1980 the majority of rural dwellers will be literate.
4. According to the newscast,
- (a) Bravo Ahuja was interviewed by Leon Felipe.
 - (b) Leon Felipe was interviewed by Bravo Ahuja.
 - (c) present educational policy will be discontinued.
 - (d) present administrative programs will be continued.

LISTENING COMPREHENSION EXERCISE B

Listen to the following passages 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.

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

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

END OF FRAME 2

LISTENING COMPREHENSION EXERCISE A

Listen to each of the following passages and write short answers in Spanish to the questions in your workbook.

I. 1. ¿Qué se venderá?

2. ¿Por cuánto se venderán?

3. ¿Quién anunció la noticia?

4. ¿Qué banco hizo el préstamo?

5. ¿Cuántos grupos de expertos ("experts") van a formar?

6. ¿Quiénes podrán comprar los libros a los más bajos precios?

II. 1. ¿Cuántas escuelas funcionan en Diriomo?

2. ¿En qué regiones se establecieron los centros?

3. ¿Dónde se encuentra Diriomo?

4. ¿En qué grados se enseña?

5. ¿En cuántas comarcas ("regions") está dividida la zona?

III. 1. ¿Quiénes asistirán a una reunión?

2. ¿Qué podrán hacer juntos los dos grupos?

3. ¿Cuándo es el día del maestro?

4. ¿Quién propuso la reunión?

5. ¿Quién es Carlos Janguitud Barrios?

IV. 1. ¿De qué país se está hablando?

2. ¿Quién propuso este proyecto?

3. ¿A quiénes divide actualmente la idea de la ENU?

4. ¿Qué federación ("federation") está en contra de la ENU?

5. Según la Federación, ¿sobre qué tipo de pensamiento está construido el Estado?

MODULE 9

FRAME 3

LESSON 49

LISTENING COMPREHENSION EXERCISE B

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

I.

II.

III.

MODULE 9

FRAME 3

LESSON 49

LISTENING COMPREHENSION EXERCISE C

Transcribe the following numbers in the spaces provided below.

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

LISTENING COMPREHENSION EXERCISE D

Listen carefully to the following newscast. Take notes on it. Replay it only once and then write a short summary (gist) of it in English.

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

END OF FRAME 3

LA EDUCACIÓN Y EL TRABAJO EN AMÉRICA LATINA

El crecimiento de la inversión¹ pública ¹investment
 en los últimos años demuestra² el interés ² _____
 cada vez mayor de los gobiernos latino-
 americanos en educar a su población joven y
eliminar³ el analfabetismo. En 1970, por ^{*3} _____
 ejemplo, Costa Rica y Chile dedicaron,
respectivamente,⁴ el 5,6% y el 5,7% de su ⁴ _____
 PNB (Producto Nacional Bruto) a la educa-
 ción, solamente un poco menos que los
 Estados Unidos (6,4%).

La mayoría de los jóvenes latino-
 americanos de 15 a 24 años de edad se
 encuentran en un período⁵ de transición⁶ ⁵ _____
 de la educación al trabajo: a lo más⁷ ⁶ _____
 un 25% del grupo de las edades mencionadas⁸ ⁷ at the most
 sigue inscrito⁹ en el sistema educacional.¹⁰ ^{*8} _____
 Para un joven universitario,¹¹ la transición ⁹ enrolled
 hacia el trabajo se hace entre los 22 y los ¹⁰ _____
 25 años, mientras que para el joven ¹¹ _____
 campesino dicha transición suele¹² ¹² usually;
efectuarse¹³ a partir de¹⁴ los 12 años; ^{generally}
 estos jóvenes emigran¹⁵ hacia las zonas ¹³ take place
urbanas¹⁶ buscando oportunidades de ^{*14} as of; start-
 trabajo. Son empleados en labores¹⁷ que ^{ing; from}
¹⁵ _____
¹⁶ _____
¹⁷ _____

no requieren¹⁸ aptitudes¹⁹ especiales,
 muchas de las cuales han sido rechazadas²⁰
 por los residentes²¹ urbanos. Las muchachas
 de las zonas rurales se emplean con cierta
facilidad,²² especialmente como domésticas²³
 en casas particulares.

18 _____
 19 skills
 *20 rejected
 21 _____
 22 ease
 23 (household)
 servant

Los jóvenes universitarios reciben una
 educación con énfasis²⁴ en las carreras²⁵
profesionales²⁶ en las que predominan²⁷
 los estudios humanísticos²⁸ sobre los
científicos²⁹ y técnicos. Es por eso que
 muchos carecen de³⁰ formación³¹ técnica;
 tampoco reciben preparación³² para empleos³³
manuales.³⁴

24 _____
 25 careers
 26 _____
 27 _____
 28 _____
 29 _____
 30 lack
 31 training
 32 _____
 33 jobs

La necesidad de programas de formación
 técnica y vocacional estimuló³⁵ su
creación³⁶ a partir del 60. Éstos se han
 realizado a través de³⁷ instituciones
especializadas,³⁸ paralelas al sistema
 oficial de educación, pero no integradas³⁹
 a él. Este logro⁴⁰ ha sido considerable,⁴¹
 y aunque es insuficiente,⁴² está ganando⁴³
ímpetu.⁴⁴

34 _____
 35 _____
 36 _____
 37 through
 38 _____
 39 _____
 40 accomplishment;
 attainment
 41 _____
 42 _____
 43 gaining
 44 _____

SITUACIÓN DEL ANALFABETISMO PARA LA POBLACIÓN
DE 15 A 19 AÑOS Y DE 20 A 24 AÑOS DE EDAD

| País | Fecha del censo ⁴⁶ | Porcentaje ⁴⁵ de la población | |
|-------------------------|-------------------------------------|---|---------|
| | | 15 a 19 | 20 a 24 |
| Argentina | 1960 | 5,0 | 5,0 |
| Bolivia | 1950 | 57,3 | 58,5 |
| Brasil | 1970 | 22,9 | 26,0 |
| Colombia | 1964 | 17,5 | 20,1 |
| Costa Rica | 1963 | 8,6 | 12,0 |
| Chile | 1970 | 4,0 | 6,0 |
| Ecuador | 1962 | 20,2 | 25,1 |
| El Salvador | 1971 | 26,6 | 31,3 |
| Guatemala | 1964 | 56,4 | 58,2 |
| Haití | 1950 | 86,4 | 86,4 |
| Honduras | 1961 | 45,7 | 49,5 |
| Jamaica | 1960 | 9,3 | 12,4 |
| México | 1960 | 25,9 | 28,0 |
| Nicaragua | 1971 | 33,4 | 36,5 |
| Panamá | 1960 | 12,7 | 16,3 |
| Paraguay | 1962 | 13,2 | 15,9 |
| Perú | 1961 | 26,2 | 30,4 |
| República Dominicana | 1960 | 17,4 | 22,1 |
| Uruguay | 1963 | 2,4 | 3,1 |
| Venezuela | 1961 | 25,3 | 27,4 |

45

46

Fuente:⁴⁷ Instituto Interamericano de
Estadística, América en Cifras 1970 y 1972.

⁴⁷ source

Existe una relación⁴⁸ entre los ingresos⁴⁹ y la educación, ya que el canal más efectivo de movilidad⁵⁰ ascendente⁵¹ se percibe⁵² a través de la educación. Pero muchos jóvenes interrumpen⁵³ su estudios.

48 _____
 49 income
 50 _____
 51 upward
 52 _____
 *53 _____

La interrupción⁵⁴ que podría parecer voluntaria y hasta caprichosa,⁵⁵ parece ser la respuesta a numerosos factores⁵⁶ sistémicos⁵⁷ e individuales.⁵⁸ Entre los primeros cabe⁵⁹ mencionar que la educación resulta frecuentemente inadecuada⁶⁰ al mercado de empleo, y que el sistema es incapaz⁶¹ de absorber⁶² a toda la población disponible; y entre los segundos, las dificultades económicas que obligan⁶³ al joven a emplearse temprano, la falta de motivación⁶⁴ y la carencia⁶⁵ de información sobre la oferta⁶⁶ educacional y su relación con el mercado de trabajo.

54 _____
 55 _____
 56 _____
 57 _____
 58 _____
 59 it's possible
 60 _____
 61 unable;
 incapable
 62 _____
 *63 force
 64 _____
 65 lack
 66 offer

Argentina, Costa Rica, Chile y Uruguay, que han alcanzado⁶⁷ un nivel promedio de alfabetización del 90%, sólo han logrado retener⁶⁸ en las escuelas al 50% de los alumnos. Conviene⁶⁹ observar que la mayoría de los jóvenes que terminan los

*67 attained;
 reached
 68 _____
 69 It's important

grados medios⁷⁰ y superiores de la educación encuentran ciertas dificultades en ingresar a un trabajo que corresponda⁷¹ a la preparación alcanzada y a las aspiraciones⁷² generadas.⁷³

Son, de todos modos, los jóvenes de hogares de ingreso mediano⁷⁴ y alto los que llenan la mayoría de los cargos⁷⁵ administrativos,⁷⁶ técnicos y profesionales.

Es evidente⁷⁷ que se necesita otorgar⁷⁸ atención especial a una juventud⁷⁹ cada vez más numerosa y participante;⁸⁰ es por eso que se han estado creando organizaciones nacionales, públicas, y privadas, que han contribuido a promover⁸¹ el conocimiento⁸² mutuo y la comunicación entre jóvenes de diversos⁸³ sectores socioeconómicos. El número de jóvenes que participan activamente en estas organizaciones está creciendo significativamente.⁸⁴ De esta manera los muchachos participan en las decisiones⁸⁵ nacionales, especialmente en aquéllas que los afectan⁸⁶ más directamente, como la educación, el ingreso⁸⁷ al mercado de trabajo, la participación política y ciertos aspectos legales⁸⁸ que definen sus derechos.

70 middle

71 is in accord

72

73

74 medium;
average

75 positions;
jobs

76

77

78 to grant

*79 youth

80

81 promote

*82 understanding

83 various

84

*85

86

87 entry; admission

88

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.

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

1. ¿En qué tienen gran interés los gobiernos latinoamericanos?

2. ¿Qué porcentaje de su PNB, dedicó Costa Rica a la educación en 1970?

3. ¿A qué edad se hace la transición de la educación al trabajo para un joven universitario?

4. ¿Qué hacen los jóvenes campesinos para encontrar trabajo?

5. ¿Qué tipo de trabajo consiguen muchas muchachas de las zonas rurales?

6. ¿Cómo es la educación que reciben los jóvenes universitarios?

7. ¿Qué tipos de programas tuvieron que ser creados?

8. ¿Por qué razones interrumpen muchos jóvenes su educación?

9. ¿Qué países han alcanzado un nivel promedio de alfabetismo del 90%?

10. ¿Quiénes son los que llenan la mayoría de los cargos administrativos, técnicos y profesionales?

11. ¿Qué organizaciones se han estado creando?

12. ¿En qué decisiones participar los jóvenes que pertenecen a estas organizaciones?
-
-

MODULE 9

REVIEW EXERCISE A

LESSON 49

Translate the words and phrases in parentheses into Spanish.

1. (The author) _____ no quería firmar su nombre en el libro.
2. Todavía no creen que (I am falling behind) _____ en ese curso.
3. Él me había dicho que podría ofrecerles unas (lectures) _____ a los alumnos.
4. Ojalá que él no (postpone) _____ el examen.
5. ¿(Have you pl. memorized) _____ los nombres de las capitales de todos los estados?
6. Para cambiar grados centígrados a Fahrenheit, (multiply them) _____ por 9, (divide them) _____ por 5, y agrégueles 32.
7. Dudo que hayan comprado (a couple) _____ de casas al lado del mar.
8. (The faculty) _____ de esa universidad está en huelga.

Translate the following sentences into Spanish.

1. Do you know the goals of the maneuvers?

2. I hope that my colleague has already received that scholarship.

3. Maybe we'll have to count on the teacher's help.

4. The helicopter attained a speed of 150 kilometers per hour.

5. We will evaluate the program after they have determined the cost of the budget.

6. The "Licenciado" carried away with him an enormous sum of money.

7. They will execute any (person) that has collaborated with the enemy forces.

8. We have recommended two very essential subjects to them.

9. It seems that very few teachers came to the graduation.

10. Maybe they'll reject my application.

MODUEL 9

VOCABULARY PRACTICE - NARRATIVE

LESSON 49

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.

LISTENING COMPREHENSION EXERCISE A

Listen to the following newscasts, and circle the letters of the choices which make true statements about each.

- I. 1. The events occurred
- (a) the 11th of May.
 - (b) on Labor Day.
 - (c) near Cuernavaca.
 - (d) on Independence Day.
2. The meeting took place at a
- (a) plaza.
 - (b) movie theater.
 - (c) union hall.
 - (d) church.
3. Right after the parade
- (a) the marchers went home.
 - (b) the workers rioted.
 - (c) the police were called in.
 - (d) a union organized a rally.
4. Some of the speakers said the middle class (clase burguesa) used this day to promote
- (a) arms spending.
 - (b) wage increases.
 - (c) the rights of labor.
 - (d) their own interests.
- II. 1. Jesus Mendoza Ramirez
- (a) spoke to the public.
 - (b) directs the telegraph service.
 - (c) presented a report.
 - (d) resigned from his job.
2. The notices were written
- (a) April 22.
 - (b) April 2.
 - (c) April 12.
 - (d) April 25.

3. The office of the Secretary announced that talks with the department heads:

- (a) would begin soon.
- (b) began last night.
- (c) were out of the question.
- (d) had been broken off.

4. The purpose of the meeting was to:

- (a) assess the mass resignation.
- (b) meet with the department heads.
- (c) study the allocation of funds.
- (d) discuss the problems in detail.

III. 1. A department of labor representative stated that:

- (a) The plantation is not under his jurisdiction.
- (b) The plantation owners are not paying minimum wages.
- (c) The workers are receiving minimum wages.
- (d) The workers haven't shown respect for the law.

2. On the plantation:

- (a) Margarita is one of the best workers.
- (b) There are about fourteen women workers.
- (c) There are about forty women workers.
- (d) Margarita is one of the secretaries.

3. Each woman earns 50 cordobas

- (a) a day.
- (b) an hour.
- (c) a week.
- (d) a year.

4. According to the new scale, the minimum wage is:

- (a) 77.20 cordobas.
- (b) 67.20 cordobas.
- (c) 57.20 cordobas.
- (d) 87.20 cordobas.

LISTENING COMPREHENSION EXERCISE B

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

I. _____

II. _____

III. _____

LISTENING COMPREHENSION EXERCISE A

Listen to the following passages and newscasts, and write short answers in English to the questions in your workbook.

I. 1. ¿Qué es la SITRADIQUE?

2. ¿Quién recibió el telegrama?

3. ¿Qué les hace el partido a los trabajadores si van al trabajo?

4. ¿Qué piden en el telegrama?

II. 1. ¿Qué anunciaron los líderes?

2. ¿Cuándo comenzará el paro?

3. ¿Cuándo despidieron a los trabajadores?

4. ¿Qué celebrarán en el Bosque de Chapultepec?

III. 1. ¿Qué informó el jefe de la policía?

2. ¿Desde cuándo han estado las actividades de los sindicatos bajo el control del gobierno?

3. ¿Quién es Ramón Freire Pisano?

MODULE 9

FRAME 2

LESSON 50

LISTENING COMPREHENSION EXERCISE B

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

I.

II.

III.

END OF FRAME 2

LISTENING COMPREHENSION EXERCISE A

Listen to the following newscasts and circle the letters of the choices which make true statements about each.

- I. 1. It appears that
- (a) the President's initiatives are expected to be approved by Parliament.
 - (b) the President's initiatives are expected to be disapproved by Parliament.
 - (c) "Acción Democrática" Party is opposed to the President.
 - (d) "Acción Democrática" is a minority party.
2. One of the reasons given by the President for nationalizing Orinoco Mining Company was that
- (a) less iron needs to be exported.
 - (b) lack of government control allows inflation to run rampant.
 - (c) the government plans the manufacture of heavy equipment.
 - (d) most of the stockholders are foreigners.
3. The President's announcement will affect only
- (a) the petroleum and mining industries.
 - (b) industries with low productivity.
 - (c) foreign industries.
 - (d) supermarket chains.
4. A director of "Fedecámaras," a company with foreign investors, announced that
- (a) he was disturbed by the policy of nationalization.
 - (b) he was pleased by the policy of nationalization.
 - (c) a salary increase for federal employees would be granted.
 - (d) a state of emergency should be declared.

- II.
1. The workers are demanding
 - (a) higher retirement pay.
 - (b) employee life insurance.
 - (c) a salary increase.
 - (d) more health benefits.
 2. In order to meet the workers demands, the government has to allocate:
 - (a) 50 million dollars.
 - (b) 130 million dollars.
 - (c) 8 million dollars.
 - (d) 15 million dollars.
 3. The National Association of Public Employees represents the majority of:
 - (a) welfare workers.
 - (b) unionized labor.
 - (c) office workers.
 - (d) postal employees.
 4. Union leaders have been negotiating with Labor Department representatives and
 - (a) an agreement has been reached.
 - (b) no agreement has been reached.
 - (c) no agreement will be made for a few weeks.
 - (d) an agreement was made several weeks ago.
- III.
1. During the last nine years, fruit exports experienced an increase of
 - (a) 66%
 - (b) 71%
 - (c) 81%
 - (d) 45%
 2. This increase can be attributed to:
 - (a) the creation of collective forms.
 - (b) an improved use of technology.
 - (c) unusually good weather conditions.
 - (d) recent government subsidies.
 3. The highest export figures were noted in
 - (a) 1973
 - (b) 1965
 - (c) 1972
 - (d) 1970

4. These figures were announced

- (a) during a meeting of the Fruit Workers Union.
- (b) at a meeting with the Economists Association (Colegio).
- (c) during a meeting with University Agriculture experts.
- (d) at a talk sponsored by the University Economics Department.

MODULE 9

FRAME 3

LESSON 50

LISTENING COMPREHENSION EXERCISE B

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

I.

II.

III.

MODULE 9

FRAME 3

LESSON 50

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. _____ | 11. _____ | 12. _____ |
| 13. _____ | 14. _____ | 15. _____ |
| 16. _____ | 17. _____ | 18. _____ |
| 19. _____ | 20. _____ | |

LISTENING COMPREHENSION EXERCISE D

Listen to the following newscast. First, transcribe everything in the space provided; second, translate your transcription. Use a dictionary to translate any unknown words.

END OF FRAME 3

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

