

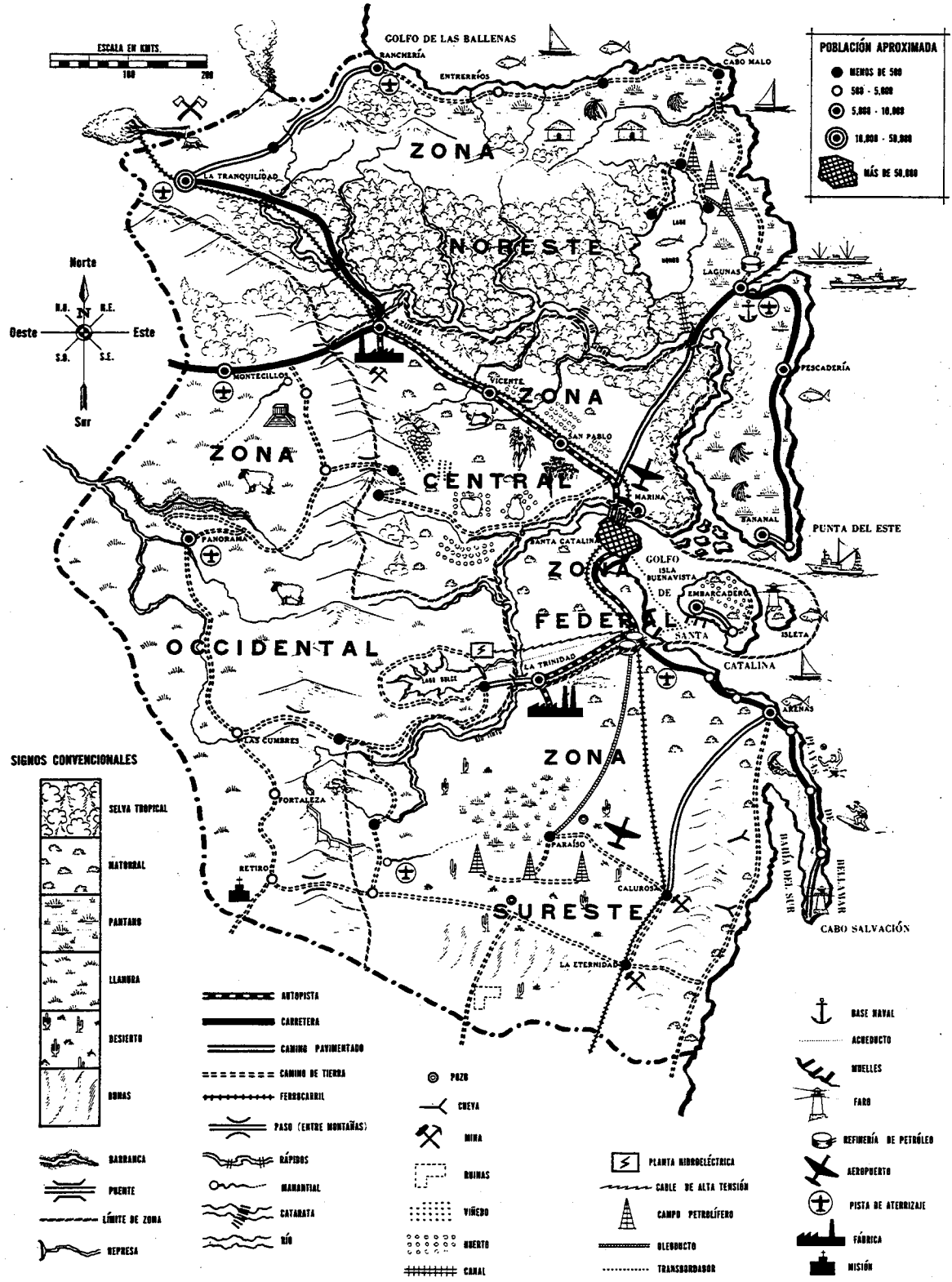
S P A N I S H
BASIC COURSE
TEXT

Module 9
Lessons 49-54

September 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 for 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 Exercises
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 third 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 briefings.
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 the 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 9 OBJECTIVES

Listening Comprehension

1. For each of 10 Spanish sentences the student will select the best English equivalent from four choices. The student must select 7 of the 10 correctly.
2. The student will listen to 5 recorded narratives or conversations in Spanish. After each, the student will select the correct gist for four items about the narrative. Each item will have four possible gists, one of which is correct. Of the twenty total gists, 14 correct selections is required to pass.

Reading Comprehension

1. Given 10 printed Spanish sentences with a word or phrase missing, the student will select the word or phrase that best completes each sentence from four possible choices. 7 of 10 correct selections is required.
2. The student will answer 5 gisting questions for each of two Spanish newspaper articles. The student will choose the correct answer for each questions from 4 choices and is required to select 7 of the 10 correctly.

Writing

1. Given 15 number phrases in Spanish, the student will write the numbers he hears using arabic numerals. 11 of the 15 must be correctly written.
2. For each of 20 written Spanish sentences with missing words or phrases, the student will write in the missing parts in Spanish. 14 of 20 items correctly supplied is passing.
3. Using 2 newspaper articles in English with 20 underlined segments, the student will write the Spanish equivalent for the underlined segments. The student is required to write 14 of the 20 correctly.

Oral Production. The student will assume the role of a military spokesman being interviewed by a member of the press (the instructor) and answers the questions put to him by the reporter in reference to ideas, events, and facts presented in the dialogs of Modules 1-9. Using the three point scale, 21 of 30 is a passing score.

NCTS Test

1. Given a recorded dialog in Spanish, the student will

transcribe the Spanish dialog verbatim. The student must transcribe 11 of 15 key words correctly.

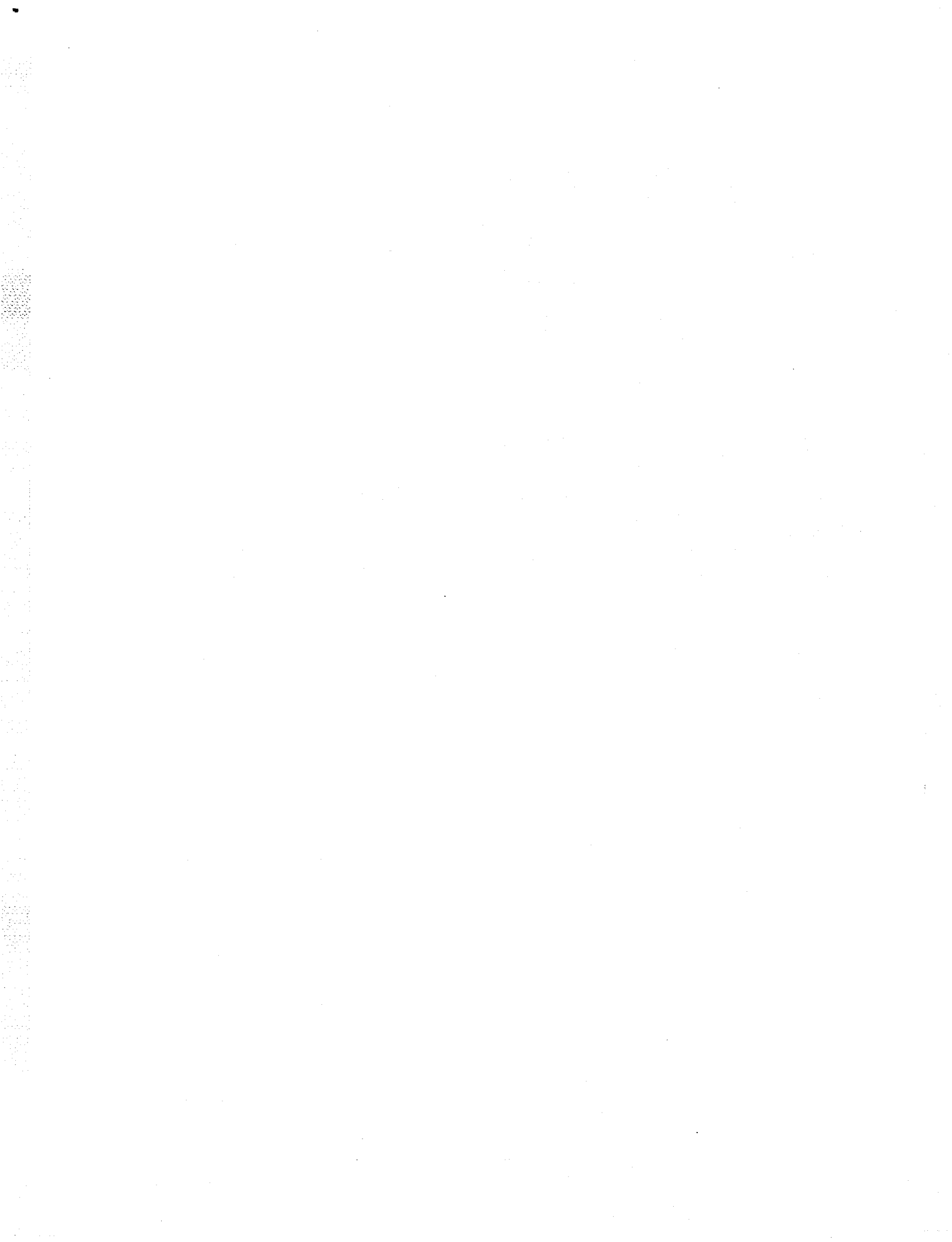
2. Using the Spanish text of the recorded portion of part 1 as transcribed by the student, the student will transcribe his Spanish transcription into English. A correct translation of 10 of 15 key words is passing.

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LESSON 49

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

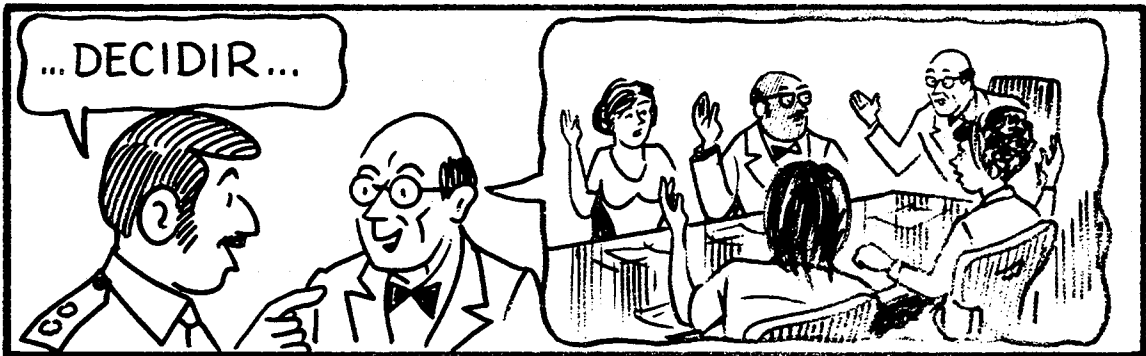
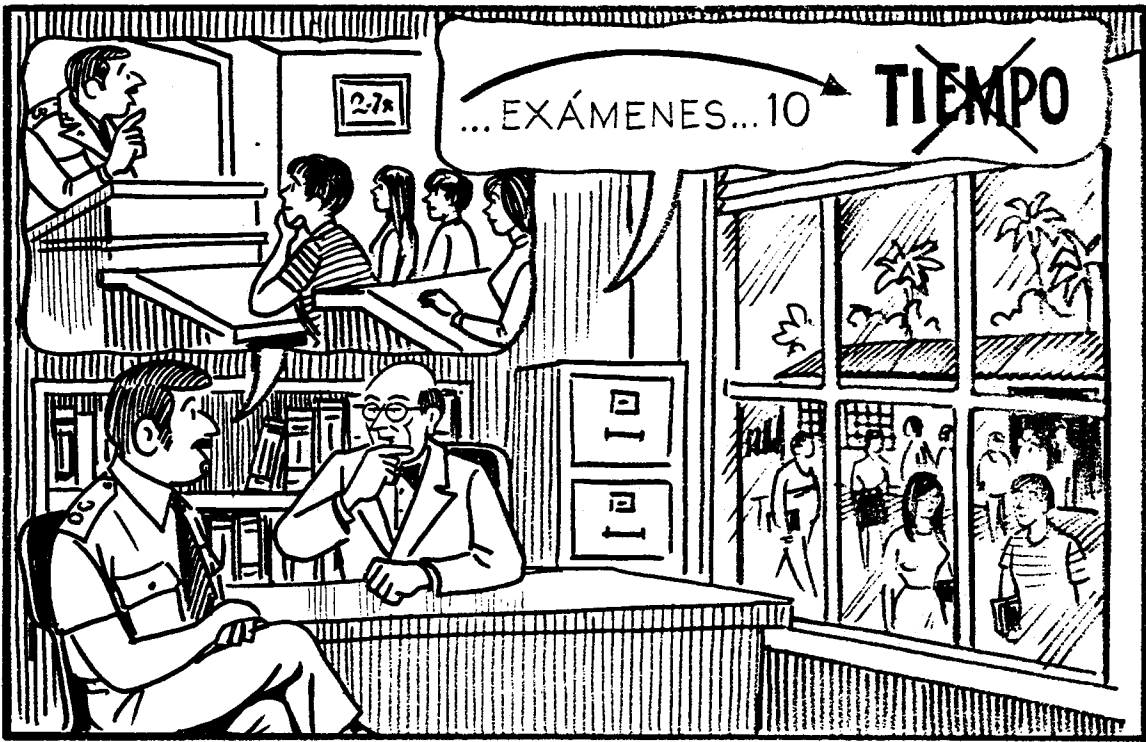
1. Discuss his own and others' educational experience using appropriate vocabulary relating to school and education. Comprehend a newscast reporting on educational matters.

READING COMPREHENSION/WRITING SKILLS

2. Read and understand a newspaper article explaining the relation between the educational system and jobs in Latin America.

3. Translate sentences into Spanish and write in missing Spanish phrases in a series of sentences dealing with education.

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



UNA REUNIÓN CON EL DIRECTOR DE LA ESCUELA

El mayor Vega conversa con el licenciado Ricardo Quintero Hernández, director de la escuela secundaria "Padre Montecillos," con el propósito de obtener su cooperación en la campaña de divulgación de los finés de las maniobras.

VEGA : Licenciado, una vez que hayamos tenido un par de conferencias para el alumnado, nadie pondrá en tela de juicio los aspectos positivos de las maniobras.

QUINTERO: El problema es el tiempo, mayor. Yo prefiero esperar hasta que hayan pasado los exámenes, pues con diez asignaturas no les queda mucho tiempo libre a los estudiantes.

VEGA : Ud. mejor que nadie puede decidir cuándo es el momento más oportuno.

QUINTERO: Bueno, no será una determinación solamente mía sino de todo el profesorado. Le avisaré en cuanto hayamos llegado a algún acuerdo.

VEGA : Pues esperaré a que me comunique lo que hayan resuelto. Aunque, recordando su cooperación en la campaña de alfabetización, no me cabe la menor duda de que contaremos con su valiosa ayuda.

QUINTERO: Los maestros siempre hemos colaborado con toda medida dirigida a mejorar la instrucción pública. Ésa es nuestra misión y nuestro lema: "Educar para formar mejores ciudadanos."

A MEETING WITH THE SCHOOL PRINCIPAL

Major Vega talks with "Licenciado"* Ricardo Quintero Hernandez, principal of "Padre Montecillos" High School, with the purpose of enlisting his cooperation in the campaign to promote the goals of the maneuvers.

VEGA : "Licenciado,"* once we have given a couple of lectures to the student body, no one will question the positive aspects of the maneuver.

QUINTERO: The problem is timing, Major. I prefer to wait until the exams are over, because with ten subjects, the students don't have much free time left.

VEGA : You'd be the best one to decide when the most opportune time is.

QUINTERO: Well, it will not be a personal decision, but of the entire faculty. I'll let you know as soon as we've reached an agreement.

VEGA : Fine; I'll wait for you to let me know your decision. Although, as I remember your cooperation in the literacy campaign, I don't have the slightest doubt that we'll have your valuable help.

QUINTERO: We teachers have always cooperated with all measures aimed at improving public education. That's our mission and motto: "To educate in order to make better citizens."

*Licenciado is a title received in Spanish speaking countries after graduating from law school or after completing a graduate degree (somewhere between a BA and MA). Like other titles in Spanish it is commonly used when speaking to or of the holder.

FRAME 1

- A. 1. ¿Conversa Vega con el ingeniero Quintero?
2. ¿Es Quintero director de la escuela secundaria?
3. ¿Va a ser una campaña política?
4. ¿Tendrán un par de conferencias para el alumnado?
5. Según Vega, ¿habrá aspectos positivos de las maniobras?
6. ¿Prefiere Quintero esperar hasta que haya pasado el invierno?
7. ¿Les dejan mucho tiempo libre las asignaturas a los alumnos?
- B. 8. ¿Es Quintero Hernández doctor o licenciado?
9. ¿Piensan tener un par de conferencias o una serie de ellas?
10. ¿Les queda o no tiempo libre a los alumnos con las asignaturas que tienen?
- C. 11. ¿Con quién conversa el mayor Vega?
12. ¿Quién es el licenciado Quintero?
13. ¿De qué campaña se está hablando?
14. ¿Qué piensan tener para el alumnado?
15. ¿Qué es lo que nadie pondrá en tela de juicio?
16. ¿Hasta cuándo prefiere esperar Quintero?
17. ¿Cuántas asignaturas tienen los alumnos?
18. Según Vega, ¿cuál será la reacción de la gente después que hayan tenido las conferencias para el alumnado?
- D. 19. ¿Para qué conversa Vega con el licenciado Quintero?

20. ¿Por qué prefiere esperar hasta que hayan pasado los exámenes?
21. ¿Por qué no les queda mucho tiempo libre a los alumnos?
- E. 22. ¿Con qué fines estudia Ud. español?
23. ¿Cree Ud. que es suficiente estudiar sólo un par de horas al día?
24. ¿Qué hará Ud. una vez que haya terminado el curso?
25. ¿Ha tenido que dar alguna vez una conferencia?
26. ¿Cuántas asignaturas tenía en la escuela secundaria?
27. ¿Le queda a Ud. suficiente tiempo libre actualmente?

FRAME 2

- A. 1. ¿Puede Vega decidir cuándo es el momento más oportuno?
2. ¿Será una determinación sólo de Quintero?
3. ¿Le avisará a Vega?
- B. 4. ¿Se habla del momento más oportuno para tener las maniobras o las conferencias?
5. ¿Será una determinación de Quintero o del profesorado?
- C. 6. ¿Qué puede decidir Quintero?
7. ¿De quién o de quiénes será la determinación?
8. ¿Cuándo le avisará Quintero a Vega?
- D. (None)
- E. 9. ¿Conoce a todo el profesorado del departamento de español?

FRAME 3

- A. 1. ¿Esperará Vega a que le comuniquen algo?
2. ¿Cooperó Quintero en la campaña de alfabetización?
3. ¿Va a contar Quintero con la ayuda de Vega?
4. ¿Han colaborado siempre los maestros?
5. ¿Se habla de medidas de seguridad para las maniobras?
6. ¿Es su lema: "Educar para formar mejores profesores"?
- B. 7. ¿Cooperó Quintero en la campaña de divulgación de los fines de las maniobras o en la de alfabetización?
8. ¿Duda o no Vega de que contarán con la ayuda de Quintero?
9. ¿Han colaborado los maestros con todas las medidas o sólo con algunas?
- C. 10. ¿Qué esperará Vega?
11. ¿Qué recuerda Vega?
12. ¿Con qué contará Vega?
13. ¿Que han hecho siempre los maestros?
14. ¿Cuál es el lema de los maestros?
- D. 15. ¿Por qué no le cabe duda a Vega de que contarán con la ayuda de Quintero?
- E. 16. ¿Cree Ud. que el gobierno haya resuelto gastar más dinero en armamentos para el próximo año?
17. ¿Sabe qué país latinoamericano tiene el más alto nivel de alfabetización?
18. ¿Cree Ud que es valioso conocer otro idioma fuera del propio?
19. ¿Colabora en alguna forma el ejército con la población civil?

20. ¿Cuál es su lema favorito?
21. ¿Dónde se educó Ud.?
22. ¿Es verdad que la educación forma mejores ciudadanos o sólo ciudadanos mejor educados?

FRAME 1 - OBJECTIVES

Student:

1. responds to questions using the present perfect subjunctive of verbs with regular past participles, following quizás, puede que, tal vez, and ojalá (que), contrasted with present perfect indicative.
2. responds to questions using the present perfect subjunctive of verbs with regular past participles following conjunctions.

FRAME 1 - MANIPULATION EXERCISES

FIRST MANIPULATION

Step 1 (Contrast present perfect: indicative vs. subjunctive; quizás, puede que, tal vez, ojalá (que))

Model 1

(T) ¿Han llegado nuevos alumnos esta semana?

(A) No sé,

{ ojalá
quizás
tal vez
puede que } hayan llegado algunos.

- (a) ¿Ha estudiado la lección el sargento?
- (b) ¿Han traducido la narración anterior?
- (c) ¿Le han gustado los restaurantes locales?
- (d) ¿Han tenido éxito las campañas de educación en la zona rural?
- (e) ¿Quién ha sido el mejor Secretario de Estado?
- (f) ¿Ha habido muchos accidentes este último fin de semana?

Model 2

(T) traer diccionario

(A) ¿Quién ha traído
diccionario?

(B) { Ojalá
Quizás
Tal vez
Puede que } el capitán
haya traído
uno.

- (a) dejar el auto
en casa
- (b) venir a pie a la
escuela
- (c) cambiar el horario
- (d) encender la
calefacción
- (e) no leer el
diálogo
- (f) comprender las
finalidades del
curso

SECOND MANIPULATION

Step 1 (Present perfect subjunctive; conjunctions)

Model 1

(T) hasta que - terminar
el curso

(A) Hablaré español hasta que
haya terminado el curso.

- (a) después que -
repasar todos los
ejercicios
- (b) tan pronto como -
pasar los exámenes
- (c) en cuanto - estudiar
otras asignaturas
- (d) con tal que -
mejorar mi
pronunciación
- (e) aunque - quedarme
mucho tiempo libre

- (f) a menos que -
enfermarse el
profesor
- (g) antes que - comenzar
la clase
- (h) hasta que - ingresar
en la universidad

Model 2

- (T) contestar la carta -
después de almorzar
- (A) ¿Vas a contestar la
carta hoy?
- (B) La contestaré después
que haya almorzado.
- (a) ir al club - antes
de estudiar
- (b) volver a casa - en
cuanto termine la
conferencia
- (c) prestarme el libro -
cuando leas el
primero de ese
autor
- (d) no comprar otro
carro - hasta que
termine de pagar el
que tengo
- (e) recorrer esta
ciudad - aunque me
indiquen sus
aspectos positivos
- (f) salir a comer - a
menos que me quede
tiempo libre

Step 2

Model 1

- (T) They will prepare a report as soon as they have identified the guilty (one).
- (A) Prepararán un informe en cuanto (tan pronto como) hayan identificado al culpable.
- (a) I'm going to repeat it until you have all understood it.
- (b) Write it down as soon as you've listened to it all.
- (c) We're going to interview her after she has given the lecture.
- (d) That doesn't matter, as long as the student body hasn't complained.
- (e) I'm going to have two subjects, unless they've changed the schedule.

END OF FRAME 1

FRAME 2 - OBJECTIVES

Student:

1. responds to questions using the present perfect subjunctive of verbs with regular past participles following esperar que, dudar que, no creer que and impersonal expressions.

2. asks and responds to questions and translates sentences using known and new vocabulary relating to education.

FRAME 2 - MANIPULATION EXERCISES

FIRST MANIPULATION

Step 1 (Esperar que, dudar que, no creer que + present perfect subjunctive)

Model 1

(T) designar un nuevo director

(A) ¿Han designado un nuevo director?

(B) { Espero
Dudo
No creo } que hayan designado uno.

(a) leer la composición

(b) tomar un acuerdo

(c) entender las instrucciones

(d) participar en la ceremonia

(e) corregir la prueba

(f) tomar una determinación

(g) construir muchas escuelas rurales

Model 2

(T) ¿Ha dictado ella muchas conferencias? (A) Sí, Creo que Estoy seguro de que } ha dictado muchas.

Espero que (no) No creo que Dudo que } haya dictado muchas.

- (a) ¿Ha estudiado Ud. más que los demás?
- (b) ¿Creen Uds. que ha "mejorado mucho su pronunciación?
- (c) ¿Les han ayudado mucho a Uds. estos ejercicios?
- (d) ¿Sabe Ud. si han suspendido a algún alumno aquí?
- (e) ¿Saben Uds. si han faltado muchos estudiantes hoy?
- (f) ¿Ha aumentado el gobierno el presupuesto para la educación?
- (g) ¿Se han quedado atrás muchos alumnos?

Step 2 (Impersonal expressions: ser mejor, ser posible, etc.)

Model 1

- (T) mejor - no venir (A) Es mejor que no hayan venido.
- (a) necesario - mandar una solicitud
 - (b) bueno - escoger esa asignatura

- (c) importante - autorizar el proyecto
- (d) posible - tener razón
- (e) una lástima - perecer tantas personas
- (f) mejor - no mantenerse en contacto

SECOND MANIPULATION

Step 1

Model 1 (Education vocabulary)

- (T) ¿Cuál ha sido el promedio de su nota aquí? (A) Hasta ahora he sacado un promedio de 87.
- (a) ¿Hay demasiado que aprender de memoria?
 - (b) ¿En qué fecha será su graduación?
 - (c) ¿Cómo cree Ud. que va a salir en los próximos exámenes?
 - (d) ¿Has conseguido alguna vez una beca?
 - (e) ¿Qué suma de dinero trata de mantener en el banco?
 - (f) ¿Es más difícil enseñar a multiplicar que a dividir?
 - (g) ¿Cuáles son más fáciles, las sumas o las restas?
 - (h) ¿Cada cuánto tiempo tienen pruebas Uds.?
 - (i) ¿Quién te corregía cuando eras pequeño?

Model 2

(T) Will you do well in the course?

(A) ¿Saldrás bien en el curso? (B) Sí, creo que voy a salir bien.

- (a) How many subjects did you have in school?
- (b) Are there many scholarships to study abroad?
- (c) Did you memorize the last dialog?
- (d) How did you do in the last test?
- (e) Where will the graduation ceremonies take place?
- (f) Will all the student body attend the next party?

Model 3

(T) In some countries students stand up when the teacher comes in. (A) En algunos países los alumnos se ponen de pie cuando entra el profesor.

- (a) Destroy the message after you (fam.) have memorized it.
- (b) We received the results and it looks like (seems) he didn't do very well.
- (c) I won't be able to attend the university until I have obtained a scholarship.
- (d) They divided our group into five sections.

- (e) Addition and subtraction are two of the four basic operations.
- (f) I don't mind repeating, as long as you have practiced the exercises.

END OF FRAME 2

FRAME 3 - OBJECTIVES

Student:

1. asks and responds to questions using the present perfect subjunctive of verbs with irregular past participles.

FRAME 3 - MANIPULATION EXERCISES

FIRST MANIPULATION

Step 1 (Present perfect subjunctive of verbs with irregular past participle)

Model 1

- | | |
|---|--------------------------------|
| (T) ¿Ha escrito el sargento todos los ejercicios? | (A) Dudo que los haya escrito. |
| (a) ¿Ha visto su esposa el nuevo muelle? | |
| (b) ¿Ha abierto él una cuenta de ahorros? | |
| (c) ¿Han resuelto los oficiales todos los problemas? | |
| (d) ¿Has hecho algo por los nuevos ciudadanos? | |
| (e) ¿Han dicho ellos algo incorrecto? | |
| (f) ¿Se ha puesto el coronel el uniforme de gala para ir al cine? | |

Model 2

- (T) escribir la carta - ella
- (A) ¿Ha escrito ella la carta? (B) Dudo que ella haya escrito la carta.
- (a) hacer una investigación - el Congreso
- (b) resolver los conflictos - el licenciado
- (c) ver el mensaje - el radioperador
- (d) romper los alambres - la tormenta
- (e) devolver el martillo - el mecánico
- (f) envolver la caja - la empleada

Model 3

- (T) escribir la carta - ella
- (A) ¿Cree Ud. que ella haya escrito la carta? (B) Es probable que la haya escrito.
- (Do the exercise using the cues for Model 2, above)

Model 4

- (T) ¿Pospuso el profesor el examen? (A) Ojalá (no) lo haya pospuesto.
- (a) ¿Compuso el mecánico la máquina de escribir?
- (b) ¿Propuso el Congreso algún nuevo impuesto?
- (c) ¿Se descompuso su televisor?
- (d) ¿Propuso el coronel algún cambio en los planes?

