

S P A N I S H  
BASIC COURSE  
WORKBOOK

Module 2  
Lessons 7 - 12

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## PREFACE

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

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

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

This Workbook also contains eight units of phonology material. This material has been adapted from the Foreign Institute Spanish Programmatic Course. These are self-study materials but the Keys (voicing scripts) found at the back of the Workbook may be used by the teacher for remedial or supplemental classroom exercises.

## TABLE OF CONTENTS

### STUDENT'S WORKBOOK

	<u>Page</u>
LESSON 7	
Frame 1	1
Frame 2	8
Frame 3	11
Narrative A	14
Narrative B	19
Review Exercises	23
LESSON 8	
Frame 1	26
Frame 2	31
Frame 3	34
Narrative	36
Review Exercises	39
LESSON 9	
Frame 1	40
Frame 2	42
Frame 3	46
Narrative A	50
Narrative B	52
Review Exercises	55
LESSON 10	
Frame 1	60
Frame 2	64
Frame 3	67
Narrative A	70
Narrative B	74
Review Exercises	77
LESSON 11	
Frame 1	81
Frame 2	84
Frame 3	86
Narrative	89
Review Exercises	91

	<u>Page</u>
LESSON 12	
Frame 1	95
Frame 2	100
Frame 3	102
Narrative	106
Review Exercises	110
KEYS to Listening and Reading Comprehension Exercises	112
LESSON 7	113
LESSON 8	116
LESSON 9	119
LESSON 10	122
LESSON 11	125
LESSON 12	127
PHONOLOGY (Separate pagination by Unit)	130
UNITS 1 - 10	
KEYS 11 - 18	

## LISTENING COMPREHENSION EXERCISE A

Listen to the following Spanish questions. Write the number of each question beside its best response. There are more responses than needed to complete the exercise.

1. a. (  ) Quiero ir este fin de semana.
2. b. (  ) No leo el diálogo.
3. c. (  ) Hoy es lunes.
4. d. (  ) No, gracias, ahora no quiero comer.  
e. (  ) No, no sé el diálogo.
5. f. (  ) No, quiero carne asada.
6. g. (  ) No, no como arroz.
7. h. (  ) Voy a comer a las 5:00.
8. i. (  ) Mañana es fin de mes.  
j. (  ) Queremos pollo.
9. k. (  ) Mañana es jueves.
10. l. (  ) Yo también hablo español.
11. m. (  ) Sí, vamos a tener clase.
12. n. (  ) No, no quiero trabajar mañana.  
o. (  ) Voy a comprar ése.

## LISTENING COMPREHENSION EXERCISE B

Listen to each of the following Spanish sentences. Transcribe each sentence in the space provided, and then circle the letter of the best English translation.

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

- (a) He is going to San Francisco Sunday.
- (b) He goes to San Francisco on Sundays.

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

- (a) We don't want that.
- (b) We don't know that.

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

- (a) Tomorrow is Saturday.
- (b) Tomorrow is Friday.

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

- (a) I don't know when they study.
- (b) When do they study?

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

- (a) I have a steak.
- (b) I want a steak.

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

- (a) He knows the lesson.
- (b) They know the lesson.

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

- (a) We don't know yet.
- (b) We don't know either.

8.

- 
- (a) We want to walk.
  - (b) We have to walk.

9.

- 
- (a) She prepares chicken and rice.
  - (b) She buys chicken and rice.

10.

- 
- (a) We are not going to eat meat.
  - (b) We don't eat meat.

11.

- 
- (a) They don't know the price.
  - (b) They don't know how many there are.

12.

- 
- (a) They are coming tomorrow.
  - (b) They are coming (the) day after tomorrow.

## LISTENING COMPREHENSION EXERCISE C

Listen to the following conversations. Then circle the letter of the choice in your workbook which makes a true statement about each.

1. En el restaurante estos hombres
  - (a) no quieren nada.
  - (b) piden cerveza.
  - (c) quieren la cena.
  
2. Ellos están
  - (a) en la cantina.
  - (b) en la casa.
  - (c) en la clase.
  
3. Este señor habla con
  - (a) un amigo.
  - (b) un profesor.
  - (c) una secretaria.
  
4. Pedro va a estudiar
  - (a) esta noche.
  - (b) en el club.
  - (c) con sus amigos.
  
5. El profesor quiere saber
  - (a) cómo estudia Juana.
  - (b) cuándo lee Juana.
  - (c) qué grabadora tiene Juana.
  
6. Él no sabe
  - (a) cuánto cuestan los autos.
  - (b) cuántos autos tiene.
  - (c) por dónde pasan los autos.



7. El señor

- (a) gasta cien dólares.
- (b) tiene cien dólares.
- (c) pide cien dólares.

8. Este alumno no quiere

- (a) comprar un diccionario.
- (b) pedir un diccionario.
- (c) vender un diccionario.

LISTENING COMPREHENSION EXERCISE D

Translate the following exchanges into written English:

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

10.

---

---

11.

---

---

12.

---

---

END OF FRAME 1

## LISTENING COMPREHENSION EXERCISE A

Listen to the following conversations. Then circle the letter of the choice in your workbook which makes a true statement about each.

1. (a) A student wants to leave.  
(b) No student wants to leave.  
(c) All the students want to leave.  
(d) A few students want to leave.
  
2. They  
(a) are able to go.  
(b) aren't ready yet.  
(c) aren't busy.  
(d) are not here yet.
  
3. The first speaker  
(a) can't put his books there.  
(b) has many glasses.  
(c) puts the books on the table.  
(d) can't drink from those glasses.
  
4. On Saturdays,  
(a) they can't come when they want to.  
(b) there cannot be classes.  
(c) classes are in the morning.  
(d) they may have classes.

## LISTENING COMPREHENSION EXERCISE B

Listen to the following Spanish sentences. Write the number of each beside its best English translation.

1. a. ( ) I put everything here.
2. b. ( ) Of course!
3. c. ( ) I study when I come.
4. d. ( ) I study when I can.  
e. ( ) They (fem.) are ready.
5. f. ( ) Are there classes tomorrow?
6. g. ( ) There is a test today.
7. h. ( ) Today I have money.
8. i. ( ) All your family.  
j. ( ) He puts the money in the bank.
9. k. ( ) Can I order rice?
10. l. ( ) We put the beer in the car.
11. m. ( ) I (usually) ask for that.
12. n. ( ) He puts his name on the board.  
o. ( ) I work all day.
13. p. ( ) He puts the pistol there.
14. q. ( ) Yes, I can go home.
15. r. ( ) They put the pistols there.
16. s. ( ) He pays all his bills.  
t. ( ) We can eat now.

LISTENING COMPREHENSION EXERCISE C

Transcribe the following sentences:

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

END OF FRAME 2

## LISTENING COMPREHENSION EXERCISE A

Listen to the following Spanish questions. Write the number of each question beside the best response. There are more responses than needed to complete the exercise.

1. a.  Sí, llega uno de la Florida.
2. b.  No, porque no hay lugar.
3. c.  Sí, es todo.
4. d.  No sé todavía.
5. e.  Todos están aquí.  
f.  No, no hay ninguno.
6. g.  Tiene que pasar un edificio verde, y al lado está la casa.
7. h.  Ahora, porque la comida está lista.
8. i.  Sí, hay dos alumnos con catarro.
9. j.  Pongo los libros en la mesa.
10. k.  Con leche, por favor.  
l.  Sí, es para Ud.
11. m.  Yo puedo ser su intérprete.
12. n.  Por supuesto. Siempre estamos listos.
13. o.  No, aquí no hay nadie con ese apellido.
14. p.  Sí, el profesor sabe.
15. q.  Ella está triste.  
r.  Yo tengo algunos en mi oficina.

## LISTENING COMPREHENSION EXERCISE B

Listen to each of the following Spanish sentences. Transcribe each sentence in the space provided, and then circle the letter of the best English translation.

1. \_\_\_\_\_  
(a) There is nobody in the classroom.  
(b) There is nothing in the classroom.
  
2. \_\_\_\_\_  
(a) No one is coming down the street.  
(b) Someone is coming down the street.
  
3. \_\_\_\_\_  
(a) Some drink coffee at 11:00.  
(b) Nobody drinks coffee at 11:00.
  
4. \_\_\_\_\_  
(a) Is there something behind us?  
(b) Is there someone behind us?
  
5. \_\_\_\_\_  
(a) There is no chair here.  
(b) No one here has a chair.
  
6. \_\_\_\_\_  
(a) Who wants to go to the club?  
(b) Does someone want to go to the club?
  
7. \_\_\_\_\_  
(a) There are going to be more students next year.  
(b) The students are going there next year.



8. \_\_\_\_\_  
(a) He doesn't live with them.  
(b) He doesn't live with anybody.
9. \_\_\_\_\_  
(a) He studies nothing on Saturdays.  
(b) Nobody studies on Saturdays.
10. \_\_\_\_\_  
(a) He understands everything.  
(b) He understands the text.
11. \_\_\_\_\_  
(a) Who can come at seven?  
(b) Can anyone come at seven?
12. \_\_\_\_\_  
(a) He is going to study that language.  
(b) Someone is going to study that language.
13. \_\_\_\_\_  
(a) No one can leave at this time.  
(b) You cannot leave at this time.

END OF FRAME 3

## UN CENA

Mi señora y yo vivimos en Santa Catalina, la capital<sup>1</sup> de Amerindia. En esta pintoresca<sup>2</sup> ciudad, donde hay gente<sup>3</sup> de todo el mundo,<sup>4</sup> tenemos muchos amigos de Centroamérica.<sup>5</sup> A veces,<sup>6</sup> algunos de ellos van con nosotros a visitar lugares de interés<sup>7</sup> o vienen a nuestra casa. El próximo sábado, por ejemplo, el teniente José María Fuentes y su esposa, Juliana, van a venir a nuestra casa. Ellos son de Guatemala, pero van a estar aquí tres semanas de vacaciones con los padres de Juliana. Mi señora quiere cocinar<sup>8</sup> algo especial<sup>9</sup> para ellos. Va a preparar arroz blanco, frijoles negros, carne asada y ensalada mixta.<sup>10</sup> Por supuesto, va a comprar cerveza, porque José María no toma vino con la cena. Si<sup>11</sup> no tenemos ningún problema, todo va a estar listo el sábado por la tarde.

El domingo, los padres de Juliana van a celebrar<sup>12</sup> una fiesta, pero no vamos a poder ir porque ese día es el cumpleaños<sup>13</sup>

1 capital  
 2 picturesque;  
 colorful  
 3 people  
 4 world  
 5 Central America  
 6 at times; some-  
 times

7 interest

8 to cook

9 special

10 tossed

11 If

12 (to) celebrate

13 birthday

de mi señora. Esa noche nosotros queremos  
ir a cenar a un restaurante español.

Based on the above narrative, circle the letter of the choice which best completes the meaning of each sentence.

1. Santa Catalina is a/an
  - (a) rural city.
  - (b) cosmopolitan city.
  - (c) dull city.
  - (d) overpopulated city.
  
2. The speaker in this narrative and his wife have many
  - (a) examples.
  - (b) friends.
  - (c) interests.
  - (d) pictures.
  
3. They also enjoy visiting
  - (a) their friends' homes.
  - (b) Guatemala.
  - (c) interesting places.
  - (d) Central America.
  
4. The Fuentes are
  - (a) buying beer.
  - (b) coming to Santa Catalina.
  - (c) from Mexico.
  - (d) going to cook.
  
5. Lieutenant Fuentes will stay at
  - (a) a hotel.
  - (b) a motel.
  - (c) his friends' house.
  - (d) his in-laws' house.

6. The Fuentes' will spend

- (a) three days in Santa Catalina.
- (b) three months in Santa Catalina.
- (c) three weeks in Santa Catalina.
- (d) three years in Santa Catalina.

7. The dinner will include

- (a) baked potatoes.
- (b) fish.
- (c) meat.
- (d) navy beans.

8. Juliana's parents are going to

- (a) give a party.
- (b) go to a restaurant.
- (c) go to Nicaragua.
- (d) have a birthday party.

Based on the above narrative, write answers in Spanish to the following questions. Include the Spanish equivalent of the underlined word(s) in your answer.

1. What is the capital of Amerindia?  
\_\_\_\_\_
2. If we were to describe this city (with one word) we would say it is . . . .  
\_\_\_\_\_
3. In Amerindia there are people from . . . .  
\_\_\_\_\_
4. When are the Fuentes going to go to their friends' house?  
\_\_\_\_\_
5. Where are the Fuentes from?  
\_\_\_\_\_
6. What is this friend going to cook for them?  
\_\_\_\_\_
7. What is she going to buy?  
\_\_\_\_\_
8. Why?  
\_\_\_\_\_
9. When is everything going to be ready?  
\_\_\_\_\_
10. If there is no beer, what do you think they are going to drink?  
\_\_\_\_\_

## EN EL RESTAURANTE

La fonda<sup>1</sup> El Pollo Asado está en la Calle Colón, a un lado del Parque Central<sup>2</sup> de la ciudad de Santa Catalina. Es un restaurante modesto<sup>3</sup>, pero la comida es sabrosa y barata. Los camareros de esta fonda, como en casi<sup>4</sup> todos los restaurantes de Latinoamérica<sup>5</sup>, son hombres<sup>6</sup>. Pancho siempre va a comer a esta fonda al mediodía. Generalmente, en su mesa hay un mantel<sup>7</sup> rojo y blanco, y en el centro<sup>8</sup> unas flores<sup>9</sup>, un salero<sup>10</sup> y una fuelle<sup>11</sup> con pan. Cuando él llega al restaurante, pide el menú<sup>12</sup>, y mientras lee la lista<sup>13</sup> de los platos del día, el camarero pone en la mesa la servilleta<sup>14</sup> y los cubiertos<sup>15</sup>: un cuchillo<sup>16</sup>, un tenedor<sup>17</sup> y una cuchara<sup>18</sup>. Hoy tienen algo muy especial por solamente tres dólares: ensalada mixta, sopa de pescado, corvina<sup>19</sup> en salsa<sup>20</sup> de tomate, y de postre, helado<sup>21</sup> de vainilla<sup>22</sup>. Pancho pide el plato especial, y mientras preparan la comida, él fuma<sup>23</sup> un cigarrillo.

- ¡Camarero, por favor! Necesito un cenicero<sup>24</sup>.

<sup>1</sup>inn  
<sup>2</sup>central  
<sup>3</sup>modest  
<sup>4</sup>almost  
<sup>5</sup>Latin America  
<sup>6</sup>men  
<sup>7</sup>tablecloth  
<sup>8</sup>center  
<sup>9</sup>flowers  
<sup>10</sup>saltshaker  
<sup>11</sup>platter  
<sup>12</sup>menu  
<sup>13</sup>list  
<sup>14</sup>napkin  
<sup>15</sup>silverware  
<sup>16</sup>knife  
<sup>17</sup>fork  
<sup>18</sup>spoon  
<sup>19</sup>white sea bass  
<sup>20</sup>sauce  
<sup>21</sup>ice cream  
<sup>22</sup>vanilla  
<sup>23</sup>smokes  
<sup>24</sup>ashtray

- ¡Aquí tiene Ud. uno, señor!

Después del<sup>25</sup> almuerzo, Pancho toma  
café, paga la cuenta, y sale de la fonda  
muy contento.

<sup>25</sup>After



Based on the above narrative, circle the letter of the choice which best completes the meaning of each sentence.

1. The El Pollo Asado Inn is
  - (a) the best in town
  - (b) good and inexpensive.
  - (c) in need of new help.
  
2. At this restaurant, Pancho is
  - (a) a steady patron.
  - (b) a good waiter.
  - (c) the owner.
  
3. On the table there is
  - (a) an ashtray.
  - (b) a red napkin.
  - (c) a platter.
  
4. Help at this inn
  - (a) are dressed in red.
  - (b) are fond of loafing.
  - (c) are all men.
  
5. The principal dish of the special for the day is
  - (a) fish.
  - (b) fowl.
  - (c) pork.
  
6. Dessert consists of
  - (a) ice cream.
  - (b) pudding.
  - (c) cheese cake.

7. One of the waiters brings Pancho
  - (a) an extra spoon.
  - (b) an ash tray.
  - (c) a salt shaker
  
8. Pancho has a cup of coffee
  - (a) before the meal.
  - (b) during the meal.
  - (c) after the meal.
  
9. Before leaving, Pancho
  - (a) goes to the bathroom.
  - (b) buys some cigarettes.
  - (c) pays the bill.
  
10. The main dish is garnished with
  - (a) parsley leaves.
  - (b) tomato sauce.
  - (c) sliced radishes.

END OF NARRATIVE

Write the number of each of the Spanish sentences beside its English equivalent.

- |                                    |  |
|------------------------------------|--|
| 1. Vivo en la capital.             | a. ( ) I'm ready.                                    |
| 2. Es una ciudad pintoresca.       | b. ( ) We are not going to be able to go.            |
| 3. La gente viene pasado mañana.   | c. ( ) Sometimes he orders ice cream.                |
| 4. Éste, por ejemplo.              | d. ( ) They are going to come next week.             |
| 5. A veces pide helado.            | e. ( ) The people are coming the day after tomorrow. |
| 6. Sus padres llegan el miércoles. | f. ( ) I wish to go to to eat dinner.                |
| 7. Van a venir la próxima semana.  | g. ( ) Someone leaves.                               |
| 8. Estoy lista.                    | h. ( ) This one, for example.                        |
| 9. No vamos a poder ir.            | i. ( ) It is a picturesque city.                     |
| 10. Deseo ir a cenar.              | j. ( ) I live in the capital.                        |
|                                    | k. ( ) Her parents arrive on Wednesday.              |

Write the letter of each Spanish sentence beside its English equivalent.

- (a) Necesito un tenedor. 1( ) I need a knife.
- (b) La cuenta está al lado del cenicero. 2( ) The menu is under the napkin.
- (c) Vamos al centro de la ciudad. 3( ) We always eat at that inn.
- (d) Hay una servilleta en la fuente. 4( ) I need a fork.
- (e) Comemos siempre en esa fonda. 5( ) I'm going to order some flowers.
- (f) Necesito un cuchillo. 6( ) We are going downtown (to the center of town).
- (g) Hoy no tenemos corvina. 7( ) We are ready to order.
- (h) No tengo mantel para su mesa. 8( ) We have no sea bass today.
- (i) Voy a pedir unas flores. 9( ) There is a napkin on the platter.
- (j) El pescado está sabroso. 10( ) I don't have a tablecloth for your table.
- 11( ) The bill is next to the ashtray.
- 12( ) The silverware is on a platter.
- 13( ) We always go to that inn.
- 14( ) The fish is delicious.
- 15( ) I need a spoon.

Write the Spanish translation for each of the following English sentences.

1. The silverware is on the table.

---

2. Waiter! I need a fork.

---

3. The bread is on a platter.

---

4. Pancho cannot smoke.

---

5. Today's special dish is white sea bass.

---

6. The waiter puts flowers in the center of our table.

---

7. They have a modest house in front of the central park.

---

8. He dines at this inn every night.

---

9. Fish soup is good for the stomach.

---

10. Can you read the menu?

---

## LISTENING COMPREHENSION EXERCISE A

Listen to each of the following Spanish sentences. In your workbook, transcribe each sentence in the space provided and circle the letter of the best translation.

1. \_\_\_\_\_  
(a) Excuse me, Miss.  
(b) But Miss...
  
2. \_\_\_\_\_  
The department store  
(a) has a bookstore.  
(b) is by the bookstore.
  
3. \_\_\_\_\_  
They always  
(a) tell me if they are coming.  
(b) know if they are coming.
  
4. \_\_\_\_\_  
(a) Can you tell me?  
(b) Can you say that?
  
5. \_\_\_\_\_  
(a) I don't want \_\_\_\_\_ to sell the car.  
(b) I don't need \_\_\_\_\_
  
6. \_\_\_\_\_  
(a) He asks for money.  
(b) He asks me for money.

7. \_\_\_\_\_  
The hospital           (a) is close.  
                          (b) is going to be close.
8. \_\_\_\_\_  
The professor       (a) doesn't read the paper.  
                          (b) reads the paper to us.
9. \_\_\_\_\_  
I have to tell       (a) them the truth.  
                          (b) her the truth.
10. \_\_\_\_\_  
(a) They ask for the check.  
(b) They ask him for the check.
11. \_\_\_\_\_  
(a) She explains to the students.  
(b) The students need her explanation.
12. \_\_\_\_\_  
(a) The barracks are behind.  
(b) I see the barracks behind.
13. \_\_\_\_\_  
I tell                   (a) them goodbye.  
                          (b) her goodbye.
14. \_\_\_\_\_  
He is going to       (a) explain the lesson to them.  
                          (b) explain the lesson to me.
15. \_\_\_\_\_  
(a) I want to say something.  
(b) I want to tell you something.

## LISTENING COMPREHENSION EXERCISE B

Listen to the following Spanish questions. Write the number of each beside the best response. There are more possible responses than needed to complete the exercise.

1. a. (  ) Pedro nos explica la lección.
2. b. (  ) Con mucho gusto. Esta allí, a la derecha.
3. c. (  ) Sí, él me explica todo.
4. d. (  ) Queda en aquella esquina.
5. e. (  ) Mi hermana me pide dinero.  
f. (  ) Le pido dinero a mi hermana.
6. g. (  ) Le decimos que queremos la cuenta.
7. h. (  ) Por supuesto. Son las once y cinco.
8. i. (  ) Les digo: Buenos días.
9. j. (  ) Le digo la verdad.
10. k. (  ) Le pedimos la cuenta.  
l. (  ) No, quedan bastante cerca.
11. m. (  ) Con mucho gusto. ¿A qué hora?
12. n. (  ) Porque quiero decirle algo del examen.
13. o. (  ) Sí, tengo que decirles el número de la casa.
14. p. (  ) Hay algunos, pero son pequeños.  
q. (  ) No dice mucho.



LISTENING COMPREHENSION EXERCISE C

Transcribe the following sentences:

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_
- \*11. \_\_\_\_\_
- \*12. \_\_\_\_\_
- \*13. \_\_\_\_\_
- \*14. \_\_\_\_\_
- \*15. \_\_\_\_\_

\*Optional

LISTENING COMPREHENSION EXERCISE D

Write English translations for the sentences from the previous exercise.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_
- \* 11. \_\_\_\_\_
- \* 12. \_\_\_\_\_
- \* 13. \_\_\_\_\_
- \* 14. \_\_\_\_\_
- \* 15. \_\_\_\_\_

\*Optional

END OF FRAME 1

## LISTENING COMPREHENSION EXERCISE A

The following Spanish sentences are incomplete. In your workbook, circle the word or phrase which best completes each sentence.

- |                       |                |                  |
|-----------------------|----------------|------------------|
| 1. (a) hasta          | (b) entonces   | (c) la esquina   |
| 2. (a) noticias       | (b) profesor   | (c) mi amigo     |
| 3. (a) a la izquierda | (b) derecho    | (c) la cuadra    |
| 4. (a) hablan         | (b) cruce      | (c) dicen        |
| 5. (a) desayuno       | (b) gastan     | (c) enseñar      |
| 6. (a) escribirles    | (b) costar     | (c) díganos      |
| 7. (a) mis amigos     | (b) mi hermano | (c) al capitán   |
| 8. (a) explicarme     | (b) decirles   | (c) diga         |
| 9. (a) naranja        | (b) a mí       | (c) a ellos      |
| 10. (a) a los alumnos | (b) nunca      | (c) ahora, cabo  |
| 11. (a) mapa          | (b) sopa       | (c) rifle        |
| 12. (a) otro          | (b) lugar      | (c) mesa         |
| 13. (a) a sus padres  | (b) a la carta | (c) a las calles |

LISTENING COMPREHENSION EXERCISE B

Translate the following exchanges:

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

9.

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10.

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\*11.

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\*12.

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\*13.

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\*14.

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\*15.

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\*16.

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\*Optional

END OF FRAME 2

## LISTENING COMPREHENSION EXERCISE A.

Listen to each of the following Spanish words. Each will be given twice, once in isolation, then in context. Translate each of the words into English.

- |           |           |           |
|-----------|-----------|-----------|
| 1. _____  | 2. _____  | 3. _____  |
| 4. _____  | 5. _____  | 6. _____  |
| 7. _____  | 8. _____  | 9. _____  |
| 10. _____ | 11. _____ | 12. _____ |
| 13. _____ | 14. _____ | 15. _____ |

LISTENING COMPREHENSION EXERCISE B

Transcribe each of the following sentences.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_

END OF FRAME 3

## EN LA CIUDAD

El señor Alfredo García va por una calle de Santa Catalina. Él quiere saber dónde queda la estación<sup>1</sup> de autobuses

La Flecha<sup>2</sup> de Oro,<sup>3</sup> porque piensa viajar<sup>4</sup> de Santa Catalina a otra ciudad del país.<sup>5</sup>

Por la calle viene un policía de la ciudad. Cuando el policía está cerca de él, García le pregunta:<sup>6</sup>

- Perdone, ¿puede Ud. decirme dónde queda la estación de autobuses La Flecha de Oro?

El policía le responde con mucha cortesía:<sup>7</sup>

- Con mucho gusto, señor. ¿Ve Ud. aquel letrero grande,<sup>8</sup> a media cuadra de aquí?

García lee el letrero:

PELIGRO, NO HAY PASO, y le dice:

- Sí, veo el letrero, pero por allí no puedo pasar.

- Exactamente.<sup>9</sup> -dice el policía- Antes de llegar allí, doble a la derecha; después siga derecho y camine hasta donde

1 station  
2 arrow  
3 gold  
4 travel  
5 country

6 asks

7 courtesy

8 large; big

9 exactly



está el parque. Entonces cruce el parque,  
y después de pasar el Banco Nacional,<sup>10</sup> Ud. <sup>10</sup>national  
va a ver el letrero de la estación, casi  
en la esquina.

- Muchas gracias.

- No hay de qué, señor.

García sigue las instrucciones<sup>11</sup> del <sup>11</sup>instructions  
policía y llega a la estación en veinte  
minutos.

Based on the above narrative, write answers in Spanish to the following questions. Include the Spanish equivalent of the underlined word(s) in your answers.

1. What does Mr. Garcia want to know?
2. Where is he going to travel to?
3. Who is coming down the street?
4. Who does Mr. García ask?
5. When does he ask?
6. What is his question?
7. How does the policeman respond?
8. How do we know he answers that way?
9. What is on the sign?
10. Can García read it?
11. Does the policeman tell him to turn right, go straight ahead,  
and walk a ways?
12. What does Garcia do with the officer's instructions?
13. In how many minutes does he get to the station?

Fill in the blanks with the Spanish equivalents of the English words.

1. El señor García \_\_\_\_\_ una calle de Santa Catalina.  
goes down
2. Él va a decir \_\_\_\_\_ dónde queda la estación.  
(to) her
3. Ellos van a \_\_\_\_\_ a \_\_\_\_\_ capital.  
to travel another
4. Ese \_\_\_\_\_ es muy \_\_\_\_\_.  
country large
5. Los letreros dicen: \_\_\_\_\_, y \_\_\_\_\_.  
Danger Do not enter
6. Doble \_\_\_\_\_ de llegar allí.  
before
7. \_\_\_\_\_, ¿puede decirnos dónde queda el Banco Nacional?  
Excuse me
8. \_\_\_\_\_ Ud. llega hasta la esquina.  
Then
9. \_\_\_\_\_ la calle y siga hasta el banco.  
(You) cross
10. García \_\_\_\_\_ las instrucciones.  
follows
11. \_\_\_\_\_ ¿Buenos días en inglés?  
How do I say
12. Sí, \_\_\_\_\_ el letrero, \_\_\_\_\_ ...  
I see but
13. \_\_\_\_\_ saber mucho.  
He wants
14. \_\_\_\_\_ los ejercicios. \_\_\_\_\_  
They write los ejercicios también. You (pl.) write (command)
15. \_\_\_\_\_ la verdad.  
Tell us
16. \_\_\_\_\_ cuándo va a \_\_\_\_\_ ese libro.  
Ask him to read

## LISTENING COMPREHENSION EXERCISE A

Listen to each of the following Spanish questions and statements. Write the number of each beside its best response.

1. a. ( ) Sí, cada quince minutos.
2. b. ( ) No, baje en la Avenida Bolívar.
3. c. ( ) ¿Para en el primero?
4. d. ( ) Tiene que subir cada dos horas.
5. e. ( ) Baje por la Calle Sucre.  
f. ( ) Suba en el elevador hasta el quinto piso.
  
6. g. ( ) Cuando salgo de clase, paro allí.
7. h. ( ) Baje, no hay ningún peligro.
8. i. ( ) Sí, vamos a bajar a las tres.
9. j. ( ) Tengo que comprar una más barata.
10. k. ( ) Nunca vengo a las ocho.  
l. ( ) Sí, él vive en el tercero.

## LISTENING COMPREHENSION EXERCISE B

Listen to the following Spanish words or phrases. Each will be given twice: first in isolation, then in context. Translate each of the words into English.

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

## LISTENING COMPREHENSION EXERCISE C

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

- |     |       |     |       |     |       |
|-----|-------|-----|-------|-----|-------|
| 1.  | _____ | 2.  | _____ | 3.  | _____ |
| 4.  | _____ | 5.  | _____ | 6.  | _____ |
| 7.  | _____ | 8.  | _____ | 9.  | _____ |
| 10. | _____ | 11. | _____ | 12. | _____ |
| 13. | _____ | 14. | _____ | 15. | _____ |

END OF FRAME 1

## LISTENING COMPREHENSION EXERCISE A

Listen to each of the following conversations. Then circle the letter of the choice that makes a true statement about each.

1. The student cannot
  - (a) understand each other.
  - (b) read the new lesson.
  - (c) explain the exercises.
  - (d) understand the explanations.
  
2. This man is
  - (a) at the department store.
  - (b) planning his vacation.
  - (c) asking a policeman for directions.
  - (d) at the restaurant.
  
3. Pedro is saying,
  - (a) "call me."
  - (b) "come tonight."
  - (c) "take us."
  - (d) "go with her."
  
4. These people are planning
  - (a) to leave early.
  - (b) to wait for five minutes.
  - (c) to go up at the same time.
  - (d) to meet at about 2:00.
  
5. This man
  - (a) listens to his new stereo.
  - (b) enjoys working every day.
  - (c) listens to the weather forecast.
  - (d) reads the daily news.

LISTENING COMPREHENSION EXERCISE B

Translate the following exchanges into English:

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

- \*11. \_\_\_\_\_  
\_\_\_\_\_
- \*12. \_\_\_\_\_  
\_\_\_\_\_
- \*13. \_\_\_\_\_  
\_\_\_\_\_
- \*14. \_\_\_\_\_  
\_\_\_\_\_
- \*15. \_\_\_\_\_  
\_\_\_\_\_
- \*16. \_\_\_\_\_  
\_\_\_\_\_
- \*17. \_\_\_\_\_  
\_\_\_\_\_
- \*18. \_\_\_\_\_  
\_\_\_\_\_
- \*19. \_\_\_\_\_  
\_\_\_\_\_
- \*20. \_\_\_\_\_  
\_\_\_\_\_

\*Optional



## LISTENING COMPREHENSION EXERCISE C

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

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

END OF FRAME 2

## LISTENING COMPREHENSION EXERCISE A

Listen to the following exchanges in Spanish. After each, circle the letter of the English choice in your workbook which makes a true statement about the exchange.

1. This conversation is probably taking place in a
  - (a) grocery store.
  - (b) clothing store.
  - (c) shoe store.
2. The second person
  - (a) prefers wine to beer.
  - (b) likes wine as much as beer.
  - (c) prefers beer to wine.
3. He'd rather be
  - (a) a dentist.
  - (b) both dentist and pilot.
  - (c) a pilot.
4. His family
  - (a) was never in New York.
  - (b) likes New York.
  - (c) dislikes New York.
5. One speaker
  - (a) likes them.
  - (b) doesn't like them.
  - (c) likes it too.
6. The new teacher
  - (a) likes him.
  - (b) is liked by them.
  - (c) likes them.

7. The other students
  - (a) also like them.
  - (b) also like him.
  - (c) are also liked by him.
8.
  - (a) They like the apartments.
  - (b) He doesn't like the apartment.
  - (c) They don't like the apartment.
9.
  - (a) His wife doesn't like it either.
  - (b) His wife likes it too.
  - (c) Their wives also dislike it.
10. The lady is probably
  - (a) at a car dealership.
  - (b) a passenger in a car.
  - (c) crossing the street.
11. The first speaker is probably
  - (a) a saleswoman.
  - (b) a customer.
  - (c) an office clerk.
12. This conversation takes place
  - (a) after a meal.
  - (b) before work.
  - (c) during working hours.
13. He is
  - (a) seeing this girl.
  - (b) looking at that girl.
  - (c) admiring a girl.
14. This person drinks tea
  - (a) without sugar.
  - (b) without lemon.
  - (c) without cream.
15. Someone is
  - (a) using a pen.
  - (b) asking for a pen.
  - (c) buying a pen.

16. He gets her phone number, but
- (a) doesn't want to call her.
  - (b) can't call her today.
  - (c) she won't be home today.
17. The man is going to buy a car for
- (a) his father.
  - (b) his son.
  - (c) his daughter.
18. The medicine that she needs comes from
- (a) the United States.
  - (b) Europe.
  - (c) Asia.
19. She likes to go to the beach
- (a) when it's sunny.
  - (b) on Sundays.
  - (c) and get a sun tan.

LISTENING COMPREHENSION EXERCISE B

Replay the tape from the previous exercise and translate Items 1 through 10.

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

END OF FRAME 3

## EL SEÑOR HERNÁNDEZ

En el tercer piso del edificio donde yo vivo, vive la familia Hernández. Casi todas las mañanas, cuando bajo por las escaleras, veo al señor Hernández. Cuando lo veo, lo saludo, y después camino con él hasta la parada de la esquina. A él le gusta hablar conmigo mientras esperamos el ómnibus. A mí también me gusta hablar con él. Después de subir al ómnibus le damos el dinero al conductor<sup>1</sup> y seleccionamos<sup>2</sup> un lugar cerca del chofer.<sup>3</sup>

<sup>1</sup>conductor  
<sup>2</sup>choose  
<sup>3</sup>driver

Cuando hace mal tiempo, vamos al trabajo en su auto. Yo lo espero en el primer piso y de allí caminamos hasta el estacionamiento<sup>4</sup> de nuestro edificio. Él tiene un auto de marca<sup>5</sup> europea - un auto viejo, pero bueno.

<sup>4</sup>parking lot  
<sup>5</sup>brand; make

Por la tarde nunca lo veo, porque él sale antes del trabajo, y a mí me gusta venir a pie<sup>6</sup> a casa. Por supuesto, si hace frío, tomo el ómnibus. Cuando llego a casa, ceno; entonces leo el periódico o veo algún programa de televisión. A veces subo al apartamento de Hernández y hablamos hasta las diez u<sup>7</sup>once de la noche.

<sup>6</sup>on foot

<sup>7</sup>or

Based on the above narrative, write answers in Spanish to the following questions. Be sure to include the underlined word(s) in your answers and answer with complete sentences.

1. Where does the Hernandez family live?  
\_\_\_\_\_
2. When does the speaker see Mr. Hernandez?  
\_\_\_\_\_
3. What does the speaker do after he sees him at the stairs?  
\_\_\_\_\_
4. Where do they walk to?  
\_\_\_\_\_
5. Does Hernandez like to talk with the narrator?  
\_\_\_\_\_
6. After getting on the bus, do they give the driver anything?  
\_\_\_\_\_
7. When do they go to work in Hernandez's car?  
\_\_\_\_\_
8. What kind of car does he have?  
\_\_\_\_\_
9. Does the speaker see him in the afternoon?  
\_\_\_\_\_
10. How does the narrator come home?  
\_\_\_\_\_
11. What does he do when he arrives at home?  
\_\_\_\_\_
12. Until what time do Hernandez and he talk at night?  
\_\_\_\_\_

UNA VENTA ESPECIAL<sup>1</sup><sup>1</sup>(discount) sale

Mañana va a haber una venta especial en el Jardín<sup>2</sup> de la Ropa. El periódico de esta mañana dice que cada tres meses este almacén tiene algo especial para la temporada.<sup>3</sup> La venta especial de mañana va a ser de ropa para señoras y para caballeros.

<sup>2</sup>garden<sup>3</sup>season

Para los caballeros van a tener trajes oscuros, corbatas, pantalones de un solo color, sacos<sup>4</sup> deportivos,<sup>5</sup> cinturones e<sup>6</sup> impermeables.<sup>7</sup>

<sup>4</sup>coats; jackets<sup>5</sup>sport<sup>6</sup>and<sup>7</sup>raincoats

Para las señoras va a haber una gran<sup>8</sup> variedad<sup>9</sup> de vestidos<sup>10</sup> de todos colores, abrigos de muchos estilos,<sup>11</sup> ropa interior,<sup>12</sup> y medias de nylon<sup>13</sup> importadas<sup>14</sup> de los Estados Unidos.

<sup>8</sup>great<sup>9</sup>variety<sup>10</sup>dresses<sup>11</sup>styles<sup>12</sup>underwear<sup>13</sup>nylon<sup>14</sup>imported

El periódico también dice que el almacén les va a dar un descuento<sup>15</sup> de diez por ciento<sup>16</sup> a los caballeros y de quince por ciento a las señoras si gastan cien pesos o más.

<sup>15</sup>discount<sup>16</sup>per cent



## EXERCISE A FOR NARRATIVE B

Based on the above narrative, circle the letter of the choice which best completes the meaning of each sentence.

1. Tomorrow there is going to be
  - (a) a party.
  - (b) a sale.
  - (c) a class.
  - (d) a feast.
  
2. The store has something special for
  - (a) the year.
  - (b) the month.
  - (c) the week.
  - (d) the season.
  
3. The store sells
  - (a) clothes.
  - (b) food.
  - (c) shoes.
  - (d) TV's.
  
4. For gentlemen they will have \_\_\_\_\_ on sale.
  - (a) overcoats
  - (b) raincoats
  - (c) underwear
  - (d) shirts
  
5. For ladies they won't have
  - (a) dresses.
  - (b) underwear.
  - (c) pants.
  - (d) overcoats.

6. The store will give the ladies a discount of

- (a) 5%.
- (b) 15%.
- (c) 25%.
- (d) 35%.

7. The store will give the gentlemen a discount of

- (a) 10%.
- (b) 20%.
- (c) 30%.
- (d) 40%.

8. The discount will be given if they spend more than

- (a) 100 pesos.
- (b) 200 pesos.
- (c) 300 pesos.
- (d) 1,000 pesos.

Circle the letter of the choice that best translates the under-scored portions of each of the following sentences.

1. No \_\_\_\_\_ ir a pie al trabajo.

We don't like to walk to work.

- (a) les gusta
- (b) nos gusta
- (c) les gustan
- (d) nos gustan

2. \_\_\_\_\_ por el elevador.

Go up in the elevator!

- (a) Subamos
- (b) Pare
- (c) Bajemos
- (d) Suba

3. Él siempre \_\_\_\_\_ por las escaleras.

He always comes down the stairs.

- (a) sube
- (b) baja
- (c) viene
- (d) para

4. El \_\_\_\_\_ habla con Hernández.

The driver is speaking with Hernandez.

- (a) conductor
- (b) chofer
- (c) señor
- (d) empleado

5. El ómnibus \_\_\_\_\_ en todas las esquinas.  
The bus stops at every corner.
- (a) sube
  - (b) viene
  - (c) para
  - (d) baja
6. \_\_\_\_\_ en el quinto piso.  
Wait for me on the fifth floor.
- (a) Míreme
  - (b) Llámeme
  - (c) Véame
  - (d) Espéreme
7. Mis pantalones, ¿quién \_\_\_\_\_ tiene?  
My pants, who has them?
- (a) los
  - (b) les
  - (c) las
  - (d) lo
8. Me gusta salir cuando \_\_\_\_\_.  
I like to go out when the weather is nice.
- (a) hace frío.
  - (b) hace buen tiempo
  - (c) hace calor
  - (d) hace mal tiempo
9. Cuando \_\_\_\_\_ tomo el autobús.  
When it is very windy I take the bus.
- (a) hace mucho frío
  - (b) hace muy mal tiempo
  - (c) hace mucho viento
  - (d) hace mucho calor

Translate the underlined portions into English:

1. ¿Puede Ud. llamarme a las ocho?  
\_\_\_\_\_
2. ¡Mire quién viene con su hermana!  
\_\_\_\_\_
3. Por favor, déme ese traje azul.  
\_\_\_\_\_
4. ¿Dónde queda la próxima parada del ómnibus?  
\_\_\_\_\_
5. Allí viene el coronel. Tengo que saludarlo.  
\_\_\_\_\_
6. Me gusta usar abrigo cuando hace frío.  
\_\_\_\_\_
7. Yo no espero a nadie.  
\_\_\_\_\_
8. Aquí siempre hace sol.  
\_\_\_\_\_
9. Aquí hace mucho calor en el verano.  
\_\_\_\_\_
10. Allí no hace mucho frío en el invierno.  
\_\_\_\_\_
11. ¿De qué marca es su auto?  
\_\_\_\_\_
12. Seleccione una camisa, por favor.  
\_\_\_\_\_

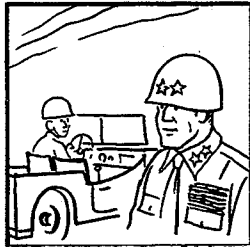
Select the Spanish sentence which best describes each picture.

1.



- (a) Las muchachas trabajan en el tercer piso.
- (b) Las muchachas esperan en el tercer piso.
- (c) Las muchachas suben al tercer piso.
- (d) Las muchachas bajan al tercer piso.

2.



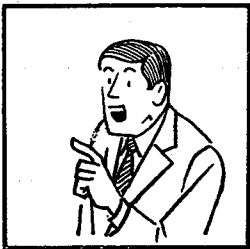
- (a) El soldado saluda al general.
- (b) El soldado llama al general.
- (c) El soldado escucha al general.
- (d) El soldado mira al general.

3.



- (a) Ella descansa en su casa.
- (b) Ella camina a su casa.
- (c) Ella cena en su casa.
- (d) Ella cocina en su casa.

4.



- (a) El hombre lee.
- (b) El hombre desayuna.
- (c) El hombre espera.
- (d) El hombre habla.

5.



- (a) María escucha el radio.
- (b) María compra un radio.
- (c) María necesita el radio.
- (d) María trae un radio.

Write the number of each Spanish sentence beside its English equivalent.

- |  |   |
|--|---|
| 1. Tengo ropa para la temporada.       | a. ( ) They don't sell underwear there. |
| 2. Voy a comprar un saco deportivo.    | b. ( ) There is good selection of ties. |
| 3. Los impermeables están baratos.     | c. ( ) I have clothes for the season.   |
| 4. Hay una buena variedad de corbatas. | d. ( ) I don't like this suit.          |
| 5. Allí no venden ropa interior.       | e. ( ) The raincoats are inexpensive.   |
| 6. Déme un descuento.                  | f. ( ) Put sugar in my coffee.          |
| 7. No me gusta este traje.             | g. ( ) I see a girl on the beach.       |
| 8. Veo a una muchacha en la playa.     | h. ( ) I'm going to buy a sport coat.   |
| 9. Déle una propina al cantinero.      | i. ( ) I put lemon in my soup.          |
| 10. El chofer no usa gorra.            | j. ( ) I see a girl in the park.        |
| 11. Póngale azúcar a mi café.          | k. ( ) The driver doesn't wear a cap.   |
| 12. Yo le pongo limón a la sopa.       | l. ( ) Give me a discount.              |
|  | m. ( ) Give the bartender a tip.        |

## LISTENING COMPREHENSION EXERCISE A

Listen to the following Spanish sentences and circle the letter of the best English translation for each.

1. After studying, are you going to
  - (a) be someone?
  - (b) do something?
  - (c) see some of them?
  - (d) give us something?
  
2. In Arizona, it
  - (a) isn't windy every day.
  - (b) doesn't rain every day.
  - (c) isn't sunny every day.
  - (d) isn't cold every day.
  
3.
  - (a) You (sing.) go to bed early.
  - (b) You (plural) go to bed early.
  - (c) I go to bed early.
  - (d) We go to bed early.
  
4.
  - (a) He needs to be on my right.
  - (b) He sits on my right.
  - (c) They are seated on my right.
  - (d) He stays on my right.
  
5.
  - (a) I think I am going to see him.
  - (b) I think it is going to rain.
  - (c) I believe he can see later.
  - (d) I see it is going to rain.
  
6.
  - (a) We stay at home.
  - (b) We are at home.
  - (c) We are going home.
  - (d) We bathe at home.
  
7.
  - (a) I get up early.
  - (b) I take a bath early.
  - (c) I shave early.
  - (d) I go to bed early.



8. (a) They have breakfast early in the morning.  
(b) They shave early in the morning.  
(c) They get up early in the morning.  
(d) They arrive early in the morning.
9. (a) Don't take a bath; the water is cold.  
(b) He bathes with cold water.  
(c) Bathe with cold water.  
(d) The water is cold when I take a bath.
10. (a) We look at our hands.  
(b) We wash our clothes by hand.  
(c) He looks at our hands.  
(d) We wash our hands.
11. (a) They pick up their books.  
(b) They read their books.  
(c) They have their books.  
(d) They use their books.
12. (a) He has to learn.  
(b) He comes to learn.  
(c) He wants to learn.  
(d) He can learn.

## LISTENING COMPREHENSION EXERCISE B

Listen to each of the following statements in Spanish. After each, write a short answer in English to the questions printed in your workbook.

1. What doesn't the building have?

---

2. What doesn't the store give?

---

3. What is there in that store?

---

4. What does he use this for?

---

5. What is he going to do with his car?

---

6. What does he want to do now?

---

7. What are they being requested to do?

---

8. What does he do at 7:00?

---

9. What does he need?

---

10. What does he think?

---

11. What does he do next to the window?

---

12. What is he being asked to do?

---

13. What is he ordered to do?

---

MODULE 2

FRAME 1

LESSON 10

LISTENING COMPREHENSION EXERCISE C

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

- |           |           |           |
|-----------|-----------|-----------|
| 1. _____  | 2. _____  | 3. _____  |
| 4. _____  | 5. _____  | 6. _____  |
| 7. _____  | 8. _____  | 9. _____  |
| 10. _____ | 11. _____ | 12. _____ |
| 13. _____ |           |           |

END OF FRAME 1

## LISTENING COMPREHENSION EXERCISE A

The following Spanish sentences are incomplete. In your workbook, circle the letter of the word or phrase which best completes each sentence.

1. (a) pedirle  
(b) recogerlo  
(c) recogerme
2. (a) reservárselo  
(b) volvemos  
(c) cocinarle
3. (a) jabón  
(b) tibia  
(c) toalla
4. (a) un abrigo  
(b) una flecha  
(c) un equipo
5. (a) Vuelva Ud.  
(b) Recójalo  
(c) Miren Uds.
6. (a) por tren  
(b) del tren  
(c) para el tren
7. (a) última  
(b) primero  
(c) vuelo
8. (a) estudian  
(b) vuelvo  
(c) piensa
9. (a) alumnas  
(b) alumnos  
(c) clases
10. (a) el regreso  
(b) la ida  
(c) el pasaje
11. (a) hago  
(b) vuelvo  
(c) voy
12. (a) regresa  
(b) regresen  
(c) regresar
13. (a) malo  
(b) bastante  
(c) buena
14. (a) yo  
(b) me  
(c) mí
15. (a) vacaciones  
(b) tiempo  
(c) dólares
16. (a) a la agencia de viajes  
(b) al embajador  
(c) la estación de ferrocarril

LISTENING COMPREHENSION EXERCISE B

Transcribe the first 10 of the following sentences:

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_
- \*11. \_\_\_\_\_
- \*12. \_\_\_\_\_
- \*13. \_\_\_\_\_
- \*14. \_\_\_\_\_
- \*15. \_\_\_\_\_

\*Optional

## LISTENING COMPREHENSION EXERCISE C

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

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

END OF FRAME 2

## LISTENING COMPREHENSION EXERCISE A

Listen to the following series of Spanish questions and statements. Circle the letter of the best response for each.

1. (a) Resérvemelo.  
(b) Muy bien, vamos.  
(c) Voy por la escalera.
2. (a) botella  
(b) cuenta  
(c) arroz
3. (a) No sé el número.  
(b) A mí.  
(c) Es una muchacha.
4. (a) Tengo muchas ideas.  
(b) Me gusta mucho.  
(c) Con mucho gusto.
5. (a) Respóndale.  
(b) Díganle.  
(c) Pregúnteselo.
6. (a) Para eso vienen.  
(b) Hablo mucho.  
(c) No usen mi libro.
7. (a) No, pídaselo a ella.  
(b) Mi teléfono está roto.  
(c) No me llame hoy.
8. (a) Aquí lo tiene.  
(b) ¿Cuándo vuelve?  
(c) No puedo decirle nada.
9. (a) Déme el café.  
(b) Póngale azúcar.  
(c) Tómela, y gracias.
10. (a) Voy a hacerlos.  
(b) Voy a hacérsela.  
(c) Voy a venderla hoy.

11. (a) No ve bien.  
(b) Si voy a verlo.  
(c) Creo que sí.
12. (a) ¿Por qué me lo dice?  
(b) Todavía no.  
(c) Ellos están listos.

MODULE 2

FRAME 3

LESSON 10

LISTENING COMPREHENSION EXERCISE B

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

1. \_\_\_\_\_  
(a) He doesn't make a call.  
(b) It isn't necessary to call him.
2. \_\_\_\_\_  
(a) She learns it every morning.  
(b) Learn it for tomorrow.
3. \_\_\_\_\_  
(a) Is it necessary to give them a tip?  
(b) Are they waiting for the tip?
4. \_\_\_\_\_  
(a) To learn, you need time.  
(b) You need to learn on time.
5. \_\_\_\_\_  
(a) If you want his address, I can give it to you.  
(b) If you want his address, he can give it to us.
6. \_\_\_\_\_  
(a) Corporal, sell it.  
(b) Corporal, sell it to me.



7. \_\_\_\_\_  
 (a) I don't know his name; I am going to ask him tomorrow.  
 (b) I know his name; I am going to give it to him tomorrow.
8. \_\_\_\_\_  
 (a) Do you like the idea?  
 (b) Do you like the trip?
9. \_\_\_\_\_  
 (a) He wants it at the same time.  
 (b) He wants it right now.
10. \_\_\_\_\_  
 (a) If you sell it, I can buy it.  
 (b) I can sell it for you.

MODULE 2

FRAME 3

LESSON 10

LISTENING COMPREHENSION EXERCISE C

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

- |           |           |           |
|-----------|-----------|-----------|
| 1. _____  | 2. _____  | 3. _____  |
| 4. _____  | 5. _____  | 6. _____  |
| 7. _____  | 8. _____  | 9. _____  |
| 10. _____ | 11. _____ | 12. _____ |
| 13. _____ | 14. _____ | 15. _____ |

END OF FRAME 3

## POR LA MAÑANA, TEMPRANO

(Roberto is just waking up)

- ¿Qué hora es? ¡Qué barbaridad!<sup>1</sup>

<sup>1</sup>How terrible!

¡Las siete y cuarto! Tengo que levantarme ahora mismo porque mi primera clase es a las ocho. No voy a tener tiempo ni<sup>2</sup> de darme una ducha<sup>3</sup> ni<sup>4</sup> de afeitarme. Bueno, tres minutos para lavarme la cara<sup>5</sup> y los dientes,<sup>6</sup> cinco minutos para ponerme la ropa ... Si llego tarde a clase voy a tener que sentarme atrás otra vez.

<sup>2</sup>neither  
<sup>3</sup>to take a shower  
<sup>4</sup>nor

<sup>5</sup>face  
<sup>6</sup>teeth

Esta noche voy a acostarme más temprano.

- ¿Me quedo en cama?<sup>7</sup> No, todavía no hago la tarea y tengo que dársela hoy al profesor ...

<sup>7</sup>bed

(Continues thinking half asleep)

- Pero ..., ¡¿qué?! ..., ¿el radio dice que va a llover? ... ¡No puede ser! ... Entonces voy a tener que usar el auto de Pepe, porque no me gusta ir a pie a la escuela cuando llueve ... ¡Ah, no! ... ¡Qué mala suerte! ...

(Calls out to his brother)

- ¡Pepe, levántate! ¿No piensas ir a clase?

- No, Roberto, hoy no tenemos clase  
porque es día de fiesta.<sup>8</sup>

<sup>8</sup>holiday

(Both go back to sleep)

Based on the above narrative, write answers in Spanish to the following questions. Answer with complete sentences and be sure to include the underlined word(s) in your answers.

1. Where is Roberto now?  
\_\_\_\_\_
2. What time is it?  
\_\_\_\_\_
3. Why does he have to get up right now?  
\_\_\_\_\_
4. Is he going to have time to shave?  
\_\_\_\_\_
5. Is he going to take a shower?  
\_\_\_\_\_
6. Is he going to brush his teeth?  
\_\_\_\_\_
7. If he is late for class, where is he going to sit?  
\_\_\_\_\_
8. What time is he going to bed tonight?  
\_\_\_\_\_
9. What does the radio say?  
\_\_\_\_\_
10. What does Roberto have to give the professor?  
\_\_\_\_\_

11. If it rains what is he going to do?

---

12. Why doesn't he have class today?

---

## UNA CARTA

Roberto Pineda

Calle Central #582

Somoto, Nicaragua

15 de enero de 1980

Sr. Profesor Dn. Pedro Paredes

Avenida Colón #977

Santa Catalina

Amerindia

Estimado<sup>1</sup> Profesor:<sup>1</sup>dear; esteemed

Le escribo para responder a algunas de las preguntas de su última<sup>2</sup> carta, y también <sup>2</sup>last quiero darle las gracias por las fotografías de Santa Catalina.

Ud. me dice que quiere venir a Somoto en junio y que también quiere visitar otras ciudades. Creo que ésa es una magnífica idea, pero al mismo tiempo creo que el viaje le va a costar mucho dinero. Después del terremoto<sup>3</sup> de Managua, aquí todo está bastante caro. El pasaje a Managua por avión ahora cuesta novecientos setenta y cinco córdobas<sup>4</sup> (más o menos ciento treinta dólares). Por supuesto, si Ud. lo compra

<sup>3</sup>earthquake<sup>4</sup>cordobas (Nicaraguan currency)

de ida y vuelta, entonces le cuesta quince dólares menos. De Managua a Somoto no hay ferrocarril, pero el servicio<sup>5</sup> de autobuses (aquí los llamamos buses<sup>6</sup>) es muy bueno.

<sup>5</sup>service

<sup>6</sup>buses

El pasaje de ida creo que cuesta tres dólares. Para regresar a Amerindia no hace falta<sup>7</sup> volver a Managua porque Somoto queda cerca de la frontera<sup>8</sup> con Honduras. Si Ud. viaja por carretera<sup>9</sup> a Tegucigalpa, capital de Honduras, allí puede tomar el avión de regreso a Santa Catalina.

<sup>7</sup>it's not necessary

<sup>8</sup>border

<sup>9</sup>highway

Bueno, si necesita más información, con mucho gusto puedo enviársela inmediatamente.<sup>10</sup> Saludos<sup>11</sup> a su esposa y a sus padres, y de mi parte<sup>12</sup> reciba<sup>13</sup> Ud. todo mi afecto.<sup>14</sup>

<sup>10</sup>immediately

<sup>11</sup>regards

<sup>12</sup>part

<sup>13</sup>receive

<sup>14</sup>affection

Su ex-<sup>15</sup>alumno y amigo,

<sup>15</sup>ex-; former

  
Roberto Pineda

Instructions to students: Based on the above narrative write answers in Spanish to the following questions.

1. ¿A quién le escribe Roberto?  
\_\_\_\_\_
2. ¿Por qué le escribe?  
\_\_\_\_\_
3. ¿Qué quiere darle Roberto al profesor?  
\_\_\_\_\_
4. ¿A dónde quiere ir el profesor en junio?  
\_\_\_\_\_
5. ¿Cree Roberto que la idea del profesor es buena?  
\_\_\_\_\_
6. ¿Va a ser barato el viaje?  
\_\_\_\_\_
7. ¿Cuánto cuesta el pasaje a Managua?  
\_\_\_\_\_
8. ¿Cuánto cuesta el pasaje de ida y vuelta?  
\_\_\_\_\_
9. ¿Hay ferrocarril de Managua a Somoto?  
\_\_\_\_\_
10. ¿Qué queda cerca de Somoto?  
\_\_\_\_\_
11. ¿Cómo viaja la gente a Tegucigalpa?  
\_\_\_\_\_



12. ¿Quiere Roberto enviarle más información al profesor?

---

13. ¿A quiénes les envía saludos Roberto?

---

14. ¿Cuál es la dirección de Roberto Pineda?

---

MODULE 2

REVIEW EXERCISE A

LESSON 10

Write answers in Spanish to the following questions. Base the answers on your real life situation, but include the Spanish equivalent of the underlined portion of the question in your response.

1. What time do you get up?

---

2. When do you bathe?

---

3. Do you shave at night or in the morning?

---

4. How many times a day do you brush your teeth.

---

5. Who washes your clothes?

---

6. Do you go to bed early?

---

7. In your class, who sits in the back?

---

8. Do you stay in bed when you are sick?  
\_\_\_\_\_
9. Do you like to go out when it rains?  
\_\_\_\_\_
10. Do you walk (go on foot) to school?  
\_\_\_\_\_
11. Do you use your car much?  
\_\_\_\_\_

MODULE 2

REVIEW EXERCISE B

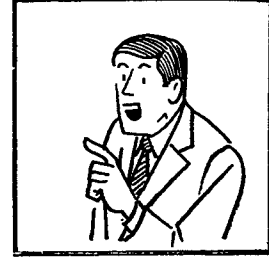
LESSON 10

Fill in the blanks with the Spanish word (or words) which best completes the meaning of each sentence.

1. Yo \_\_\_\_\_ va a hacer frío.  
(believe that)
2. ¿ \_\_\_\_\_ el pasaje en el aeropuerto!  
(pick up)
3. Yo no sé si va a \_\_\_\_\_.  
(rain)
4. ¿ \_\_\_\_\_ aquí esta noche?  
(Are you going to stay)
5. Me gusta \_\_\_\_\_ con agua caliente.  
(take a bath)
6. ¿ \_\_\_\_\_ con máquina eléctrica?  
(Do you shave yourself)
7. ¿Cuándo regresa \_\_\_\_\_?  
(your boss)
8. Espere \_\_\_\_\_ por favor.  
(one moment)
9. \_\_\_\_\_ siempre baña a su \_\_\_\_\_.  
(The barber) (dog)
10. ¿A qué hora sale \_\_\_\_\_?  
(the train)
11. Tengo que comprar un \_\_\_\_\_.  
(round trip ticket)

Write the number of each phrase beside the picture which it describes.

- 1. Darse una ducha.
- 2. Lavarse las manos.
- 3. Afeitarse. ( )
- 4. Acostarse.
- 5. Bañarse en la bañera.
- 6. Hablar.
- 7. Descansar.



Write an English translation for each of the following Spanish sentences.

1. Queremos darles las gracias.  
\_\_\_\_\_
2. Gracias por las fotografías de Amerindia.  
\_\_\_\_\_
3. Después del terremoto todo está caro.  
\_\_\_\_\_
4. El ferrocarril siempre llega tarde.  
\_\_\_\_\_
5. Nosotros vivimos lejos de la frontera.  
\_\_\_\_\_
6. Aquí el servicio de trenes no es muy malo.  
\_\_\_\_\_
7. El doctor va a viajar por carretera.  
\_\_\_\_\_
8. Necesitamos más información.  
\_\_\_\_\_
9. ¿Puede enviarnos algunas corbatas?  
\_\_\_\_\_
10. Tengo que salir inmediatamente.  
\_\_\_\_\_
11. Su prima le envía saludos.  
\_\_\_\_\_
12. Reciban el afecto de su hijo.  
\_\_\_\_\_

END OF LESSON

## LISTENING COMPREHENSION EXERCISE A

Listen to the following series of sentences in Spanish. Then circle the letter of the choice which is the best English translation for each.

1. (a) How can you help me?  
(b) How can I help you?  
(c) How can we help you?  
(d) How can you help us?
  
2. Please, tell  
(a) me who you are calling.  
(b) him who is calling.  
(c) me who is calling.  
(d) him who you are calling.
  
3. I think  
(a) they are wrong.  
(b) I am wrong.  
(c) he is wrong.  
(d) we are wrong.
  
4. (a) We are very sorry.  
(b) They sit a lot.  
(c) We sit a lot.  
(d) They are very sorry.
  
5. (a) I send greetings to everyone.  
(b) We send greetings to everyone.  
(c) Everyone sends greetings to us.  
(d) Everyone sends greetings to me.
  
6. (a) We want to reserve a single room for two persons.  
(b) We need to reserve two single rooms.  
(c) We wish to reserve two rooms.  
(d) We need to reserve a room for two people.

7. In this city,
- (a) there is a lot of rain.
  - (b) there are many trains.
  - (c) there is a lot of trouble.
  - (d) there are many earthquakes.
8. They live
- (a) near the front.
  - (b) far from the border.
  - (c) near the border.
  - (d) far from the front.
9. (a) We always thank them for everything.  
(b) They are always very thankful for everything.  
(c) They always thank me for everything.  
(d) I always thank them for everything.

MODULE 2

FRAME 1

LESSON 11

LISTENING COMPREHENSION EXERCISE B

Listen to the following paragraphs in Spanish. After each, circle the letter of the English choice which makes a true statement about the paragraph.

1. (a) My brother works at the Libertad Hotel.  
(b) My brother answers the hotel's telephone.  
(c) The clerk says that all the rooms are taken.  
(d) The clerk will reserve the room for my brother.
2. Matias
- (a) is going to San Francisco by air.
  - (b) doesn't like to travel by car.
  - (c) likes to travel by plane.
  - (d) is going to San Francisco by car.
3. We won't be able to
- (a) go to the fiesta.
  - (b) reserve a room.
  - (c) empty the rooms.
  - (d) reserve a ticket for the fiesta.

4. For twelve dollars you can get a

- (a) single room with bath.
- (b) room for two without a bath.
- (c) single room without a bath.
- (d) room for two with bath.

MODULE 2

FRAME 1

LESSON 11

LISTENING COMPREHENSION EXERCISE C

Translate the following Spanish sentences.

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

END OF FRAME 1

## LISTENING COMPREHENSION EXERCISE A

Write the number of each Spanish word beside its English equivalent.

- |     |    |     |                |
|-----|----|-----|----------------|
| 1.  | a. | ( ) | daily          |
| 2.  | b. | ( ) | twins          |
| 3.  | c. | ( ) | swimming pool  |
| 4.  | d. | ( ) | single; simple |
| 5.  | e. | ( ) | swim           |
| 6.  | f. | ( ) | private        |
| 7.  | g. | ( ) | free           |
| 8.  | h. | ( ) | bathtub        |
| 9.  | i. | ( ) | shower         |
| 10. | j. | ( ) | several        |
| 11. | k. | ( ) | get up         |
|     | l. | ( ) | air            |
|     | m. | ( ) | gardens        |



LISTENING COMPREHENSION EXERCISE B

Transcribe the following sentences.

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

LISTENING COMPREHENSION EXERCISE C

Listen to 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. _____ |           |           |

END OF FRAME 2

## LISTENING COMPREHENSION EXERCISE A

Listen to the following series of Spanish sentences. Circle the letter of the choice which is the best English translation for each.

1. (a) I want the room for Wednesday.  
(b) I need the room for Tuesday.  
(c) I want the room for Tuesday.
  
2. Day after tomorrow,  
(a) I'm going to send you the information.  
(b) we're going to send you the information.  
(c) they're going to send us the information.
  
3. (a) We don't know that yet.  
(b) We don't know anything yet.  
(c) We don't know it all yet.
  
4. (a) What name is on our reservation?  
(b) In whose name do we make the reservation?  
(c) Does what's his name have a reservation?
  
5. (a) How long are you renting the house for?  
(b) How many months do you want to rent the house for?  
(c) How much a month is the house rent?
  
6. (a) For what reason do you want the car?  
(b) How much do you want for the car?  
(c) When do you want the car?
  
7. Here you have a check for  
(a) \$55.50  
(b) \$54.45  
(c) \$45.50

8. (a) Number your account, please.  
(b) Your account number, please.  
(c) Count your numbers, please.
9. (a) Do they think that they tell the truth?  
(b) Do they think about the truth?  
(c) Do they intend to tell the truth?
10. Tomorrow I have to  
(a) get up early.  
(b) go to bed early.  
(c) shave early.

MODULE 2

FRAME 3

LESSON 11

LISTENING COMPREHENSION EXERCISE B

Write the number of each of the following Spanish sentences beside its English equivalent.

1. a. ( ) Waiter! The bill please.
2. b. ( ) We still don't know when José is coming.
3. c. ( ) I shave only on Monday.
4. d. ( ) Do you walk to school?
5. e. ( ) Bring the check here.
6. f. ( ) We want to rent a car for a week.
7. g. ( ) Write the check in my name.
8. h. ( ) Be so kind as to open the door.
9. i. ( ) Are you going to school today?
10. j. ( ) How much do they rent that house for?  
k. ( ) I have to get up early.  
l. ( ) Where is the travel agency?

## LISTENING COMPREHENSION EXERCISE C

Listen to each of the following Spanish words. Each will be given twice: once in isolation, then in context. Translate each of the words into English.

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

END OF FRAME 3

## UNA RESERVACIÓN

El señor Matías Pérez González necesita reservar un cuarto para su jefe y su esposa.

Marca<sup>1</sup> el número del Hotel Nacional, y una voz<sup>2</sup> femenina<sup>3</sup> contesta:<sup>4</sup>

<sup>1</sup>he dials  
<sup>2</sup>voice  
<sup>3</sup>feminine  
<sup>4</sup>answers

- Farmacia La Salud; ¿en qué podemos servirle?
- ¿No es éste el cinco ochenta y cuatro sesenta y tres? - pregunta Matías.
- No señor, tiene el número equivocado.
- dice la otra persona. - Éste es el cinco ochenta y cuatro setenta y tres.
- Lo siento mucho, señorita. - dice Matías, y llama otra vez al 5-84-63.
- Hotel Nacional, a sus órdenes. - contesta un empleado del hotel.
- Quiero reservar un cuarto para dos personas, por una semana. ¿Puede Ud. decirme cuánto cuesta?

-Bueno, tenemos varios desocupados; si Ud. quiere un cuarto con camas gemelas y con aire acondicionado, le cuesta catorce dólares diarios; pero si lo quiere con cama doble, le cuesta doce. Todas las habitaciones tienen teléfono, televisión, y baño privado con ducha y bañera; además,<sup>5</sup> Ud. puede usar la <sup>5</sup>besides piscina del hotel.

-Por favor, resérveme un cuarto con cama doble.

-Muy bien, ¿para cuándo lo quiere?

-Para mañana por la tarde.

-¿A nombre de quién?

-A nombre de mi jefe, el señor don Marcos Quintero Calderón.

-Bueno, señor, esperamos al Sr. Quintero mañana por la tarde.

-Muchas gracias.

Based on the above narrative, write answers in Spanish to the following questions.

1. ¿Qué necesita Matías?

---

2. ¿Para quién va a reservar un cuarto?

---

3. ¿Quién contesta el teléfono primero?

---

4. ¿Qué dice la voz femenina?

---

5. ¿Está Matías equivocado?

---

6. ¿Qué número marca Matías la segunda vez?

---

7. ¿Qué contesta el empleado del hotel?

---

8. ¿Por cuánto tiempo quiere Matías reservar un cuarto?

---

9. ¿Qué cuesta catorce dólares diarios?

---

10. ¿Para cuándo quiere Matías el cuarto?

---

11. ¿A nombre de quién lo quiere?

---

Write the number of each Spanish word beside its English equivalent.

- |              |                       |
|--------------|-----------------------|
| 1. además    | a. ( ) boss           |
| 2. voz       | b. ( ) answer         |
| 3. navaja    | c. ( ) learn          |
| 4. marcar    | d. ( ) trip           |
| 5. tibio     | e. ( ) besides        |
| 6. contestar | f. ( ) straight razor |
| 7. perro     | g. ( ) expect         |
| 8. esperar   | h. ( ) voice          |
| 9. viaje     | i. ( ) dog            |
| 10. aprender | j. ( ) lukewarm       |
|              | k. ( ) pick up        |
|              | l. ( ) dial           |



Fill in the blanks with the Spanish word (or words) which best completes the meaning of the sentence.

1. Hay varios cuartos \_\_\_\_\_.  
There are several vacant rooms.
2. Lo \_\_\_\_\_ mucho.  
We are very sorry.
3. ¿Tienen cuartos \_\_\_\_\_?  
Do you have single rooms?
4. Nos vamos a \_\_\_\_\_ en este hotel.  
We are going to stay in this hotel.
5. Queremos un cuarto con \_\_\_\_\_.  
We want a room with bathtub and shower.
6. Quiero una habitación con \_\_\_\_\_.  
I want a room with twin beds.
7. ¿Por cuánto tiempo quiere Ud. \_\_\_\_\_ la casa?  
For how long do you want to rent the house?
8. ¿Cuántas \_\_\_\_\_ vienen con Ud.?  
How many persons are coming with you?
9. Quiero una casa con \_\_\_\_\_ y \_\_\_\_\_.  
I want a house with a big living room and a pretty garden.

Complete the following hotel registration card. Refer to the vocabulary list and use your own personal data.

HOTEL LIBERTAD	
Nombre	_____
Dirección	_____
<u>Nacionalidad</u>	_____
Número de <u>pasaporte</u>	_____
<u>Fecha de nacimiento</u>	_____
<u>Edad</u>	_____
<u>Profesión</u>	_____
<u>Empleo</u>	_____
<u>Referencias</u>	_____
	_____
	_____

END OF LESSON

LISTENING COMPREHENSION EXERCISE A

Transcribe the following sentences:

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

LISTENING COMPREHENSION EXERCISE B

Write English translations for the following exchanges:

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

## LISTENING COMPREHENSION EXERCISE C

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

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

## LISTENING COMPREHENSION EXERCISE D

Listen to each of the following Spanish words. Each will be given twice: once in isolation, then in context. Translate each of the words into English.

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

LISTENING COMPREHENSION EXERCISE E

Transcribe the following sentences:

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

END OF FRAME 1

## LISTENING COMPREHENSION EXERCISE A

Write the number of each of the following Spanish sentences beside its best response. There are more possible responses than needed to complete the exercise.

1. a.  Él es alcohólico.
2. b.  Traigo mis libros.
3. c.  Sí, mañana se la traigo.
4. d.  Sí, por supuesto; voy con Ud.
5. e.  No, no me gusta la bebida.
6. f.  Ahora se la traigo, señor.
  
7. g.  Venga conmigo y la llevo.
8. h.  Ahora mismo se lo traigo.
9. i.  Las traemos porque queremos.
10. j.  Sí, vengan conmigo.
11. k.  Sí, creo que tenemos que declarar las botellas.
12. l.  El director les permite llevarla allí.
  
13. m.  Llévelo ahora y venga a verme después.
14. n.  No traigo nada de interés.
15. o.  Tráigalo Ud., porque yo no puedo ahora.
- p.  El empleado lleva las maletas.
- q.  Entonces tráigame dos botellas, por favor.
- r.  No traemos nada, señor.



LISTENING COMPREHENSION EXERCISE B

Transcribe the following sentences:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_

END OF FRAME 2

## LISTENING COMPREHENSION EXERCISE A

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

1. (a) Ábralo primero.  
(b) Sí, tenga la bondad de abrirla.  
(c) Declárela.
2. (a) Estamos en verano.  
(b) Él no tiene llave.  
(c) Ahora no hace frío.
3. (a) Salgo por la noche.  
(b) No, yo la abro.  
(c) No la cierre.
4. (a) Yo creo que sí.  
(b) Tiene palabras nuevas.  
(c) No lo uso.
5. (a) Él tiene un almacén.  
(b) ¿A qué hora abren?  
(c) ¿Quién lo va a vender?
6. (a) Necesita ver.  
(b) No la encuentro.  
(c) Necesita un teléfono.
7. (a) ¡Oiga!  
(b) ¡Venga!  
(c) ¡Vaya!
8. (a) Si no miramos, no vemos.  
(b) Use otro diccionario.  
(c) Ellos no la encuentran.
9. (a) Él viene.  
(b) Sí, puedo esperar.  
(c) Inmediatamente.
10. (a) Porque la voy a cerrar.  
(b) Ciérrela ahora mismo.  
(c) No la cierren todavía.

11. (a) Sí, hay mucha gente.  
(b) Sí, hay varios letreros.  
(c) No, está muy cerca.
12. (a) Él trae muchas.  
(b) El lleva a Marta.  
(c) Creo que mañana.
13. (a) ¿Con qué país?  
(b) Enfrente del parque.  
(c) ¿Sigue derecho?
14. (a) ¿Cuándo me llama?  
(b) Llámeme por teléfono.  
(c) ¿Quién me llama?
15. (a) ¿Es todo?  
(b) Están en la sala.  
(c) No quiero más.

LISTENING COMPREHENSION EXERCISE B

Translate the following exchanges.

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

- 11. \_\_\_\_\_  
\_\_\_\_\_
- 12. \_\_\_\_\_  
\_\_\_\_\_
- 13. \_\_\_\_\_  
\_\_\_\_\_
- 14. \_\_\_\_\_  
\_\_\_\_\_
- 15. \_\_\_\_\_  
\_\_\_\_\_

END OF FRAME 3

## EN EL AEROPUERTO

Mariano Cortés llega al aeropuerto de Santo Tomás en el vuelo<sup>1</sup> número 502 de Avianca. Baja del avión con un maletín<sup>2</sup> y va primero a la oficina de inmigración<sup>3</sup>. Allí, un empleado revisa<sup>4</sup> los documentos de todos los pasajeros. Mariano le enseña su pasaporte al empleado; éste<sup>5</sup> lo abre, lo revisa, le pone un sello<sup>6</sup> donde está la visa, y le dice a Mariano:

<sup>1</sup>flight<sup>2</sup>overnight bag;  
briefcase<sup>3</sup>immigration<sup>4</sup>checks<sup>5</sup>the latter<sup>6</sup>seal; stamp

- Muy bien señor, su pasaporte está en orden;<sup>7</sup> ahora, por favor vaya a la oficina de al lado y allí un inspector de aduana le va a registrar<sup>8</sup> las maletas.

<sup>7</sup>order<sup>8</sup>check by  
searching

En la oficina de la aduana un inspector gordo, bajo y de bigote le pide el comprobante del equipaje, pero Mariano no puede encontrarlo. El inspector entonces le pregunta:

- ¿Pierde Ud. siempre algo cuando viaja?

Sin decir nada, Mariano va a la oficina de inmigración y allí encuentra el comprobante y sus llaves. Cuando regresa a la oficina de la aduana le da el comprobante

al inspector. El inspector trae sus dos maletas, una pequeña y una grande, las pone en el mostrador<sup>9</sup> y le dice a Mariano:

<sup>9</sup>counter

- Ábralas.

Mariano entonces piensa: -¡Caramba!<sup>10</sup>, este hombre no es muy amable<sup>11</sup> y abre las maletas. En una de las maletas el inspector encuentra una cámara nueva, y le dice a Mariano que va a tener que declararla y pagar impuestos<sup>12</sup> por ella. Mariano protesta<sup>13</sup>, pero de todos modos<sup>14</sup> paga el impuesto. Después, Mariano recoge las maletas y sale del aeropuerto un poco disgustado.<sup>15</sup>

<sup>10</sup>Darn(it)!

<sup>11</sup>kind

<sup>12</sup>

<sup>12</sup>taxes/duty

<sup>13</sup>complains

<sup>14</sup>anyway

<sup>15</sup>angry

Based on the above narrative, write complete answers in Spanish to the following questions:

1. ¿A qué aeropuerto llega Mariano?  
\_\_\_\_\_
2. ¿En qué vuelo llega?  
\_\_\_\_\_
3. ¿Qué trae cuando baja del avión?  
\_\_\_\_\_
4. ¿A dónde va primero?  
\_\_\_\_\_
5. ¿Qué hace el empleado de inmigración?  
\_\_\_\_\_
6. ¿A quién le enseña Mariano el pasaporte?  
\_\_\_\_\_
7. ¿Qué hace el empleado con el pasaporte?  
\_\_\_\_\_
8. ¿A dónde va Mariano después?  
\_\_\_\_\_
9. ¿Quién le pide el comprobante?  
\_\_\_\_\_
10. ¿Dónde encuentra Mariano el comprobante?  
\_\_\_\_\_



11. ¿Cuántas maletas trae el inspector al mostrador?

---

12. ¿Qué piensa Mariano antes de abrir las maletas?

---

13. ¿Qué le dice el inspector después de encontrar la cámara?

---

14. ¿Paga Mariano el impuesto?

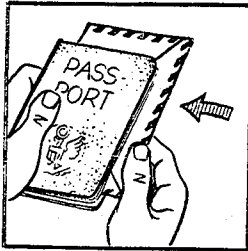
---

15. ¿Cómo sale Mariano del aeropuerto?

---

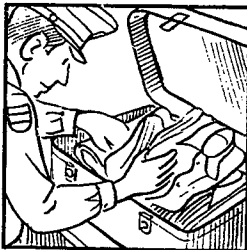
Circle the letter of the Spanish sentence which best describes each picture.

1.



- (a) El inspector revisa el pasaporte.
- (b) Matías abre su pasaporte.
- (c) El inspector pone un sello en el pasaporte.
- (d) Matías pone algo en el pasaporte.

2.



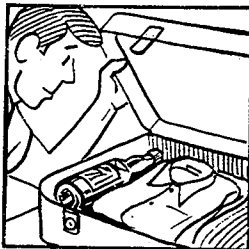
- (a) El empleado registra las maletas de Mariano.
- (b) Mariano le da las maletas al empleado.
- (c) Mariano le paga el impuesto al empleado.
- (d) El empleado revisa los documentos de Mariano.

3.



- (a) Un inspector alto abre las maletas.
- (b) Un inspector bajo y gordo abre las maletas.
- (c) Un inspector flaco abre las maletas.
- (d) Un inspector alto de bigote abre las maletas.

4.



- (a) El pasajero trae bebidas alcohólicas.
- (b) El pasajero trae perfumes.
- (c) El pasajero trae documentos.
- (d) El pasajero trae un maletín.

5.



- (a) Los pasajeros fuman.
- (b) Los pasajeros leen.
- (c) Los pasajeros escriben algo.
- (d) Los pasajeros recogen algo.

Write an English translation for each of the following Spanish sentences:

1. Gonzalo lleva dos maletines.

---

2. El empleado revisa los documentos.

---

3. Los pasajeros traen mucho equipaje.

---

4. El pasaporte está en orden.

---

5. Permítame ver su pasaporte.

---

6. El inspector registra el equipaje en el mostrador.

---

7. De todos modos, Mariano paga el impuesto.

---

8. Tenga la bondad de abrir su maletín.

---

9. ¡No cierre la ventana! Hoy hace mucho calor.

---

END OF LESSON

**KEY**

**LISTENING AND READING COMPREHENSION EXERCISES**

**MODULE 2**

## FRAME 1

- A. a(3) b( ) c(1) d(2) e(4) f(8) g(6) h(7) i( )  
j(5) k( ) l(11) m(9) n(12) o(10)
- B. 1. Él va a ir a San Francisco el domingo. (a)  
2. No sabemos eso. (b)  
3. Mañana es sábado. (a)  
4. No sé cuándo estudian ellos. (a)  
5. Quiero un bistec. (b)  
6. Saben la lección. (b)  
7. No sabemos todavía. (a)  
8. Queremos caminar. (a)  
9. Ella prepara arroz con pollo. (a)  
10. No vamos a comer carne. (a)  
11. No saben cuánto vale. (a)  
12. Van a venir pasado mañana. (b)
- C. 1(b) 2(c) 3(c) 4(a) 5(a) 6(a) 7(c) 8(b)
- D. 1. Why do you ask for an explanation? -Because I don't understand. 2. When do you ask for an aspirin? -I ask for an aspirin when I have a headache. 3. What do you order in the restaurant? -I always order steak and (with) fries (fried potatoes). 4. Do you order beer with your (the) meal? -Yes, we order beer with our (the) meal. 5. Do you want coffee? -Yes, I want coffee, please. 6. Where do you want to eat dinner tonight? -I want to eat dinner in that restaurant (over there). 7. What are you going to order? -I am going to order roast (meat). 8. Do you want to drink something? -No, I don't want anything now, thanks. 9. What are you asking for? -I am asking for permission to leave. 10. What are you going to drink with your lunch? -We don't know yet. 11. What is he going to order? -He is only going to order a cup of coffee. 12. What language are you going to study? -This year I am going to study Spanish.

## FRAME 2

- A. 1(c) 2(b) 3(a) 4(b)
- B. a(3) b(2) c( ) d(4) e(1) f(6) g(7) h( ) i(5) j(8)  
k(10) l(12) m( ) n(11) o(9) p( ) q(15) r(16) s(13)  
t(14)

- C. 1. Ud. puede pedir una explicación. 2. Nosotros no queremos poner eso ahí. 3. Pongo el dinero en la mesa. 4. Hay aceite. 5. ¿Pueden venir el jueves? 6. Puede haber muchos capitanes. 7. Nosotros pagamos esas cuentas. 8. No hay pescado frito. 9. ¿Podemos ir? 10. Ellos ponen las naranjas donde hay un lugar para ellas.

FRAME 3

- A. a(2) b(3) c(5) d(1) e( ) f(4) g(7) h(6) i(10)  
j( ) k(8) l(9) m(15) n(14) o(11) p(12) q( ) r(13)

- B. 1. No hay nadie en la clase. (a)  
2. Alguien viene por la calle. (b)  
3. Nadie toma café a las once. (b)  
4. ¿Hay alguien detrás de nosotros? (b)  
5. Aquí no hay ninguna silla. (a)  
6. ¿Alguien quiere ir al club? (b)  
7. El próximo año va a haber más alumnos. (a)  
8. Él no vive con nadie. (a)  
9. Nadie estudia los sábados. (b)  
10. Él comprende todo. (a)  
11. ¿Puede alguien venir a las siete? (b)  
12. Alguien va a estudiar ese idioma. (b)  
13. A esta hora nadie puede salir. (a)

NARRATIVE A

- A. 1(b) 2(b) 3(c) 4(b) 5(d) 6(c) 7(c) 8(a)

- B. 1. La capital de Amerindia es Santa Catalina. 2. Esta ciudad es pintoresca. 3. Hay gente de todo el mundo. 4. (Ellos) van a ir el próximo sábado. 5. (Ellos) son de Guatemala. 6. (Ella) va a cocinar arroz blanco, frijoles negros, carne asada y ensalada mixta. 7. Ella va a comprar cerveza. 8. Porque José María no toma vino con la cena. 9. Va a estar listo el sábado por la tarde. 10. Si no hay, van a tomar agua (tequila, leche, ...).

NARRATIVE B

- A. 1(b) 2(a) 3(c) 4(c) 5(a) 6(a) 7(b) 8(c) 9(c) 10(b)

REVIEW

- A. a(8) b(9) c(5) d(7) e(3) f(10) g( ) h(4) i(2)  
j(1) k(6)

- B. 1(f) 2( ) 3(e) 4(a) 5(i) 6(c) 7( ) 8(g) 9(d) 10(h)  
11(b) 12( ) 13( ) 14(j)

- C. 1. Los cubiertos están en la mesa. 2. ¡Camarero!  
Necesito un tenedor. 3. El pan está en una fuente.  
4. Pancho no puede fumar. 5. El plato especial de hoy  
es corvina. 6. El camarero pone flores en el centro de  
nuestra mesa. 7. Ellos tienen una casa modesta enfrente  
del Parque Central. 8. Él cena en esta fonda todas las  
noches. 9. La sopa de pescado es buena para el estómago.  
10. ¿Puede leer Ud. el menú?

## FRAME 1

- A. 1. Perdone, señorita. (a) 2. El almacén queda al lado de la librería. (b) 3. Siempre me dicen si van a venir. (a) 4. ¿Puede Ud. decir eso? (b) 5. No necesito vender el auto. (b) 6. Él me pide dinero. (b) 7. El hospital queda cerca. (a) 8. El profesor nos lee el periódico. (b) 9. Tengo que decirles la verdad. (a) 10. Ellos le piden la cuenta. (b) 11. Ella les explica a los alumnos. (a) 12. Las barracas quedan detrás. (a) 13. Les digo adiós. (a) 14. Él va a explicarme la lección. (b) 15. Quiero decirle algo. (b)
- B. a(2)            g(7)        m(11)  
 b(1)(3)        h(8)        n(13)  
 c(4)            i(6)        o(12)  
 d(3)(1)        j( )        p(14)  
 e( )            k(9)        q( )  
 f(5)            l(10)
- C. 1. ¿Ve Ud. aquel letrero? 2. ¿Ven Uds. aquellos letreros? 3. ¿Van ellas a Nueva York todos los días? 4. ¿A dónde va Matías? 5. ¿Qué ve él? 6. No veo nada. 7. No voy a ningún lugar. 8. ¿Qué programa ve Ud.? 9. No veo a mis hermanos todos los días. 10. Vemos a nuestros profesores de lunes a viernes solamente. 11. Ellos comprenden a las mujeres. 12. ¿Ven aquel tanque? 13. Van en aquel tanque. 14. Ellos no necesitan a nadie. 15. Cuando él va a Arlington, ve a su familia.
- D. 1. Do you see that sign over there? 2. Do you (pl.) see those signs over there? 3. Do they go to New York every day? 4. Where does Matías go? 5. What does he see? 6. I don't see anything. 7. I'm not going anywhere. 8. What program do you see? 9. I don't see my brothers every day. 10. We see our teachers from Monday to Friday only. 11. They understand women. 12. Do you see that tank over there? 13. Are they going in that tank over there? 14. They don't need anyone. 15. When he goes to Arlington, he sees his family.

## FRAME 2

- A. 1(c) 2(b) 3(a) 4(b) 5(a) 6(a) 7(c) 8(a) 9(a) 10(c)  
 11(b) 12(b) 13(a)



- B.
1. I have to cross the street. -Cross at the corner!
  2. Do you watch television? -Yes, almost always at night.
  3. Please, tell me what time it is. -It is almost 11:30.
  4. Where is the San Antonio Hotel? -Turn there and walk three blocks.
  5. How far does this bus go? -It goes to Sucre Avenue.
  6. Do you write many exercises? -Yes, I write all the exercises in the book.
  7. Do you have a question? -No, I don't have any now.
  8. Until what time do I have to study? -Study until 10:00, more or less.
  9. Can I put my book there? -Yes, put all your books here.
  10. Today I'm going to leave at 4:00. -Fine, leave at that time.
  11. Are the department stores good in this city? -Good enough.
  12. What time do I come? -Come at 6:00 in the morning.
  13. I am going to go to the club tonight. -Don't spend a lot.
  14. I am going to eat in the restaurant. -Come and eat at home.
  15. Read us the newspaper, please. -I can't read you the newspaper now.
  16. I'm going to write my parents. -Write them!

FRAME 3

- A.
1. I go on (continue).
  2. After.
  3. Straight.
  4. Until; up to.
  5. We go on (continue).
  6. Turning.
  7. Right; true.
  8. Go on.
  9. Without stopping.
  10. Goes on (continues).
  11. Danger.
  12. That's right.
  13. They stop.
  14. Stop.
  15. That one (way over there).
- B.
1. Voy a seguir derecho por aquí.
  2. No doblamos a la izquierda.
  3. Cuando veo la luz sigo derecho.
  4. Él sigue también.
  5. Todos seguimos por esta calle.
  6. ¿Por qué calle siguen ellos?
  7. Caminen derecho y después doblen a la derecha.

8. El ómnibus para en esta esquina, ¿verdad?
9. El letrero dice: Peligro.
10. Él vive sin trabajar.
11. El ómnibus para antes de doblar a la izquierda.
12. Ella trabaja sin descansar.
13. Después de comer, el soldado va a leer.
14. Ellos hablan sin parar.
15. Él estudia sin comprender.

#### NARRATIVE

1. Él quiere saber dónde queda la estación de autobuses.
2. Él piensa viajar de Santa Catalina a otra ciudad del país.
3. Viene un policía por la calle.
4. García pregunta al policía.
5. Pregunta cuando el policía está cerca.
6. Su pregunta es: Perdone, ¿puede Ud. decirme dónde queda la estación de autobuses La Flecha de Oro?
7. El policía le responde con mucha cortesía.
8. Responde a la pregunta: Con mucho gusto, señor.
9. El letrero dice: Peligro. No hay paso.
10. Sí, García puede leerlo.
11. El policía le dice: Doble a la derecha, después siga derecho y camine hasta donde está el parque.
12. Él sigue las instrucciones.
13. Él llega en veinte minutos.

#### REVIEW EXERCISES

1. va por 2. le 3. viajar, otro 4. país, grande
5. Peligro. No hay paso. 6. antes 7. permíteme
8. entonces 9. cruce 10. sigue 11. Cómo digo
12. veo, pero 13. quiere 14. escriben, escriban
15. Díganos 16. Pregúntele, leer

## FRAME 1

- A. a(2) b(1) c(3) d( ) e(4) f(5) g(7) h(6) i(9) j(8)  
k( ) l(10)
- B. 1. go (sg.) up 2. I appreciate it 3. January  
4. you go (pl.) down 5. every day 6. we go up  
7. I go down 8. at your service 9. beach 10. team  
11. all night 12. gentlemen (men) 13. credit  
14. floors (stories) 15. March 16. instructions  
17. arrow 18. (they) travel 19. country 20. (he)  
asks
- C. 1. 1 2. 1 3. 8 4. 2 5. 2 6. 4 7. 5 8. 6 9. 7  
10. 9 11. 10 12. 8 13. 2 14. 3 15. 3

## FRAME 2

- A. 1(d) 2(a) 3(a) 4(d) 5(c)
- B. 1. Who is going to pay the bill? --John is going to pay it. 2. Do you have your books here, Captain? --No, I have them at home. 3. Do you see the professors on weekends? --No, I never see them on weekends.  
4. Don't you have another pair of pants? --Yes, but I don't want to wear them because they are very old.  
5. I need a new coat. --Buy one now, because this month clothes are inexpensive (cheap). 6. Do you read the Spanish newspaper? --Yes, Madam, we read it every day.  
7. When do you want your food (your meal)? --I want it now, please. 8. There comes the colonel, salute him! --I don't have to salute him now because I am not wearing my uniform. 9. How do you drink your coffee? --I drink it very hot. 10. When do you have to buy the book? --I have to buy it tomorrow. 11. Are you cold? --Yes, today it's very cold. 12. Can you (pl.) talk with him? --No, because he doesn't understand us. 13. Do not call me in the afternoon; call me in the evening! --I cannot call you in the evening, Maria. 14. When do you do your homework? --I do it in the evening. 15. When are you going to wear your new cap? --I am going to wear it on Tuesday. 16. I always call my friends on Friday evenings. --Why do you call them? --Because I want to know what they are going to do on Saturday. 17. What are we doing here? --We are waiting for Maria. 18. Who is calling me? --I don't know who is calling you. 19. Those students speak Spanish, right? --Yes; they speak it very well. 20. Is it hot in Arizona? --Yes, and at times it is very windy, also.

- C. 1. 17    2. 45    3. 3    4. 2    5. 4, 13    6. 68    7. 72  
 8. 6, 7    9. 31    10. 35

FRAME 3

- A. 1(b)    2(a)    3(c)    4(b)    5(c)    6(b)    7(b)    8(b)  
 9(a)    10(c)    11(a)    12(a)    13(b)    14(c)    15(b)    16(c)  
 17(b)    18(b)    19(a)

- B. 1. Do you like those ties (neckties)? --Yes, I like them (Yes, I do). 2. What do you like better, beer or wine? --I like wine better. 3. What do you like better, being a pilot or being a dentist? --I like being a pilot better. 4. Does your family like New York? --Yes, my family likes New York. 5. And, do you like it? --Yes, I also like it. 6. Do you like the new professor? --Yes, we like him. 7. And, what about the other students? --They also like him. 8. Do you like the apartment? --No, I don't like it. 9. And, does your wife like it? --No, she doesn't like it either. 10. Be careful, Ma'am (lady)! Watch out for that car! --Thank you, Sir.

NARRATIVE A

- A. 1. Vive en el tercer piso. 2. Lo ve casi todas las mañanas. 3. Después que lo ve en las escaleras, lo saluda. 4. Caminan hasta la parada de la esquina. 5. Sí, a él le gusta hablar con él. 6. No, no le dan nada al chofer. 7. Van al trabajo en el auto de Hernández cuando hace mal tiempo. 8. Él tiene un auto de marca europea. 9. No, no lo ve por la tarde. 10. Viene a pie a casa. 11. Cuando llega a casa, cena; entonces lee el periódico o ve algún programa de televisión. 12. Hablan hasta las diez u once de la noche.

NARRATIVE B

- A. 1(b)    2(d)    3(a)    4(b)    5(c)    6(b)    7(a)    8(a)

REVIEW

- A. 1(b)    2(d)    3(b)    4(b)    5(c)    6(d)    7(a)    8(b)  
 9(c)

- B. 1. Can you call me... 2. Look who's coming...  
 3. ..., give me that blue dress (suit). 4. Where is the next bus stop? 5. I have to greet (salute) him.  
 6. I like to wear a coat. 7. I don't wait for...  
 8. Here...it is sunny. 9. Here it is very hot...  
 10. It is not very cold there... 11. make 12. Choose one (a)...

C. 1(b) 2(d) 3(a) 4(d) 5(a)

D. a(5) b(4) c(1) d(7) e(3) f(11) g(8) h(2) i(12)  
j( ) k(10) l(6) m(9)

## FRAME 1

- A. 1(b) 2(b) 3(a) 4(b) 5(b) 6(a) 7(a)  
8(b) 9(c) 10(d) 11(a) 12(b)
- B. 1. A parking area (lot). 2. A discount. 3. A great selection of imported clothes. 4. To shave. 5. He is going to wash it. 6. To go to bed. 7. To sit down. 8. He bathes. 9. Soap, a towel and lukewarm water. 10. He doesn't think they are going to stay. 11. He sits. 12. To pick him up at 8:00. 13. To get up and go to the blackboard.
- C. 1. 2 2. 27 3. 54 4. 17 5. 25 6. 18 7. 1 8. 3  
9. 100 10. 11 11. 2 12. 5 13. 45, 32

## FRAME 2

- A. 1(b) 2(a) 3(b) 4(b) 5(a) 6(a) 7(b)  
8(b) 9(b) 10(c) 11(a) 12(c) 13(a) 14(c) 15(b) 16(a)
- B. 1. ¿Van a volver antes de la cena? 2. Creo que sí. 3. Salgo a las once y vuelvo a la una. 4. Él viaja por avión. 5. Ella me dice: ¡Vuelva temprano! 6. ¿Por qué volvemos por esta calle? 7. Tienen dos vuelos. 8. ¿Cuánto cuesta el pasaje? 9. Espéreme en la agencia de viajes. 10. Él viene en un tren viejo. 11. Si llueve, van a quedarse. 12. Ellos piensan salir. 13. Llueve mucho. 14. Tengo que recoger unos papeles. 15. Si vuelvo a la 1:00, voy a hablarle.
- C. 1. 378, 579 2. 213 3. 350, 190 4. 748 5. 117, 105  
6. 115 7. 923, 1 8. 200 9. 578 10. 646

## FRAME 3

- A. 1(b) 2(c) 3(c) 4(b) 5(c) 6(a) 7(a)  
8(c) 9(c) 10(b) 11(c) 12(b)
- B. 1. No hace falta llamarlo. (b) 2. Apréndala para mañana. (b) 3. ¿Hace falta darles propina? (a) 4. Para aprender hace falta tiempo. (a) 5. Si quiere su dirección puedo dársela. (a) 6. Cabo, véndamelo. (b) 7. No sé su nombre; voy a preguntárselo mañana. (a) 8. ¿Le gusta la idea? (a) 9. Él lo quiere ahora mismo. (b) 10. Si Ud. lo vende yo puedo comprarlo. (a)
- C. 1. 315 2. 723 3. 365, 28 4. 116 5. 550 6. 910 7. 864  
8. 117 9. 225 10. 1,000 11. 500, 31 12. 449 13. 288  
14. 598 15. 377

## NARRATIVE A

1. Roberto está en la cama.
2. Son las siete y cuarto.
3. Porque tiene clase a las ocho.
4. No, no va a tener tiempo de afeitarse.
5. No, no se va a dar una ducha.
6. Sí, va a lavarse los dientes.
7. Si llega tarde a clase, va a sentarse atrás.
8. Esta noche él va a acostarse más temprano.
9. El radio dice que va a llover.
10. Roberto tiene que darle la tarea al profesor.
11. Si llueve, él va a tener que usar el auto de Pepe.
12. Hoy es día de fiesta.

## NARRATIVE B

1. Roberto le escribe a su profesor.
2. Le escribe para responder a algunas de sus preguntas.
3. Quiere darle las gracias.
4. Quiere ir a Somoto.
5. Sí, él cree que la idea del profesor es buena.
6. No, el viaje no va a ser barato.
7. El pasaje a Managua cuesta 130 dólares.
9. No, no hay ferrocarril de Managua a Somoto.
10. La frontera queda cerca de Somoto.
11. La gente viaja a Tegucigalpa por carretera.
12. Sí, quiere enviarle más información.
13. Roberto les envía saludos a la esposa y a los padres del profesor.
14. La dirección de Roberto es Calle Central #582.

## REVIEW

- A.
1. Me levanto a las....
  2. Me baño a las....
  3. Me afeito por la noche (por la mañana)....
  4. Me lavo los dientes...veces al día.
  5. ...me lava la ropa (lava mi ropa) (yo lavo mi ropa)
  6. Sí, me acuesto temprano. (No, no me acuesto temprano.)
  7. ...se sienta atrás.
  8. Sí, me quedo en cama. (No, no me quedo en cama.)
  9. Sí, (No, no) me gusta salir cuando llueve.
  10. Sí, (No, no) voy a pie a la escuela.
  11. Sí, (No, no) uso mi auto mucho.
- B.
1. creo que
  2. Recoja
  3. llover
  4. Va a quedarse (Se va a quedar)
  5. bañarme
  6. Se afeita Ud.
  7. su jefe
  8. un momento
  9. El barbero...perro
  10. el tren
  11. pasaje de ida y vuelta

- |    |     |                          |     |                          |
|----|-----|--------------------------|-----|--------------------------|
| c. | (4) | <input type="checkbox"/> | ( ) | <input type="checkbox"/> |
|    | (2) | <input type="checkbox"/> | (1) | <input type="checkbox"/> |
|    | (7) | <input type="checkbox"/> | (6) | <input type="checkbox"/> |
|    | (3) | <input type="checkbox"/> | (5) | <input type="checkbox"/> |

- D. 1. We want to thank you. 2. Thank you for the pictures (photographs) of Amerindia. 3. After the earthquake everything is expensive. 4. The train always arrives late. 5. We live far away from the border. 6. Here, the train service is not very bad. 7. The doctor is going to travel by land (way of the highway). 8. We need more information. 9. Can you send us some ties? 10. I have to leave (to go out) immediately. 11. Your cousin sends regards (greetings). 12. Receive the affection of your son.



MODULE 2 LISTENING COMPREHENSION EXERCISE KEY LESSON 11

FRAME 1

- A. 1(b) 2(c) 3(a) 4(a) 5(a) 6(b) 7(d) 8(c) 9(c)
- B. 1(c) 2(d) 3(b) 4(c)
- C. 1. How much is a room with double bed? 2. Would you rather take a dip in the swimming pool or take a shower? 3. My father likes to work in the garden very much. 4. We have several rooms with twin beds. 5. How many dollars a day do you have to pay? 6. Today we aren't going to need any heat. 7. We want a bathroom with a shower and a bathtub. 8. I have to leave immediately. 9. The living room is very roomy (large). 10. How many bedrooms does your house have?

FRAME 2

- A. a(11) h(9)                      B. 1. El edificio no tiene aire acondicionado.  
 b( 6) i(3)  
 c( 8) j(5)  
 d( 1) k( )  
 e(10) l(4)  
 f( ) m(7)  
 g( 2)
2. Yo creo que Ud. está equivocado.  
 3. Si no llueve, vamos a ir a nadar.  
 4. Creo que voy a darme una ducha.  
 5. No hay nadie en la sala.  
 6. Me gusta bañarme en la bañera.  
 7. La casa tiene un jardín muy bonito.  
 8. ¿Tiene calefacción en su casa?  
 9. Van a venir varias personas.  
 10. ¿En qué puedo servirle?
- C. 1. 102      2. 497      3. 373      4. 605      5. 707  
 6. 564      7. 286      8. 502      9. 705      10. 198  
 11. 607      12. 256      13. 424      14. 917      15. 276  
 16. 364

FRAME 3

- A. 1(c) 2(c) 3(b) 4(b) 5(b) 6(c) 7(c) 8(b) 9(c) 10(b)
- B. a( 7)                      g(8)  
 b(10)                      h(4)  
 c( 6)                      i( )  
 d( 2)                      j(5)  
 e( )                      k(3)  
 f( 9)                      l(1)

- C. 1. nobody 2. someone 3. garden 4. it is windy  
 5. sit down 6. it is not necessary 7. right now  
 8. a roast (broiled meat) 9. We plan (intend)  
 10. residence

NARRATIVE

1. Matías necesita reservar un cuarto. 2. Va a reservar un cuarto para su jefe y su esposa. 3. Una voz femenina contesta. 4. Dice: Farmacia La Salud, ¿en qué podemos servirle? 5. Sí, Matías está equivocado. 6. La segunda vez Matías marca el número 5-84-63. 7. El empleado del hotel contesta: Hotel Nacional, a sus órdenes. 8. Matías quiere reservar un cuarto por una semana. 9. Un cuarto con camas gemelas y aire acondicionado. 10. Matías quiere el cuarto para mañana por la tarde. 11. Lo quiere a nombre de su jefe, el Sr. Dn. Marcos Quintero Calderón.

REVIEW

- |         |      |                                       |                     |
|---------|------|---------------------------------------|---------------------|
| A. a( ) | h(2) | B. 1. desocupados                     | 2. sentimos         |
| b( 6)   | i(7) | 3. sencillos (para una persona)       |                     |
| c(10)   | j(5) | 4. quedar                             | 5. bañadera y ducha |
| d( 9)   | k( ) | 6. camas gemelas                      | 7. alquilar         |
| e( 1)   | l(4) | 8. personas                           |                     |
| f( 3)   |      | 9. una sala grande...un jardín bonito |                     |
| g( 8)   |      |                                       |                     |

FRAME 1

- A. 1. ¡Bienvenida! 2. Aquí lo tiene. 3. Me permite verlo.  
 4. Bienvenidos al Hotel Libertad. 5. ¿Me permite usar su teléfono? 6. Ellas no les permiten a sus esposos estar en el club hasta muy tarde. 7. Si no usamos corbata, no nos permiten comer en ese restaurante. 8. En la escuela no permiten fumar en la sala de clase. 9. Ella no me permite dar una fiesta porque no tenemos dinero. 10. Permítanme decirle algo al sargento.
- B. 1. --May I leave? --Yes, but come back before 4:00.  
 2. --Let me have your coat, Maria. --Thanks, but I'm cold.  
 3. --They want to see our passports. --Here they are.  
 4. --Let us explain our problem to you.-(Please,) tell me.  
 5. --Do they come back whenever they want? --No, we don't let them come after seven.  
 6. --Welcome to Guatemala. --Thanks. Your country is very pretty. We like it very much.  
 7. -- May we (Do you permit us to) leave now? --Yes. Leave.  
 8. --Let me see your documents. --I have them at home.  
 9. --Can you answer one question? --I don't know if I have the answer.  
 10. --Does he study or work? --Besides working, he studies.
- C. 1. 1500 2. 978 3. 1843 4. 450 5. 362 6. 730  
 7. 115 8. 220 9. 1980 10. 1690
- D. 1. go 2. show me 3. I show 4. teaches 5. baldheaded  
 6. blond 7. large room 8. baggage 9. don't go  
 10. policeman 11. skinny 12. short 13. claim check  
 14. fat (heavy) 15. thin 16. employees 17. gray hairs  
 18. long 19. tall 20. moustache
- E. 1. No tengo el comprobante aquí. 2. Lo siento, pero no puedo enseñárselo. 3. ¿Podemos ir a la playa? 4. Sí, pero vayan temprano, por favor. 5. No vaya por esa carretera, porque es muy larga. 6. Enséñeme la fotografía de su novia. Quiero ver cómo es ella. 7. A María le gustan los muchachos rubios. 8. Voy a recoger el equipaje. 9. Ese es el problema principal. 10. Y estos papeles, ¿a quién tengo que dárselos?

FRAME 2

- A. a ( ) f (4) k (10) p ( )  
 b (1) g (7) l (8) q (15)  
 c (2) h (6) m (13) r (14)  
 d (5) i ( ) n (11)  
 e (3) j (9) o (12)

- B. 1. Hace falta ponerle aceite al automóvil. 2. El avión lleva muchos soldados. 3. No permiten llevar botellas de bebidas alcohólicas al lado del chofer. 4. ¿Quién lleva a sus hijos a la escuela? 5. Siempre llevo fósforos. 6. Él va a traer tomates para la ensalada, y azúcar para el café. 7. Lléveme al aeropuerto, por favor. 8. Cuando celebramos el cumpleaños de Juanita, nuestros jefes traen las bebidas. 9. Ellos miran cómo el muchacho trae y lleva las maletas, de un lado para otro. 10. ¿Le traigo alguna otra cosa? 11. No, gracias, no traiga nada. 12. El policía tiene que llevarlos a la estación. 13. Este diálogo es corto, pero otros son largos. 14. Nunca lleven botellas en la maleta. 15. El equipo viaja con mucho equipaje.

FRAME 3

- A. 1(b) 2(c) 3(b) 4(a) 5(b) 6(b) 7(c) 8(b) 9(b)  
 10(b) 11(b) 12(c) 13(a) 14(c) 15(a)

- B. 1. --Why do you open the suitcase? --Because the inspector wants to see it.  
 2. --Can I pick up the suitcases? --Yes, be so kind as to pick them up.  
 3. --Madam, how do you find the patient (the sick person)? --He's very thin.  
 4. --It is necessary to find those documents. --What are we going to do if we do not find them?  
 5. --I do not find words to tell him this (or to say it to him). --But you have to talk to him immediately.  
 6. --She receives many letters but she can never answer them. --I do not have much time either.  
 7. --Do you see Juan every day? --Yes, he loses more hair every day.  
 8. --I cannot learn many of the new words. --I also find them difficult.  
 9. --It is necessary to open the suitcase. --Darn (Gosh)! Why do you tell me (that) now?  
 10. --I always put the key in the same place, but I lose it at times. --Me, too.  
 11. --The boy wants to take a bath, but he can't find the soap. --Go in and tell him (that) it is next to the towel.

12. --Look out! (Be careful!) Don't lose the (your) passport. --I have it at home.
13. --The barber says that my hair is too long. --I also believe it (also think so).
14. --He finds that idea very good. --They have the same ideas.
15. --What are you carrying in that suitcase? --Clothes, shoes and cigarettes.

#### NARRATIVE

1. Llega al aeropuerto de Santo Tomás. 2. Llega en el vuelo 502 de Avianca. 3. Trae un maletín. 4. (Va primero) a la oficina de inmigración. 5. Revisa los documentos de todos los pasajeros. 6. Le enseña el pasaporte al empleado. 7. (El empleado) lo abre, lo revisa, y le pone un sello donde está la visa. 8. Va a la oficina de la aduana. 9. Un inspector gordo, bajo y de bigote. 10. Lo encuentra en la oficina de inmigración. 11. Trae dos maletas. 12. Él piensa: Este hombre no es muy amable. 13. (El inspector) le dice que va a tener que declararla y pagar impuestos por ella. 14. Sí, Mariano paga el impuesto. 15. Mariano sale un poco disgustado.

#### REVIEW

- A. 1(d) 2(a) 3(b) 4(a) 5(d)
- B. 1. Gonzalo is carrying two overnight bags. 2. The employee checks the documents. 3. The passengers are bringing a lot of baggage. 4. The passport is in order. 5. Let me (Permit me to) see your passport. 6. The inspector checks (searches) the baggage on the counter. 7. Anyway, Mariano pays the duty. 8. Be so kind as to open your (overnight) bag. 9. Don't close the window! It's very hot today.

**UNIT**

**PHONOLOGY**

UNIT 11

1. Which is the loudest syllable in this two-syllable word, No. 1 (last) or No. 2 (second-last)?

( ) ( ): 2 1

(No. 1, or last)

2. Which is the loudest one in this word, No. 1 (last) or No. 2 (second-last)?

( ) ( ): 2 1

(No. 1, or last)

3. Does this word need an accent mark?

( ) ( )

(yes)

4. Does this one need an accent mark?

(yes)

5. Which was the loudest syllable of the previous word, No. 1 (last), No. 2 (second-last), or No. 3 (third-last)? Here is the word again.

( ) ( ) ( ): 3 2 1

(No. 1, or last)

6. Does this word need an accent mark?

( ) ( )

(No)

7. Does this word need an accent mark?

( ) ( )

(No)

8. Which was the loudest syllable of that last word? Here it is again.

( ) ( ): 3 2 1

(No. 1, or last one)

9. Complete this statement: 'Words that are loudest on the last syllable are accented only if they end in a \_\_\_\_\_.'

(vowel)

10. Would this word need an accent mark?

(no)                    papel: ( ) ( )

11. Would this word need an accent mark?

(yes)                    viyi: ( ) ( )

12. Now, let's concern ourselves with other 'kinds' of words. Here is a three-syllable word. Which is the loudest one?

( ) ( ): 3    2    1  
(No. 2)

13. Here is a two-syllable word. Which is the loudest syllable?

( ) ( ): 2    1  
(No. 2)

14. Does this word need an accent mark?

(no)                    ( ) ( ): 3    2    1

15. If the following word were written as shown, which would be the loudest syllable?

casando  
3 2 1  
(2)

16. Therefore, would you say that the accent mark on the following word is necessary?

(no)                    Isabéla: ( ) ( )  
4 3 2 1

17. Would an accent mark be necessary for this word?

(yes)                    alla: ( ) ( )

18. Would an accent mark be necessary in this word?

(no)                    papel: ( ) ( )



19. Is this word written correctly, as far as an accent mark is concerned?
- marfil: ( ) ( )
- (yes)
20. Is this one written correctly?
- esmeril: ( ) ( )
- (yes)
21. Is this one?
- carcel: ( ) ( )
- (no)
22. Is this one?
- nacar: ( ) ( )
- (no)
23. Is this one?
- fácil: ( ) ( )
- (yes)
24. Complete this statement: 'Words that are loudest on the second-last syllable (No. 2 syllable) are accented only if they end in a \_\_\_\_\_.'
- (consonant)
25. Which ones of the following words need an accent mark? Write an accent mark on those that need it.
1. esta: ( ) ( )
2. esta: ( ) ( )
3. arbol: ( ) ( )
4. canal: ( ) ( )
- (1. está; 2. árbol)
26. Do names like the following need accent marks?
- Sanchez, Gomez, etc.
- (yes)
27. Re-write these names correctly:
- Sanchez: \_\_\_\_\_
- Gomez: \_\_\_\_\_
- (Sánchez; Gómez)

28. Now, look at and listen to these words. They are all written correctly.

dígame: ( ) ( )  
3 2 1

sáqueles: ( ) ( )  
3 2 1

póngalos: ( ) ( )  
3 2 1

véndaselo: ( ) ( )  
4 3 2 1

mándemelos: ( ) ( )  
4 3 2 1

súpasela: ( ) ( )  
4 3 2 1

29. On the basis of the above list of words, complete this statement: 'Words that are loudest on syllables other than No. 1 and No. 2 are always \_\_\_\_\_.'  
(accented)

30. Test.

Listen to these words. Write an accent mark on those that need it. Take an entire test before checking with right answers below.

1. papel: ( ) ( )  
2 1

2. carcel: ( ) ( )  
2 1

3. saque: ( ) ( )  
2 1

4. pague: ( ) ( )  
2 1

5. busquemelos: ( ) ( )  
4 3 2 1

6. examenes: ( ) ( )  
4 3 2 1

7. carceles: ( ) ( )  
3 2 1

- 8. pague: ( ) ( )
- 9. marfil: ( ) ( )
- 10. difícil: ( ) ( )
- 11. mascara: ( ) ( )
- 12. mascara: ( ) ( )
- 13. marmol: ( ) ( )

(with accent:

- 2. cárcel 5. búsqumelos 6. exámenes 7. cárceles
- 8. pagué 10. difícil 11. máscara 13. mármol)

(The subject of accents will be concluded in the next Unit.)

Combatting English interference.

31. Listen to this word.

( ) ( ) ( ) ( )

32. If you are not careful, you may pronounce it wrong, like this:

(W) (W)

33. Listen to the difference between right and wrong.

(R) (W) (R) (W)

34. Listen to the same difference with this other word.

(R) (W) (R) (W)

35. Which is the right one?

(1) (2) (1) (2)

(2)

36. Now, repeat where shown.

( ) ( )X ( )X ( )X

37. Another area of strong interference from English is represented by the following word. A careless student will pronounce it as you will hear it here.

(W) (W)

38. When pronounced wrong in that manner, the Spanish person to whom such a student might be speaking will hear this word as:

cara: ( ) ( )

39. The word cara means 'face.' But the word such a student thought he was saying means 'each.' This is the way 'each' is written.

cada

40. In order for a Spanish person to hear 'each' instead of 'face,' the English speaker must pronounce it like this.

( ) ( )

41. That is why we have chosen to remind you of this by marking this d as ǎ:

caǎa

42. Practice reading the following words, most of which contain 'ǎ' but which we are writing as they normally appear in print. Look at it, say it, and then listen for the correct pronunciation.

1. cada: . . . . . ( )
2. nada: . . . . . ( )
3. dado: . . . . . ( )
4. caro: . . . . . ( )
5. pudo: . . . . . ( )
6. puedo: . . . . . ( )
7. lodo: . . . . . ( )
8. loro: . . . . . ( )
9. estado: . . . . . ( )
10. unido: . . . . . ( )

UNIT 12

Written Accents. (Concluded)

1. Is this statement correct?

'Words that end in a vowel are written with an accent if their loudest syllable is the last one.'

(yes)

2. Complete this statement:

'Words that end in a consonant are written with an accent if the loudest syllable is the \_\_\_\_\_  
-last.'

(second-last)

3. Complete this statement:

'Words that are stressed on the \_\_\_\_\_  
last syllable, or farther back from the end, are  
always written with an accent.'

(third-)

4. The above three statements apply as to when an accent mark is used. Since these rules were originally made with a view towards being economical in the use of accent marks, we can say that the rules cover a minority of the total words. That is, because of the careful selection of the 'when' to accent a word, there are fewer words that need an accent than those which do not. Therefore, which of the following two is the more common type of word in Spanish?

1. Words like papá.

2. Words like papa.

(2)

5. Which of the following two is the more common type in Spanish?

1. Words like árbol.

2. Words like papel.

(2)

6. The letter 's' is a consonant. It is also a grammatical function signal. (For example, it is used to indicate plurals: mesa/mesas, libro/libros, etc.) As a grammatical function

signal, it can occur on the end of all nouns and noun modifiers. This means that there are tens of thousands of words which can end in an '-s'. Again, for the sake of economy, it was decided to ignore the '-s' completely as far as its effect on whether or not an accent is needed. Therefore, in deciding whether you ought or ought not accent a word that ends in an '-s', simply ignore this '-s' and decide on the basis of what is left after ignoring the '-s'.

Therefore, the word mesas is to be treated as if it were mesa, without the '-s'. Does this word need an accent mark?

- (no) solteras
7. Does this one need an accent mark?

- (no) americanas
8. Listen to the way this word is pronounced, and decide whether or not it needs an accent mark.

- (It does.) aðemas: ( ) ( )
9. Re-write this word correctly.

- (aðemás) aðemas: \_\_\_\_\_
10. The letter 'n' is also a grammatical function signal. (For example, it is used in some tenses to differentiate the He-form from the They-form.) This means that there are thousands of words to which an '-n' could be added. As in the case of the '-s', it was decided to ignore the '-n'. Therefore, would this word need an accent mark?

- (yes) estan (As in Estan en la oficina.)
11. Re-write this word correctly.

- (están) estan: \_\_\_\_\_
12. Does this word need an accent?

- (yes) leccion

13. Re-write this word correctly.

(lección)                    leccion: \_\_\_\_\_

14. Listen to this word and decide whether or not it needs an accent:

(no)                            examen: ( )        ( )

15. Listen to this word and decide if it needs an accent.

(no)                            margen: ( )        ( )

16. Complete this statement: 'Words ending in a \_\_\_\_\_, excepting '-n' and '-s', are accented if the loudest syllable is the second-last.'

(consonant)

17. Complete this statement: 'Words ending in a vowel, \_\_\_\_\_, and \_\_\_\_\_, are accented if the loudest syllable is the last one.'

(n, s)

18. The loudest syllable in this word is No. 1. Does it need an accent?

afan  
2 1

(yes)

19. The loudest syllable in this word is No. 1. Does it need an accent?

quizas  
2 1

(yes)

20. The loudest syllable in this word is No. 2. Does it need an accent?

li~~l~~retos  
3 2 1

(no)

21. Listen to the following pairs.

1. mio: ( )        ( )

2. mío: ( )        ( )

22. Listen to this pair.
1. mia: ( ) ( )
  2. mía: ( ) ( )
23. In which one of the following does the letter '-i' seem to be louder?
1. dio: ( ) ( )
  2. dío: ( ) ( )
- (2)
24. In which one does the letter '-i' seem to be louder?
1. dia: ( ) ( )
  2. día: ( ) ( )
- (2)
25. Which word has the louder 'i'?
1. lei: ( ) ( )
  2. leí: ( ) ( )
- (2)
26. When the letter 'i' is next to another vowel (it doesn't matter which side) it is accented only if it is the loudest part of the word.
27. Therefore, would this word be accented?
- caiste: ( ) ( )
- (yes)
28. Would this one be accented?
- leiste: ( ) ( )
- (yes)
29. Re-write these two words correctly.
- leiste: \_\_\_\_\_
- caiste: \_\_\_\_\_
- (leíste)  
(caíste)
30. Is this word written correctly?
- seis: ( ) ( )
- (yes)



31. Here's another word, is it written correctly?

diez: ( ) ( )

(yes)

32. Now here's a familiar name. Is it written correctly?

Maria:

(no)

33. Re-write this name correctly.

Maria: \_\_\_\_\_

(María)

34. Now listen to, and look at, another name and decide if it is written correctly.

Mario: ( ) ( )

(yes)

35. The letter 'u' is like 'i'; it is accented under the same conditions. Which is being said here?

( ) ( ): 1. baul 2. baúl

(2)

36. Which is being said here?

( ) ( ): 1. Raul 2. Raúl

(2)

37. Should the 'u' in this word be accented?

causa: ( ) ( )

(no)

38. Is this word written correctly?

aúto: ( ) ( )

(no)

39. Re-write this word correctly.

aúto: \_\_\_\_\_

(auto)

40. Look at this word. Is it written correctly?

cuatro: ( ) ( )

(yes)

41. Finally, some words have more than one grammatical function. In such cases, one of these functions is accented, the others are not. For example, que is accented in ¿Qué es eso? but not

in Tue que-lleyarlo al... Question words may function as phrase relators as well as interrogatives. As interrogatives, they are always accented. Therefore, are these written correctly? ¿Cuál? ¿Dónde? ¿Quién?

(yes)

42. In reading a new word, you need to know two things: (1) the principles of accent marks which you have been learning, and (2) the principles of dividing a word into syllables, which you will now start to learn.

43. A word has as many syllables as it has vowels. Therefore, if you count the vowels, you will know how many syllables a word has.

How many syllables in these words?

a. pesado

b. pesadumbre

(a:3), (b:4)

44. An unaccented 'i' or 'u' next to another vowel (on either side of this vowel) does not count. Therefore, a word like diario is considered to have only two syllables. How many syllables are there in these words?

a. diamante

b. paulista

(a:3), (b:3)

45. The accented 'í' and 'ú' always count as separate syllables. Therefore, though diario is counted as a two-syllable word, Darío counts as a three-syllable word.

How many syllables in these words?

a. convendría

b. Raúl

(a:4), (b:2)

46. The last step you need to know now is simply to learn the conventions for dividing words into syllables. Naturally, a language will divide its words into syllables in such a way that each syllable will retain what the language considers a 'normal' characteristic. Most Spanish words end in a vowel; therefore, it is 'normal' for

Spanish to end its syllables with a vowel. Your first rule, then, is: divide after each vowel that counts as a syllable. For example:

temeroso = te-me-ro-so

buenos = bue-nos

días = dí-as

Raúl = Ra-úl

47. Re write these words in syllables.

mesa: \_\_\_\_\_ - \_\_\_\_\_

(me-sa; bo-ni-to)

Bonito: \_\_\_\_\_ - \_\_\_\_\_

48. Re-write these in syllables.

paulatino: \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

(pau-la-ti-no;  
a-ta-có)

atacó: \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

49. Re-write these in syllables.

temería: \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

(te-me-rí-a;  
Ma-rí-a)

María: \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

50. Re-write these in syllables.

automóvil: \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

(au-to-mó-vil;  
qui-sie-ra)

quisiera: \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

51. If two or more consonants occur together, the first one of the group belongs to the previous syllable. Therefore, in these cases, do not divide after the vowel as you have been doing, but divide after the first consonant following the vowel. (This is not entirely in keeping with the rules set up by the Royal Academy. We are 'cheating' a little for the sake of simplification. At any rate, what we are about to teach you works equally as well for the purpose of pronouncing a word, and it is considerably simpler.)

Re-write these words in syllables.

santo:            \_\_\_\_\_ - \_\_\_\_\_  
constante:        \_\_\_\_\_ - \_\_\_\_\_  
(san-to;  
con-stan-te)

52. Re-write these in syllables.

caldo:            \_\_\_\_\_ - \_\_\_\_\_  
esmeralda:        \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_  
(cal-do;  
es-me-ral-da)

53. Re-write these in syllables.

Israel:            \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_  
entrante:        \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_  
(Is-ra-el;  
en-tran-te)

54. Since 'ch', 'll', and 'rr' are considered single consonants in Spanish, they cannot be 'separated.'

Re-write these words in syllables.

mucho:            \_\_\_\_\_ - \_\_\_\_\_  
silla:            \_\_\_\_\_ - \_\_\_\_\_  
carro:            \_\_\_\_\_ - \_\_\_\_\_  
(mu-cho; si-lla;  
ca-rro)

55. Re-write these in syllables.

leche:            \_\_\_\_\_ - \_\_\_\_\_  
calle:            \_\_\_\_\_ - \_\_\_\_\_  
torre:            \_\_\_\_\_ - \_\_\_\_\_  
(le-che; ca-lla;  
to-rre)

56. And finally, the combinations 'pr', 'tr', 'cr', and 'br', 'dr', 'fr', 'gr' are not divisible either.

Re-write these words in syllables.

aprendo:    \_\_\_ - \_\_\_ - \_\_\_

atrás:        \_\_\_ - \_\_\_

decreto:    \_\_\_ - \_\_\_ - \_\_\_

(a-pren-do;  
a-trás; de-cre-to)

57. Re-write these in syllables.

apuro:        \_\_\_ - \_\_\_

cuadro:       \_\_\_ - \_\_\_

agrío:        \_\_\_ - \_\_\_

(a-puro; cua-dro;  
a-grio)

58. Re-write these in syllables.

ciprés:        \_\_\_ - \_\_\_

agrandar:    \_\_\_ - \_\_\_ - \_\_\_

recreo:        \_\_\_ - \_\_\_ - \_\_\_

(ci-prés; a-gran-dar;  
re-cre-o)

59. Re-write these in syllables.

atrazar:       \_\_\_ - \_\_\_ - \_\_\_

pie-dras:      \_\_\_ - \_\_\_ - \_\_\_

abril:        \_\_\_ - \_\_\_

(a-tra-zar;  
pie-dras; a-bril)

UNIT 13

1. Listen to the right and wrong pronunciation of this word.

(R) (W) (R) (W)

2. In its written form, there is a striking resemblance between the above word and its English counterpart.

Spanish: 'oficina'    English: 'office'

3. This resemblance of words and syllables, whether in speech or in writing, at times causes a student to respond automatically with English sounds. For example, here are two erroneous pronunciations which are brought on by the strong resemblance of this Spanish word to its English counterpart.

One pronunciation: general (W) (W)

Another, better but still wrong:

general (W) (W)

Correct: (R) (R)

4. There are two kinds of errors which a student might make due to English interference. One is the faulty reproduction of the sounds, and the other is the rhythm of the syllables. Either one of these errors is enough to render some words unintelligible to a Spanish person. We will first practice with the accurate reproduction of sounds; a little later, we will work with the rhythm.
5. The most common error occurs with the letter 'o', especially in syllables where this 'o' is closed in by consonants. Practice reading the following syllables.

Respond three times: once immediately following the announcement by letter, then again after each model where shown by the X's.

a. con- . . . . . ( )X ( )X

b. don- . . . . . ( )X ( )X

- c. son- . . . . . ( )X ( )X
- d. pon- . . . . . ( )X ( )X
- e. lon- . . . . . ( )X ( )X
- f. ton- . . . . . ( )X ( )X

6. Another common error occurs with the 'u'. The first syllable of 'numerous', for example, in the speech of many people rhymes with the first syllable of 'beauty'. In Spanish, the 'u' always stands for something more like 'oo' in 'loose'. Practice these syllables in the same manner as you did before.

- a. nu- . . . . . ( )X ( )X
- b. su- . . . . . ( )X ( )X
- c. pu- . . . . . ( )X ( )X
- d. lu- . . . . . ( )X ( )X

7. Sometimes, this 'u' in English stands for another sound, such as we find in 'occur' which rhymes with 'her', or in 'pun' which rhymes with 'none'. In Spanish, of course, it still resembles 'oo'. Practice with these syllables.

- a. sur . . . . . ( )X ( )X
- b. luz . . . . . ( )X ( )X
- c. pun- . . . . . ( )X ( )X
- d. cun- . . . . . ( )X ( )X
- e. cul- . . . . . ( )X ( )X
- f. dul- . . . . . ( )X ( )X

8. When in the proximity of another vowel, the Spanish 'u' sounds very much like our English 'w'. Listen to the right and wrong pronunciation of the following words:

- pues: (R) (W) (R) (W)
- bueno: (R) (W) (R) (W)
- cuesta: (R) (W) (R) (W)

9. Of course, as you already know, if this 'u' is accented, it retains the 'oo' sound. Observe:

púa: (R) (R)

Saúl: (R) (R)

10. Practice with these syllables.

a. pues . . . . . ( )X ( )X

b. lue- . . . . . ( )X ( )X

c. cuen- . . . . . ( )X ( )X

d. sue- . . . . . ( )X ( )X

e. guan- . . . . . ( )X ( )X

f. púa . . . . . ( )X ( )X

g. grúa . . . . . ( )X ( )X

11. Sometimes, the vowel 'i' gives a little trouble in certain syllables simply because the English speaker's facial muscles are not tense. Listen to this example:

in- : (R) (W) (R) (W)

12. Practice with these syllables. In order to maintain the tenseness of the muscles that is required for the proper reproduction of this sound, pull your lips back, tight, as in an exaggeratedly strong grin.

a. in- . . . . . ( )X ( )X

b. is- . . . . . ( )X ( )X

c. tin- . . . . . ( )X ( )X

d. sin . . . . . ( )X ( )X

e. pin- . . . . . ( )X ( )X

f. cin- . . . . . ( )X ( )X

g. o-fi-ci-na . . . . . ( )X ( )X



13. The Spanish syllable 'qui-' is pronounced 'ki' and not, as in English 'kwi'. You will now hear the sounds 'ki' several times.

Respond by writing 'qui' in the blank spaces every time you hear it.

\_\_\_\_\_  
\_\_\_\_\_

14. The sound of 'kwi' exists in Spanish, but it is written like this: cui.

In the blanks, write cui every time you hear it.

\_\_\_\_\_  
\_\_\_\_\_

15. Now, you will hear either qui or cui. Write which one it is, and then check your spelling.

(qui)                    (?): \_\_\_\_\_

16. Again, write what you hear, and check.

(cui)                    (?): \_\_\_\_\_

17. And now, you will hear these two syllables said several times in a mixed order.

Write which one you hear.

1. (?): \_\_\_\_\_
2. (?): \_\_\_\_\_
3. (?): \_\_\_\_\_
4. (?): \_\_\_\_\_
5. (?): \_\_\_\_\_
6. (?): \_\_\_\_\_
7. (?): \_\_\_\_\_
8. (?): \_\_\_\_\_
9. (?): \_\_\_\_\_
10. (?): \_\_\_\_\_

(cui: 1, 2, 4, 8, 10;  
qui: 3, 5, 6, 7, 9.)

18. Listen to these two syllables:

1. gue: ( ) ( )

2. gui: ( ) ( )

19. Which one is being said here? Write it, and then check your answer.

(?): \_\_\_\_\_

(gui)

20. Which one is this one? Write it, and check.

(?): \_\_\_\_\_

(gue)

21. You will hear a mixed sequence of gui and gue. Write each one, then check.

1. (?): \_\_\_\_\_ 5. (?): \_\_\_\_\_

2. (?): \_\_\_\_\_ 6. (?): \_\_\_\_\_

3. (?): \_\_\_\_\_ 7. (?): \_\_\_\_\_

4. (?): \_\_\_\_\_ 8. (?): \_\_\_\_\_

(gui: 1, 5, 6, 8;  
gue: 2, 3, 4, 7.)

22. Here is a list of words, many of which resemble their English counterparts. As you hear each number called, read the underlined syllable only. Then listen to see if you were correct.

Remember, read only the underlined syllable.

1. sintaxis : . . . . . ( ) ( )

2. capitalista : . . . . . ( ) ( )

3. típico : . . . . . ( ) ( )

4. típico : . . . . . ( ) ( )

5. misterioso : . . . . . ( ) ( )

6. hospitalidad : . . . . . ( ) ( )

7. histaria : . . . . . ( ) ( )

8. unión : . . . . . ( ) ( )
9. definición : . . . . . ( ) ( )
10. definición : . . . . . ( ) ( )
11. misión : . . . . . ( ) ( )
12. económico : . . . . . ( ) ( )
13. económico : . . . . . ( ) ( )
14. auto : . . . . . ( ) ( )
15. auténtico : . . . . . ( ) ( )
16. organista : . . . . . ( ) ( )
17. politico : . . . . . ( ) ( )
18. defectivo : . . . . . ( ) ( )
19. elección : . . . . . ( ) ( )
20. velocidad : . . . . . ( ) ( )
21. vigoroso : . . . . . ( ) ( )
22. diversión : . . . . . ( ) ( )
23. instructivo : . . . . . ( ) ( )
24. dificultad : . . . . . ( ) ( )
25. dificultad : . . . . . ( ) ( )
26. dificultad : . . . . . ( ) ( )
27. elástico : . . . . . ( ) ( )
28. deuda : . . . . . ( ) ( )
29. reunión : . . . . . ( ) ( )
30. equivalente : . . . . . ( ) ( )
31. cuidado : . . . . . ( ) ( )
32. secundario : . . . . . ( ) ( )
33. exclusivo : . . . . . ( ) ( )
34. peculiar : . . . . . ( ) ( )

35. cursi : . . . . . ( ) ( )

23. The letter 'j' has this sound.

1. ja: ( ) ( )

2. jo: ( ) ( )

3. je: ( ) ( )

4. ~~ji~~jo:( ) ( )

5. ~~ji~~ja:( ) ( )

24. The letter 'g' also has the same sound, but only before an 'e' or an 'i'.

1. ge: ( ) ( )

2. gi: ( ) ( )

3. gira: ( ) ( )

4. go: ( ) ( )

5. pago: ( ) ( )

6. gue: ( ) ( )

7. pague: ( ) ( )

8. garage: ( ) ( )

9. margen: ( ) ( )

10. carguen: ( ) ( )

11. surge: ( ) ( )

12. purgue: ( ) ( )

25. Practice reading these syllables as each is called out. Then, repeat them where shown by the X's.

a. je ( )X ( )X

b. ge ( )X ( )X

c. gue ( )X ( )X

d. go ( )X ( )X

- e. jo           ( )X ( )X
- f. jun          ( )X ( )X
- g. gun          ( )X ( )X
- h. gi           ( )X ( )X
- i. guin         ( )X ( )X
- j. guil         ( )X ( )X
- k. ja           ( )X ( )X
- l. gan          ( )X ( )X
- m. gente       ( )X ( )X
- n. yirgen       ( )X ( )X

26. And now, let's consider rhythm. Many English words have two beats within a word, whereas the vast majority of Spanish words have only one. Here is an English word, greatly exaggerated in its pronunciation, that illustrates these two beats:

elevator: ( ) ( )

27. Here is another one, again exaggerated:

exaggerated: ( ) ( )

28. To further point out these beats, you will now hear an imitation of the rhythm of the following two words, using the artificial syllable 'ta'.

elevator: ( ) ( )

exaggerated: ( ) ( )

29. Listen to this imitation of the rhythm of a Spanish word. Notice that it has only one beat.

( ) ( )

30. Here is an imitation of a longer word. Notice the monotonous tone levels preceding the beat.

( ) ( )

31. Which of the following rhythms is typical of Spanish?

1. ( )

2. ( )

(2)

32. Here is an authentic word. Notice its monotonous tone up to the point of the beat.

responsabili~~dad~~: ( ) ( )

33. Here is the same word pronounced two times. Once with an English rhythm and a second time with the Spanish rhythm. Which is the Spanish one?

1. ( ) ( )

2. ( ) ( )

(1)

34. Here is a word that you have not heard before. Which of the two pronunciations is the Spanish one?

1. ( ) ( )

2. ( ) ( )

(2)

35. Which of the following is the correct Spanish rhythm?

1. ( ) ( )

2. ( ) ( )

(1)

36. Pronounce this syllable in imitation of the model.

pro- : ( )X ( )X

37. Pronounce this syllable in imitation of the model.

-duc- : ( )X ( )X

38. Pronounce this one.

-cion : ( )X ( )X

39. The preceding syllables combine into the following word. Pronounce the word, then check to see if you were right.

producción: ( ) ( )

40. First, write this word in syllables in the blanks shown.

determinación: \_\_\_\_-\_\_\_\_-\_\_\_\_-\_\_\_\_-\_\_\_\_

(de-ter-mi-na-ción)

Now pronounce the word correctly, and check it.

..... ( ) ( )

41. Do the same with this word.

contradicción: \_\_\_\_-\_\_\_\_-\_\_\_\_-\_\_\_\_

(con-tra-dic-ción)

..... ( ) ( )

42. Do the same with this one.

utili~~da~~: \_\_\_\_-\_\_\_\_-\_\_\_\_-\_\_\_\_

(u-ti-li-~~da~~)

..... ( ) ( )

43. Notice that the monotone exists even though the loudest syllable may not be the last one. Observe:

parlamentario : ( ) ( )

revolucionario : ( ) ( )

fotográfico : ( ) ( )

democratico : ( ) ( )

44. Divide this word into syllables, then pronounce it correctly.

reaccionario: \_\_\_\_-\_\_\_\_-\_\_\_\_-\_\_\_\_-\_\_\_\_

(re-ac-cio-na-rio)

45. Do the same with this one.

aniversario: \_\_\_\_-\_\_\_\_-\_\_\_\_-\_\_\_\_-\_\_\_\_

(a-ni-ver-sa-rio)

..... ( ) ( )

46. Do the same with this one.

fugitivo: \_ - \_ - \_ - \_ - \_ - \_ -

(fu-gi-ti-vo)

..... ( ) ( )

47. Do the same with this one.

legislatiyo: \_ - \_ - \_ - \_ - \_ - \_ -

(le-gis-la-ti-yo)

..... ( ) ( )

48. Do the same with this one.

equiyalente: \_ - \_ - \_ - \_ - \_ - \_ -

(e-qui-ya-len-te)

..... ( ) ( )



UNIT 14

In this series, a special effort has been made to list words which are especially difficult to pronounce accurately because of strong interference from English. Dividing each word into syllables is the most useful start to pronouncing them right.

1. Write this word in syllables in the spaces shown.

posibiliḏaḏ:    \_\_\_-\_\_\_-\_\_\_-\_\_\_-\_\_\_

(po-si-ḏi-li-ḏaḏ)

Now, pronounce it, then check to see if you have learned the correct rhythm.

. . . . . ( )      ( )

2. Do the same with this one.

electriciḏaḏ:    \_\_\_-\_\_\_-\_\_\_-\_\_\_-\_\_\_

(e-lec-tri-ci-ḏaḏ)

. . . . . ( )      ( )

3. Do the same with this one.

Ḥistoria:        \_\_\_-\_\_\_-\_\_\_

(Ḥis-to-ria)

. . . . . ( )      ( )

4. Do the same with this one.

contrario:       \_\_\_-\_\_\_-\_\_\_

(con-tra-rio)

. . . . . ( )      ( )

5. Do the same with this one.

temporario:     \_\_\_-\_\_\_-\_\_\_-\_\_\_

(tem-po-ra-rio)

. . . . . ( )      ( )

6. Do the same with this one.

digestible:    -   -   -   -   -

(di-ges-ti-ble)

. . . . . ( )    ( )

7. Do the same with this one.

tangible:    -   -   -

(tan-gi-ble)

. . . . . ( )    ( )

8. Do the same with this one.

indulgent:    -   -   -   -

(in-dul-gen-te)

. . . . . ( )    ( )

9. Do the same with this one.

intelligent:    -   -   -   -   -

(in-te-li-gen-te)

. . . . . ( )    ( )

10. Do the same with this one.

imperceptible:    -   -   -   -   -

(im-per-cep-ti-ble)

. . . . . ( )    ( )

11. Do the same with this one.

trivial:    -   -

(tri-~~v~~ial)

. . . . . ( )    ( )

12. Do the same with this one.

racial:    -   -

(ra-cial)

. . . . . ( )    ( )

13. Do the same with this one.

proficiente:    -   -   -   -

(pro-fi-cien-te)

. . . . . ( )    ( )

14. Do the same with this one.

negligente:   -   -   -   -

(ne-gli-gen-te)

. . . . . ( )    ( )

15. Do the same with this one.

miserable:   -   -   -   -

(mi-se-ra-ble)

. . . . . ( )    ( )

16. From now on, we will let you find out how well you have learned to read new words correctly. If necessary, mentally divide a word into syllables. Then say it, smooth it out, and check with the tape. Though some of these words are identical to English, they are, of course, Spanish.

interminable: . . . . . ( )    ( )

17. Read aloud, and check.

equivalente: . . . . . ( )    ( )

18. Read this one:

ocasional: . . . . . ( )    ( )

19. And this one:

indecente: . . . . . ( )    ( )

20. profesional: . . . . . ( )    ( )

21. horrible: . . . . . ( )    ( )

22. terrible: . . . . . ( )    ( )

23. social: . . . . . ( ) ( )
24. This next word presents a special problem with the first syllable. Listen and repeat.
- ( )X ( )X ( )X
25. This is the first syllable of that word.
- au- : ( )X ( )X
26. Now, repeat the word.
- ( )X ( )X ( )X
27. Now, look at it and say it.
- auto: . . . . . ( ) ( )
28. Here is another word with that same, difficult syllable. Listen and repeat.
- ( )X ( )X ( )X
29. Now, look at it and say it.
- autor: . . . . . ( ) ( )
30. Read this one, and check.
- autoriđaqđ: . . . . . ( ) ( )
31. Listen to the rhythm of a certain word represented by the syllable ta.
- ( ) ( ) ( )
32. Listen to the word itself. Don't repeat, just listen:
- ( ) ( ) ( )
33. Here is another word represented by the syllable ta. Listen only.
- ( ) ( ) ( )
34. Listen to the word itself. Don't repeat.
- ( ) ( ) ( )

35. Here is a list of such words that are stressed three syllables from the end. Listen for the rhythm. Don't repeat.

1. ( ) ( )
2. ( ) ( )
3. ( ) ( )
4. ( ) ( )
5. ( ) ( )

36. Now, read these, and check.

1. físico: . . . ( ) ( )
2. fantástico: . . . ( ) ( )
3. democrático: . . ( ) ( )
4. económico: . . . ( ) ( )
5. cosmético: . . . ( ) ( )

37. Practice reading these.

1. narcótico: . . . ( ) ( )
2. típico: . . . ( ) ( )
3. microscópico: . . ( ) ( )
4. hipnótico: . . . ( ) ( )
5. fotográfico: . . ( ) ( )

38. Here are some new words and phrases. Practice reading these and check your pronunciation.

1. se-dice: . . . ( ) ( )
2. ese: . . . ( ) ( )
3. dicho: . . . ( ) ( )
4. ese-dicho: . . . ( ) ( )  
or, ( ) ( )
5. existe: . . . ( ) ( )

- |     |             |           |     |
|-----|-------------|-----------|-----|
| 6.  | a veces:    | . . . ( ) | ( ) |
| 7.  | se-puede:   | . . . ( ) | ( ) |
| 8.  | fastidios:  | . . . ( ) | ( ) |
| 9.  | usarlo:     | . . . ( ) | ( ) |
| 10. | siempre:    | . . . ( ) | ( ) |
| 11. | me-está:    | . . . ( ) | ( ) |
|     |             | or,       |     |
|     | m(e)-está:  | . . . ( ) | ( ) |
| 12. | molestando: | . . . ( ) | ( ) |
| 13. | esta-noche: | . . . ( ) | ( ) |
| 14. | sin:        | . . . ( ) | ( ) |
| 15. | quién:      | . . . ( ) | ( ) |

UNIT 15

1. What happens to a foreign language if it is pronounced using the sounds of another language? Here is an English word said with the sounds of Spanish:

( )

2. You probably didn't recognize the word. Before identifying the word for you, here is an English sentence spoken with a very heavy, Spanish accent in imitation of the dialect used by nearly 80% of the Spanish speaking world. Remember: this is English.

( )

3. The degree of "error" in this last sentence has been greatly exaggerated. It is doubtful that you will encounter anyone who will try to speak English with you with such a weak control of English sounds. This next rendition is a more realistic representation of what you are apt to hear.

( )

4. The sentence is even more comprehensible if the Spanish speaker learns to differentiate b's from v's. Observe:

( )

5. The word in No. 1 contained two serious faults of pronunciation. One was the lack of a b/v difference on the part of the speaker. Listen to the word with this one fault corrected.

( )

6. The other serious fault was the rhythm. Notice how much clearer the word is if the rhythm is correct:

( )

7. In fact, the rhythm factor seems as important--perhaps even more important--as a 'clarifier' than simple pronunciation is. Here is the name

of an American city pronounced with the same kind of accent both times. But notice how much clearer it is the second time when the right rhythm is used.

( ) ( )

8. Here is the name of a state treated the same as the city 'Rochester.'

( ) ( )

9. Since you will be exposed more and more to written Spanish, it is essential that you react to written words with the correct rhythm and pronunciation. We will now begin a series of exercises designed to encourage a good vocal rendition of a written word.
10. You will remember that Spanish maintains a low, monotonous tone until you reach the stressed syllable at which point the tone rises. Which contains the correct Spanish rhythm?

(a) (b)

(b)

11. You will also remember that a word that ends in a consonant (except n or s) is stressed on the last syllable. Practice reading these aloud during the blank space before the voice gives you the correct rendition. Then repeat where shown. These are Spanish.

1. general: \_\_\_\_\_ ( )X  
2. central: \_\_\_\_\_ ( )X  
3. ceremonial: \_\_\_\_\_ ( )X  
4. continental: \_\_\_\_\_ ( )X

12. What's the first syllable of that last word?

(con-)

13. Which is the right pronunciation of con-, a or b?

(a) (b)

(b)



14. Repeat, using the correct pronunciation and rhythm.

continental: ( )X ( )X

15. Continue your practice. Remember: read aloud yourself before you hear the voice. Then, imitate the voice.

5. normal: \_\_\_\_\_ ( )X

6. elemental: \_\_\_\_\_ ( )X

7. experimental: \_\_\_\_\_ ( )X

8. radial: \_\_\_\_\_ ( )X

9. fundamental: \_\_\_\_\_ ( )X

10. frugal: \_\_\_\_\_ ( )X

11. fraternal: \_\_\_\_\_ ( )X

16. As you are beginning to see, there are many words in Spanish that are the same in English. Many English and Spanish words ending in -al are the same or nearly the same. Continue reading and checking, using the correct rhythm.

12. esencial: \_\_\_\_\_ ( )X

13. capital: \_\_\_\_\_ ( )X

14. credencial: \_\_\_\_\_ ( )X

17. Don't forget that after a vowel, after r, and after s the d is pronounced ɗ as in naɗa.

14. credencial: \_\_\_\_\_ ( )X

15. educacional: \_\_\_\_\_ ( )X

16. eduitorial: \_\_\_\_\_ ( )X

17. federal: \_\_\_\_\_ ( )X

18. final: \_\_\_\_\_ ( )X

19. festival: \_\_\_\_\_ ( )X

20. intestinal: \_\_\_\_\_ ( )X

18. Observe that English -tion- is -cion- in Spanish as in introducción.

21. internacional: \_\_\_\_\_ ( )X

22. intencional: \_\_\_\_\_ ( )X

23. convencional: \_\_\_\_\_ ( )X

24. condicional: \_\_\_\_\_ ( )X

19. Remember to pronounce con- in Spanish, not as an English syllable.

23. convencional: \_\_\_\_\_ ( )X

24. condicional: \_\_\_\_\_ ( )X

25. confidencial: \_\_\_\_\_ ( )X

26. comercial: \_\_\_\_\_ ( )X

27. continental: \_\_\_\_\_ ( )X

20. Dictation.

Determine how accurately you have learned the foregoing information by writing the words you hear.

1. ( ) ( ): \_\_\_\_\_

(experimental)

2. ( ) ( ): \_\_\_\_\_

(educacional)

3. ( ) ( ): \_\_\_\_\_

(emocional)

4. ( ) ( ): \_\_\_\_\_

(constitucional)

5. ( ) ( ): \_\_\_\_\_

(gradual)

6. ( ) ( ): \_\_\_\_\_  
(artificial)
7. ( ) ( ): \_\_\_\_\_  
(confidencial)
8. ( ) ( ): \_\_\_\_\_  
(credencial)
9. ( ) ( ): \_\_\_\_\_  
(intencional)
10. ( ) ( ): \_\_\_\_\_  
(tradicional)

UNIT 16

1. Here is the Spanish word condicional pronounced using English sounds and an English rhythm. This would be totally incomprehensible to a Spanish person.

( )

2. Though Spoken this time with an equally poor accent, the rhythm is correct. This time, the word is comprehensible to a Spanish speaker.

( )

3. Of course, we hope you not only want to, but that you really are able to pronounce Spanish like this:

condicional: ( )

4. As a quick review, try these. Remember: keep the rhythm monotonous until the stressed syllable.

1. elemental: \_\_\_\_\_ ( )X

2. intestinal: \_\_\_\_\_ ( )X

3. editorial: \_\_\_\_\_ ( )X

4. educacional: \_\_\_\_\_ ( )X

5. capital: \_\_\_\_\_ ( )X

6. emocional: \_\_\_\_\_ ( )X

7. gradual: \_\_\_\_\_ ( )X

8. confidencial: \_\_\_\_\_ ( )X

5. There are many words ending in -or in Spanish that are the same or almost the same in English except, of course, for the sounds and the rhythm. Practice reading these:

1. profesor: \_\_\_\_\_ ( )X
  2. actor: \_\_\_\_\_ ( )X
  3. conductor: \_\_\_\_\_ ( )X
6. Did you remember to pronounce con- correctly?  
Continue reading.
3. conductor: \_\_\_\_\_ ( )X
  4. elevador: \_\_\_\_\_ ( )X
7. Did you remember the -d- in No. 4? Continue.
4. elevador: \_\_\_\_\_ ( )X
  5. tractor: \_\_\_\_\_ ( )X
  6. operador: \_\_\_\_\_ ( )X
  7. tumor: \_\_\_\_\_ ( )X
8. Watch the next two!
8. interior: \_\_\_\_\_ ( )X
  9. generador: \_\_\_\_\_ ( )X
  10. superior: \_\_\_\_\_ ( )X
9. Suppose you had to say 'censor' in Spanish, and you didn't know the word. What would a good guess be?
- 'censor': \_\_\_\_\_ ( )X
10. Guess how you might say 'regulator' in Spanish.
- \_\_\_\_\_ ? ( )X
11. Make a guess with 'conspirator.'
- \_\_\_\_\_ ? ( )X
12. Try 'investigator.'
- \_\_\_\_\_ ?
13. Try 'oppressor.'
- \_\_\_\_\_ ? ( )X

14. Since Spanish does not use '-pp-' nor '-ss-',  
how would you write 'oppressor' in Spanish?

\_\_\_\_\_

(opresor)

15. How would you write 'colossal'?

\_\_\_\_\_

(colosal)

16. Pronounce.

colosal: \_\_\_\_\_ ( )X

17. Guess how to say 'collaborator.'

\_\_\_\_\_ ? ( )X

18. How would you write it?

\_\_\_\_\_

(colaborador)

19. Pronounce it again.

colaborador: \_\_\_\_\_ ( )X

20. Say the following English words in Spanish.

<u>English:</u>	<u>Spanish:</u>
'sector'	_____ ( )X
'exterior'	_____ ( )X
'honor'	_____ ( )X
'dictator'	_____ ( )X
'creator'	_____ ( )X
'electoral'	_____ ( )X
'conventional'	_____ ( )X
'credential'	_____ ( )X
'educator'	_____ ( )X

21. Write 'conventional' in Spanish.

\_\_\_\_\_

(convenconial)

22. Write 'credential' in Spanish.

\_\_\_\_\_

(credencial)

23. The preceding words all ended in a consonant. Therefore, the stress fell on the \_\_\_\_\_ syllable.

(last)

24. Words ending in a vowel are stressed on their \_\_\_\_\_ - last syllable.

(second-)

25. Therefore, the next word retains a monotonous rhythm until the syllable -fan- where the loudness rises.

elefante: ( )X ( )X

26. It's the same way here. Which is the syllable where the loudness rises?

evidente

(-den-)

27. Listen and imitate.

evidente: ( )X ( )X

28. Read these correctly.

1. decente: \_\_\_\_\_ ( )X

2. incidente: \_\_\_\_\_ ( )X

3. paciente: \_\_\_\_\_ ( )X

4. suficiente: \_\_\_\_\_ ( )X

5. importante: \_\_\_\_\_ ( )X

29. For years you have responded to the syllable '-qui-' as 'kwi'. In Spanish, of course, you must react with 'ki'. So, watch it. Read this word correctly.

equivalente: \_\_\_\_\_ ( )X

30. Similarly, you have to react differently in Spanish to '-ge-/-gi-' than you do in English. Read this one correctly:

urgente: \_\_\_\_\_ ( )X

31. Guess how you would say the following words in Spanish:

'abundant': \_\_\_\_\_ ( )X

'restaurant': \_\_\_\_\_ ( )X

'constant': \_\_\_\_\_ ( )X

'consonant': \_\_\_\_\_ ( )X

'dominant': \_\_\_\_\_ ( )X

'ignorant': \_\_\_\_\_ ( )X

32. Be especially careful with these:

'contingent': \_\_\_\_\_ ( )X

'diligent': \_\_\_\_\_ ( )X

33. Continue converting English words into Spanish.

'incessant': \_\_\_\_\_ ( )X

'client': \_\_\_\_\_ ( )X

'competent': \_\_\_\_\_ ( )X

'decadent': \_\_\_\_\_ ( )X

'intentional': \_\_\_\_\_ ( )X

34. How would you write that last word?

\_\_\_\_\_

(intencional)



35. Continue.

'deficient': \_\_\_\_\_ ( )X

'sufficient': \_\_\_\_\_ ( )X

'elegant': \_\_\_\_\_ ( )X

'lubricant': \_\_\_\_\_ ( )X

'instrumental': \_\_\_\_\_ ( )X

'agent': \_\_\_\_\_ ( )X

UNIT 17

1. By now, you should be able to read these correctly on your first try. Test yourself.

- a. confidencial: \_\_\_\_\_ ( )
- b. educacional: \_\_\_\_\_ ( )
- c. conductor: \_\_\_\_\_ ( )
- ch. generador: \_\_\_\_\_ ( )
- d. diligente: \_\_\_\_\_ ( )
- e. instrumental: \_\_\_\_\_ ( )
- f. agente: \_\_\_\_\_ ( )

2. Up to now, you have learned of the close resemblance of words ending in -al, -or, and -nte. And, up to now you have seen them in their written form. Understanding them in their spoken form is another matter; this is harder. How good are you at identifying such words by hearing them only?

Keep the following list of words covered up. Whenever you don't understand one, look it up before moving on. If you are correct in all but three cases, you are doing superior work.

<u>Group 'a'</u>	<u>Group 'b'</u>	<u>Group 'c'</u>	<u>Group 'd'</u>
racional	elevador	irreverente	prudente
mental	distribuidor	indulgente	racial
municipal	creador	negligente	conspirador
vital	furor	paciente	acelerador
original	pastor	constante	esencial

3. There is a small group of '-ment' words which convert as -mento. For example, how would you say these in Spanish?

English:

Spanish:

monument	_____ : ( )
fragment	_____ : ( )
liniment	_____ : ( )
moment	_____ : ( )

4. Not all '-ment' words are -mento in Spanish. For example, 'government' is gobierno. However, most of them follow the pattern.
5. There is another large group of words with strong resemblances: English or Spanish '-ble'.
6. Practice reading these words correctly. Remember that since b follows a vowel, it will soften to a ɸ as in safe.

Spanish:

- |               |            |
|---------------|------------|
| 1. honorable: | _____ ( )X |
| 2. sociable:  | _____ ( )X |
| 3. miserable: | _____ ( )X |
7. Did you pronounce the -s- correctly in the above word? Notice that there is no 'buzzing' sound in Spanish. Continue.
- |                         |            |
|-------------------------|------------|
| 3. <u>m</u> iserable:   | _____ ( )X |
| 4. <u>v</u> isible:     | _____ ( )X |
| 5. cable:               | _____ ( )X |
| 6. im <u>p</u> ossible: | _____ ( )X |
| 7. <u>f</u> lexible:    | _____ ( )X |
| 8. noble:               | _____ ( )X |

8. Here are some English words for you to convert to Spanish.

<u>English:</u>	<u>Spanish:</u>
1. 'durable	_____ : ( )X
2. 'curable'	_____ : ( )X
3. 'comparable'	_____ : ( )X
4. 'detestable'	_____ : ( )X
5. 'favorable'	_____ : ( )X
6. 'adaptable'	_____ : ( )X
7. 'divisible'	_____ : ( )X
8. 'compatible'	_____ : ( )X
9. 'admissible'	_____ : ( )X
10. 'invisible'	_____ : ( )X

9. You have learned already that English '-tion-' is written -cion- in Spanish, as in educacional. This leads us to a large group of words -- perhaps the largest -- the group ending in '-ión'. Practice reading the following Spanish words in order to become a good user of the proper rhythm:

<u>Spanish:</u>	
a. comuni <u>ón</u> :	_____ ( )X
b. uni <u>ón</u> :	_____ ( )X
c. invenci <u>ón</u> :	_____ ( )X
ch. visi <u>ón</u> :	_____ ( )X

10. Did you forget that the -s- in the last word is not 'buzzed'? Continue.

d. visi <u>ón</u> :	_____ ( )X
e. infecci <u>ón</u> :	_____ ( )X
f. protecci <u>ón</u> :	_____ ( )X
g. acci <u>ón</u> :	_____ ( )X

11. How would you convert these to Spanish? Try to keep the rhythm right.

English:

Spanish:

- a. 'confusion' \_\_\_\_\_: ( )  
b. 'discussion' \_\_\_\_\_: ( )
12. Did you mispronounce the '-u-' in the last word? Continue.

- c. 'discussion' \_\_\_\_\_: ( )  
ch. 'construction' \_\_\_\_\_: ( )  
d. 'expulsion' \_\_\_\_\_: ( )  
e. 'interpretation' \_\_\_\_\_: ( )  
f. 'definition' \_\_\_\_\_: ( )  
g. 'conclusion' \_\_\_\_\_: ( )

13. Do you still pronounce 'con-' wrong even at this stage of your study? Watch it! Continue.

- g. 'conclusion' \_\_\_\_\_: ( )  
h. 'contradiction' \_\_\_\_\_: ( )  
i. 'inspection' \_\_\_\_\_: ( )  
j. 'direction' \_\_\_\_\_: ( )  
k. 'determination' \_\_\_\_\_: ( )  
l. 'division' \_\_\_\_\_: ( )  
ll. 'expedition' \_\_\_\_\_: ( )

14. There are no words in Spanish that end in '-ic'. Such words end in -ico. Thus, 'historic' is written histórico.

15. Similarly, there are hardly any words ending in '-ical'. '-ical' is usually -ico. Thus, 'historical' is also histórico.

16. Notice that the rhythm of '-ic' and '-ical' words is similar to English.

histórico: ( )X

eléctrico: ( )X

17. These '-ic' and '-ical' words normally function as adjectives, in which case Spanish will use -ico or -ica as the situation might require. For drill purposes, we will use only -ico. Read the following Spanish words.

Spanish:

- a. histórico: \_\_\_\_\_ ( )X  
b. eléctrico: \_\_\_\_\_ ( )X  
c. idéntico: \_\_\_\_\_ ( )X  
ch. práctico: \_\_\_\_\_ ( )X  
d. científico: \_\_\_\_\_ ( )X

18. Why are the words accented?

(Because their stressed syllable is located three syllables back from the end. All words stressed in this syllable are always accented, as you perhaps remember from unit 11.)

19. Pity the poor speaker of Spanish who is learning English: he has to learn which of his -ico Spanish words come out '-ic' and which come out '-ical' in English! He also must learn which may be used in both forms. It would be 'funny' if he said 'practic' for 'practical'; likewise, he shouldn't say 'plastical.' Yet he can say 'mechanic' or 'mechanical', etc.

20. All this is by way of pointing out two facts:

- a. Don't use the ending '-ical' except with those words you happen to know end in -ical in Spanish. (Such words are few indeed: after five minutes of deliberation, two native speakers could think of only two examples other than grammatical: dominical and musical.)

- b. In reading Spanish, remember that an -ico word may be either '-ic' or '-ical' in English.

21. Convert these words to Spanish.

English:

Spanish:

- |                 |             |
|-----------------|-------------|
| a. 'electrical' | _____ : ( ) |
| b. 'plastic'    | _____ : ( ) |
| c. 'electric'   | _____ : ( ) |
| ch. 'identical' | _____ : ( ) |
| d. 'ironical'   | _____ : ( ) |
| e. 'fanatic'    | _____ : ( ) |
| f. 'classical'  | _____ : ( ) |
| g. 'romantic'   | _____ : ( ) |
| h. 'pacific'    | _____ : ( ) |
| i. 'technical'  | _____ : ( ) |
| j. 'economical' | _____ : ( ) |

UNIT 18

1. Because of your native English, you would be expected to have some inaccuracies of pronunciation in the following words. Where is this inaccuracy expected in these Spanish words?

final

animal

(In the rhythm: Spanish stresses the last syllable of these words.)

2. Where is the inaccuracy expected in these Spanish words?

urgente

agente

(The sound of -g- before -e- and, perhaps, rhythm.)

3. Where is the inaccuracy expected in these Spanish words?

hospital

hotel

(Rhythm and the silent -h- and, possibly, the first syllable of the first word.)

4. And in these?

notable

flexible

(The rhythm and the softer -b- of Spanish.)

5. Which vowel is the one most strongly influenced by your English in this particular word?

monumento

(The -u-; it does not rhyme with 'you' but with 'who'.)

6. Which syllable is apt to be said in English instead of Spanish?

continental

condicional

confidencial

(con-)



7. Which letter might lead to a mispronunciation?

miserable            presente            musical

(The -s-.)

8. The following is a Spanish word. Is the -z- pronounced similarly to an English 'z' or an English 'ss'?

horizontal

('ss')

9. Which syllable is apt to be mispronounced?

producto

(-duc-: rhymes with 'doo+k' more than with 'duck'.)

10. Which syllable is apt to be mispronounced here?

a. fundamental            b. funeral

(a. fun-: rhymes more with 'foo+n' than it does with 'fun'.  
b. fun-: rhymes more with 'foo+n' than with 'few'.)

New cognates.

11. There is a large number of English words ending in '-ive' and '-ous' which end in -ivo and -oso respectively in Spanish. What do these Spanish words mean in English?

activo	fabuloso
defensivo	negativo
furioso	formativo
ambicioso	explosivo
nervioso	industrioso

12. Try reading these words correctly in Spanish on your first try, then imitate the speaker's pronunciation.

1. glorioso:	_____	( )X
2. curioso:	_____	( )X    ( )X
3. amoroso:	_____	( )X
4. numeroso:	_____	( )X    ( )X

5. pomposo: \_\_\_\_\_ ( )X  
 6. atractivo: \_\_\_\_\_ ( )X  
 7. abusivo: \_\_\_\_\_ ( )X ( )X  
 8. defectivo: \_\_\_\_\_ ( )X ( )X  
 9. defensivo: \_\_\_\_\_ ( )X ( )X  
 10. excesivo: \_\_\_\_\_ ( )X

13. Convert these words to Spanish. Read each one aloud, then imitate.

English:

Spanish:

- 'motive' \_\_\_\_\_: ( )X  
 'native' \_\_\_\_\_: ( )X  
 'primitive' \_\_\_\_\_: ( )X  
 'productive' \_\_\_\_\_: ( )X  
 'precious' \_\_\_\_\_: ( )X  
 'vigorous' \_\_\_\_\_: ( )X  
 'vicious' \_\_\_\_\_: ( )X  
 'contagious' \_\_\_\_\_: ( )X

14. Of course, many of the above class of words are adjectives, in which case Spanish may use the feminine ending when the environment requires it:

defectivo/defectiva

precioso/preciosa

etc.

15. There is another group of English '-ist' words which become -ista in Spanish. These are nouns (i.e. 'dentist' = dentista) and though they appear to have a feminine ending, they don't. The ending -ista is ambigenderal; masculine or feminine is differentiated by un and una, or el and la:

un dentista/una dentista

el dentista/la dentista

16. Convert these words into Spanish. Read aloud, then imitate.

'dentist' \_\_\_\_\_ : ( )X

'optimist' \_\_\_\_\_ : ( )X

'capitalist' \_\_\_\_\_ : ( )X

'methodist' \_\_\_\_\_ : ( )X

17. How would you write 'methodist'? Make a guess.

(Metodista)

18. Perhaps one of the largest groups of similarity exists between English '-ty' and Spanish -dad. What do the following mean in English?

actividad                      publicidad

humanidad                      sinceridad

19. Your difficulty with these -dad words is their length: these have a tendency to be multisyllabic, in which case your rhythm may be uneven. Practice reading these correctly aloud, then imitate.

1. actividad \_\_\_\_\_ : ( )X

2. personalidad \_\_\_\_\_ : ( )X

3. flexibilidad \_\_\_\_\_ : ( )X

4. probabilidad \_\_\_\_\_ : ( )X

20. Now, practice converting these to Spanish. Read aloud, then imitate.

English:

Spanish:

'clarity' \_\_\_\_\_ : ( )X

'reality' \_\_\_\_\_ : ( )X

'capacity' \_\_\_\_\_ : ( )X

- 'identify' \_\_\_\_\_ : ( )X  
 'sincerity' \_\_\_\_\_ : ( )X  
 'originality' \_\_\_\_\_ : ( )X  
 'hospitality' \_\_\_\_\_ : ( )X  
 'curiosity' \_\_\_\_\_ : ( )X  
 'versatility' \_\_\_\_\_ : ( )X  
 'municipality' \_\_\_\_\_ : ( )X

And, though this one is not exactly the same, it is related:

'city' \_\_\_\_\_ : ( )X

21. The ending -dad, by the way, is as consistent an indicator of feminine gender as -a is. Therefore, all of the above words would use la for 'the' and ? for 'a' or 'an'.

(una)

22. The ending -ión is also a good indicator of feminine gender even though there are a few popular exceptions.
23. Read the following phrases with correct gender concordance.

- 'a famous clarity': \_\_\_\_\_ ( )  
 'a famous possibility': \_\_\_\_\_ ( )  
 'a famous conclusion': \_\_\_\_\_ ( )  
 'a famous construction': \_\_\_\_\_ ( )  
 'a famous personality': \_\_\_\_\_ ( )  
 'a famous university': \_\_\_\_\_ ( )

24. A useful though not large group of similar words exists with '-ry'. There are nouns and there are adjectives in this category. The adjectives are either -rio or -ria in Spanish, depending on the environment. What do these mean in English?

historia	gloria	imaginario
contrario	rosario	laboratorio

25. Convert these into correct Spanish. Read aloud, then imitate.

<u>English:</u>	<u>Spanish:</u>
'contrary'	_____ : ( )X
'solitary'	_____ : ( )X
'voluntary'	_____ : ( )X
'temporary'	_____ : ( )X
'primary'	_____ : ( )X
'literary'	_____ : ( )X
'necessary'	_____ : ( )X
'imaginary'	_____ : ( )X
'dictionary'	_____ : ( )X

26. And finally, an important correspondence to note is the Spanish ending -mente that corresponds to English -ly. What would the following words be in English?

típicamente	activamente
físicamente	fabulosamente
famosamente	misteriosamente
mágicamente	ordinariamente

27. Notice, as in the above list, that -mente is added to the feminine form. That is, típico + -mente = típicamente.

28. Transform these Spanish words to their -mente form. Then listen and imitate your instructor's pronunciation.

	<u>-mente</u>	English
cómico:	_____ ( )X	' _____ '
físico:	_____ ( )X	' _____ '
técnico:	_____ ( )X	' _____ '

famoso: \_\_\_\_\_ ( )X ' \_\_\_\_\_ '

fantástico: \_\_\_\_\_ ( )X ' \_\_\_\_\_ '

vigoroso: \_\_\_\_\_ ( )X ' \_\_\_\_\_ '

público: \_\_\_\_\_ ( )X ' \_\_\_\_\_ '

explosivo: \_\_\_\_\_ ( )X ' \_\_\_\_\_ '

artístico: \_\_\_\_\_ ( )X ' \_\_\_\_\_ '

29. Try these pairs. Notice that if the Spanish word isn't one that would end in -o or -a, the -mente ending is added to however the word ends in Spanish.

'formidable' \_\_\_\_\_ : ( )X  
 'formidably' \_\_\_\_\_ : ( )X

'honorable' \_\_\_\_\_ : ( )X  
 'honorably' \_\_\_\_\_ : ( )X

'inevitable' \_\_\_\_\_ : ( )X  
 'inevitably' \_\_\_\_\_ : ( )X

'imparcial' \_\_\_\_\_ : ( )X  
 'imparcially' \_\_\_\_\_ : ( )X

'fatal' \_\_\_\_\_ : ( )X  
 'fatally' \_\_\_\_\_ : ( )X

'cordial' \_\_\_\_\_ : ( )X  
 'cordially' \_\_\_\_\_ : ( )X

30. Try these pairs.

'convenient' \_\_\_\_\_ : ( )X  
 'conveniently' \_\_\_\_\_ : ( )X

'permanent' \_\_\_\_\_ : ( )X  
 'permanently' \_\_\_\_\_ : ( )X

'accidental' \_\_\_\_\_ : ( )X  
 'accidentally' \_\_\_\_\_ : ( )X

'sensational' \_\_\_\_\_ : ( )X  
 'sensationally' \_\_\_\_\_ : ( )X

'vital' \_\_\_\_\_ : ( )X  
 'vitally' \_\_\_\_\_ : ( )X

'intelligent' \_\_\_\_\_ : ( )X  
 'intelligently' \_\_\_\_\_ : ( )X

UNIT 11

(p. 11.1)

1. papá (2)
2. marfil (2)
3. papá (2)
4. preparé (2)
5. preparé (2)
6. marfil (2)
7. esmeril (2)
8. esmeril (2)
- (9. No voice.)

(p. 11.2)

10. papel (2)
11. viví (2)
12. trabaja (2)
13. cárcel (2)
14. trabaja (2)
- (15. No voice.)
16. Isabela (2)
17. allá (2)
18. papel (2)

(p. 11.3)

19. marfil (2)
20. esmeril (2)
21. cárcel (2)
22. nácar (2)

23. fácil (2)

(24. No voice.)

25. 1. está (2)

2. esta (2)

3. árbol (2)

4. canal (2)

(26 and 27: No voice.)

(p. 11.4)

28. dígame (2)

sáqueles (2)

póngalos (2)

véndaselo (2)

mándemelos (2)

súbasela (2)

(29. No voice.)

30. 1. papel (2)

2. cárcel (2)

3. saque (2)

4. pague (2)

5. búsquemelos (2)

6. exámenes (2)

7. cárceles (2)

(p. 11.5)

8. pagué (2)

9. marfil (2)

10. difícil (2)

11. máscara (2)



- 12. máscara (2)
- 13. mármol (2)
  
- 31. baño (4)
- 32. /baño/ ( )
- 33. baño / bayño (2)
- 34. caña / cayña (2)
- 35. 1. bayño / 2. baño (2)
- 36. baño (1) baño ... (3)
- 37. (Use English accent:) 'cáda' (2)

(p. 11.6)

- 38. cára (2)
- (39. No voice.)
- 40. cáða (2)
- (41. No voice.)
- 42. 1. . . cada (1)
- 2. . . nada (2)
- 3. . . daño (2)
- 4. . . caro (2)
- 5. . . pudo (2)
- 6. . . puedo (2)
- 7. . . lodo (2)
- 8. . . loro (2)
- 9. . . estado (2)
- 10. . . unido (2)

UNIT 12

(1-7: No voice.)

8. además (2)

(9-13: No voice.)

14. examen (2)

15. margen (2)

(16-20: No voice.)

21. 1. mió (2) 2. mío (2)

22. 1. miá (2) 2. mía (2)

23. 1. dió (2) 2. día (2)

24. 1. diá (2) 2. día (2)

25. 1. léi (2) 2. lei (2)

(26: No voice.)

27. caíste (2)

28. leíste (2)

(29: No voice.)

30. seis (2)

31. diez (2)

(32, 33: No voice.)

34. Mario (2)

35. baúl (2)

36. Raúl (2)

37. cansa (2)

38. auto (2)

(39: No voice.)

40. cuatro (2)

(41-to end: No voice.)

UNIT 13

1. oficina/ahficina (2)
- (2. No voice.)
3. /jénéral/(2) /jenerál/(2) general (2)
- (4. No voice.)
5. a. .../con- ... (2)/                      d. .../pon- ... (2)/  
     b. .../don- ... (2)/                      e. .../lon- ... (2)/  
     c. .../son- ... (2)/                      f. .../ton- ... (2)/
6. a. .../nu- ... (2)/                      c. .../pu- ... (2)/  
     b. .../su- ... (2)/                      d. .../lu- ... (2)/
7. a. .../sur ... (2)/                      d. .../cun- ... (2)/  
     b. .../luz ... (2)/                      e. .../cul- ... (2)/  
     c. .../pun-... (2)/                      f. .../dul- ... (2)/
8. pwes/pu-es (2)    bweno/bu-eno (2)    cwesta/cu-esta (2)
9. púa (2)    Saíl (2)
10. a. .../pues ... (2)/                      e. .../quan-... (2)/  
     b. .../lue- ... (2)/                      f. .../púa ... (2)/  
     c. .../cuen-... (2)/                      g. .../grúa ... (2)/  
     d. .../sue- ... (2)/
11. in/ihn (2)
12. a. .../in- ... (2)/                      e. .../pin-... (2)/  
     b. .../is- ... (2)/                      f. .../cin-... (2)/  
     c. .../tin-... (2)/                      g. .../o-fi-ci-na... (2)/  
     d. .../sin-... (2)/

13. qui ... (Wr.) (10)
14. cui- ... (Wr.) (10)
15. qui
16. cui-
17. 1. cui- ... (Wr.) 5. qui- ... (Wr.) 8. cui- ... (Wr.)  
 2. cui- ... (Wr.) 6. qui- ... (Wr.) 9. qui- ... (Wr.)  
 3. qui- ... (Wr.) 7. qui- ... (Wr.) 10. cui- ... (Wr.)  
 4. cui- ... (Wr.)
18. gue- (2) gui- (2)
19. gui- ... (Wr.)
20. gue- ... (Wr.)
21. 1. gui- ... (Wr.) 5. gui- ... (Wr.)  
 2. gue- ... (Wr.) 6. gui- ... (Wr.)  
 3. gue- ... (Wr.) 7. gue- ... (Wr.)  
 4. gue- ... (Wr.) 8. gui- ... (Wr.)
22. 1. .../sin-(2)/ 13. .../no- (2)/ 25. .../fi- (2)/  
 2. .../lis-(2)/ 14. .../au- (2)/ 26. .../cul-(2)/  
 3. .../ti- (2)/ 15. .../au- (2)/ 27. .../e- (2)/  
 4. .../pi- (2)/ 16. .../nis-(2)/ 28. .../deu-(2)/  
 5. .../mis-(2)/ 17. .../po- (2)/ 29. .../ren-(2)/  
 6. .../os- (2)/ 18. .../de- (2)/ 30. .../qui-(2)/  
 7. .../is- (2)/ 19. .../e- (2)/ 31. .../cui-(2)/  
 8. .../u- (2)/ 20. .../lo- (2)/ 32. .../cun-(2)/  
 9. .../fi- (2)/ 21. .../vi- (2)/ 33. .../clu-(2)/  
 10. .../ni- (2)/ 22. .../di- (2)/ 34. .../cu- (2)/  
 11. .../mi- (2)/ 23. .../in- (2)/ 35. .../cur-(2)/  
 12. .../e- (2)/ 24. .../di-((2)/

23. 1. ja (2) 4. hijo (2)  
 2. jo (2) 5. hija (2)  
 3. je (2)
24. (Read each one two times, no pauses.)  
 1. ge 7. pague  
 2. gi 8. garage  
 3. gira 9. margen  
 4. go 10. cargen  
 5. pago 11. surge  
 6. gue- 12. purgue
25. (Read each one 'a .../je ... (2) /')
- |        |         |           |
|--------|---------|-----------|
| a. je  | f. jun  | k. ja     |
| b. ge  | g. gun  | l. gan    |
| c. gue | h. gi   | m. gente  |
| d. go  | i. guin | n. virgen |
| e. jo  | j. guil |           |
26. (Use exaggerated pitch and stress): /Elevator/(2)  
 27. (Use exaggerated pitch and stress): /eXaggerated/(2)  
 28. (Using syllable ta, imitate #26 two times, followed by #27 two times.)  
 29. (Read in Spanish rhythm): ta-ta-tá (2)  
 30. (Read in Spanish rhythm): ta-ta-ta-ta-ta-tá (2)  
 31. 1. ta-TA-ta-ta-ta 2. ta-ta-ta-ta-tá  
 32. (Read with only one pitch rise): responsabilidád  
 33. 1. responsabilidád (2) 2. (English) responsabilidad (2)  
 34. 1. nacionalidad (2) 2. nacionalidád (2)



UNIT 14

- |                            |                                      |
|----------------------------|--------------------------------------|
| 1. .../posibilidad (2)/    | 26. auto ... (3)                     |
| 2. .../electricidad (2)/   | 27. .../auto (2)/                    |
| 3. .../historia (2)/       | 28. autor ... (3)                    |
| 4. .../contrario (2)/      | 29. .../autor (2)/                   |
| 5. .../temporario (2)/     | 30. .../autoridad (2)/               |
| 6. .../digestible (2)/     | 31. (Read like <u>fotográfico</u> :) |
| 7. .../tangible (2)/       | tatatátata (3)                       |
| 8. .../indulgente (2)/     | 32. fotográfico (3)                  |
| 9. .../inteligente (2)/    | 33. (Read like <u>auténtico</u> :)   |
| 10. .../imperceptible (2)/ | tatátata (3)                         |
| 11. .../trivial (2)/       | 34. auténtico (3)                    |
| 12. .../racial (2)/        | 35. 1. físico (2)                    |
| 13. .../proficiente (2)/   | 2. fantástico (2)                    |
| 14. .../negligente (2)/    | 3. democrático (2)                   |
| 15. .../miserable (2)/     | 4. económico (2)                     |
| 16. .../interminable (2)/  | 5. cosmético (2)                     |
| 17. .../equivalente (2)/   | 36. 1. .../físico (2)/               |
| 18. .../ocasional (2)/     | 2. .../fantástico (2)/               |
| 19. .../indecente (2)/     | 3. .../democrático (2)/              |
| 20. .../profesional (2)/   | 4. .../económico (2)/                |
| 21. .../horrible (2)/      | 5. .../cosmético (2)/                |
| 22. .../terrible (2)/      | 37. 1. .../narcótico (2)/            |
| 23. .../social (2)/        | 2. .../típico (2)/                   |
| 24. au- ... (3)            | 3. .../microscópico (2)/             |
| 25. au- ... (2)            | 4. .../hipnótico (2)/                |
|                            | 5. .../fotográfico (2)/              |

38. 1. .../se dice (2)/
2. .../ese (2)/
3. .../dicho (2)/
4. ... ESE dicho(2)/ or /ese Dicho(2)/
5. .../existe (2)/
6. .../aveces (2)/
7. .../se puede (2)/
8. .../fastidies (2)/
9. .../usarlo (2)/
10. .../me está (2)/ or /mestá (2)/
11. .../molestando (2)/



UNIT 15

1. le~~β~~él
2. He'put-on hi' be' be'
3. He 'put-on his ~~β~~es ~~β~~est'
4. (Read with pronounced accent, but accurate phonemic control): He put on his best vest.
5. (With pronounced accent, but good phonemic control, but wrong stress): levél
6. (With pronounced accent, but correct rhythm): lével
7. (Heavy accent): Rochestér/Róchester (2)
8. (Same as above): Wisconsín/Wiscónsin (2)
9. (no voice)
10. a. é-lec-trí-cidad                      b. electricidad
11. 1. ...general...                      3. ...ceremonial...
2. ...central...                      4. ...continental...
12. (no voice)
13. a. kahn-                      b. con-
14. continental... (2)
15. 5. ...normal...                      9. ...fundamental...
6. ...elemental...                      10. ...frugal...
7. ...experimental...                      11. ...fraternal...
8. ...radial...
16. 12. ...esencial...
13. ...capital...
14. ...credencial...
17. 14. ...cre~~ñ~~encial...                      18. ...final...
15. ...e~~ñ~~ducacional...                      19. ...festival...
16. ...e~~ñ~~ditorial...                      20. ...intestinal...
17. ...fe~~ñ~~deral...
18. 21. ...internacional...                      23. ...convencional...
22. ...intencional...                      24. ...condicional...

- 19. 23. ...convencional...
- 24. ...condicional...
- 25. ...confidencial...
- 26. ...comercial...
- 27. ...continental...

20. (Dictation exercise)

- |                           |                         |
|---------------------------|-------------------------|
| 1. experimental (2) ...   | 6. artificial (2) ...   |
| 2. educacional (2) ...    | 7. confidencial (2) ... |
| 3. emocional (2) ...      | 8. credencial (2) ...   |
| 4. constitucional (2) ... | 9. intencional (2) ...  |
| 5. gradual (2) ...        | 10. tradicional (2) ... |

UNIT 16

1. kahn-DÍ-shanal
  2. kahn-di-shun L
  3. condicional
  4.
    1. ...elemental...
    2. ...intestinal...
    3. ...editorial...
    4. ...educacional...
  5.
    1. ...profesor...
    2. ...actor...
    3. ...conductor...
  6.
    3. ...conductor...
    4. ...elevador...
  7.
    4. ...elevador...
    5. ...tractor...
  8.
    8. ...interior...
    9. ...generador...
    10. ...superior...
  9. ...censor...
  10. ...regulador...
  11. ...conspirador...
  12. ...investigador...
  13. ...opresor...
  14. (no voice)
  15. (no voice)
  16. ...colosal...
  17. ...colaborador...
  18. (no voice)
  19. ...colaborador...
5. ...capital...
  6. ...emocional...
  7. ...gradual...
  8. ...confidencial...
6. ...operador...
  7. ...tumor...

20. 'sector': ...sector... 'electoral': ...electoral...  
 'exterior': ...exterior... 'conventional': ...convencional..  
 'honor': ...honor... 'credential': ...credencial...  
 'dictator': ...dictador... 'educator': ...educador...  
 'creator': ...creador...
- 21-24 (no voice)
25. elefante... (2)
26. (no voice)
27. evidente... (2)
28. 1. ...decente... 4. ...suficiente...  
 2. ...incidente... 5. ...importante...  
 3. ...paciente...
29. ...equivalente...
30. ...urgente...
31. 'abundante': ...abundante...  
 'restaurant': ...restaurante...  
 'constant': ...constante...  
 'consonant': ...consonante...  
 'dominant': ...dominante...  
 'ignorant': ...ignorante...
32. 'contingent': ...contingente...  
 'diligent': ...diligente...
33. 'incessant': ...incesante...  
 'client': ...cliente...  
 'competent': ...competente...  
 'decadent': ...decadente...  
 'intentional': ...intencional...
34. (no voice)
35. 'deficient': ...deficiente...  
 'sufficient': ...suficiente...  
 'elegant': ...elegante...  
 'lubricant': ...lubricante...  
 'instrumental': ...instrumental...  
 'agent': ...agente...

UNIT 17

1. a. ...confidencial                      d. ...diligente  
    b. ...educacional                    e. ...instrumental  
    c. ...conductor                      f. ...agente  
    ch. ...generador
  
2. Grupo 'a': racional mental municipal vital original  
    Grupo 'b': elevador distribuidor creador furor pastor  
    Grupo 'd': prudente racial conspirador acelerador esencial
  
3. monument ...monumento  
    fragment ...fragmento  
    liniment ...linimento  
    moment ...momento
  
4. (no voice)
  
5. (no voice)
  
6. 1. ...honorable...  
    2. ...sociable...  
    3. ...miserable...
  
7. 3. ...miserable...                      6. ...imposible...  
    4. ...visible...                        7. ...flexible...  
    5. ...cable...                         8. ...noble...
  
8. 1. 'durable' ...durable...            6. 'adaptable' ...adaptable...  
    2. 'curable' ...curable...           7. 'divisible' ...divisible...  
    3. 'comparable' ..compara-        8. 'compatible' ..compatible..  
        ble...  
    4. 'detestable' ...detest-        9. 'admissible' ...admisible..  
        able...  
    5. 'favorable' ...favor-        10. 'invisible' ...invisible...  
        able...
  
9. a. ...comuni3n...  
    b. ...uni3n...  
    c. ...invenci3n...  
    ch. ...visi3n...
  
10. d. ...visi3n...  
    e. ...infecci3n...  
    f. ...protecci3n...  
    g. ...acci3n...
  
11. a. 'confusion' ...confusi3n  
    b. 'discussion' ...discusi3n

12. c. 'discussion' ...discusión  
 ch. 'construction' ...construcción  
 d. 'expulsion' ...expulsión  
 e. 'interpretation' ...interpretación  
 f. 'definition' ...definición  
 g. 'conclusion' ...conclusión
13. g. 'conclusion' ...conclusión  
 h. 'contradiction' ...contradicción  
 i. 'inspection' ...inspección  
 j. 'direction' ...dirección  
 k. 'determination' ...determinación  
 l. 'division' ...división  
 ll. 'expedition' ...expedición
14. (no voice)
15. (no voice)
16. histórico...  
 eléctrico...
17. a. ...histórico... ch. ...práctico...  
 b. ...eléctrico... d. ...científico...  
 c. ...idéntico...
- 18-20 (no voice)
21. a. 'electrical' ...eléctrico  
 b. 'plastic' ...plástico  
 c. 'electric' ...eléctrico  
 ch. 'identical' ...idéntico  
 d. 'ironical' ...irónico  
 e. 'fanatic' ...fanático  
 f. 'classical' ...clásico  
 g. 'romantic' ...romántico  
 h. 'pacific' ...pacífico  
 i. 'technical' ...técnico  
 j. 'economical' ...económico

UNIT 18

1-11 (no voice)

- |     |                       |                        |
|-----|-----------------------|------------------------|
| 12. | 1. ...glorioso...     | 6. ...atractivo...     |
|     | 2. ...curioso... (2)  | 7. ...abusivo... (2)   |
|     | 3. ...amoroso...      | 8. ...defectivo... (2) |
|     | 4. ...numeroso... (2) | 9. ...defensivo... (2) |
|     | 5. ...pomposo...      | 10. ...excesivo...     |

- |     |                               |                              |
|-----|-------------------------------|------------------------------|
| 13. | 'motive' ...motivo...         | 'precious' ...precioso...    |
|     | 'native' ...nativo...         | 'vigorous' ...vigoroso...    |
|     | 'primitive' ...primitivo...   | 'vicious' ...vicioso...      |
|     | 'productive' ...productivo... | 'contagious' ..contagioso... |

14-15 (no voice)

- |     |                                |
|-----|--------------------------------|
| 16. | 'dentist' ...dentista...       |
|     | 'optimist' ...optimista...     |
|     | 'capitalist' ...capitalista... |
|     | 'methodist' ...metodista...    |

17-18 (no voice)

- |     |                            |                                  |
|-----|----------------------------|----------------------------------|
| 19. | 1. ...actividad...         |                                  |
|     | 2. ...personalidad...      |                                  |
|     | 3. ...flexibilidad...      |                                  |
|     | 4. ...probabilidad...      |                                  |
| 20. | 'clarity' ...claridad...   | 'originality' ..originalidad..   |
|     | 'reality' ...realidad...   | 'hospitality' ..hospitalidad..   |
|     | 'capacity' ..capacidad..   | 'curiosity' ..curiosidad...      |
|     | 'identity' ..identidad..   | 'versatility' ..versatilidad..   |
|     | 'sincerity' ..sinceridad.. | 'municipality' ..municipalidad.. |

21-22 (no voice)

- |     |   |
|-----|---|
| 23. | 'a famous clarity': ...una claridad famosa        |
|     | 'a famous possibility': ...una posibilidad famosa |
|     | 'a famous conclusion': ...una conclusión famosa   |
|     | 'a good construction': ...una construcción famosa |
|     | 'a good personality': ...una personalidad famosa  |
|     | 'a good university': ...una universidad famosa    |

24. (no voice)

- |     |                             |                              |
|-----|-----------------------------|------------------------------|
| 25. | 'contrary' ...contrario...  | 'literary' ...literario...   |
|     | 'solitary' ...solitario...  | 'necessary' ..necesario...   |
|     | 'voluntary' ...voluntario.. | 'imaginary' ..imaginario...  |
|     | 'temporary' ...temporario.. | 'dictionary' ..diccionario.. |
|     | 'primary' ...primario...    |                              |

26-27 (no voice)

28. (Read from 29.6 as follows:)

cómico: ...cómicamente... 'comically'  
físico: ...físicamente... 'physically'  
etc.

29. (Read from 29.6 as follows:)

'formidable' ...formidable...  
'formidably' ...formidablemente...  
etc.