

4. Why did he say that only books could free the blind?  
\_\_\_\_\_
5. Where was Louis sitting with a friend one day?  
\_\_\_\_\_
6. What was the friend reading to Louis?  
\_\_\_\_\_
7. Why did the French army captain call his system "night writing"?  
\_\_\_\_\_
8. What are dots and dashes?  
\_\_\_\_\_
9. Why could a person feel the dots and dashes of the army captain's system in the dark?  
\_\_\_\_\_
10. What did Louis say that he had found at last?  
\_\_\_\_\_

EXERCISE VI

Write a summary of the story in Spanish.

small space. (13) With these six holes in different positions within this space could make sixty-three different combinations. (14) Each combination indicated a letter or a short word. (15) The next day Louis went with his friend to see the army captain. Louis asked the army captain about his system. (16) The army captain said that he used a tool with sharp points to make dots and dashes in thick paper with a person could feel these dots and dashes on the side of the paper. (17) Louis made a model of the system. (18) Louis had played with the system when he found the sharp point entered his eye. (19) Louis said, "I am sure that we can use this system." (20) Louis said, "to help blind people read and to give them books." (21) Louis did not want to leave them. (22) Louis was a wonderful boy. (23) Louis began to study this new system. (24) Louis was blind. (25) He studied this system. (26) Louis and dashes on paper. (27) At last he arrived at a simple system in which he used six holes within a

LOUIS BRAILLE

PART III

(1) The next day Louis went with a friend to see the army captain. (2) Louis asked the army captain about his system. (3) The army captain said that he used a tool with a sharp point to make dots and small dashes in thick paper. (4) A person could feel these dots and dashes on the other side of the paper. (5) Certain marks meant one thing. (6) Other marks meant another thing. (7) The tool which the army captain used was the same kind of tool which Louis had played with years before when he fell one day and the sharp point entered his eye.

(8) "I am sure that we can use this system," said Louis, "to help blind people read and to give them books."

(9) It was a wonderful day for Louis. (10) Later he began to study this new system for use with the blind. (11) He studied different ways of making dots and dashes on paper. (12) At last he arrived at a simple system in which he used six holes within a

small space. (13) With these six holes in different positions within this space he could make sixty-three different combinations. (14) Each combination indicated a letter of the alphabet or a short word. (15) There were even combinations to indicate punctuation marks. (16) Soon Louis wrote a book using the "Braille" system.

(17) At first people did not believe that this system of Louis Braille was possible or practical. (18) One time Louis spoke before a group of people. (19) He showed how he could write by making these holes in paper almost as fast as someone could read to him. (20) Then he read back easily what he had written. (21) But the people did not believe Louis. (22) They said that it was impossible to do this. (23) They said that Louis had learned by memory what he had read to them.

(24) Everywhere it was the same thing. (25) People did not believe Louis. (26) For one reason or another, they did not want to believe him. (27) Even the French government did not want to hear anything about Louis' system. (28) They said that they were already doing everything possible for the blind.

(29) Louis was blind.

EXERCISE I

You can understand many of the words in this story because they are similar to Spanish. Look for them and write them down.

English	Spanish	English	Spanish
1. <u>other</u>	<u>otro</u>	12. <u>space</u>	<u>espacio</u>
2. <u>day</u>	<u>día</u>	13. <u>sixty three</u>	<u>sesenta y tres</u>
3. <u>system</u>	<u>sistema</u>	14. <u>alphabet</u>	<u>alfabeto</u>
4. <u>point</u>	<u>punta</u>	15. <u>indicate</u>	<u>indicado</u>
5. <u>paper</u>	<u>papel</u>	16. <u>Combinations</u>	<u>Combinaciones</u>
6. <u>captain</u>	<u>capitán</u>	17. <u>possible</u>	<u>posible</u>
7. <u>use</u>	<u>usar</u>	18. <u>or</u>	<u>o</u>
8. <u>study</u>	<u>Estudiar</u>	19. <u>practical</u>	<u>práctico</u>
9. <u>new</u>	<u>nuevo</u>	20. <u>group</u>	<u>grupo</u>
10. <u>six</u>	<u>seis</u>	21. <u>not</u>	<u>no</u>
11. <u>different</u>	<u>diferente</u>	22. <u>memory</u>	<u>memoria</u>

EXERCISE II

Make a list of the words that are unknown to you and find their meaning.

English	Spanish	English	Spanish
1. _____	_____	6. _____	_____
2. _____	_____	7. _____	_____
3. _____	_____	8. _____	_____
4. _____	_____	9. _____	_____
5. _____	_____	10. _____	_____

English Spanish English Spanish

11. _____	14. _____
12. _____	15. _____
13. _____	16. _____

EXERCISE III

Write in the parentheses the number of the sentences from the text which contain the following information.

- Louis le preguntó al Capitán del ejército acerca de su sistema. (2)
- El Capitán del ejército dijo utilizar una herramienta con una punta afilada sobre papel grueso. (3)
- La persona podía sentir los puntos y pequeñas rayas en el otro lado de la hoja. (4)
- La herramienta usada por el Capitán era del mismo tipo de la que Louis había usado para jugar cuando pequeño y con la cual se había lastimado su ojo. (7)
- Louis dijo que estaba seguro que este sistema podría ser utilizado para ayudar a los invidentes. (8)
- Al fin Louis llegó a desarrollar un sistema simple a base de 6 hoyos en un pequeño espacio. (12)
- Con estos seis hoyos en diferentes posiciones podía hacer 63 combinaciones diferentes. (13)
- Cada combinación indicaba una letra del alfabeto o una palabra corta. (14)

9. La gente no creía que el sistema de --- (17)  
Braille fuera posible o práctico.
10. El gobierno decía estar haciendo todo - (28)  
lo que era posible hacer por los ---  
invidentes.

#### EXERCISE IV

Refer to the text and complete the following -  
statements.

1. In sentence (2), his system refers to Capitán.
2. In sentence (7), he replaces Luis
3. In sentence (8), I replaces Luis
4. In sentence (8), them replaces A la gente ciega
5. In sentence (10), he replaces Luis
6. In sentence (19), him replaces A Luis
7. In sentence (22), they replaces A la gente
8. In sentence (22), this refers to al sistema
9. In sentence (26), they replaces a la gente
10. In sentence (28), they replaces al Gobierno  
francés

#### EXERCISE V

Answer the following questions in Spanish.

1. Why did Louis go to see the army captain?  
Para saber o conocer de su sistema.
2. Why did the army captain call his system  
"night writing"?  
Porque se podía usar de noche

3. What tool did the army captain use to make --  
holes and dashes in paper?

Una herramienta puntiaguda como  
esa le había causado la ceguera.

4. Why did Louis begin to study the system of the  
army captain?

Para tratar de ayudar a los  
ciegos.

5. How many combinations could he make with his --  
system of six holes?

Sesenta y tres

6. What did each combination indicate?

Una letra del alfabeto o una pequeña palabra

7. Did people at first believe that Louis' system  
was possible and practical?

No le creyeron.

8. What did Louis do one day before a group of --  
people?

Escribió y releyó usando su sistema

9. When Louis read back to them what he had ---  
written, what did the people say?

Que se lo había memorizado

10. Was the government interested in Louis' system at first?

No

EXERCISE VI

Write a summary of the story in Spanish.

LOUIS BRAILLE

PART IV

- (1) Louis continued to work with his system.
- (2) He was now a very sick man, and each year he became sicker.
- (3) But he worked and worked with his system to make it better.
- (4) He worked out a system of marks for mathematics and for music.
- (5) One day a girl who had been blind since she was born played the piano beautifully before a large audience.
- (6) Everyone in the audience was very pleased.
- (7) Then the girl got up and said that the people should not thank her for playing so well.
- (8) They should thank Louis Braille.
- (9) It was Louis Braille, she said, who had made it possible for her to learn music and to play the piano.
- (10) She <sup>También</sup> also told them that Louis Braille was a very sick man.
- (11) She said that he was dying.
- (12) Suddenly, <sup>De repente</sup> after so many years, everyone became interested in Louis Braille.
- (13) The newspapers wrote articles about him.
- (14) The government also became interested in his system of reading for the blind.
- (15) Some of Louis' friends went to his home to see him.
- (16) He was sick in bed

enfermo cama

*Ellos le dijeron lo que habia pasado*

(17) They told him what had happened. (18) Louis began to cry. (19) He said, "This is the third time in my life that I have cried: First, when I became blind. (20) Second, when I heard about 'night writing,' and now because I know that my life has not been a failure." (21) A few days later Louis Braille died. (22) He was only 43 years old when he died.

EXERCISE I

You can understand many of the words in this story because they are similar to Spanish.

English	Spanish	English	Spanish
1. _____	_____	4. _____	_____
2. _____	_____	5. _____	_____
3. _____	_____	6. _____	_____

EXERCISE II

Make a list of the words that are unknown to you and find their meaning.

English	Spanish	English	Spanish
1. _____	_____	6. _____	_____
2. _____	_____	7. _____	_____
3. _____	_____	8. _____	_____
4. _____	_____	9. _____	_____
5. _____	_____	10. _____	_____

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

EXERCISE III.

Write in the parentheses the number of the sentences from the text which contain the following information.

1. Louis Braille estaba muy, muy enfermo. (2)
2. Trabajaba en su sistema para mejorarlo. (3)
3. Una muchacha ciega de nacimiento tocó el piano maravillosamente. (5)
4. La muchacha dijo que no era a ella a quien debían dar reconocimiento por tocar tan bien. (7)
5. Louis Braille tenía solo 43 años cuando murió. (22)
6. La pianista dijo que Braille estaba muy enfermo. (10)
7. Braille desarrolló un sistema de marcas para las matemáticas y para la música. (4)
8. La pianista dijo que había sido Louis Braille el que había hecho posible que ella aprendiera música. (9)
9. Louis dijo "Esta es la tercera vez en la vida que he llorado" (19)

10. Louis dijo "ahora se que mi vida no ha sido un fracaso" (20)

#### EXERCISE IV

Refer to the text and complete the following statements.

- In sentence (1), his system refers to Al sistema de Luis.
- In sentence (4), he replaces Luis.
- In sentence (8), they replaces A la gente.
- In sentence (10), she replaces la muchacha.
- In sentence (10), them replaces A la gente.
- In sentence (11), he replaces a Luis.
- In sentence (13), him replaces Luis.
- In sentence (15), his home refers to Luis.
- In sentence (16), he replaces Luis.
- In sentence (22), he replaces Luis.

#### EXERCISE V

Answer the following questions in Spanish.

- Was Louis sick or well at this time?  
Estaba enfermo.
- Where did a blind girl play the piano one day?  
Ante un gran auditorio.

3. Was the audience pleased or displeased with the way the played?

Estaba complacida.

4. What did the girl say when she got up?

Que no le debían agradecer a ella.

5. Who had made it possible for her to learn music?

Luis Braille.

6. Why did everyone suddenly become interested in Louis Braille?

Al darse cuenta de todo lo que había hecho.

7. What articles did the newspapers write?

sobre Luis.

8. In what did the government become interested at last?

En su sistema.

9. What did Louis begin to do when his friends told him what had happened?

Empezó a llorar.

10. When were the three times during his life that Louis had cried?

Cuando fue niño, cuando se enteró de la escritura nocturna.

## EXERCISE VI

Write a summary of the story in Spanish.

4to. SEMESTRE

INGLÉS

UNIDAD 2

### INTRODUCCIÓN:

La práctica constante es la mejor manera de adquirir una habilidad. El Inglés por ser un idioma extranjero requiere de mucha ejercitación. Leer muchas veces los párrafos, las oraciones y escribir las palabras, es una buena manera de mejorar tu comprensión del idioma Inglés.

### OBJETIVOS:

1. Analizar el contenido de un texto en Inglés
2. Identificar palabras que son similares en Inglés y Español.
3. Localizar información en párrafos y textos en Inglés.
4. Reconocer palabras Sinónimas y Antónimas.
5. Expresar en Español información a partir de textos en Inglés.