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ABSTRACT

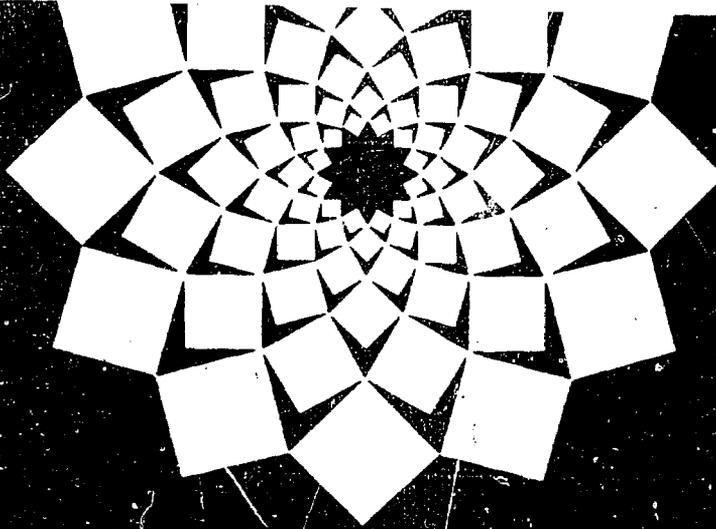
This guide delineates the scope and sequence of Spanish instruction in both junior and senior high schools indicating instructional goals in terms of behavioral objectives. Following a review of the Bloomington, Minnesota, school of philosophy and a discussion of the design of the foreign language behavioral objectives in the guide, the manual presents material on: (1) the scope and sequence of the course in both four- and six-year sequences, (2) idioms, (3) supplement to idiomatic expressions, (4) topical vocabulary lists, (5) boys' names and equivalents, (6) girls' names, (7) holidays in Spanish-speaking countries, (8) readers, (9) newspapers and magazines, (10) supplementary reading materials, (11) source list for games, (12) list of films, (13) teacher reference materials, and (14) sociosemantic aspects of vocabulary building. This audiolingual course guide outlines listening, speaking, reading, and writing objectives in terms of the culture, vocabulary, phonology, and syntax of the language. (RL)

# FOREIGN LANGUAGES

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### ACKNOWLEDGMENTS

This publication is the first venture in producing a guide which delineates the scope and sequence of foreign language instruction from grades 7 through 12.

The curriculum guide will serve as the basis for a well articulated foreign language program in Bloomington.

Invaluable assistance in the writing of this guide was obtained from the curriculum guides of Bloomfield Hills, Minneapolis, New York City, the State of Delaware, the State of Indiana, the State of Minnesota, and the State of Wisconsin.

We are deeply indebted to the above mentioned agencies for direction and specific ideas, as well as the writing teams and others who offered suggestions, in the development of this curriculum guide.

## TABLE OF CONTENTS

Purpose of the Curriculum Guide . . . . .	vii
Introduction . . . . .	ix
Bloomington's School Philosophy . . . . .	xi
Rationale of Foreign Language Education in Bloomington . . . . .	xiii
Objectives of Foreign Language Instruction . . . . .	xv
Behavioral Objectives . . . . .	xvi
Foreign Language Behavioral Objectives Design . . . . .	xvii
Philosophy . . . . .	1
Spanish, Six-Year Sequence . . . . .	2
Scope and Sequence . . . . .	3
Spanish, Four-Year Sequence . . . . .	22
Scope and Sequence . . . . .	23
Idioms . . . . .	35
Supplement to Idiomatic Expressions . . . . .	58
Topical Vocabulary Lists . . . . .	62
Boy's Names and Equivalentents . . . . .	76
Girl's Names . . . . .	79
Holidays in Spanish-speaking Countries . . . . .	82
Readers . . . . .	83
Newspapers and Magazines . . . . .	84
Supplementary Reading Material . . . . .	85
Games - Source List . . . . .	87
List of Films . . . . .	88
Teacher Reference Materials . . . . .	89
Sociosemantic Aspects of Vocabulary Building . . . . .	90

### PURPOSE OF THE CURRICULUM GUIDE

This curriculum guide has been written to assist the language teachers in Bloomington. It is intended to serve as a guide to foreign language teachers in:

1. following the philosophy and objectives
2. following the scope and sequence of course content
3. teaching the fundamental language skills
4. teaching the foreign culture and civilization
5. following behavioral objectives in planning and teaching the target language
6. using audio-lingual techniques
7. preparing and using dialogs and pattern drills
8. carrying on a program of motivational activities and projects
9. using audio and audio-visual aids
10. planning and scheduling supplementary reading and reports
11. improving articulation.

## INTRODUCTION

The study of a foreign language, like that of most other basic disciplines, is both a progressive experience and a progressive acquisition of a skill. At no given point can the experience be considered complete or the skill perfect. Many pupils study a foreign language for only two years; of course, a longer time is needed to approach a mastery of the language. It is evident therefore that the expectancy of values to be derived from language study must be relative to the amount of time and effort devoted to it.

Progress in any one of the linguistic skills of foreign language learning or in the cultural experiences is relative to the emphasis given it in the instructional program and to the interests and aptitude of the learner. Language skills, like all practical skills, may never be perfected and may later be forgotten, yet the enlarging and enriching results of the cultural experience endure throughout life.

## BLOOMINGTON'S SCHOOL PHILOSOPHY

The philosophy of education of the Bloomington Schools professes the belief that each child should develop his potential to the fullest, and to meet his intellectual, moral, spiritual, aesthetic, vocational, physical, and social needs as an individual, an American citizen, and a member of the world community.

It believes the following basic principles. We believe in:

1. the value of the individual personality.
2. the worth of the individual.
3. the individual's potentialities.
4. the individual patterns of human growth.
5. the individuality of learning.
6. the value of good mental and physical health of the individual.
7. the importance of the moral and spiritual values of the individual.
8. the individuals who need to identify with groups.
9. the value of creative instruction.
10. continuous educational research and utilization of its findings.
11. the value of excellence in all instruction.

## RATIONALE OF FOREIGN LANGUAGE EDUCATION IN BLOOMINGTON

Supersonic jets and other modes of transportation and communication have contracted the globe and increased man's awareness of his formerly far-flung neighbors so that the need to communicate effectively within the family of nations is imperative. Recent world events have punctuated the necessity for communicative educational programs because of the rapidly expanding dimensions of society and the intermingling of people of various cultures.

Communication with our world neighbors integrates a personal and humanistic element into foreign language learning. An important value of foreign language learning is the awareness of another culture through its language. This implies that there are many ways of doing things, not just our way.

Effective communication with other people has a humanitarian aspect as well since our world neighbor is more amenable to our assistance and suggestions when we speak his language. Our programs of assistance to underdeveloped countries have demonstrated this fact. Former President John F. Kennedy and his wife won the hearts of people in the foreign countries they visited when they spoke the language of the inhabitants.

Economic factors also have dictated the necessity for business leaders to communicate in the target language in their inter-continental business transactions.

Our international relations are constantly expanding as we find new ways to secure world peace, to provide technical and material assistance to other countries and to promote cultural exchanges. The importance of knowing and speaking foreign languages is constantly increasing as we become more closely intertwined with other peoples.

This concept of communication with our world neighbors has been recognized by our Federal Government in the creation of the National Defense Education Act of 1958 to develop educational programs of intensive foreign language study.

The Administration and the Board of Education in Bloomington have also recognized the vital need for foreign language instruction. This has been evidenced by the increased course offerings, such as Russian in the senior high schools, and by expanded foreign language training in the junior high program. The Board of Education appointed a K-12 Foreign Language Coordinator to assure the continued importance of foreign language instruction by means of a sequential program in the elementary and secondary schools.

The Bloomington Foreign Language Staff proposes the following philosophy of instruction which should be applicable to all grade levels:

1. Foreign language communication can best be accomplished by utilizing not only the most modern audio-lingual approaches to language learning but also those approaches which have proved successful in the past.

2. Foreign language instruction should begin as early as possible, preferably in the primary grades.
3. The term "level" (rather than "year" or "grade") designates the degree of linguistic proficiency to be mastered and the cultural understanding to be acquired during a specified period of time.

## OBJECTIVES OF FOREIGN LANGUAGE INSTRUCTION

### General Objectives

The primary function of language is to communicate, first through hearing and speaking, and then through reading and writing.

A concomitant objective of foreign language instruction is to develop in pupils an understanding of foreign people, of their country and of their culture.

### Specific Objectives

The specific objectives of foreign language instruction can be stated as linguistic and cultural.

#### Linguistic Objectives:

1. To understand a foreign language when spoken at normal speed on a subject within the range of the student's experience.
2. To speak well enough to communicate directly with a native speaker on a subject within the range of the student's experience.
3. To read with direct understanding, without recourse to English translation, material on a general subject.
4. To write, using authentic patterns of the language.
5. To understand linguistic concepts, such as the nature of language and how it functions through its structural system.

#### Cultural Objectives:

1. To understand, through the foreign language, the contemporary values and behavior patterns of the people whose language is being studied.
2. To acquire knowledge of the significant features of the country or area where the language is spoken (geographic, economic, political, etc.).
3. To develop an understanding of the literary and cultural heritage of the people whose language is studied.

## BEHAVIORAL OBJECTIVES

In the development of the Foreign Language Curriculum Guide efforts have been made to include the use of behavioral objectives.

These objectives are designed to describe the total performance (T.P.O.) for a given segment of language instruction, as well as the more specific instructional performance (I.P.O.) of the specific lessons provided in this program. By no means is this program comprehensive or complete for all segments of language instruction, but it has been developed as a guide for the teacher and a possible pattern for subsequent efforts.

Learning activity packages are being written, using behavioral objectives, and student performance criteria.

In order to delineate the specific linguistic and cultural skills in behavioral terms, the performance objectives on the following pages were used in the development of each of the languages.

The coding used includes: T.P.O. = Total Performance Objective  
I.P.O. = Instructional Performance Objective

## FOREIGN LANGUAGE BEHAVIORAL OBJECTIVES DESIGN

- T.P.O.F.L. 1.0 Given any communication in the target language, at his level of instruction, the learner will demonstrate his ability to convey meaning in the ORAL area through pronunciation, intonation, rhythm, and syntax. Accuracy: 90% or greater.
- I.P.O.F.L. 1.1 Given a series of utterances, the learner will imitate promptly, verbally, with correct pronunciation, morphology, and syntax. The rate must be normal. Accuracy: 90% or greater.
- I.P.O.F.L. 1.1a Given a simple utterance, the learner will repeat it immediately with sufficient accuracy that not two phonemes are confused and that no native language phonemes are substituted. (The rate must be normal.) Accuracy: 95% or greater.
- I.P.O.F.L. 1.1b Given at his level of instruction an oral list of words containing the phonemes unique to the target language, the learner will imitate the words with accuracy satisfactory to the examiner. Accuracy: 80% or greater.
- I.P.O.F.L. 1.2 Given a command requiring a single non-verbal response, the learner will respond promptly. Accuracy: 95% or greater.
- I.P.O.F.L. 1.3 Given an utterance requiring a declarative response, the learner will respond promptly, verbally, and with correct pronunciation, morphology, and syntax. The rate must be normal, with accuracy of 80% or greater.
- I.P.O.F.L. 1.4 Given oral interrogatives in the target language the learner, at his level of instruction, will consistently identify them verbally or non-verbally. Accuracy: 100%.
- I.P.O.F.L. 1.5 Given oral questions at his level of instruction in the target language, the learner will answer promptly in the target language with native-like control (phonology, morphology, and syntax). Accuracy: 80% or greater.
- I.P.O.F.L. 1.6 Given any situation at his level of instruction in the target language, the learner will construct one or more questions in the target language with native-like accuracy of 90% or greater.
- I.P.O.F.L. 1.7 Given orally a series of sentences containing dialects (recognized phonemic variations), the learner will repeat in his standard speech, accurately identifying 75% of the variations.

- T.P.O.F.L. 2.0 Given any communication at his level of instruction, the learner will demonstrate his ability to convey meaning in the written area through spelling, punctuation and syntax. Accuracy: 85% or greater.
- I.P.O.F.L. 2.1 Given the written form of an utterance previously mastered orally, the learner will copy it correctly and legibly, all symbols of the target language being written correctly, with 100% accuracy.
- I.P.O.F.L. 2.2 Given any utterance(s) at his level of instruction in the target language, the learner will write it correctly and promptly from dictation with 95% accuracy or greater.
- I.P.O.F.L. 2.3 Given any utterance(s) at his level of instruction in the target language NOT previously mastered in the written form, the learner will write it correctly and promptly from dictation. Accuracy: 80% or greater.
- I.P.O.F.L. 2.4 Given the written form of an utterance he has or has not mastered, the learner will read aloud with correct pronunciation, rhythm, intonation, and at a normal rate. Accuracy: 75% or greater.
- I.P.O.F.L. 2.5 Given a situation in oral, written or pictorial form at his level of instruction, the learner will construct written declarative sentences with no vocabulary aids and with correct morphology and syntax. Accuracy: 75% or greater.
- I.P.O.F.L. 2.6 Given a situation in oral, written or pictorial form at his level of instruction, the learner will construct written interrogatives with no lexical aids and with correct morphology and syntax. Accuracy: 75% or greater.
- I.P.O.F.L. 2.7 Given an oral lecture at his level of instruction, in the target language, the learner will demonstrate his ability to take notes in the target language with 75% accuracy or greater.
- T.P.O.F.L. 3.0 Given any specific function of a word or group of words at his level of instruction, in the target language, the learner will demonstrate his ability to use this item in correct context (correct morphology and syntax) with accuracy of 80% or greater. (Function words e.g. verb, adverb, intensifiers, determiners, etc.)
- I.P.O.F.L. 3.1 Given a minimal list (the number unique to the target language) of any class of verbs at his level of instruction, the learner will select and use the verb form appropriate to context, orally as well as written, with 80% accuracy, or greater.

- I.P.O.F.L. 3.1a Given a minimal list of any class of verbs at his level of instruction, the learner will demonstrate his ability to convey meaning in two or more time sequences, orally as well as written, with 85% or greater accuracy.
- I.P.O.F.L. 3.1b Given a list of verbs containing orthographic changes unique to the target language, the learner will demonstrate, at his level of instruction, his ability to use these in written form with 90% or greater accuracy.
- I.P.O.F.L. 3.1c Given a list of reflexive verbs unique to the target language, at his level of instruction, the learner will demonstrate his ability to use these orally as well as written, with 90% accuracy or greater.
- I.P.O.F.L. 3.1d Given a list of irregular verbs (unique to the target language) the learner will demonstrate his ability to convey meaning orally as well as written, with 80% accuracy or greater.
- I.P.O.F.L. 3.1e Given any infinitive in the target language the learner will demonstrate his ability to recognize it and find the stem to be used for conjugating the entire verb. Accuracy: 90% or greater.
- I.P.O.F.L. 3.1f Given a list of verbs with stem changes, at his level of instruction, the learner will demonstrate his ability to use these orally as well as written with 90% accuracy or greater.
- I.P.O.F.L. 3.2 Given a series of utterances at his level of instruction, the learner will demonstrate his ability in oral as well as written form, to transform into negatives with special attention to intonation and syntax. Accuracy: 75% or greater.
- I.P.O.F.L. 3.3 Given a list of verbs at his level of instruction, the learner will demonstrate his ability to construct new parts of speech orally or written, from this list, with 85% accuracy or greater.
- I.P.O.F.L. 3.3a Given any utterance in the imperative form in the target language at his level of instruction, the learner will recognize and demonstrate his ability to convey meaning with 90% accuracy or greater.
- I.P.O.F.L. 3.3b Given any infinitive form in the target language at his level of instruction, the learner will demonstrate his ability to identify, construct, and convey meaning by the participial form appropriate to any given context. Accuracy: 80% or greater.

- I.P.O.F.L. 3.3c Given any utterance in the target language at his level of instruction, the learner will demonstrate his ability to accurately place direct, object nouns and indirect object nouns or pronouns with 85% accuracy or greater (morphology and syntax).
- I.P.O.F.L. 3.4 Given a list of adjectives at his level of instruction the learner will demonstrate his ability to transform any adjective into new parts of speech, orally or written form, with 85% or greater accuracy.
- I.P.O.F.L. 3.4a Given a list of adverbs, at his level of instruction the learner will demonstrate his ability to construct new parts of speech, orally or written, from the given list. Accuracy: 90% or greater.
- I.P.O.F.L. 3.4b Given a list of nouns at his level of instruction, the learner will demonstrate his ability to construct and use new parts of speech, orally as well as written, with 85% or greater accuracy.
- I.P.O.F.L. 3.5 Given any situation requiring adverbial meaning, the learner, at his level of instruction and in the target language, will demonstrate his ability to convey that meaning with 90% or greater accuracy.
- I.P.O.F.L. 3.5a Given any situation requiring adverbial meaning employing a preposition, the learner at his level of instruction and in the target language, will demonstrate his ability to convey that meaning with 90% accuracy or greater.
- I.P.O.F.L. 3.5b Given any situation requiring adverbial meaning with a preposition, the learner, at his level of instruction and in the target language, will demonstrate his ability to convey that meaning with 90% or greater accuracy.
- T.P.O.F.L. 4.0 Given a set of basic illustrations at his level of instruction demonstrating NUMBER and GENDER unique to the target language, the learner will demonstrate his ability to distinguish each in both oral and/or written context with native-like control. Accuracy: 95% or greater.
- I.P.O.F.L. 4.1 Given a minimum of four masculine, four feminine, and four neuter terms, at his level of instruction, the learner will distinguish, by oral or written usage, the unique differences. Accuracy: 90% or greater.
- I.P.O.F.L. 4.2 Given any unidentified noun, pronoun, or adjective at his level of instruction, the learner will construct in the target language one or more illustrations demonstrating his ability to distinguish between masculine, feminine, and neuter genders. This is to be achieved with 80% accuracy or greater.

- I.P.O.F.L. 4.3 Given a minimum list of four singular and four plural terms, at his level of instruction, the learner will distinguish by oral or written usage, the unique differences. Accuracy: 90% or greater.
- I.P.O.F.L. 4.4 Given any singular or plural noun and/or pronoun and/or adjective and/or verb at his level of instruction, in the target language (oral or written), the learner will construct the contrasting quantity with 75% accuracy.
- I.P.O.F.L. 4.5 Given any quantity of utterances, his level of instruction, in the target language, the learner will demonstrate his ability to convey meaning by appropriate agreement of all related terms. Accuracy: 80% or greater.
- I.P.O.F.L. 4.6 Given a minimal list of roots at his level of instruction, in the target language, the learner will demonstrate in the target language his ability to transform these and use the derivatives in accurate context. Accuracy: 80% or greater.
- T.P.O.F.L. 5.0 Given a minimal set of 100 idiomatic expressions at his level of instruction, the learner will demonstrate use of those situations (oral or written) in the target language unique to the mores of the target region. Accuracy: 75% or greater.
- I.P.O.F.L. 5.1 Given an idiomatic expression in the target language at his level of instruction, the learner will demonstrate his ability to recognize the basic definition of "idiomatic" with 100% accuracy. (e.g. environmental)
- I.P.O.F.L. 5.2 Given any idiomatic expression(s) in the target language at his level of instruction, the learner will demonstrate his ability to use these in situations unique to the life situations of the target region. Usage is to be oral or written with 80% accuracy or greater.
- T.P.O.F.L. 6.0 Given an oral or written passage which may or may not be previously mastered, in the target language, at his level of instruction the learner will identify and/or name main ideas and answer questions orally and in writing with native-like control. Accuracy: 75% or greater.
- I.P.O.F.L. 6.1 Given an oral or written passage which may or may not be previously studied in the target language at his level of instruction, the learner will identify and describe or interpret the main idea(s) of the passage orally or written. This is to be in the target language with 80% accuracy or greater.

- I.P.O.F.L. 6.2 Given an oral or written passage which may or may not be previously studied in the target language at his level of instruction, the learner will describe in summary from the main idea(s), orally or written. This is to be in the target language with 80% accuracy or greater.
- I.P.O.F.L. 6.3 Given an oral or written passage which may or may not be previously studied in the target language, at his level of instruction, the learner will answer questions orally or written on the content, dealing with the main idea of any sentence(s). This is to be in the target language with 80% accuracy or greater.
- T.P.O.F.L. 7.0 Given a topic or incomplete topic sentence or detailed outline in the target language at his level of instruction, the learner will demonstrate his ability to speak or write well-organized paragraph(s) of three or more sentences in the target language with native-like phonology, morphology, and syntax. Accuracy: 80% or greater.
- I.P.O.F.L. 7.1 Given an outline, in the target language at his level of instruction, the learner will demonstrate his ability to construct orally or written a well-organized presentation of three or more sentences in the target language with native-like phonology, morphology, and syntax. Accuracy: 80% or greater.
- I.P.O.F.L. 7.2 Given a topic or incomplete topic sentence in the target language, with or without references, at his level of instruction, the learner will demonstrate his ability to construct in written form, well-organized paragraph(s) or three or more sentences in the target language with native-like control. Accuracy: 75% or greater.
- I.P.O.F.L. 7.3 Given a topic or incomplete topic sentence in the target language, with or without references, at his level of instruction, the learner will demonstrate his ability to construct orally three or more well-organized sentences in the target language with native-like phonology, morphology, and syntax. Accuracy 70% or greater.
- T.P.O.F.L. 8.0 Given situations based upon the geography, history, literature, and fine arts, at his level of instruction, the learner will demonstrate his comprehension by describing the mores unique to the target culture in the native and/or target languages. Accuracy: 75% or greater for all items.
- I.P.O.F.L. 8.1 Given a list of the holidays appropriate to the geographical location, the learner will state the reasons for their significance.

- I.P.O.F.L. 8.1a Given a list of the holidays in the target culture, the learner will identify those of a religious base.
- I.P.O.F.L. 8.1b Given a list of the holidays in the target culture, the learner will identify those of a non-religious base.
- I.P.O.F.L. 8.2 Given a minimal list of five geographical terms at his level of instruction, the learner will interpret these as affecting the everyday life of the target culture.
- I.P.O.F.L. 8.2a Given the regions of the target language, at the level of his instruction, the learner will describe the climate as it affects the everyday life of each region.
- I.P.O.F.L. 8.2b Given the terrain unique to the regions of the target language at the level of his instruction, the learner will demonstrate his comprehension of this as it affects everyday life of a citizen of the target world.
- I.P.O.F.L. 8.2c Given appropriate materials at the level of his instruction, the learner will identify the major products of the target regions and describe the effects, if any, upon the everyday life.
- I.P.O.F.L. 8.3 Given a list of widespread forms of entertainment unique to the target culture, the learner at his level of instruction will identify situations in the target culture where these are effective.
- I.P.O.F.L. 8.4 Given appropriate resources, the learner at his level of instruction will describe the attitudes and policies in education throughout the target regions.
- I.P.O.F.L. 8.5 Given suitable resources, the learner will describe in his level of instruction, the social history of the target regions.
- I.P.O.F.L. 8.6 Given access to appropriate resources, the learner will at his level of instruction describe domestic affairs unique to the target regions. (e.g. government, law, and home)
- I.P.O.F.L. 8.7 Given access to appropriate resources, the learner, at his level of instruction, will describe foreign affairs unique to the target regions.
- I.P.O.F.L. 8.8 Given available resources, the learner will describe, at his level of instruction, the fine arts of the target regions.
- I.P.O.F.L. 8.9 Given appropriate resources, the learner, at his level of instruction, will describe the literary styles of widespread acceptance by the target regions.

- I.P.O.F.L. 8.10 Given all available resources, the learner, at his level of instruction, will describe the effects of family life on social behavior.
- I.P.O.F.L. 8.11 Given the target culture, the learner, at his level of instruction, will interpret in what manner and to what degree the target culture influences his own native culture.

## PHILOSOPHY

The most important function of language is to communicate, and the most frequently used form of communication is speech. The secondary form is reading (and writing). If a student begins his study of a second language by first learning to understand what he hears and then by learning to respond, he will be able to progress to reading and writing easily. If he starts with reading and writing, he may never attain real proficiency in understanding and speaking.

This order of learning - listening and speaking, then reading and writing - is officially recommended by the Modern Language Association and other professional language organizations. It is also important that the Hispanic culture not be treated as a separate entity. The language of a people and their culture are necessarily interlocked and should be presented that way. Some of the facets of Spanish culture that can be presented naturally at the first two levels are the following:

Cultural attitudes as expressed in greetings and farewells; interpersonal relationships as expressed by the use of tu or usted; an understanding and knowledge of the Hispanic heritage through geographical place names, famous explorers, heroes, statesmen, writers, artists, musicians and scientists; the social significance of the titles senor, senora, don, dona; the use of sacred words in names and exclamations; the apellido system; introduction of common games, dances, songs, folklore, names of common foods; an understanding of saints' days and birthdays; common proverbs and sayings, with the philosophy they represent; typical sports and amusements; the metric system; monetary units of various countries; traffic signs; Hispanic school organization; Hispanic attitude toward culture and progress; industrialization as a symbol of progress and the custom of the siesta; social classes and attitudes toward work; attitudes toward courtship and marriage; difference in attitude toward religion on the part of women and men; attitude toward women and the status of the family; social courtesies and formalities; historical background of the Spanish language; manifestations of social progress - progress against illiteracy, health programs and land reform; important historical dates and what they represent; the lottery as a state institution; the OEA and its role; economic life and its dependence upon the export of raw materials and the import of manufactured goods.

In the upper levels the emphasis can be literary, historical, economic or scientific.

## SPANISH LEVEL I

### Seventh Grade in a Six-Year Sequence

#### I. Pre-reading phase

- Primary Objectives: To develop good listening habits and pronunciation of the basic sounds and intonation.
- Secondary Objectives: To begin the systematic study of the structure through repetition and drilling of basic sentences.
- Recommended Duration: Minimum - 2 weeks  
Maximum - 6 weeks or as long as students can tolerate lack of the printed word. (At the discretion of the teacher.) This time period will be longer for younger students and shorter for more mature ones.

Materials: Comencemos, lessons I, II, III, expand vocabulary of basic sentences. Extensive use of visuals would be appropriate. Spanish alphabet (optional)  
Basic greetings and simple commands:  
Buenos dias  
Como estas? Estoy bien, etc.  
Escuchen, repitan  
Sientense, etc.  
Spanish names

Note: for a pronunciation and oral drill "package" see Spanish: Oral Approach-1 Teacher's Manual by Major and Michalski, Ginn and Company, 1965. pp 40-55.

SPANISH - Comencemos by Schmitt

Seventh Grade

Phonology	Morphology	Syntax
<p>Spanish vowels: <u>a</u>, <u>e</u>, <u>i</u>, <u>o</u>, <u>u</u> Contrast unstressed vowels Consonant sounds Initial and intervocalic: <u>d</u>, <u>g</u>, <u>b</u> Differentiate between systems of stress in Spanish and English Intonation and rhythm in statements Questions and commands (See appendix.)</p> <p>L I S T E N I N G</p>	<p>It should be understood that many of the following structural items are not pursued in depth in <u>Comencemos</u> but are covered as basic concepts to be studied in depth at a later time.</p> <p>Familiar and polite (pronouns and verb forms) contractions (<u>al</u>, <u>del</u>) Regular present of "ar," "er" and "ir" verbs Present of <u>ser</u> and <u>estar</u> Possession with <u>de</u> Possessive adjectives Imperatives - optional (lesson 15) Personal <u>a</u> Definite and indefinite articles Gender and number of articles nouns and adjectives Use and placement of <u>no</u> Negatives <u>nada</u>, <u>nadie</u>, <u>nunca</u> Placement and agreement of adjectives Present with future meaning (ir a + inf.) Cardinal numbers Ordinal numbers (passively) Irregular verbs* ir, tener, <u>dar</u>, poner, salir, hacer, <u>venir</u>, <u>conocer</u>, <u>saber</u>, <u>decir</u>, <u>traer</u> Stem changing verbs Demonstrative adjectives Comparative adjectives Object pronouns Impersonal "hay" Expression "tener que" Exclamation ¡Que! Interrogative pronouns *Underlined verbs are from Chapters 13 and 14 and may be covered in the eighth grade.</p>	<p>Word order: statements, interrogatives, and imperatives - optional Position of adjectives Word order to denote possession The negative sentence (the concept of the double negative)</p>

SPANISH - Comencemos by Schmitt

Seventh Grade

Phonology	Morphology	Syntax
<p>S Production and differentiation of the sounds listed in listening</p> <p>A Liaisons between like vowels and consonants</p> <p>I Spanish pronunciation</p> <p>N and intonation patterns</p> <p>G Stress patterns</p>	<p>Use of the items listed for listening in spoken exercises involving change of number of gender of nouns and adjectives, person and number of verbs and pronouns</p> <p>Change affirmative to questions and negatives and commands (optional)</p> <p>Denote possession</p> <p>Use of personal <u>a</u>, <u>del</u>, <u>al</u> in complete sentences</p> <p>Change polite to familiar</p>	<p>Word order: denote possession, use adjectives in correct position and form</p> <p>Change statements into questions, commands - optionals</p> <p>Change affirmative statements into negative ones</p>
<p>R Associations of the sounds of the language with written symbols, especially: <u>I</u>, <u>II</u>;</p> <p>A <u>qui</u>, <u>que</u>; <u>ca</u>, <u>co</u>, <u>cu</u>,</p> <p>D <u>ch</u>; <u>h</u>; <u>r</u>, <u>rr</u>; <u>n</u>, <u>n</u>;</p> <p>I <u>ga</u>, <u>go</u>, <u>gu</u>, <u>gue</u>, <u>gui</u>;</p> <p>N Read aloud with proper pronunciation and intonation</p>	<p>Use of and exposure to above in reading, especially: number and gender of nouns and adjectives, number and person of verbs and pronouns</p> <p>To note agreement of adjectives with nouns and verbs with their subjects</p>	<p>Expose students to additional basic forms or word order by introducing them to additional short readings</p> <p>Provide more complex sentences where students encounter basic word order in a more varied context</p>
<p>W Spell vowel and consonant sounds correctly, especially: <u>I</u>, <u>II</u>;</p> <p>R <u>qui</u>, <u>que</u>; <u>ca</u>, <u>co</u>, <u>cu</u>,</p> <p>I <u>ch</u>; <u>h</u>; <u>r</u>, <u>rr</u>; <u>n</u>, <u>n</u>;</p> <p>T <u>ga</u>, <u>go</u>, <u>gu</u>, <u>gue</u>, <u>gui</u>;</p> <p>I <u>ua</u>, <u>ue</u>, <u>ui</u>, <u>uo</u></p> <p>N Proper syllabication and placement of accents</p>	<p>Use of above in writing</p> <p>Writing answers to questions stressing correct spelling and agreement</p> <p>Write simple text from dictation and narratives</p> <p>Capitalization</p>	<p>Give adjectives and words like <u>no</u>, <u>de</u>, <u>al</u>, <u>del</u>, personal <u>a</u>, and articles to be written in meaningful complete sentences with the proper word order</p> <p>Rewrite statements in the form of questions, commands - optional</p> <p>Change affirmative statements into negative ones</p>
<p>C Recognize the relationship between sounds and written symbols</p> <p>N Note the close "fit" between phoneme and grapheme in Spanish</p> <p>E</p> <p>P</p> <p>T</p> <p>S</p>	<p>Knowledge about and use of basic grammatical forms listed above in listening, speaking, and writing</p> <p>Gender, number, and subject pronoun-verb agreements are necessary to convey meaning</p>	<p>Distinguish between basic word order in statements, questions, commands - optional</p>

SPANISH - Comencemos by Schmitt

Seventh Grade

Vocabulary

Some of the following categories are covered only in a limited fashion in the basic text. Therefore, the teacher may wish to present additional words commensurate with the ability of an individual class or student. A basic list appears in the appendix along with suggestions for additional words.

<p>L I S T E N I N G</p> <p>800-1,000 words and expressions</p>	<p>In the context of the topics or units: greetings leave taking classroom (including conversational terms) numbers colors clothing clock time calendar time school building house members of family parts of body common foods weather Christmas - supplement outside of basic text sports health</p>
<p>S P E A K I N G</p> <p>500 words and expressions</p>	<p>Nouns, verbs, and adjectives pertaining to these topics as well as: changes in gender, number, possession, agreement; passive vocabulary involving negation, statements, questions, and commands - optional</p>
<p>R E A D I N G</p> <p>800 words and expressions</p>	<p>Necessary vocabulary to understand simple statements incorporating the basic grammatical forms outlined for grade seven (supplementary vocabulary need not be stressed). Teacher should operate patterns and illustrate sound of the Spanish language limited to the most functional patterns and vocabulary possible, such as the regular, present tense forms of "ar," "er" and "ir" verbs.</p>
<p>W R I T I N G</p> <p>500 words and expressions</p>	<p>CO N C E P T</p> <p>In spoken and written form, words make up a language. To communicate in that language one must grasp their meaning, isolated or in context, without conscious reference to English.</p>

SPANISH - Comencemos by Schmitt

Seventh Grade

Culture

Not all of the following items are found in the basic text. It will be necessary to use supplementary materials. Refer to appendix for further information.

Introduction to Hispanic and Latin American culture should be an integral and natural part of teaching Spanish but should not take the place of teaching the language. The environment of the classroom, books, magazines, tapes, films, records, and pictures should stimulate the student's interest in learning about the following cultural items:

- Spanish names
- forms of address (tu and Vd.)
- courtesy patterns
- school day and school year in Spanish-speaking countries
- 24-hour clock
- Spanish houses and the patio
- some typical foods
- holidays, especially Christmas
- pinata
- siesta
- rhymes
- songs and music
- literature
  - Introduction to Don Quixote
  - Introduction to Alarcon

The units of vocabulary are obviously linked closely to the study of culture. As much of this as possible is done in Spanish.

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Cultural items are an integral part of a language. In listening to or reading the language, one must be aware of the nuances of cultural forms. To speak or write the language correctly also means to use culturally acceptable forms.

SPANISH - Español: Sigamos by Schmitt

Eighth Grade in a Six-Year Sequence

Phonology	Morphology	Syntax
<p>L Dental and velar n. Pro- I nunciation of <u>x</u>, diphthongs. S Stress differences between T intonational patterns in E statements, questions, and N commands. Develop auditory G discrimination among verb tenses (present to preterite, future, etc.)</p>	<p>Affirmative and negative commands (formal and informal); stem-changing verbs; direct and indirect object pronouns (form and position); direct and indirect in same sentence; preterite; demonstrative pronouns; future; <u>gustar</u>, <u>faltar</u>; indefinite pronouns. Passive voice; reflexive verbs and pronouns; direct and indirect object with infinitives and commands. Irregular verbs: <u>poder</u>, <u>poner</u>, <u>saber</u>, <u>hacer</u>, <u>decir</u>, <u>ir</u>, <u>tener</u>, <u>estar</u>, <u>salir</u>, <u>venir</u>, <u>dar</u>, <u>andar</u>, <u>conocer</u>, <u>querer</u>, <u>ser</u>, <u>traer</u>.</p>	<p>Position of pronouns including affirmative and negative commands and infinitives; difference between positions of demonstrative pronouns and adjectives; position of indefinite pronouns; word order in infinitives with object pronouns, position of reflexive; word order with passive; word order with <u>gustar</u></p>
<p>S Produce the sounds listed P for grades seven and eight E in context; variation of A verb forms; stress impor- K tance of careful pronun- I ciation of verb endings: N present to preterite, G future.</p>	<p>Use of above in speaking. Suggested activities: form and position of object pronouns; change of present to preterite; use of <u>gustar</u>, <u>faltar</u>, <u>parecer</u>; change of present to future; use of passive; change of commands from affirmative to negative</p>	<p>Drills stressing the position of object pronouns, differences between the position of demonstrative pronouns and adjectives. Speaking situations in which students make use of reflexive verbs.</p>
<p>R Read appropriate material E aloud with proper pronun- A ciation and intonation; D determine verb tenses by I recognizing accents and N endings characteristic G of the various tenses studied.</p>	<p>Use of and exposure to above in reading activities; short supplementary reading passages emphasizing the forms listed above.</p>	<p>Expose students to supple- mentary readers combining basic word order in more complicated materials. Provide more complex sentences where students encounter basic word order in new contexts.</p>
<p>W Dictations involving the R basic principles of stress I (<u>hablo</u>, <u>habló</u>, <u>estas</u>, T <u>estás</u>). Additional expo- I sure to writing reviewing N sounds for grades seven G and eight in new contexts. Writing answers to aural questions in Spanish using complete sentences at all times.</p>	<p>Formulate questions re- quiring students to answer by utilizing the grammatical forms suggested above; other written exercises emphasizing usage of the basic grammar points listed above.</p>	<p>Written exercises requiring an understanding of the form and position of object pronouns, demonstra- tive adjectives and pronouns word order in comparisons (for review)</p>

SPANISH - Español: Sigamos by Schmitt

Eighth Grade in a Six-Year Sequence

	Phonology	Morphology	Syntax
C O N C E P T S	Emphasize the fact that stress is so important in Spanish that it changes the meaning of the word.	Differentiation of verb tenses: present, preterite, future, stress the importance of verb endings to express meaning.	Realization that basic word order in English and Spanish is fundamentally the same with respect to the position of subject, verb, and predicate; however, object pronouns precede verbs unless the verb form is an affirmative command, gerund, or infinitive.

SPANISH - Sigamos by Schmitt

Grade Eight in a Six-Year Sequence

Vocabulary		Culture
<p>L I S T E N I N G</p> <p>800-1,000 words and expressions above grade seven</p>	<p>In the context of the topics or units: daily routine shopping letters post office - supplementary restaurant community transportation and travel city landscape travel animals holidays (outside of text) space age equipment</p> <p>Vocabulary should include: <u>gustar</u>, <u>faltar</u>, <u>parecer</u>, preterite, present reflexive; demonstrative pronouns; the form and position of object pronouns; pronouns with commands, stem-changing verbs.</p> <p>Aim should be toward a useful, active vocabulary practiced in a variety of situations rather than toward a large number of words memorized in isolation.</p>	<p>Refer to appendix for lists, bibliographies and suggestions.</p> <p>Visual and audio stimuli as well as the topics of vocabulary should suggest the following cultural items for study at this level: forms of letters - supplementary pen pals restaurants Latin America landscape in regions 4-5 rivers or lakes 10-12 cities holidays, festivals, fairs legends folklore proverbs music - classical and popular current events games activities related to climate and cultural heritage introduction to: <u>El Cid</u> <u>La Araucana</u> <u>Jose Martí</u> <u>Marianela</u> <u>Mariano José de Larra</u></p>
<p>S P E A K I N G</p> <p>800 words and expressions above grade seven</p>		
<p>R E A D I N G</p> <p>1,000 words and expressions above grade seven</p>		
<p>W R I T I N G</p> <p>800 words and expressions above grade seven</p>		
<p>C O N T E P T</p> <p>Words and expressions in Spanish are sometimes closely related to English but almost always differ in range of meaning. Vocabulary is influenced by historical background, social customs, and other factors.</p>		<p>In listening, speaking, reading and writing cultural patterns are obvious and must be observed by a native or non-native speaker of the language.</p>

SPANISH - Learning Spanish the Modern Way-2

by Brenes, et al

Grade Nine in a Six-Year Sequence

Phonology	Morphology	Syntax
<p>L I S T E N I N G</p> <p>Review basic phonology as listed in grade nine. Also present vowel clusters, emphasizing diphthongs; fusion of vowels (<u>dónde estás?</u>); linkage (<u>los alumnos</u>).</p>	<p>Imperfect. Imperfect vs. preterite. Progressives and perfects. Present and imperfect subjunctive. Sequence of tenses. Formation of adverbs, comparatives and superlatives. Modals - <u>voler a, otra vez, de nuevo</u>. Conditional. Irregular verbs: <u>andar, caber, caer, conocer, dar, decir, estar, haber, hacer, incluir, ir, oír, poder, poner, producir, querer, saber, salir, ser, tener, traer, valer, venir, ver</u>. <u>Hacer</u> with time expressions.</p>	<p>Position of reflexive pronouns. Word order with <u>gustar, faltar, parecer</u>, etc. Word order with passive voice. Use of subjunctive in subordinate sentences. Position of indefinite pronouns. Word order in comparisons of adjectives and pronouns. Position of relative pronouns.</p>
<p>S P E A K I N G</p> <p>Phrases emphasizing the production of vowel clusters, diphthongs; fusion of vowels, and linkage; sounds involving the points listed above - always with practical materials in complete meaningful utterances.</p>	<p>Change from present to imperfect subjunctive, use of the subjunctive; passive voice with <u>se</u> and <u>ser</u> (review); <u>si</u> clauses in the subjunctive.</p>	<p>Drills emphasizing the position of reflexive pronouns, the word order with <u>gustar, faltar, parecer</u>; the passive voice. Drills requiring the use and correct word order with the subjunctive. Make comparisons with adjectives and pronouns.</p>
<p>R E A D I N G</p> <p>Recognize vowel clusters, diphthongs, fusion of vowels and linkage in reading selections. Practice reading sounds represented by the following spellings: <u>ll, y, qui, que; ca, co, cu; b, v; j; ge, gi, ga, go, gue, gui, güe, güi, gua, guo</u>. Observance of accents which break diphthongs: <u>caído, traído, Raúl</u>.</p>	<p>Supplementary readings involving the subjunctive in as many forms as possible. Assign a graded reader or other material incorporating the basic grammatical forms listed above.</p>	<p>Expose students to supplementary readers where basic word order is found in new context. Provide more complex reading in order that students encounter basic word order in varied contexts.</p>

SPANISH - Learning Spanish the Modern Way-2  
 by Brenes, et al  
 Grade Nine in a Six-Year Sequence

Phonology	Morphology	Syntax
W Dictations and other R written exercises I emphasizing knowledge of T written symbols for I sounds listed in N reading. G	Give students contexts requiring them to choose between the: imperfect and preterite, indicative and subjunctive, sequence of tenses, the correct use of the passive voice construction. Additional reading exercises involving the use of the grammatical forms listed in previously.	Write short sentences in which word order is stressed. Give the infinitive of reflexive verbs or expressions requiring the subjunctive; change active to passive voice; cues requiring the use of <u>gustar</u> , <u>faltar</u> , etc. (All material written by the students should be in complete and meaningful sentences.)
C Differentiate between O syllabication in N writing ( <u>los-a-lum-nos</u> ) C and speaking ( <u>lo-sa-lum-nos</u> ). E Realization of the P relationship between T spelling and sounds. S	Realization that people speaking Spanish express ideas with different grammatical structures indicative and subjunctive, imperfect and preterite. The subjunctive is very commonly used in Spanish and is necessary if one wants to speak the language idiomatically.	Realization on the part of the student that word order in English is fundamentally the same as that of the Spanish with a few exceptions: the position of object pronouns and reflexive pronouns, idiomatic expressions ( <u>gustar</u> , <u>faltar</u> ).

SPANISH - Learning Spanish the Modern Way-2  
 by Brenes, et al  
 Grade Nine in a Six-Year Sequence

Vocabulary	
L I S 1,200 lexical T items above E Level I N I N G	Basic items: Necessary vocabulary to understand simple statements incorporating the basic grammatical forms outlined for Levels I and II within contexts utilizing the most functional patterns and vocabulary: Verb forms like <u>gustar</u> , <u>faltar</u> ; use of the imperfect and preterite, future and present progressive, use of object pronouns.
S P E 800 lexical A items above K Level I I N G	Content words pertaining to: daily routine telephoning shopping letters post office restaurant community transportation city (Latin American vs. North American) travel animals holidays bullfight
R E A 1,200 lexical D items above I Level I N G	
W R I 800 lexical T items above I Level I N G	
C O N Words and expressions in Spanish are sometimes closely related to English but more often differ in range of meaning. Vocabulary is influenced by historical background, social customs, and other factors. E P T	

SPANISH - Learning Spanish the Modern Way-2  
by Brenes, et al.  
Grade Nine in a Six-Year Sequence

Culture

- L Expose students to selected topics presented in short conversations.  
I R Topics suggested at this level include songs, music, childhood literature,  
S E proverbs, games, festivals ... activities related to the climate and  
T A cultural heritage, as illustrated by films, slides, tapes, records and  
E D guest speakers of their own age.  
N I Student participation in the activities mentioned above.  
I N Teachers should try to obtain student participation by asking questions  
N G in Spanish about the materials covered.  
C Present small units on cultural topics as illustrated readings.  
Elementary supplementary readings emphasizing cultural content.  
S W Written exercises requiring students to use the key words illustrating  
P R their knowledge of patterns of behavior and culture.  
E I Dictations emphasizing special units of cultural content.  
A T Develop an appreciation and understanding of the patterns of behavior  
K I and units of culture characteristic of Spanish-speaking peoples.  
I N Create an atmosphere in the classroom which fosters an interest in  
N G furthering knowledge about Spanish-speaking countries.

G

Films:

- "En el colegio" (from lesson 16, basic text)  
"La agricultura" (from lesson 17, basic text)  
"Buenos Aires" (from lesson 18, basic text)  
"Haciendo canastas" (from lesson 19, basic text)  
"Visitando las piramides" (from lesson 21, basic text)  
"En el rancho grande" (from lesson 22, basic text)

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In listening, speaking, reading, and writing cultural patterns are obvious and must be observed by a native or non-native speaker of the language.

SPANISH - Galería Hispánica by Adey, et al

Grade Ten in a Six-Year Sequence

Phonology	Morphology	Syntax
<p>Reinforce intonation patterns in statements, questions and commands. Reinforce auditory discrimination among verb tenses studied. Review dental and velar <u>n</u>, initial and intervocalic <u>d</u>, <u>g</u>, <u>b</u>. Review vowel clusters, liaison and linkage.</p>	<p>Expansion of the knowledge of the following points: all pronouns; <u>ser</u> and <u>estar</u>; imperatives; gender and number and use of articles, nouns and adjectives; most commonly used irregular verbs; cardinals and ordinals; negative words. Form and use of the subjunctive (present, imperfect and pluperfect); relative pronouns; <u>por</u> and <u>para</u>; <u>hacer</u> with time expressions; adverbs, formation and use; imperfect (review); conditional (review); spelling changes (z-c, g-gu, etc.); commands, all forms; comparison; conjunctions; <u>ser</u> vs. <u>estar</u> (review); direct and indirect object pronouns (review); idiomatic expressions (see Appendix); infinitives, all uses; negatives; participles; passive; possessives; prepositions; superlatives; supposition with <u>deber</u>; progressive tenses; pronouns.</p>	<p>Reinforce knowledge of the form and position of personal pronouns, demonstrative pronouns and adjectives; possessives; indefinite pronouns; comparisons of adjectives and pronouns. Reinforce auditory discrimination with respect to the above items.</p>
<p>Production of intonation patterns in statements, questions and commands. Dental and velar <u>n</u>, initial and intervocalic <u>d</u>, <u>g</u>, <u>b</u>. Oral discrimination among verb tenses. Production of <u>r</u>, <u>rr</u>; initial, intervocalic and terminal <u>r</u>; stressed and unstressed vowels.</p>	<p>Reinforce ability of student to change person and number of verbs and pronouns; change number and gender of nouns and adjectives; use of irregular verbs; use of the subjunctive; use of negatives; use of different tenses; reinforce points listed above in conversation.</p>	<p>Reinforce use of the form and position of personal pronouns; demonstrative pronouns and adjectives; possessives; indefinite pronouns; comparisons of adjectives and adverbs. Reinforce the utilization of the above items in meaningful utterances related to daily situations.</p>

SPANISH - Galería Hispánica by Adey, et al

Grade Ten in a Six-Year Sequence

Phonology	Morphology	Syntax
<p>Recognition of stress patterns and accentuation.</p> <p>R Review <u>qui</u>, <u>que</u>, <u>ca</u>, <u>co</u>,  A <u>cu</u>, <u>ch</u>, <u>ga</u>, <u>gue</u>, <u>gui</u>, <u>go</u>,  D <u>gu</u>, <u>gua</u>, <u>guo</u>, <u>gli</u>, <u>güe</u>, <u>j</u>,  I <u>ge</u>, <u>gi</u>, (<u>je</u>, <u>ji</u>), <u>h</u>,  N initial <u>r</u> and <u>rr</u>. Read  G aloud with proper pronunciation and intonation.</p>	<p>Exposure to readings in which these structures are emphasized. Expand the functional vocabulary used to present the basic grammatical forms listed in listening and speaking.</p>	<p>Expose students to additional forms and word order by the continued use of supplementary readings (limited). Provide more complex sentences where students encounter word order in a more varied context.</p>
<p>Spell correctly vowel and consonant sounds listed above. Take dictations in the foreign language emphasizing the representation of these sounds.</p> <p>W Rewrite short sentences  R and do other written  I exercises using material  N previously illustrated.  G</p>	<p>Reinforce ability to write answers to questions requiring the use of gender and number of adjectives and nouns; person and number of verbs and pronouns; use of tense and tense sequence. Rewrite simple sentences and do other written exercises requiring knowledge of the basic grammatical forms listed in listening and speaking.</p>	<p>Reinforcement of the use of the items listed in listening and speaking - with emphasis upon written exercises like short sentences and/or dialogues. Rewrite statements in the form of questions, commands, and negatives.</p>
<p>Reinforce the knowledge of the relationships between sounds and written symbols in Spanish.</p> <p>C  O  N  C  E  P  T  S</p>	<p>Expansion of knowledge about and use of basic grammatical forms listed in listening, speaking, reading, and writing.</p>	<p>Expand ability to distinguish between basic word order in statements, questions, commands, and negatives. Expand the ability to understand, speak, read, and write meaningful sentences emphasizing the word order suggested above.</p>

SPANISH - Galería Hispánica by Adey, et al

Grade Ten in a Six-Year Sequence

Vocabulary	Culture
<p>Increase in vocabulary cannot be stated in figures.</p> <p>Passive vocabulary will of course be larger than active, but extent of both will depend on student's ability and willingness to speak and read Spanish.</p> <p>Conversational topics should be chosen with the consideration of a student's age and interests. They will range from current events to points of discussion from literary reading.</p> <p>The student should be able to read periodicals as well as literary works which are appropriate to his maturity level.</p> <p>His writing vocabulary should be expanded to enable him to express himself correctly for any occasion.</p> <p>Increase the ability of students to make active use of vocabulary items to express what they want to say. Activities might include directed talks by individual students, conversations between students, debates, etc.</p>	<p>To gain an insight into the extent of literature written in Spanish a student should be introduced to a variety of literary works which are appropriate to his age and interests. His reading should also include newspapers, magazines, and books on topics interesting to teen-agers.</p> <p>He should be exposed to Spanish music of various types and see films and pictures depicting many aspects of life in Spain and Latin America. He should discuss current events as well as events in history with an increasing understanding of the way of life in Spanish-speaking countries.</p> <p>Film: "La feria regocijo de Sevilla"</p>
<p>Spoken and written vocabulary differ in volume and kind. The command of a large vocabulary can be achieved only through constant listening, speaking, reading, and writing practice .</p>	<p>Works of literature can be appreciated best in the language in which they were written.</p>

SPANISH - Tesoro Hispánico by Adey, et al

Grade Eleven in a Six-Year Sequence

Phonology	Morphology	Syntax
<p>Reinforce the contrast among unstressed vowels. Reinforce auditory discrimination of all consonant sounds. Review and reinforce liaison and linkage.</p> <p>L I S T E N I N G</p>	<p>Review use of the subjunctive, imperfect-preterite, <u>por</u> and <u>para</u>, the passive voice, stem-changing verbs, progressive and perfect tenses, all other tenses, comparisons of adjectives. Reflexive verbs. Reinforce understanding of verbs like <u>gustar</u>, <u>faltar</u>, <u>parecer</u> etc.; irregular verbs in all tenses; <u>ser</u> &amp; <u>estar</u>; direct and indirect objects; relative pronouns as subjects, objects and object of preposition; adverbial clauses of time and purpose; use of <u>aunque</u> indefinite antecedent; "if" clauses.</p>	<p>Reinforcement of knowledge with respect to the word order in sentences with <u>gustar</u>, <u>faltar</u>, <u>parecer</u>; passive voice; comparison of adjectives; use of subjunctive in subordinate clauses. Sequence of tenses, word order with direct and indirect objects.</p>
<p>S P E A K I N G</p> <p>Reinforce the production of all consonant sounds. Reinforce proper liaison and linkage in speaking at near-native speed.</p>	<p>Use of the above items in speaking at near-native speed and in contexts that are understandable to native speakers.</p>	<p>Speaking situations emphasizing the above items in basic word order.</p>
<p>R E A D I N G</p> <p>Read materials with proper pronunciation and intonation at normal speed. (Enact roles in plays and other works which exemplify the ways in which changes in phonology affect meaning.) Reinforce ability to associate written symbols with sound.</p>	<p>Presentation of the above items in expanded usage (specifically contrasting: preterite and imperfect; <u>por</u> and <u>para</u>; forms of the passive voice; comparisons of adjectives. Use of the subjunctive. Reflexive verbs).</p>	<p>Provide supplementary readings stressing the importance of basic word order as outlined above.</p>

SPANISH - Tesoro Hispánico by Adey, et al

Grade Eleven in a Six-Year Sequence

Phonology	Morphology	Syntax
<p>W Have students paraphrase R in writing what they I hear (short dialogues or T stories); exercises I incorporating the more T difficult spellings: I <u>h</u>, <u>j</u>, <u>ge</u>, <u>ji</u>, (<u>je</u>, <u>ji</u>), N <u>gue</u>, <u>gui</u>, <u>y</u>, <u>n</u>, <u>ll</u>, <u>rr</u>, G <u>y</u>, <u>b</u>, diphthongs silent vowels in linkage.</p>	<p>Use of the items listed in listening in written exercises according to a specific grammar point; using the passive voice, <u>por</u> and <u>para</u>; imperfect and preterite, subjunctive, comparisons of adjectives, progressive and perfect tenses. <u>gustar</u>, <u>faltar</u>, etc. Stem-changing verbs, reflexive verbs.</p>	<p>Have students write sentences and do other written exercises according to specific points of word order; position of pronouns; passive voice; use of subjunctives in subordinate clauses; comparison of adjectives; <u>gustar</u>, <u>faltar</u>, <u>parecer</u>, etc.</p>
<p>C Ability of the student O to speak Spanish with N proper pronunciation C and intonation at near- E speed (fluidity). P Ability of the student T to understand Spanish S spoken by a native speaker.</p>	<p>Full realization on the part of the student that Spanish-speaking people express ideas differently from English-speaking people (preterite vs. imperfect, <u>por</u> and <u>para</u>, <u>gustar</u>, etc., subjunctive in adverbial and adjectival clauses).</p>	<p>Expand the ability to understand, speak, read, and write meaningful sentences emphasizing the word order suggested previously.</p>

Grade Eleven in a Six-Year Sequence

Vocabulary	Culture
<p>Amount of active and passive vocabulary is a matter of students' individual progress. A high rate of active vocabulary should be aimed for through a wide range of conversational topics, giving the student the ability to communicate in the modern world.</p> <p>Choice of literary works is up to the teacher but should be based on the ability, interest and maturity of the students, developing in them a sensitivity to the differences between spoken and written vocabulary and between contemporary and older literary forms, words, and expressions.</p> <p>A writing vocabulary appropriate to the occasion should be mastered.</p>	<p>The increased ability of the students to communicate in Spanish and to read everything from newspapers to works of literature makes possible an appreciation and understanding of Spanish and Latin American contributions to:</p> <ul style="list-style-type: none"> <li>literature</li> <li>painting</li> <li>sculpture</li> <li>architecture</li> <li>dramatic arts</li> <li>music</li> </ul> <p>Current events are listened to, viewed, discussed, read, and written about. Books, periodicals, tapes, films, slides, records, and pictures are resource materials directly used by the students. The choice of these materials is up to the teacher who should take into consideration the age, maturity, ability, and interest of the students.</p>
<p>Spoken and written communication employs a large volume and variety of words and expressions.</p>	<p>A knowledge of culturally acceptable forms and of the heritage of Spanish-speaking peoples is a part of the learning the Spanish language.</p>

## Grade Twelve in a Six-Year Sequence

Phonology	Morphology	Syntax
<p>L I S T E N I N G</p> <p>Reinforce proper pronunciation and intonation patterns, always at normal speed. Reinforce auditory discrimination with respect to all Spanish vowels and consonant sounds, vowel cluster, liaison, and linkage - always at normal speed.</p>	<p>Reinforce present vs. imperfect subjunctive; indicative vs. subjunctive; nominalization of adjectives; possessives, indefinites and articles; imperfect vs. preterite; <u>gustar</u>, <u>faltar</u>, <u>parecer</u>; <u>hacer</u> with expressions of time; all perfect tenses.</p>	<p>Review of <u>hacer</u> with expressions of time, position of all pronouns; affirmative and negative statements and commands; subjunctive in adverbial and adjectival phrases. Reinforce with respect to the above items.</p>
<p>S P E A K I N G</p> <p>Reinforce the proper production and differentiation among all Spanish vowel and consonant sounds, vowel clusters, liaison, and linkage, at near-native speed. Pronunciation and intonation patterns used at near-native speed in the proper context.</p>	<p>Reinforce the use of the above in speaking in normal conversations about <u>daily situations</u>.</p>	<p>Reinforce the use of the above items in meaningful speech related to <u>daily situations</u>.</p>
<p>R E A D I N G</p> <p>Reinforce the ability to read any material in Spanish with near-native pronunciation and intonation. Introduce students to a variety of situations (plays, speeches, dialogues, etc.) which must be read with expression according to the context of the readings.</p>	<p>Presentation of the above in expanded usage, specifically contrasting the present and imperfect subjunctive; nominalization of adjectives, possessives, indefinites, and articles; imperfect and preterite; all perfect tenses; <u>hacer</u> with expressions of time.</p>	<p>Additional forms and word order through the continued use of supplementary readings. Encounter more complex structure in a variety in contexts.</p>
<p>W R I T I N G</p> <p>Reinforce the ability to write any material in Spanish with proper accentuation, spelling, and auxiliary signs. Punctuation marks.</p>	<p>Use of the above items in writing compositions and other written exercises according to specific situations, utilizing knowledge of basic grammatical forms characteristic of idiomatic written Spanish.</p>	<p>Use of the items above (listening) by writing and doing other written exercises; compositions emphasizing proper syntax.</p>
<p>C O N C E P T</p>	<p>Expand the concept that tenses used in Spanish do not always correspond to tense usage in English. Expand the understanding of patterns of behavior and their relation to proper use of accepted idiomatic Spanish.</p>	

Grade Twelve in a Six-Year Sequence

Vocabulary	Culture
<p>A student should be able to understand standard Spanish in normal conversational contexts.</p> <p>He should have an active speaking vocabulary appropriate to his age and capacity enabling him to communicate in Spanish with considerable oral facility.</p> <p>He should recognize in context a wide range of vocabulary items. If he is planning to continue Spanish in college he should do extensive outside reading to familiarize himself with many literary forms, words, and expressions.</p> <p>A student should have a writing vocabulary which is appropriate to the occasion.</p>	<p>A student should listen with understanding to audio stimuli and detect nuances relating to any aspect of Spanish culture.</p> <p>He should speak and write in culturally acceptable forms and in his speech and writing reveal some knowledge of the heritage of the people who speak Spanish.</p> <p>He should read selections ranging from newspapers to works of literature with an understanding of the place of each within the Spanish culture.</p> <p>A student planning to continue his studies of Spanish in college should familiarize himself with literature in his field of interest.</p> <p>Refer to Appendix for bibliography, source lists, etc.</p>
<p>To understand, speak, read, and write Spanish one must have command of a large and appropriate vocabulary.</p>	<p>The heritage of the people who speak Spanish is a rich and interesting one. The Spanish-speaking cultures should <u>not</u> be evaluated from the standpoint of Anglo-American culture.</p>

## Grade Nine in a Four-Year Sequence

### I. Pre-reading phase

Primary Objectives: To develop good listening habits and pronunciation of the basic sounds and intonation.

Secondary Objective: To begin the systematic study of the structure through repetition and drilling of basic sentences.

Recommended Duration: Minimum - 2 weeks  
Maximum - 6 weeks or as long as students can tolerate lack of the printed word. (At the discretion of the teacher) This time period will be longer for younger students and shorter for more mature ones.

Materials: Learning Spanish the Modern Way-I, lesson I, II, III, expand vocabulary of basic sentences.  
Extensive use of visuals would be appropriate.  
Spanish alphabet (optional)  
Basic greetings and simple commands:  
    Buenos días  
    ¿Cómo estás? Estoy bien, etc.  
    Escuchen, repitan  
    Siéntense, etc.  
Spanish names

SPANISH - Learning Spanish the Modern Way-I  
 by Conrad Schmitt  
 Grade Nine in a Four-Year Sequence

Phonology	Morphology	Syntax
<p>L I S T E N I N G</p> <p>Spanish vowel: <u>a</u>, <u>e</u>, <u>i</u>, <u>o</u>, <u>u</u>; contrast unstressed vowels (Note) consonant sounds. Initial and intervocalic: <u>d</u>, <u>g</u>, <u>b</u>. Differentiate between systems of stress in Spanish and English. Intonation and rhythm in statements, questions and commands. Dental and velar <u>n</u>. Pronunciation of <u>x</u>. Diphthongs. Develop auditory discrimination among verb tenses (present to preterite, future, etc).</p> <p>S P E A K I N G</p> <p>Production and differentiation of the sounds listed above. Liaisons between like vowels and consonants. Answer simple questions stressing knowledge of liaisons.</p>	<p>Familiar and polite (pronoun, verb). Contractions (<u>al</u>, <u>del</u>.) Regular present of AR, ER, IR verbs. Present of <u>ser</u>, and <u>estar</u>. Possession with <u>de</u>. Imperatives. Personal <u>a</u>. Articles, nouns and adjectives (gender, number). Placement of <u>no</u>, placement and agreement of adjectives. Present with future meaning (IR-a). Cardinals and ordinals. Pronouns with prepositions. Stem-changing verbs. Object pronouns (form and position). Possessive adjectives and pronouns. Preterite. Demonstratives (adjectives, and pronouns). Comparison of adjectives. Future. <u>Gustar</u>, <u>faltar</u>. Indefinite pronouns, <u>Hacer</u> with time expressions. Interrogative pronouns. *Passive voice. Reflexives. The following irregular verbs: <u>tener</u>, <u>venir</u>, <u>ir</u>, <u>hacer</u>, <u>poner</u>, <u>valer</u>, <u>salir</u>, <u>saber</u>, <u>decir</u>, <u>ver</u>, <u>caer</u>, <u>buscar</u>, <u>tener que</u>, <u>conocer</u>. <u>Estar</u> with prepositions of location. <u>Dar</u>, <u>comenzar</u>, <u>empezar</u>, <u>jugar</u>, <u>leer</u>, <u>llegar</u>, <u>llover</u>, <u>oir</u>, <u>pagar</u>, <u>parecer</u>, <u>sacar</u>, <u>seguir</u>, <u>continuar</u>, <u>traer</u>.</p> <p>*Optional (covered in next level)</p>	<p>Statements, interrogatives and imperatives. Position of adjectives. Word order to denote possession. The negative sentence (the concept of the double negative). Position of pronoun, including affirmative commands, infinitives. Difference between positions of demonstrative pronouns and adjectives.</p> <hr/> <p>Denote possession; to use adjectives in correct position and form. Change statements into questions and commands. Change affirmative statements into negative ones. Position of object pronouns, differences between the position of demonstrative pronouns and adjectives.</p>

SPANISH - Learning Spanish the Modern Way-I  
by Conrad Schmitt  
Grade Nine in a Four-Year Sequence

Phonology	Morphology	Syntax
<p>Associations of the sounds of the language with written symbols especially: <u>l, ll; qui, que; ca, co, cu, ch; h; r, rr; n, n; ga, go, gu, gue, gui.</u></p> <p>R E A D I N G Read aloud with proper pronunciation and intonation. Knowledge of proper syllabication and placement of accents.</p>	<p>Use of and exposure to the previously listed items in reading, especially: number and gender of nouns; adjectives, number and person of verbs and pronouns. Agreement of adjectives with nouns and verbs with their subjects. Use of preterite and future. Comparison of adjectives. Use of reflexives. Position of pronouns, especially direct and indirect objects in same sentence.</p>	<p>Expose students to additional basic forms or word order by introducing them to short readings. Provide more complex sentences where students encounter basic word order in a more varied context.</p>
<p>Spell vowel and consonant sounds correctly, especially: <u>l, ll; qui, que; ca, co, cu, ch; h; r, rr; n; n, ga, go, gu, gue, gui; ua, ue, ui, uo.</u></p> <p>W R I T I N G Formulate meaningful sentences in Spanish. Basic principles of stress (<u>hablo, hablé, estas, estás.</u>)</p>	<p>Use of above in writing; knowledge of gender and number of adjectives and nouns, person and number of verbs and pronouns; agreement of verbs with their subjects. Write simple text from dictations and narratives. Capitalization.</p>	<p>Rewrite statements in the form of questions and commands. Change affirmative statements into negative ones. Written exercises requiring an understanding of adjectives, negatives, articles, and object pronouns, demonstrative pronouns, indefinite pronouns, and word order in comparisons.</p>
<p>Recognize the relationships between sounds and written symbols. Note the close "fit" between phoneme and grapheme in Spanish.</p> <p>C O N C E P T S</p>	<p>Knowledge about and use of basic grammatical forms listed above in listening, speaking, and writing. Gender, number, and subject pronoun-verb agreements are necessary to convey meaning.</p>	<p>Realization that basic word order in English and Spanish is fundamentally the same with respect to the position of subject, verb and predicate; however, object pronouns precede verbs unless the verb form is an affirmative command, gerund, or infinitive.</p>

Grade Nine in a Four-Year Sequence

Vocabulary

<p>L I S T E N I N G</p> <p>Approximately 1,000 lexical items</p>	<p>Basic items: Samples of all forms listed under Morphology, Level I, i.e., definite and indefinite articles, interrogatives, verbs <u>ser</u> and <u>estar</u> in present tense, suitable examples of regular verbs, etc.</p>
<p>S P E A K I N G</p> <p>Up to 800 words and expressions</p>	<p>Content words: greetings leave taking classroom expressions numbers 1-1,000 colors clothing telling time (clock) dates (calendar) school building family parts of body common foods weather</p>
<p>R E A D I N G</p> <p>Approximately 1,200 lexical items</p>	<p>Christmas - (outside of basic text) age birthdays - (outside of basic text) sports diversions telephone conversation house daily routine</p>
<p>W R I T I N G</p> <p>Up to 800 words and expressions</p>	<p>Readings should involve mainly vocabulary which has been learned earlier; this will include the specific utterances which the student has mastered and recombinations of those utterances.</p>
<p>C O N T E P T</p> <p>In spoken and written form, words make up a language. To communicate in that language one must grasp their meaning, isolated or in context, with conscious reference to English.</p>	

Grade Nine in a Four-Year Sequence

Culture

L  
I  
S  
T  
E  
N  
I  
N  
G  
Present patterns of behavior typical of Spanish-speaking people such as:  
greetings  
showing respect (tu and usted)  
introducing friends  
la piñata  
la siesta  
el patio  
names of married women  
proverbs

S  
P  
E  
A  
K  
I  
N  
G  
Introductions to the following:

El Cid  
La Araucana  
Jose Martí  
Marianela  
Don Quixote

G  
R  
E  
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D  
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G  
Student participation in the activities mentioned above. Teachers should try to obtain student participation by asking questions in Spanish about the materials covered. Selections from children's literature, singing, etc. Presentation of small units of cultural content clarifying special points which vary between English and Spanish-speaking cultures; meals, holidays, marriage, the family, etc. Dictations emphasizing special units of cultural content and other written exercises requiring students to use key words illustrating their knowledge of behavior and culture. Develop an appreciation and understanding of the patterns of behavior and units of culture characteristic of Spanish-speaking peoples. Create an atmosphere in the classroom which fosters an interest to furthering knowledge about Spanish-speaking countries.

W  
R  
I  
T  
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G  
Films:

La ciudad de Mexico (to accompany lesson 14 of basic text)  
La Universidad (to accompany lesson 15 of basic text)

Refer to Appendix for lists, bibliographies and suggestions.

C  
O  
N  
C  
E  
P  
T  
Cultural items are an integral part of a language. In listening to or reading the language, one must be aware of the nuances of cultural forms. To speak or write the language correctly also means to use culturally acceptable forms.

SPANISH - Learning Spanish the Modern Way-II  
by Brenes, et al  
Grade Ten in a Four-Year Sequence

Phonology	Morphology	Syntax
<p>L I S T E N I N G</p> <p>Review basic phonology as listed in grade nine. Also present vowel clusters, emphasizing diphthongs; fusion of vowels (<u>donde estás?</u>); linkage (<u>los alumnos</u>).</p>	<p>Imperfect. Imperfect vs. preterite. Progressives and perfects. Present and imperfect subjunctive. Indicative vs. subjunctive. Sequence of tenses. Formation of adverbs. Comparatives and superlatives. Modals - <u>volver a, otra vez, de nuevo</u>. Conditional. Irregular verbs: <u>andar, caber, caer, conocer, dar, decir, estar, haber, hacer, incluir, ir, oír, poder, poner, producir, querer, saber, salir, ser, tener, traer, valer, venir, ver</u>.</p>	<p>Position of reflexive pronouns. Word order with <u>gustar, faltar, parecer</u>, etc. Word order with passive voice. Use of subjunctive in subordinate sentences. Position of indefinite pronouns. Word order in comparisons of adjectives and pronouns. Position of relative pronouns.</p>
<p>S P E A K I N G</p> <p>Phrases emphasizing the production of vowel clusters, diphthongs; fusion of vowels, and linkage; sounds involving the points listed above - always with practical materials in complete meaningful utterances.</p>	<p>Change from present to imperfect subjunctive, use of the subjunctive; passive voice with <u>se</u> and <u>ser</u> (review): <u>si</u> clauses in the subjunctive.</p>	<p>Drills emphasizing the position of reflexive pronouns, the word order with <u>gustar, faltar, parecer</u>; the passive voice. Drills requiring the use and correct word order with the subjunctive. Make comparisons with adjectives and pronouns.</p>
<p>R E A D I N G</p> <p>Recognize vowel clusters, diphthongs, fusion of vowels and linkage in reading selections. Practice reading sounds represented by the following spellings: <u>ll, y, qui, que, ca, co, cu, b, v, j, ge, gi, ga, go, gue, gui, güe, güi, gua, guo</u>. Observance of accents which break diphthongs: <u>caído, traído, Raúl</u>.</p>	<p>Supplementary readings involving the subjunctive in as many forms as possible. Assign a graded reader or other material incorporating the basic grammatical forms listed above.</p>	<p>Expose students to supplementary readers where basic word order is found in new context. Provide more complex reading in order that students encounter basic word order in varied contexts.</p>

SPANISH - Learning Spanish the Modern Way-II  
 by Brenes, et al  
 Grade Ten in a Four-Year Sequence

	Phonology	Morphology	Syntax
W R I T I N G	<p>Dictations and other written exercises emphasizing knowledge of written symbols for sounds listed in the reading section.</p>	<p>Give students contexts requiring them to choose between the: imperfect and preterite, indicative and subjunctive, sequence of tenses, the correct use of the passive voice construction. Additional reading exercises involving the use of the grammatical forms listed previously.</p>	<p>Write short sentences in which word order is stressed. Give the infinitive of reflexive verbs or expressions requiring the subjunctive; change active to passive voice; cues requiring the use of <u>gustar</u>, <u>faltar</u>, etc. (All material written by the students should be in complete and meaningful sentences.)</p>
C O N C E P T S	<p>Differentiate between syllabication in writing (<u>los-a-lum-nos</u>) and speaking (<u>lo-sa-lum-nos</u>). Realization of the relationship between spelling and sounds.</p>	<p>Realization that people speaking Spanish express ideas with different grammatical structures (indicative and subjunctive, imperfect and preterite). The subjunctive is very commonly used in Spanish and is necessary if one wants to speak the language idiomatically.</p>	<p>Realization on the part of the student that word order in English is fundamentally the same as that of the Spanish with a few exceptions; position of object pronouns and reflexive pronouns, idiomatic expressions (<u>gustar</u>, <u>faltar</u>).</p>

## Grade Ten in a Four-Year Sequence

Vocabulary		Culture
L I S T E N I N G	1,200 lexical items above Level I	<p>Expose students to selected topics presented in short conversations. Topics suggested at this level include songs, music, childhood literature, proverbs, games, festivals.. activities related to the climate and cultural heritage, as illustrated by films, slides, tapes, records, and guest speakers of their own age. Student participation in the activities mentioned above. Teachers should try to obtain student participation by asking questions in Spanish about the materials covered. Present small units on cultural topics as illustrated readings. Elementary supplementary readings emphasizing cultural content. Written exercises requiring students to use the key words illustrating their knowledge of patterns of behavior and culture. Dictations emphasizing special units of cultural content. Develop an appreciation and understanding of the patterns of behavior and units of culture characteristic of Spanish-speaking peoples. Create an atmosphere in the classroom which fosters an interest in furthering knowledge about Spanish-speaking countries.</p> <p>Refer to Appendix for bibliographies, source lists, suggestions and word lists.</p>
S P E A K I N G	800 lexical items above Level I	
R E A D I N G	1,200 lexical items above Level I	
W R I T I N G	800 lexical items above Level I	
<p>Basic items: Necessary vocabulary to understand simple statements incorporating the basic grammatical forms outlined for Levels I and II within contexts utilizing the most functional patterns and vocabulary: Verb forms like <u>gustar</u>, <u>faltar</u>; use of the <u>imperfect</u> and <u>preterite</u>, future and present progressive, use of the object pronouns.</p> <p>Content words pertaining to: daily routine telephoning shopping letters post office restaurant community transportation city (Latin American vs. North American) travel animals holidays bullfight</p>		<p>In listening, speaking, reading and writing cultural patterns are obvious and must be observed by a native or non-native speaker of the language.</p>
C O N C E P T	<p>Words and expressions in Spanish are sometimes closely related to English but more often differ in range of meaning. Vocabulary is influenced by historical background, social customs, and other factors.</p>	

SPANISH - Galería Hispánica by Lado, Adey, et al

Grade Eleven in a Four-Year Sequence

Phonology	Morphology	Syntax
<p>Reinforce intonation patterns in statement, questions and commands.</p> <p>Reinforce auditory discrimination among verb tenses studies.</p> <p>Review dental and velar <u>n</u>, initial and intervocalic <u>d</u>, <u>g</u>, <u>b</u>. Review vowel clusters, liaison and linkage.</p>	<p>Expansion of the knowledge of the following points: all pronouns; <u>ser</u> and <u>estar</u>; imperatives; gender and number of articles, pronouns and adjectives; most commonly used irregular verbs; cardinals and ordinals; negative words; form and use of the subjunctive (recognition); review of morphology from grades nine and ten.</p>	<p>Reinforce knowledge of the form and position of pronouns, demonstrative pronouns and adjectives; possessives, indefinite pronouns; comparisons of adjectives and adverbs. Reinforce auditory discrimination with respect to the above items.</p>
<p>Production of intonation patterns in statements, questions and commands.</p> <p>Dental and velar <u>n</u>, initial and intervocalic <u>d</u>, <u>g</u>, <u>b</u>. Oral discrimination among verb tenses. Production of <u>r</u>, <u>rr</u>; initial, intervocalic and terminal <u>r</u>, stressed and unstressed vowels.</p>	<p>Reinforce ability of student to change person and number of verbs and pronouns; change number and gender of nouns and adjectives; use of the subjunctive; use of negatives. Reinforce points listed above in conversation.</p>	<p>Reinforce use of the form and position of personal pronouns; demonstrative pronouns and adjectives; indefinite pronouns; comparisons of adjectives and adverbs. Reinforce the utilization of the above items in meaningful utterances related to daily situations.</p>
<p>Recognition of stress patterns and accentuation. Review <u>qui</u>, <u>que</u>; <u>ca</u>, <u>co</u>, <u>cu</u>, <u>ch</u>; <u>ga</u> <u>gue</u>, <u>gui</u>, <u>go</u> <u>gu</u>; <u>gua</u>, <u>guo</u>, <u>güe</u>, <u>güi</u>; <u>j</u>; <u>ge</u>, <u>gi</u> (<u>je</u>, <u>ji</u>); <u>h</u>; initial <u>r</u> and <u>rr</u>. Read aloud with proper pronunciation and intonation.</p>	<p>Exposures to readings in which these structures are emphasized. Expand the functional vocabulary used to present the basic grammatical forms listed in listening and speaking.</p>	<p>Expose students to additional forms and word order by the continued use of supplementary readings (limited). Provide more complex sentences where students encounter word order in a more varied context and in the use of prepositions.</p>

SPANISH - Galería Hispánica by Lado, Adey, et al

Grade Eleven in a Four-Year Sequence

Phonology	Morphology	Syntax
<p>W R I T I N G</p> <p>Spell correctly vowel and consonant sounds listed previously. Take dictations in the foreign language emphasizing the representation of these sounds. Rewrite short sentences and do other written exercises using material previously illustrated.</p>	<p>Reinforce ability to write answers to questions requiring the use of gender and number of adjectives and nouns; person and number of verbs and pronouns. Rewrite simple sentences and do other written exercises requiring knowledge of the basic grammatical forms listed in listening and speaking.</p>	<p>Reinforcement of the use of the items listed in listening and speaking with emphasis upon written exercises like short sentences and/or dialogues. Rewrite statements in the form of questions, commands, and negatives.</p>
<p>C O N C E P T S</p> <p>Reinforce the knowledge of the relationships between sounds and written symbols in Spanish.</p>	<p>Expansion of knowledge about and use of basic grammatical forms listed above in listening, speaking, reading, and writing.</p>	<p>Expand ability to distinguish between basic word order in statements, commands, and negatives. Expand the ability to understand, speak, read and write meaningful sentences emphasizing the word order suggested above.</p>

Grade Eleven in a Four-Year Sequence

Vocabulary	Culture
<p>Increase in vocabulary cannot be stated in figures.</p> <p>Passive vocabulary will be larger than active, but extent of both will depend on student's ability and willingness to speak and read Spanish.</p> <p>A variety of graded readers may be used at this level. Much of the passive vocabulary will depend upon the selection of reading materials and textbooks.</p> <p>A vocabulary suitable for writing letters and compositions should be developed.</p> <p>Topical vocabulary might include:  current events  sickness and doctor  education  government  history</p> <p>Increase the ability of students to make active use of vocabulary items to express what they want to say. Activities might include directed talks by individual students, conversations between students, debates, etc.</p>	<p>Cultural items at the third level might include:  Spain  government  educational system  recreation  historical highlights (especially the conquest of South and Central America)  South and Central American nations (topics similar to those for Spain)  Spanish influence in North America</p> <p>The cultural study is done mainly in Spanish with some supplementary reading in English. Activities might include:  listening to recordings and viewing films, filmstrips, and slides;  discussing what has been heard or read;  reading of various kinds including graded readers, periodicals, poetry, and literary prose;  writing letters, reports, or compositions.</p> <p>Film: "La feria regocijo de Sevilla"</p>
<p>Spoken and written vocabulary differ in volume and kind. The command of a large vocabulary can be achieved only through constant listening, speaking, reading, and writing practice.</p>	<p>The Hispanic culture must be evaluated objectively and on its own merits. The Spanish have made many contributions to American culture.</p>

SPANISH - Tesoro Hispánico by Lado, Adey, et al

Grade Twelve in a Four-Year Sequence

Phonology	Morphology	Syntax
<p>Reinforce the contrast among unstressed vowels. Reinforce auditory discrimination of all consonant sounds. Review and reinforce liaison and linkage.</p> <p>L I S T E N I N G</p>	<p>Review use of the subjunctive, imperfect vs. preterite, <u>por</u> and <u>para</u>, the passive voice, stem-changing verbs. Progressive and perfect tenses, comparisons of adjectives. Reflexive verbs. Reinforce understanding of verbs like <u>gustar</u>, <u>faltar</u>, <u>parecer</u>, etc.</p>	<p>Reinforcement of knowledge with respect to the word order in sentences with <u>gustar</u>, <u>faltar</u>, <u>parecer</u>; passive voice; comparison of adjectives; use of subjunctive in subordinate clauses.</p>
<p>Reinforce the production of all consonant sounds. Reinforce proper liaison and linkage in speaking at near-native speed.</p> <p>S P E A K I N G</p>	<p>Use of the above items in speaking at near-native speed and in contexts that are understandable to native speakers. All pronouns should now be in the active repertoire of the student as should all uses of the articles.</p>	<p>Speaking situations emphasizing the above items in basic word order.</p>
<p>Read materials with proper pronunciation and intonation at normal speed. (Enact roles in plays and other works which exemplify the ways in which changes in phonology affect meaning.) Reinforce ability to associate written symbols with sound.</p> <p>R E A D I N G</p>	<p>Presentation of the above items in expanded usage (specifically contrasting: Preterite and imperfect; <u>por</u> and <u>para</u>; forms of the passive voice; comparisons of adjectives. Use of the subjunctive. Reflexive verbs).</p>	<p>Provide supplementary readings stressing the importance of basic word order as outlined above.</p>
<p>Have students paraphrase in writing what they hear (short dialogues or stories); exercises incorporating the more difficult spelling: <u>h</u>, <u>j</u>, <u>ge</u>, <u>ji</u> (<u>je</u>, <u>ji</u>), <u>gue</u>, <u>gui</u>, <u>y</u>, <u>n</u>, <u>ll</u>, <u>rr</u>, <u>y</u>, <u>b</u>, diphthongs; silent vowels in linkage.</p> <p>W R I T I N G</p>	<p>Use of the above items in written exercises according to a specific grammar point using the passive voice; <u>por</u> and <u>para</u>; imperfect and preterite, subjunctives, comparison of adjectives, progressive and perfect tenses; <u>gustar</u>, <u>faltar</u>, etc. Stem changing verbs, reflexive verbs.</p>	<p>Have students write sentences and do other written exercises according to specific points of word order, position of pronouns, passive voice, use of subjunctives in subordinate clauses; comparison of adjectives; <u>gustar</u>, <u>faltar</u>, <u>parecer</u>, etc.</p>
<p>Poetic forms of the language may differ from everyday spoken and written Spanish. Spanish has a highly consistent punctuation.</p> <p>C O N C E P T</p>	<p>Full realization on the part of the student that Spanish-speaking people express ideas differently from English-speaking people.</p>	<p>Expand the ability to understand, speak, read, and write meaningful sentences emphasizing the word order suggested above.</p>

Grade Twelve in a Four-Year Sequence

Vocabulary	Culture
<p>A student should be able to understand standard Spanish in normal conversational contexts.</p> <p>He should have an active speaking vocabulary appropriate to his age and capacity enabling him to communicate in Spanish.</p> <p>He should recognize in context a wide range of vocabulary items. If he is planning to continue Spanish in college he should do extensive outside reading to familiarize himself with many literary forms, words and expressions.</p> <p>A student should have a writing vocabulary which is appropriate to the occasion.</p>	<p>A student should listen with understanding to audio stimuli and detect nuances of meaning relating to common aspects of Hispanic culture.</p> <p>He should speak and write in culturally acceptable forms and in his speech and writing reveal some knowledge of the people who speak Spanish.</p> <p>He should read everything from newspapers to works of literature with an understanding of its place within the Spanish culture.</p> <p>A student planning to continue his studies of Spanish in college should familiarize himself with literature in his field of interest.</p>
<p>Spoken and written communication employs a large volume and variety of words and expressions.</p>	<p>A knowledge of culturally acceptable forms and of the Spanish heritage is a part of learning the Spanish language. Works of literature can be appreciated best in the language in which they were written.</p>

IDIOMS

Grade Seven - Level I (first half)  
From Basic Text

Como se llama Ud.? (and all variations)

llamar por telefono - to call on the telephone

(¿De parte de quién?)

(De parte de name )

sacar una nota

hacer with weather	sol	frio	buen tiempo	
	viento	fresco	mal tiempo	Hace viento.
tener hambre, sed, calor, frio	calor			

hacer un viaje - to take a trip

¿Qué tal? How are things, how's it going?

tener cuidado - to be careful

tener razon - to be right

tener que - to have to

a tiempo - on time

todo el mundo - everyone

sobre todo - above all, especially

todos los - every

de todas partes - from all over

tomar, to eat or drink (in addition to take)

a veces - at times

en voz alta - in a loud voice

hacer la maleta - to pack the bag or suitcase

arreglar la maleta (same)

hay - there are, there is

por favor - please

de nada - you're welcome

¿Qué hora es? What time is it? (and related expressions)

## IDIOMS

Grade Eight - Level I (second half)  
From Basic Text

acabar de - to have just

a causa de - because of

por fin - finally

a lo lejos - far away, in the distance

de nuevo - again, once more

sufrir una prueba - to take a quiz or test

no hay remedio - there's no way out, it's unavoidable

a la vez - at the same time

hay que - one must, to have to

por consiguiente - consequently

a las (dos) semanas - in (two) weeks

en aquel entonces - at that time

se levanto el sol - the sun rose

se puso el sol - the sun set

en el camino - on the way

tener exito - to be successful

en cuanto - as soon as

en seguida - at once, immediately

tropezar con - to stumble against

segun - according to

## IDIOMS

Grade Nine - Level II in a Six-Year Sequence (from basic text)

Grade Ten - Level II in a Four-Year Sequence (from basic text)

acudir a - to hasten to

ademas de - besides

ahora mismo - right now

el (ano) que viene - next (year)

el (ano) pasado - last (year)

asi es que - therefore

(billete) de ida y vuelta - round trip (ticket)

dar brincos - to leap

tener calor, frio, etc. - to be warm, cold, etc.

en casa - at home

en autobus, barco, etc. - by bus, boat

a causa de - because of

al campas - in time, keeping step

con permiso - excuse me

dar con - to come upon, find

cuenta de ahorros - bank account

tener cuidado - to be careful

echar la siesta - to sleep the siesta

el (lunes) - on (monday)

en especial - especially

en punto - sharp, on the dot

por eso - therefore

al fondo - in the background

hacer mucho - to be along while ago

hacer poco - to be a little while ago  
hasta luego - see you later  
hoy dia - nowadays, these days  
irse - to go away  
lo contrario - the opposite  
lo mismo - the same thing  
estar malo - to be ill  
por la manana (noche) - in the morning (evening)  
de la manana (noche) - A.M. (P.M.)  
por lo menos - at least  
a menudo - repeatedly, often  
mientras que - while, whereas  
todo el mundo - everyone  
de nuevo - again  
estar para - to be ready for, to be in the mood for  
a pesar de - in spite of  
a pie - on foot  
por ultimo - finally  
por esto - for this reason  
de pronto - suddenly  
tener razon - to be right  
sobre todo - especially, above all  
tener sueno - to be sleepy  
sufrir una prueba (examen) - to take a quiz or test  
Que tal? - How are things? How's it going?

mucho gusto, tanto gusto - I'm happy to know you, how do you do (in meeting someone)

mas tarde - later

por la tarde - in the afternoon

de la tarde - P.M.

tener que ver con - to have to do with

tener miedo - to be afraid

todos los - every

de todas las partes - from everywhere, all over

de vuelta - on return

ya no - no longer

tomar - to take or have food, to eat, to drink

## IDIOMS

Grade Ten - Level III in a Six-Year Sequence  
Grade Eleven - Level III in a Four-Year Sequence

iojala! - I hope

como si + imperfect subjunctive - as if

¡que! - what (a)!

poco a poco (+ ir + gerund) - little by little

hay que; habia que - one must

cada vez que (with imperfect) - each time

cuando (with imperfect and preterite) - when

volver a (+ infinitive) - to return to

hacer (+ time expressions)

darse cuenta de - to realize

claro que - of course

recien (+ participle)

ponerse; \_\_\_ de pie; \_\_\_ de rodillas; \_\_\_ + adjective; \_\_\_ a + verb

de veras - really, truly

en vez de - instead of

idioms with ser and estar (estar de acuerdo, estar triste, ser de + place, etc.)

quitarse + clothing - to take off

sin embargo - however, nevertheless

ponerse + clothing - to put on

acabar con - exterminate, destroy, kill

acertar a - to happen upon, hit by chance

de acuerdo con - in keeping with

en adelante - in the future

a mas no poder - to the utmost

asimismo - exactly; so, too; in like manner

dar en el blanco - to hit the mark

buen mozo - good looking fellow  
al cabo de - at the end of, finally  
llevar a cabo - to carry out (an order)  
dejar caer - to drop  
en cambio - on the other hand  
a la carrera - at full speed  
en caso de (que) - in case  
soner cerco - to surround, siege  
por cierto - certainly  
en consecuencia - consequently  
de (por) consiguiente - consequently  
en cuanto - as soon as  
por se cuenta - on one's own  
auestas - on one's shoulders or back  
cuesta arriba - uphill  
darse el gusto - to take pleasure in, to enjoy, have the pleasure of  
desde luego - of course  
dar entrada - to allow someone to enter  
a escondidos - secretly  
estrechar la mano - to shake hands  
tener éxito - to be successful  
hacer fila - to line up  
por fin - finally, at last  
a fin de que - so that  
hacer fuego - to shoot  
a guisa de - in the manner of  
a gusto - at one's will, to one's taste or judgment  
pasar hambre - to be hungry

hatillo de trapon - a few ragged clothes  
al hilo - parallel, side by side, the length of  
a la intemperie - outdoors  
hacer de jefe - to act as chief  
junto a - next to  
llevarse chasco - to be disappointed  
en medio de - in the middle of  
el (la) menor - the younger, youngest  
mientras tanto - meanwhile  
al momento - right away  
ni siquiera - not even  
de ninguna manera - by no means  
al parecer - apparently  
dar un paseo - to take a walk  
de pronto - suddenly  
a punadas - in fistfuls  
recibir calabazas - to be given a cold shoulder, to be given the gate  
para si - to himself  
sobra de - in excess  
tener ganas de - to wish, want  
tener la culpa - to be at fault, to be guilty  
tirar una moneda - to flip a coin  
en torno de - around  
trater de - to try  
a traves de - through  
tener verguenza - to be ashamed  
a veces - sometimes  
de vez en cuando - from time to time, once in a while

a la vez - at the same time

por lo vista - apparently

dar la vuelta - to turn around

## IDIOMS

Grade Eleven - Level IV in a Six-Year Sequence  
Grade Twelve - Level IV in a Four-Year Sequence

tener acero - to be strong  
acortar terreno - to take a shortcut  
de acuerdo con - according to, in accordance with  
estar de acuerdo con - to agree with  
para sus adentros - under his breath  
por aficion - by choice  
afinar la punteria - to aim well  
ajustar cuentas - to settle accounts  
alambre de pua - barbed wire  
hacer alarde - to boast or brag of something  
al alcance de - within, within reach  
los alrededores - surrounding area, outskirts  
hacer alto - to stop  
hecho un andrajoso - looking ragged  
sociedad anonima - corporation  
apurar un vaso - to drain a glass  
hecho de armino - as pure as ermine, innocent  
avion a chorro - jet  
avion a retro-impulso - jet  
avivar el ojo - to be watchful  
ay de mi! - woe is me!  
en ayunas - fasting, without eating  
al azar - at random  
balso de aceite - place in the country (i.e. uncultured area)  
bienes - goods, property  
con un palmode boca abierta - with his mouth wide open, astounded

de boca en boca - from mouth to mouth  
a bortones - in spurts or gushes  
a bordo - aboard  
estar de broma - to be joking, to be in a joking mood  
en bruto - indelicate, unrefined  
andar de cabeza - to be worried, upset  
al cabo - at last  
al cabo al - at long last, in the long run  
llevar a - to carry out, accomplish  
cada quien - everyone, each one  
cada cual - everyone, each one  
hacer calceta - to knit  
cambiar de opinion - to change one's mind  
cambiando un guino - winking at one another  
en cambio - on the other hand  
camino de - on the way to  
mujer de caracter - quick-tempered  
a cargo de - in charge of, under the direction of  
hacer caso - to pay attention  
no es del caso - it is impossible  
ceder el paso - to allow to go ahead  
sentir celos - to be jealous  
tener celos - to be jealous  
cenido el acero - with a sword girded on  
inclinarse la cerviz - to bow one's head  
bajar la cerviz - to bow one's head  
de ciento al cuarto - of little value  
clavados en sus sillas - stuck to their chairs

codo con codo - elbow to elbow  
dar de comer - to feed  
para con - with respect to, toward  
con que - so that  
con tal que - provided that  
conciliar el sueno - to get to sleep  
constar de - to be composed of  
de contado - instantly, immediately  
contar (diez) anos - to be (ten) years old  
contar con - to count on  
de coro - by memory  
como de costumbre - as usual  
de costumbre - usual, usually  
horas de creciente - time when the tide rises  
de cuadra - square  
cuanto antes - as soon as possible  
en cunato - as soon as  
en cuanto a - regarding  
en cuesta baja - downhill  
echar la culpa - to blame  
me cumple - it's time for me  
datado de chispa de razon - endowed  
dar a conocer - to make known  
dar golpes - to hit, beat  
dar vueltas - to turn around or over  
darse en bledo - not caring two hoots  
el demonio del viejo! - devilish old man!  
queda demostrado - it has been proved

dentro de si - within itself  
tendra el descaro - he will have the nerve  
descorrer la cortina - to draw the curtain  
soner al descubierto - to reveal  
desparramar la vista - to look around  
a despecho - in spite of  
dominio de si mismo - self control  
con donaire - gracefully  
lo ecumenico - universal idea  
echar una flor - to flatter  
echar a perder - to waste, ruin  
echar una siesta - to take a nap  
emprender su camino - to go his own way  
como por encanto - as if by charm  
encogerse de hombros - to shrug one's shoulders  
estar entendiós - to have an understanding  
romper las entranas - to break one's heart  
escapar con - to make off with  
a espaldas - behind  
de espaldas a - with the back to  
estar hecha una estantigua - to look a fright  
de estrago en estrago - from bad to worse  
en el extranjero - abroad  
hacer falta - to need  
al fiado - on credit  
a fin de que - in order to  
al fin - finally  
al fin y al cabo - after all

en fin - anyway  
por fin - finally, at last  
frente a - against  
frente a frente - face to face  
en frente - opposite, in front  
fruncir el cenó - to frown  
fuera de sí - beside himself  
ponerse en fuga - to run away  
estrella fugas - shooting star  
no me da la gana - I don't want to  
hacer gesto a - to make a sign  
grabados a fuego - branded  
hacerle gracia - to think something is amusing or funny  
en guisa de - in appearance  
haber de - to have to, should, must  
he aquí - here is  
ojos hidropicos - watery eyes  
mala hierba - weed  
marca del hierro - brand  
hojas de la puerta - sections of a door  
en lo hondo - in the depths  
por igual - equally  
dar impulso - to stimulate, encourage  
a impulsas de - propelled by, blown by  
con inquietud - anxiously  
hacer juego - to match  
junto a - next to  
a lo largo de - along, through

que lastima! - what a shame!  
a lo lejos - in the distance  
bellas letras - fine arts  
plata de ley - sterling silver  
a la ligera - quickly  
en limpio - net price, clearly  
dar lugar a - to give occasion for  
agua llovediza - rain water  
a machamartillo - firmly, tightly, with blind faith  
de maniobras - drilling  
poner manos en la obra - to get to work  
a manotadas - by stripping  
poner en marcha - to start, to put into operation  
al margen - related to  
a mediados de - about the middle of  
por medio de - by means of  
a lo mejor - maybe, probably, like as not  
a menos que, - unless  
cuando menos - at least  
menos mal - fortunately  
a menudo - repeatedly, frequently  
mientras tanta - meanwhile  
de modo - so that  
con motivo de - on the occasion of  
dar muerte a - to kill  
multa fuerte - big fine  
dejar a buenas noches - to leave in the dark  
quedar a buenas noches - to be left in the dark

lo oído - what had been heard  
oler a - to seem like  
dar palmadas - to clap hands  
se dio una palmada en la frente - hit himself on the forehead  
gramática parda - sagacity, horse sense  
en ninguna parte - nowhere  
por todas partes - everywhere  
a partir de - after, beginning with  
hacerse pedazos - to fall to pieces  
a caballo en pelo - riding bareback  
a duras penas - with great difficulty  
echar a perder - to ruin  
llegar de perlas - to be very appropriate  
a pesar de - in spite of, notwithstanding  
de pie (or) en pie - standing  
a pie - on foot  
pildoras de plomo - bullets  
sentar plaza - to gain entry  
en poder de - in the hands of  
en pos de - after  
de toda mi predilección - of whom I was very fond  
pedir prestado - to borrow  
por lo pronto - for the time being, for the present  
a propósito - by the way  
buen provecho - may it do much good to you (used when eating or drinking)  
hacer puente - to have an extra holiday  
puesto que - since  
a pulso - the hard way

en puntillas - on tiptoe  
punto de arranque - beginning or starting point  
a punados - abundantly  
quedar en - to agree on, to agree to  
quemarse las cejas - to study with intense application  
sin querer - unintentionally, unwillingly  
rabo del ojo - corner of the eye  
a razon de - at the rate of  
en razon - sensibly  
sin rebozo - without secrecy  
recuerdos - regards  
recuperar el tiempo perdido - to make up for lost time  
al rededor - round about, there about  
a reganadientes - reluctantly  
partida de registro - registry of vital statistics  
echarse a reir - to burst out laughing  
de repente - suddenly  
al reves - backward, on the back  
soltar una risotada - to burst out laughing  
sacar en limpio - to get cut of  
salirse con la suya - to have one's own way  
salga lo que salga - whatever the outcome  
a salvo - without losing any  
a la sazon - at that time  
a secas - solely  
senas - address  
a no ser - unless it be, except  
siempre que - provided that, whenever

situarse en el terrano - to meet on friendly terms  
soltar la carcajada - to burst out laughing  
de sopeton - suddenly  
entre sorbo y sorbo - between sips  
de esta suerte - in this way  
por supuesto - of course  
tablero de damas - checkerboard.  
tal cual - so-so, such as it is  
tal cual letra - fair amount of cunning  
estar al tanto de - to be aware, to know  
por lo tanto - therefore, for the reason expressed  
telon defondo - background  
en primer termino - in the foreground  
en segundo termino - in the second place  
tienda de compana - tent  
con tiento - by touching, prudently  
dar tientos - to touch carefully  
sin tino - without moderation  
en tiros - on shooting matches  
de tiro - draft  
en torno a - around, round-a-bout  
a todo trapo - with all the might  
de veras - really, truly  
por lo visto - evidently  
volver a (+ infinitive) - to do again  
volver en si - to regain consciousness, to come to  
dar vueltas - to turn (around)  
dar la vuelta - to turn around

## IDIOMS

Grade Nine - Level I in a Four-Year Sequence (from basic text)

- Como se llama? (and related forms) - What's your name?
- pasar lista - to take attendance
- Que tal? - How are things? How's it going?
- Mucho gusto, tanto gusto - How do you do? I'm happy to know you. etc.
- Que hora es? (and related forms) - What time is it?
- sufrir una prueba - take a test
- por eso - therefore, so
- sacar notas - to get grades
- Que tiempo hace? (and related forms) - What's the weather
- en seguida - at once, immediately
- tener hambre, sed, etc. - to be hungry, thirsty
- favor de --- - please
- acabar de - to have just (finished)
- llamar por telefono - to call on the phone
- De parte de quien? - Who's calling?
- de parte de (Juan) - (Juan) is calling
- Pasa. - come in.
- a sus ordenes - at your service
- con permiso - excuse me
- darse prisa - to hurry up
- Hacer un viaje - to go on a trip
- se puso el sol - the sun set
- se levanto el sol - the sun rose
- arreglar la maleta - pack the suitcase or bag
- hacer la maleta - (same)

cuantos anos tiene usted? (and related forms) How old are you?  
hasta luego - see you later  
por favor - please  
de nada - you're welcome  
hay - there is, there are

## IDIOMS

### Level III - Verbs that change meaning in the reflexive form

- agitarse - to become excited
- asegurarse - to be sure, to assure oneself
- avergonzarse - to feel ashamed
- comprometerse - to become engaged
- empenarse en - to insist (upon)
- enamorarse de - to fall in love with
- esforzarse - to make an effort
- exponerse - to lay oneself open to
- extranarse - to refuse
- fijarse - to notice, pay close attention, fix attention on
- guardarse (de) - to guard against
- inquietarse - to become uneasy or worried
- instalarse - to move in, settle
- irse - to go away
- negarse - to refuse
- ocuparse de - to take care of, pay attention to
- precipitarse - to throw oneself headlong
- preocuparse - to worry
- reirse de - to laugh at
- retirarse - to leave
- usarse - to be in vogue
- vaciarse - to spill; to divulge a secret

## IDIOMS

### Level IV - Verbs which change meaning in the reflexive form

- acordarse - to remember
- afanarse - to act anxiously
- alejarse - to move away, to go away
- balancearse - to sway, to rock, to swing
- burlarse - to make fun of
- celebrarse - to take place
- conformarse - to yield, submit, accomodate
- deshacerse - to dissolve, destroy
- dirigirse - to move toward, to address oneself
- disgustarse - to be displeased, to be hurt
- dolerse - to complain
- empenarse - to insist
- encapotarse - to cloud (up or over)
- encararse con - to face
- encontrarse - to be
- encontrarse - to meet
- enfrentarse con - to deal with, cope with
- entregarse - to give oneself up
- erguirse - to be puffed up with pride
- establecerse - to settle
- exaltarse - to become excited
- extranarse - to wonder
- fiarse de - to rely on
- filtrarse - to slip in, to filter in
- incorporarse - to set up
- incorporarse a - to join, to enlist

introducirse - to get in  
juntarse - to gather, to meet  
juzgarse - to consider oneself  
llenarse - to fill up  
marcharse - to leave  
mejorarse - to recover, get better  
mudarse - to change (clothes)  
obedecer a - to be due to  
ocurrirse - to get an idea  
ofenderse - to take offense  
ofrecerse - to volunteer  
oponerse - to oppose, object  
ponerse triste - to become sad  
ponerse de pie - to stand up  
preguntarse - to wonder  
proponerse - plan, intend, mean  
quitarse - to take off  
recrearse - to have a good time  
remontarse - to go back in time, to have origin  
rendirse - to become exhausted  
reportarse - to control oneself  
resistirse - to refuse  
retirarse - to retire, withdraw, move away  
reunirse - to meet, get together  
sonarse - to blow one's nose  
verificarse - to take place

SUPPLEMENT TO IDIOMATIC EXPRESSIONS

Level I

- |  |  |
|--|--|
| 1. Adios   | 39. en punto                                 |
| 2. amenudo   | 40. estar de pie                             |
| 3. A que hora . . . ?<br>a la una, a las dos, etc.                                   | 41. hacer el favor de + inf.                 |
| 4. Buenos dias (tardes, noches).   | 42. hay que + inf.                           |
| 5. Como esta usted?<br>Asi, asi, gracias.<br>Bien, gracias.<br>No muy bien, gracias. | 43. la leccion de espanol<br>(de ingles)     |
| 6. Como se dice ...?   | 44. la semana proxima<br>(que viene, pasada) |
| 7. Como se llama usted?  | 45. pocas veces                              |
| 8. Cual es la fecha de hoy?<br>Hoy es ...  | 46. poco a poco                              |
| 9. De quien es ...?  | 47. poner la mesa                            |
| 10. Dispense usted.  | 48. por eso                                  |
| 11. en casa  | 49. por la manana<br>(tarde, noche)          |
| 12. estar bien (mal)   | 50. por todas partes                         |
| 13. Es verdad.   | 51. prestar atencion                         |
| 14. Gracias<br>No hay de que.  | 52. querer a                                 |
| 15. Hasta manana (la vista, luego).  | 53. saber + inf.                             |
| 16. Hola!  | 54. salir bien (mal)                         |
| 17. ir a casa<br>a la escuela<br>de paseo  | 55. ser hora de + inf.                       |
| 18. mas tarde  | 56. tener miedo                              |
| 19. muchas veces   | 57. tocar el piano (el violin)               |
| 20. otra vez   | 58. un poco de . . .                         |
| 21. por favor  |  |
| 22. Que quiere decir . . . ?   |  |
| 23. Que tal?   |  |
| 24. Sin novedad.   |  |
| 25. tener anos (calor, frio,<br>hambre, sed, sueno)                                  |  |
| 26. todos los dias (los domingos)  |  |
| 27. todas las semanas  |  |
| 28. todo el mundo  |  |
| 29. A cuantos estamos?   |  |
| 30. a tiempo   |  |
| 31. Bienvenido!  |  |
| 32. Como no!   |  |
| 33. Concedido!   |  |
| 34. Con permiso.   |  |
| 35. creer que si (no)  |  |
| 36. dar la mano<br>las gracias   |  |
| 37. dar un paseo (a caballo,<br>a pie, en automovil)                                 |  |
| 38. de nuevo   |  |

SUPPLEMENT TO IDIOMATIC EXPRESSIONS

Level II

- |   |  |
|---|--|
| 1. acabar de + inf.                         | 48. tomar el desayuno                    |
| 2. a eso de                                 | 49. tratar de + inf.                     |
| 3. a la derecha (izquierda)                 | 50. todavía no                           |
| 4. ahora mismo                              | 51. ya no                                |
| 5. al aire libre                            | 52. al contrario                         |
| 6. al fin                                   | 53. a media voz                          |
| 7. algunas veces                            | 54. Buen provecho!                       |
| 8. Adelante!                                | 55. casarse con                          |
| 9. a pesar de                               | 56. Claro que St (no)!                   |
| 10. aprender de memoria                     | 57. contar con                           |
| 11. a veces                                 | 58. cuanto antes                         |
| 12. de buena (mala) gana                    | 59. cuanto mas . . . tanto mas           |
| 13. de cuando en cuando                     | 60. cumplir con su deber (palabra)       |
| 14. de vez en cuando                        | 61. dar a                                |
| 15. de esta manera                          | 62. despedirse de                        |
| 16. dejar de + inf.                         | 63. de hoy en ocho (quince) días         |
| 17. de noche (día)                          | 64. divertirse ( Que se divierta mucho!) |
| 18. de pronto                               | 65. echar de menos a                     |
| 19. de repente                              | 66. echarse a + inf.                     |
| 20. De veras?                               | 67. echar una carta al correo            |
| 21. en casa de                              | 68. en cuanto a                          |
| 22. en lugar de                             | 69. frente a                             |
| 23. en vez de                               | 70. gozar de                             |
| 24. en voz alta (baja)                      | 71. hacerle falta a alguien              |
| 25. es decir                                | 72. hacerse entender                     |
| 26. estar de vuelta                         | 73. Hacia un mes que estaba aquí         |
| 27. faltarle algo a alguien                 | 74. ir a pie                             |
| 28. guardar cama                            | 75. la mayor parte de                    |
| 29. hacer poco                              | 76. llegar a ser                         |
| 30. hacer compras                           | 77. llevar a cabo                        |
| 31. hacer el baul                           | 78. oír decir que                        |
| 32. hacer un viaje                          | 79. pedirle algo a alguien               |
| 33. hacer una pregunta                      | 80. pensar + inf.                        |
| 34. hacer una visita                        | 81. pensar en (de)                       |
| 35. hay lodo (luna, neblina, polvo, sol)    | 82. ponerse + adj.                       |
| 36. ir de compras                           | 83. ponerse a + inf.                     |
| 37. jugar a                                 | 84. por lo menos                         |
| 38. los (las) dos                           | 85. por supuesto                         |
| 39. mañana por la mañana; etc.              | 86. Que lo pase bien!                    |
| 40. no vale la pena de + inf.               | 87. Que le vaya bien!                    |
| 41. por fin                                 | 88. ser aficionado a                     |
| 42. Que hay de nuevo?                       | 89. sin embargo                          |
| 43. Que pasa?                               | 90. tal vez                              |
| 44. se hace tarde                           | 91. tardar en + inf.                     |
| 45. tener éxito                             | 92. tener cuidado                        |
| 46. tener las manos frías (los ojos verdes) | 93. tener que ver con                    |
| 47. tener prisa                             | 94. tener razón                          |
|   | 95. tenga Vd. la bondad de + inf.        |
|   | 96. unos cuantos                         |
|   | 97. Vamos!                               |
|   | 98. vamos a + inf. (command)             |
|   | 99. venir 'a + inf.                      |
|   | 100. volver a + inf.                     |

SUPPLEMENT TO IDIOMATIC EXPRESSIONS

Level III

1. acabar por
2. a causa de
3. acercarse a
4. aficionarse a
5. a fines de
6. a fondo
7. a fuerza de
8. al amanecer (anochecer)
9. al contado
10. al fiado
11. al fin y al cabo
12. algo de nuevo
13. alguna vez
14. a lo lejos
15. al menos (a lo menos)
16. a los pocos días  
(meses, años)
17. a mediados de
18. ante todo
19. a plazos
20. a poco
21. apresurarse a
22. a principios de
23. a propósito de
24. aprovecharse de
25. aquí tiene Vd.
26. así como
27. a solas
28. a su vez
29. a mi no me importa, etc.
30. a un tiempo
31. a ver
32. cada vez más
33. caer en la cuenta
34. cambiar de
35. conforme a
36. convenir en
37. cosa de
38. cuidado!
39. dar con
40. dar en algo
41. darle ganas de
42. dar miedo a
43. dar por + past part.
44. darse por + past part.
45. dar un paso
46. dar voces (gritos)
47. de aquí (hoy) en adelante
48. de par en par
49. de rodillas
50. desde entonces
51. de todos modos
52. de una vez (de un golpe)
53. Disponerse a
54. dormir la siesta
55. en adelante
56. en aquel entonces
57. encaminarse a
58. en el extranjero
59. en el fondo
60. en ninguna parte
61. es que + clause
62. estar a sus anchas
63. estar a punto de
64. estar conforme
65. estar de acuerdo
66. estar para + inf.
67. estar por + inf.
68. fijarse en
69. guardarse de
70. guardar silencio
71. hacer caso de
72. hacer dano a
73. hacer el papel
74. hacer pedazos
75. hacerse cargo de
76. hacerse + noun
77. hoy mismo
78. lo de siempre
79. lograr + inf.
80. lo más pronto posible
81. llevarse bien (mal) con
82. llevarse un chasco
83. más bien
84. más vale
85. no faltaba más
86. no hay remedio
87. no obstante
88. no poder más
89. no poder menos de + inf.
90. no solo...sino también...
91. oír hablar de
92. para con
93. parecerse a

94. pasar por + adj. or noun
95. perder cuidado
96. perder de vista
97. ponerse de acuerdo
98. ponerse en camino
99. por ahí (allí, aquí)
100. por completo
101. por consiguiente
102. por desgracia
103. por donde
104. por lo general
105. por lo tanto
106. por medio de
107. por otra parte
108. por último
109. pues bien
110. quedarle algo a uno
111. ¿Qué hay?
112. ¿Qué importa?
113. ¿Qué le pasa?
114. raras veces
115. sano y salvo
116. servir de
117. servir para
118. Si no sabe nada!
119. Si que lo hará!
120. El no hablo, pero yo sí
121. Sirvase Vd. + inf.
122. sobrarle algo a uno
123. sonar con
124. tener afición a
125. tener celos de
126. tener derecho a
127. tener deseos de
128. tener en cuenta
129. tener fama de
130. tener lugar
131. tener mucho que + inf.
132. tocarle a uno
133. tratarse de
134. tropezar don
135. Vaya un chico!
136. volver en sí
137. Ya se acaba.

TOPICAL VOCABULARY LIST, GENERAL

The Language Laboratory

el alto parlante - loud speaker

los auriculares or audifonos - ear or head phones

la cabina - booth

la cinta (magnetofonica) - (magnetic) tape

el disco (magnetofonico) - (magnetic) disc, record

la grabadora (de cinta) - (tape) recorder

grabar - to record

el microfono - microphone

el enchufe - plug

la entrada - input

external - external

la perilla - knob

la salida - output

el sonido - sound

el volumen - volume

Acerquese mas al microfono. - Get closer to the mike.

Aleje mas el microfono. - Move the mike away from you.

Aumentalo. - Turn it louder.

Escuche la grabacion. - Listen to the recording.

Hable en vos mas alta (mas baja, natural). - Speak in a louder (lower, natural) voice.

Hable mas rapido. (despacio). - Speak faster. (slower)

Imite lo que oiga. - Imitate what you hear.

Pare (Apague su maquina. - Stop (turn off) your machine.

Ponga en marcha. - Start, turn on.

Pongase (Quitese) los audifonos. - Put on (take off) your headphones.

Repita la respuesta. - Repeat the answer.

## TOPICAL VOCABULARY LISTS

### Level I

These topical vocabulary lists represent additional vocabulary that may be learned in Spanish Level I. They are grouped around specific topics to facilitate conversation and composition. There will be some duplication with the basic required vocabulary.

Idiomatic expressions appear in separate lists in this curriculum bulletin.

Infinitives appearing in the vocabulary lists are to be learned for their meaning.

For nouns such as alumno, maestro, etc., the feminine and plural forms are not listed separately if they offer no lexical difficulty.

#### 1. AMUSEMENTS

la cancion	el paseo	el teatro
el cine	la pelicula	la television
el concierto	el periodico	el tocadiscos
el cuento	el programa	bailar
el disco	la radio	cantar
la musica	la revista	mirar

#### 2. ANIMALS

el animal	el gallo	el puerco
el burro	el gato	la serpiente
el caballo	el leon	el tigre
el elefante	el pajaro	el toro
la gallina	el perro	la vaca

#### 3. ARITHMETIC

el cuarto	menos	por
entre	la mitad	son
medio	el numero	y

#### 4. BODY

la boca	el diente	el ojo
el brazo	el estomago	la oreja
la cabeza	izquierdo	el pelo
la cara	los labios	el pie
el cuerpo	la lengua	la pierna
el dedo	la mano	
derecho	la nariz	

5. BUILDINGS

la casa  
el edificio  
la estacion  
el hospital

el hotel  
la iglesia  
el museo  
el palacio

el puente  
el templo

6. CITY

la avenida  
la calle  
la ciudad

la gente  
el parque  
la plaza

el pueblo  
el ruido  
el subteraneo

7. CLASSROOM

el asiento  
el borrador  
el cuadro  
el mapa  
la mesa  
la pared

la pizarra  
la puerta  
el pupitre  
la regla  
el reloj  
la silla

la tinta  
la tiza  
la ventana  
abrir  
aprender  
estudiar

8. CLOTHING

el abrigo  
la blusa  
el bolsillo  
los calcetines  
la camisa  
la cartera  
la corbata

la chaqueta  
la falda  
la gorra  
los guantes  
las medias  
los pantalones  
el panuelo

la ropa  
la ropa interior  
el sombrero  
el traje  
el vestido  
los zapatos  
llever

9. COLORS

amarillo  
azul  
blanco

el color  
gris  
negro

pardo  
rojo  
verde

10. DAYS OF THE WEEK

domingo  
jueves  
lunes

martes  
miercoles  
sabado

viernes

11. DIMENSIONS

alto  
ancho  
bajo

corto  
estrecho  
grande

largo  
pequeno

## 12. DISHES AND TABLE SETTINGS

la copa	el mantel	la taza
la cuchara	el platillo	el tenedor
la cucharita	el plato	el vaso
el cuchillo	la servilleta	

## 13. FAMILY AND FRIENDS

la abuela	el hombre	el primo
el abuelo	la madre	el señor
los abuelos	la muchacha	la senora
el amigo	el muchacho	la senorita
la esposa	la mujer	la sobrina
el esposo	la nieta	el sobrino
la familia	el nieto	los sobrinos
la hermana	los nietos	la tia
el hermano	el padre	el tío
los hermanos	los padres	los tíos
la hija	la parienta	el vecino
el hijo	el pariente	ayudar
los hijos	los parientes	visitar

## 14. FOODS

el agua	la leche	el queso
el azúcar	las legumbres	la sal
el café	la mantequilla	el té
la carne	el pan	el vino
el chocolate	las patatas	beber
la ensalada	el pescado	cortar
la gaseosa	la pimienta	desear
el huevo	el postre	tomar

## 15. FRUITS AND FLOWERS

la cerza	el jardín	la pera
el clavel	el limón	la rosa
la flor	la manzana	el tulipán
la fruta	la naranja	la violeta

## 16. FURNITURE

la alfombra	la cortina	el sillón
el armario	el escritorio	el sofá
la cama	la lámpara	el teléfono
la cómoda	los muebles	

17. HEALTH

bien	la enfermedad	la salud
el dolor	enfermo	
el dolor de cabeza	el resfriado	

18. HOUSE

el apartamento	el cuarto de baño	la sala
el ascensor	el dormitorio	el sótano
la casa particular	la habitación	el suelo
la cocina	la llave	el techo
el comedor	el patio	vivir
el cuarto	el piso	

19. LANGUAGE

el alemán	el hebreo	el portugués
el castellano	el inglés	el ruso
el chino	el italiano	comprender
el español	el latín	decir
el francés	la lengua	hablar

20. LESSON

el cuaderno	el lápiz	la respuesta
el dictado	la lección	la tarea
difícil	el libro	el trabajo
el ejercicio	la página	contestar
el examen	la palabra	escribir
facil	el papel	explicar
la falta	el párrafo	preguntar
la frase	la pluma	responder
el grabado	la pregunta	

21. MATERIALS

el algodón	la madera	la plata
el hierro	el nilón	la seda
la lana	el oro	

22. MEALS

el almuerzo	la comida	el restaurante
el camarero	el desayuno	comer
la cena	el mozo	preparar

23. MONTHS OF THE YEAR

abril	febrero	mayo
agosto	julio	noviembre
diciembre	junio	octubre
enero	marzo	septiembre

24. NATIONS

Alemania	Francia	la Organizacion de
la bandera	Inglaterra	Estados Americanos
el Canada	Italia	(OEA)
la democracia	Mexico	el pais
la dictadura	las Naciones	la patria
Espana	Unidas (ONU)	la republica
los Estados Unidos		la Union Sovietica

25. NATURE

el aire	la luna	la playa
el arbol	el mar	el rio
el campo	la montana	el sol
el cielo	el monte	la tierra
la estrella	el mundo	
la hierba	la nube	

26. PROFESSIONS AND OCCUPATIONS

el abogado	el doctor	el profesor
el campesino	la enfermera	la profesora
el carnicero	el medico	el sastre
el cientifico	el panadero	el soldado
el comerciante	el piloto	trabajar
el chofer	el presidente	

27. QUALITIES

alegre	hermoso	nuevo
bonito	importante	perezoso
bueno	inteligente	pobre
cansado	joven	rico
debil	malo	rubio
feliz	mayor	simpatico
feo	menor	triste
fuerte	moreno	viejo

28. QUANTITY

bastante	menos	poco
cuanto	mucho	solamente
demasiado	muy	varios
mas		

29. SCHOOL

el alumno	la sala de clase	entrar (en)
ausente	presente	escuchar
la clase	abrir	estudiar
el director	aprender	leer
la directora	asistir (a)	llegar
la escuela	empieza	salir (de)
el maestro	enseñar	terminar

30. SEASONS OF THE YEAR

El Carnaval	el invierno	la primavera
el cumpleaños	la Navidad	el verano
la estación	el otoño	El Día de la Raza
la fiesta	la Pascua Florida	

31. SHOPS AND STORES

la bodega	la panadería	la zapatería
la carnicería	el precio	comprar
el dinero	el supermercado	valer
la farmacia	la tienda	vender
el mercado	la tienda de ropa	

32. TIME

anoche	hoy	el minuto
el año	manana	la noche
ayer	la mañana	le semana
el día	la medianoche	tarde
la fecha	el mediodía	la tarde
la hora	el mes	temprano

33. TRAVEL

el automóvil	el oeste	bajar
el avión	el omnibus	caminar
la bicicleta	el sur	pasar
el camino	el tren	regresar
el este	las vacaciones	subir
el ferrocarril	el vapor	viajar
el norte	el viaje	

34. WEATHER

el calor	la neblina	el viento
fresco	la nieve	llueve (esta lloviendo)
el frío	el paraguas	nieva (esta nevando)
la lluvia	el tiempo	

35. WHEN?

ahora  
antes (de)  
despues (de)

luego  
nunca  
pronto

siempre  
tarde  
temprano

36. WHERE?

abajo  
alli  
aqui  
arriba  
cerca (de)

debajo (de)  
delante (de)  
detras (de)  
donde  
en

entre  
lejos (de)  
sobre

37. MISCELLANEOUS

o  
porque

que  
sin

tambien

## TOPICAL VOCABULARY LISTS

### Level II

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#### 1. ABSTRACTIONS

la amistad	la costumbre	el interes
el aspecto	la esperanza	la manera
la belleza	el favor	la mentira
el carácter	la fealdad	la suerte
el caso	la forma	el titulo
la confianza	la hermosura	

#### 2. AGE

el anciano	el joven	la ninez
la edad	la juventud	la vejez

#### 3. AMUSEMENTS

el ajedrez	las dames	el picador
el baile	el deporte	la representacion
el balompie	el drama	el tenis
la banderilla	el futbol	el torero
el banderillero	el jai alai	la tragedia
el beisbol	el juego	correr
las cartas	el matador	ganar
la caza	la natacion	jugar
la comedia	la orquesta	nadar
la corrida	el partido	patinar
la cuadrilla	la pesca	

#### 4. ANIMALS

el aguila	la llama	el pavo
la cabra	el nido	la vicuna
el camello	el oso	el zorro
la cola	la oveja	
el lobo	la pata	

5. BODY

la barba  
la ceja  
el codo  
el corazon  
la frente

la garganta  
el huesco  
el musculo  
el parpado  
las pestanas

la piel  
los pulmones  
la rodilla  
la sangre  
la una

6. BUILDINGS

la azotea  
la biblioteca  
la catedral

la clinica  
el convento  
el monasterio

el museo  
la sinagoga  
la universidad

7. CITY

la acera  
el ayuntamiento  
el banco  
el centro  
el centro de recreo  
el correo

la esquina  
la estatua  
el monumento  
la muchedumbre  
el parque de recreo  
el policia

la policia  
el puesto  
el rascacielos  
el tranvia  
la velocidad

8. CLASSROOM AND LESSON

la asignatura  
la atencion  
la correccion  
correcto  
el cuento  
el diccionario  
el ejemplo

el estudiante  
la explicacion  
el horario  
incorrecto  
la lectura  
la nota  
la novela

el repaso  
el resumen  
la reunion  
el silencio  
el timbre  
el vocabulario  
olvidar

9. CLOTHING

la billetera  
el boton  
la cinta  
el cinturon  
el cuello

el chaleco  
el gaban  
el impermeable  
la joya  
la meda

la piel  
el sobretodo  
el sueter  
romper

10. EMOTIONS

la alegria  
el amor  
la colera  
la felicidad  
el humor

el odio  
la pena  
el placer  
el temor  
la tristeza

la verguenza  
esperar  
llorar  
reir

## 11. FAMILY AND FRIENDS

el ama de casa	la mama	la nuera
la boda	el marido	el papa
la cocinera	el matrimonio	el sirviente
el conocido	la nena	la suegra
la criada	el nene	el suegro
el criado	la nina	el yerno
la cunada	el ninito	saludar
el cunado	el nino	

## 12. FOODS

la albondiga	los frijoles	la merienda
el arroz con pollo	frio	el panecillo
el biftec (biste)	el gusto	el pastel
el bizcocho	el helado	el pollo
caliente	el higado	el refresco
la carne	- a la parrilla	el rosbif
- de cerdo	- asado	sabroso
- de cordero	el huevo	la sopa
- de res	- duro	el tocino
- de ternera	- frito	el tomate
el cereal	- pasado por agua	la tortilla
la col	- revuelto	la tostada
el cubierto	el jugo	cocinar
la chuleta	la lechuga	cubrir
dulce	la lista	
el emparedado	el maiz	

## 13. FRUITS AND FLOWERS

la fresa	la margarita	la sandia
el geranio	el melocoton	las uvas
la hoja	la raiz	

## 14. GOVERNMENT

la America Central	el gabinete	la region
la America del Norte	el gobierno	la reina
la America del Sur	la justicia	el representante
el comunismo	la ley	la revolucion
el consejo	la libertad	el rey
la corte	la monarquia	el senador
la costa	la paz	la sociedad
el estado	el publico	

15. HEALTH

el accidente	la indigestión	descansar
los anteojos	los lentes	despertarse
el cuidado	el paciente	morir
el dolor de oído	el sueño	nacer
la fiebre	la tos	
el fuego	acostarse	

16. HOUSE

la alcoba	la escalera	el hogar
el balcón		

17. MATERIALS

el acero	el cuero	el plástico
el aluminio	el hilo	el rayón
el cobre	la piedra	el vidrio

18. MILITARY

la batalla	el fusil	la victoria
el cañón	el general	luchar
el capitán	la guerra	matar
el coronel	el héroe	
el ejército	el revólver	

19. NATURE

el amanecer	la madrugada	la rama
el anochecer	la naturaleza	la roca
el atardecer	el paisaje	la salida del sol
el bosque	la puesta del sol	

20. PROFESSIONS AND OCCUPATIONS

el actor	el escritor	el negocio
el artista	el éxito	la obra
el asunto	la fábrica	la oficina
el bailarín	el fracaso	el oficio
la bailarina	el gerente	el pintor
el carpintero	el jefe	el poeta
la ciencia	el juez	la secretaria
la compañía	la máquina	la taquígrafa
la costurera	la mecanógrafa	el vendedor
el dependiente	la modista	el zapatero

21. QUALITIES

agradable	gordo	muerto
amable	guapo	palido
antiguo	habil	peligroso
bello	honrado	pesado
celebre	libre	satisfecho
cortes	ligero	seguro
delgado	limpio	sencillo
descortes	lindo	solo
encantador	listo	sucio
enorme	loco	util
famoso	magnifico	vivo

22. QUANTITY

la cantidad	el kilo	el millar
el centenar	la libra	el peso
la docena	el metro	la suma

23. RELIGION

el culto	la misa	el rabino
el cura	la monja	la religion
el diablo	el monje	el santo
Dios	el obispo	
el ministro	el Papa	

24. SCHOOL

la cafeteria	el laboratorio	la salida
el cambio de clases	la llegada	
la entrada	el pasillo	

25. SHOPS AND STORES

barato	la lavanderia	gastar
la barberia	el paquete	mostrar
caro	el salon de belleza	
la dulceria	la tintoreria	

26. TIME

el fin	pasado	proximo
el futuro	el presente	
el pasado	el principio	

27. TRAVEL AND MONEY

la aduana	el extranjero	el peso
el aduanero	la fotografia	la propina
el aeropuerto	el impuesto	el sello
el baul	el kilometro	el servicio
el billete	la maleta	el viajero
la carta	la moneda	contar
la cuenta	la multa	encontrar
la direccion	el pasajero	hallar
la distancia	el pasaporte	mandar
el dolar	la peseta	

28. WEATHER

el hielo	el relampago	la tormenta
el huracan	el terremoto	el trueno
la inundacion		

29. MISCELLANEOUS

ademas (de)	casi	rapidamente
algo	entonces	sin
alguien	lentamente	solo
cada	pues	tal

BOY'S NAMES AND EQUIVALENTS

<u>Spanish</u>	<u>English</u>	<u>Spanish</u>	<u>English</u>
Adan	Adam	Conrado	Conrad
Adolfo	Adolph	Cristobal	Christopher
Agustin	Agustus	David	David
Alano	Alan, Allen	Diego	James
Alberto	Albert	Domingo	Dominic
Alejandro	Alexander	Donato	Donald
Alfonso	Alphonse	Dino	Dean
Alfredo	Alfred	Daniel	Daniel
Alonso	Alonzo	Edumundo	Edmund
Andres	Andres, Andre	Eduardo	Edward
Angel	Angelo	Emilio	Emil
Antonio	Anthony	Enrique	Henry
Arminio	Herman	Ernesto	Ernest
Arnaldo	Arnold	Estanislao	Stanley
Arturo	Arthur	Esteban	Steven
Benito	Benedict	Eugenio	Eugene
Benjamin	Benjamin	Evaristo	Everett
Bernardo	Bernard	Ferericio	Frederick
Berto	Robert	Felipe	Philip
Beito	Bob	Fernando	Ferdinand
Betito	Bobby	Francisco	Frank
Carlos	Charles, Carl	Gavriel	Gabriel
Carlito	Chuck, Charlie	Garcia	-----
Cisco	Frankie	Geofredo	Geoffrey
Claudio	Claude	Gerardo	Gerard

<u>Spanish</u>	<u>English</u>	<u>Spanish</u>	<u>English</u>
Gilberto	Gilbert	Jeronimo	Jerome
Gregorio	Gregory	Leon	Leo, Lee, Leon
Gualterio	Walter	Leonardo	Leonard
Guillermo	William	Leopaldo	Leopld
Guido	Guy	Lorenzo	Lawrence
Gustavo	Gustave, Gus Gustuf	Lucas	Luke
Harolodo	Harold	Lucio	Lucius
Horacio	Horace	Luis	Loais, Lewis
Herberto	Herbert	Lutero	Luther
Heriberto	Herbert	Manuel	Emmanuel
Homero	Homer	Marcelo	Marcel
Huberto, Humberto	Hubert	Marcos	Mark
Hugo	Hugh, Hugo	Mario	Mario
Hunfrédo	Humphrey	Martin	Martin
Iman	-----	Mateo	Matthew
Jacobo	Jacob, Jake	Miguel	Michael
Jaime	James, Jimmy	Manolo	-----
Joaquin	-----	Manolito	-----
Jorge	George	Manolete	-----
Jose	Joe, Joseph	Mauricio	Maurice
Juan	John	Natan, Nataniel	Nathan
Juanito	Johnny	Nacho	Nick
Julian	Julian	Nicolas	Nicholas
Julio	Julius	Nimo	(Diminitive of Jeronimo)
		Nardo	(Diminitive of Bernardo)

<u>Spanish</u>	<u>English</u>	<u>Spanish</u>	<u>English</u>
Oliverio	Oliver	Rodolfo	Rudolph
Orlando	Roland	Rodrigo	Roderick
Paulo	Paul	Rogelio	Roger
Pablo	Paul	Rolando	Roland
Paco	-----	Ruben	Reuben
Pancho	-----	Ruperto	Rupert
Paquito	-----	Silvestre	Silvester
Patricio	Patrick	Sancho	-----
Pedro	Peter	Teodoro	Theodore
Pepe	-----	Terencio	Terence, Terry
Perico	(diminutive of Pedro)	Timoteo	Timothy, Tim, Timmy
Pepito	-----	Tomas	Thomas
Rafael	Raphael	Vincente	Vincent
Ramon	Raymond	Virgilio	Virgil
Randolfo	Randolph, Randy	Valention	Valentine
Ricardo	Richard		
Renaldo	Ronald		
Roberto	Robert		
Raul	-----		

GIRL'S NAMES

<u>Spanish</u>	<u>English</u>	<u>Spanish</u>	<u>English</u>
Adela	Adele	Carmela	Carmel
Alicia	Alice	Carmen	Carmen
Amalia	Amelia	Chavela	-----
Amata	Amy	Clara	Clara
Ana	Ann, Nancy	Cristina	Christine
Andrea	Andrea	Dorotea	Dorothy
Anita	Anita, Nancy	Diana	Diane
Antonia	Tony, Antonia	Debora	Deborah
Aurelia	Dawn	Dolores	Dolores
Beatriz	Beatrice	Edita	Edith, Ada
Brigida	Bridget	Elena	Helen, Ilene, Ella Ellen, Elaine
Belita	Beverly	Elisa	Lisa, Elsie
Barbara	Barbara	Elisabeth	Elizabeth
Berta	Bobbie, Bertha	Ema	Emma
Camila	Camile	Emilia	Emily
Carlota	Charlotte	Engracia	Grace
Carolina	Caroline	Enriqueta	Henrietta
Catalina	(C) Katherine	Estela	Estelle
Cecilia	Cecile	Ester	Hester, Esther
Celia	Cecilia	Eva	Eva, Eve
Conchita	-----	Felipa	Philippa
Constancia (Za)	Constance	Felisa	Joy
Consuela	-----	Florencia	Florence

<u>Spanish</u>	<u>English</u>	<u>Spanish</u>	<u>English</u>
Francisca	Frances	Luisa	Louise
Gabriela	Gabrielle	Lupe	-----
Genoveva	Genevieve, Gwendolyn	Linda	Linda
Gerarda	Geraldine	Lorena	Lorraine
Gertrudis	Gertrude	Manuela	Emma
Gloria	Gloria	Margarita	Margaret, Daisy
Guillermina	Whilhlmina	Maria	Mary, Marie, Mariam
Graciela	Grace	Mariana	Marian, Marion
Hortensia	Hortense	Marianela	Marianne
Ines	Agnes, Inez	Marta	Martha
Irene	Irene	Miguelita	Michelle
Isabel	Isabelle, Elizabeth Betty	Mercedes	Mercedes
Josefina	Josephine	Nela	(Diminitive of Marianela)
Josefa	Josephine	Patricia	Patricia
Juana	Jane, Jean, Joan	Paula, Paulina	Paula, Pauline
Juanita	Janet, Jeanette, Joann	Pepita	-----
Judit	Judith, Judy	Peria	Pearl
Jimenia	-----	Pilar	-----
Julie	Julie, Julia	Roberta	Roberta
Laura	Laura	Ramona	Ramona
Leonor	Eleanor	Raquel	Rachel
Lola	Dolores	Rebeca	Rebecca, Becky
Lucia	Lucy, Lucia	Rita	Rita
		Rosa	Rose

<u>Spanish</u>	<u>English</u>
Rosita	Rosie
Rosalia	Rosalie
Sara	Sarah
Sofia	Sophie
Silvia	Sylvia
Susana	Susan
Susita	Susie
Teodora	Theodora
Teresa	Theresa
Victoria	Victoria, Vickey
Virginia	Virginia, Ginny

## HOLIDAYS IN SPANISH SPEAKING COUNTRIES

- Christmas: Nochebuena, December 24  
Dia de Navidad, December 25  
Posada (mexico), the nine days before Christmas. Pinata, one broken each of the 9 days.
- New Years: Ano Nuevo, January 1  
Parties, dinners  
Spain: bonfires in mountains from ancient custom of giving "strength" to the sun.  
Custom of eating 12 grapes, one at each stroke of midnight.  
Each grape represents prosperity during the twelve months.
- El dia del los Reyes Magos: (Epiphany) January 6, day when children receive gifts from the 3 kings, including lumps of coal for bad children.
- Carnaval - Spanish Mardi Gras, dances, parties, parades. The day before lent.
- Semana Santa - Holy week before Easter.
- Pascuas or Pascua Florida - Easter
- Dia de los Difuntos - All Souls' Day, Spanish Memorial Day - November 2
- Dos de Mayo - Resistance of Spanish to Napoleonic rule (1808)
- Dia de la Raza - Columbus Day, October 12
- Diez y Seis de Septiembre - Mexican Independence from Spain
- Verbena - name of the celebration in honor of a patron saint.
- Romeria - a pilgrimage to the shrine of a patron saint. Usually accompanied with a picnic.
- Cinco de Mayo - Mexican Independence from France.
- Pan American Day - April 14.

## READERS

La Gitanilla de Miguel de Cervantes Saavedra - edited by Lucy N. LaPorta, McGraw-Hill Inc., 1966. Recommended for Spanish Level I.  
A simplified version of the novela about a young gypsy girl.

El Zarco de Ignacio Manuel Altamirano - edited by Lucy N. LaPorta, McGraw-Hill Inc., 1967. Recommended for Spanish Level II.  
About the Mexican Civil War.

Espana pro Dentro by Fernando Poyatos, McGraw-Hill Inc., 1969.  
Recommended for Spanish Level III or for the point at which reading becomes the primary activity.

Two American students travel through Spain for a year. Touches all aspects of culture of Spain.

Paginas de un diario by Cid-Perez, McKenney and Marti de Cid, McGraw-Hill Inc., 1966. Recommended for Spanish Level III or for the point at which reading becomes the primary activity.

Touches on many aspects of Hispanic culture. Written by natives.

Mr. Clark no toma Poca-Cola by Marcelino C. Penuelas - edited by John M. Sharp, McGraw-Hill Inc., 1969 (paperback). Recommended for the intermediate level, especially as a bridge to literary study.  
It is a study of Hispanic customs, culture and thinking.

## NEWSPAPERS AND MAGAZINES

Que tal? Scholastic magazine for beginners. Excellent for supplementary vocabulary.

El Sol Scholastic magazine for intermediate levels

La Luz Scholastic magazine for advanced

Lazrillo Magazine by McGraw-Hill and Hachette-Larousse

Life en espanol Spanish edition of Life Magazine

La Juventud (Spanish edition of La Jeunesse) 206 Market St., Newark, N.J. 07102 Intermediate levels. Articles of current student interest, popular songs translated, etc.

SUPPLEMENTARY READING MATERIAL

Amalia by Jose Marmol

Anthologia de la Poesia Infantil by B. De la Vega

El Auto Pequeno by Lois Lenski

Buenos Dias, Carmelita revised edition by Carlos Castillo

El Campo y el libro de los animales by M.A.J.

Cantos y Rondas Infantiles by Juan B. Grosso

Cinco Comedias - paperback, playlets by Corrie Thompson, National Textbook Corp., 1965

La Ciudad by M.S.J.

The Civil War in Spain by R. Goldston, 1966

Cordoba nuestra by D. Bustos

La Coronacion de Bobar by Jean de Brunhoff

El Cuento de Ferdinando by Munro Leaf

Cuentos Alegres by Marie Rodriguez

Cuentos de Grimm

Diccionario del Idioma espanol by Edwin B. Williams (paperback) Pocket Books, Simon & Schuster, 1966

Doce Canciones Populares Espanolas by E. Toldra

Don Quixote de la Mancha by S. Cervantes

Escuchar y Cantar by R. Jacovetti, book of songs, Holt, Rhinehart & Winston

Escuche y Acierte! by Ricardo Florit (series of three paperback books) McGraw-Hill Book Company, 1965.

Espana a Vista de Pajaro by Concha Breton

Escampas de Historia Sagrada by Persham

Fabulario by G. Berdialis

Flor de Leyendas by A. Casona

Graded Spanish Readers by Castillo, et al

Land and People of Spain by D. Loder, 1955

Leyendas de Espana by Landi Jimenez  
Leyendas de Estados Unidos y Canada by Morales  
El libro de hadas de Arthur Rackham  
Manana de Sol by B. De Ronco  
Martin Fierro by Hernandez  
Martin y Diana en el basque by L. Anglada  
Mi Diccionario Ilustrado by Zenrera  
Mi Primer Diccionario by J. Daroqui  
My Village in Spain, 1962 by S. Gidal  
Pais de Silvia: Poesias Infantiles by Lacau  
El Pajaro Pito y Otras Cosas by Soler  
Pedrin, el conejo traviesco by Porter  
Primeras Aventuras de Don Quijote de la Mancha  
Que Se Dice, Mino? by Sesyle Joslin  
The Red Towers of Granada by G. Trease  
Rocio by J. Crespo  
Shadow of a Bull by M. Wojciechowska  
Spain, 1967 by R. Golston  
Spain: Wonderland of Contrasts 1965 by M. Daly  
Spanish Conquerors, 1919 by J. Richamond  
Spanish Plateau by P. Buckley  
Spanish Round about 1960 by M. Daly  
Story of Ferdinand by M. Leaf  
There is a Bull on my Balcony by S. Joslin  
Las Torres de Nuremberg by Jose S. Tallon  
El Zurrón Maravilloso by S. Pedret

GAMES - SOURCE LIST

1. Minnesota Mining and Manufacturing
2. Ginn and company
3. National Textbook Corporation
4. Spanish in the Elementary Schools Curriculum bulletin. Board of Education City of New York, 1961. pp. 27, 30, 37, 48, 55, 61, 72, 82, 94.
5. Mastering Spanish by Willis Knapp Jones, J. Weston Walch, 1966, pp 220-230.

FOR WRITING LETTERS

6. El Espanol al Dia Book 2, 3rd edition, Turk and Allen, D.C. Heath and Co., Boston, 1968. pp 246-253.
7. ibid. Book 1, pp 504-507

## LIST OF FILMS

Caperucita Roja, 14 minutes, level 1 - color (IMC)  
Los Maniferos Vivientes, level II, III - color  
La Argentina, Level II-III - color McGraw-Hill  
La Fiesta de San Fermin, Level III-IV - color IFB  
Danzas Regionales Espanoles, Level III-IV - color - EB  
El Pequeno Hiawatha - Level I, II, III, IV ( can be adapted) - color,  
Walt Disney  
Why Study a Foreign Language? - b&w, Level I, U of M  
La Familie Sanchez, IMC  
Los Pastores, IMC  
Pablo, Un Nino de Mexico, IMC  
Fray Felipe, IMC, 15 minutes, Level I - color

For additional films consult the University of Minnesota Film rental  
Catalog.

## TEACHER REFERENCE MATERIALS

Dialogos en Castellano by Willis Knapp Jones, dialogs, J. Weston Walch, 1964.

A Handbook on Latin America for Teachers. Office of the Superintendent of Public Instruction, State of Illinois, Ray Page, Superintendent. Edited by H. Ned Seelye, 1968.

IMC Guide - for tapes, films, filmstrips, records, slides, etc.

La Juventud - (Spanish edition of La Jeunesse). 206 Market St., Newark, New Jersey, 07102. Magazine good for popular songs and material of current interest.

Review Text on Spanish, First Year, Two Years, by Robert J. Nassi, Amsco School Publications, Inc., Box 315 Canal Street Station, New York, 10013. Indispensable for word groupings, vocabulary review, grammar review. Also provides exercises and cultural notes.

For additional bibliography in all categories from realia and games to methodology, consult the curriculum guides for the State of Indiana (Spanish for Secondary Schools) and the city of New York (Foreign Language Program for Secondary Schools: Spanish levels 1-5).

## SOCIOSEMANTIC ASPECTS OF VOCABULARY BUILDING

Word borrowing as an index of the degree to which a foreign culture has been assimilated into our own, and of the nature of the influence that it has exercised, directly or indirectly, upon our own national and community life, is illustrated in the following unit for the first week of beginning Spanish or general language. The frame of reference is "What we owe to the Spanish-speaking peoples as revealed in the words which we have borrowed from them." Although the exercise serves a linguistic function, the vocabulary is not an end in itself. The unit is designed to help students gain insight into the LIFE MEANING BEHIND THE WORD. As such, it is an elementary exercise in interpretation. The noun PATIO, for example, does not represent just a word borrowed from the Spanish, but a significant contribution to our Spanish-colonial architecture which came to us from Rome by way of Spain and her colonies. The concrete ways in which Spanish colonial culture has influenced the architecture of many of our homes in the Southwest is revealed in such specific terms as AZOTEA, PATIO, ADOBE, and MONTERREY, which are commonly used in English. Other insights of a similar nature are developed inductively in the several parts of the unit.

### FOOTPRINTS OF SPAIN AND SPANISH AMERICA IN THE UNITED STATES-LANGUAGE

#### Foreword

In this unit are grouped words that have come into our language from the Spanish, either directly from Spain, or by way of her former colonies in the New World. Many of the words are, of course, used only in those parts of the United States which were colonized by the Spaniards--chiefly, California, Texas, Colorado, New Mexico, and Arizona. In these words is revealed the nature of the influence that Spain and Spanish America have had upon life in our Southwest. While examining the nine groups of words, try to decide what contributions they reveal in the way of customs, institutions, or traditions. Then turn to the exercises in Parts II and III.

#### PART I

1. adobe: an oblong brick usually about 18 by 6 by 10 inches, made from clay that adheres compactly when mixed with water.
2. azotea: the flat platformlike roof of a house built in the Spanish style. The azotea is used as an open-air retreat at various times, particularly for coolness in the evenings.
3. casa grande: literally, a "large house," but often means the house of the owner of an hacienda or ranch.
4. hacienda: a large ranch or landed estate.
5. patio: a courtyard usually an open garden surrounded by walls.
6. rancho: a stock-raising establishment for cattle, sheep, or horses; also a farm or an orchard.
7. corral: an enclosure, pen, or yard for the larger domestic animals.

8. hammock: from the Spanish word hamaca, borrowed from the Indian. It means a swinging couch or bed.
9. missions: in the sense of mission churches (California and Texas), this word comes from the Spanish word misiones.

B

1. avocado: alligator pear; of Mexican-Indian origin. The Mexican word is aguacate.
2. banana: a tropical fruit.
3. barbecue: from the Spanish word barbacoa, borrowed from the Indians of Mexico and Central America. Barbecued meat is usually cooked over an outdoor gridiron.
4. cafeteria: a self-service eating establishment in the United States; a retail coffeehouse in Cuba.
5. chile or chili: Mexican peppers.
6. chile con carne: chile with meat.
7. chocolate: a preparation made with cacao, cocoa, and other ingredients; a beverage made by cooking this preparation with water or milk. This word was borrowed from the Nahuatl (Indian language of Mexico).
8. frijoles: beans, usually referring to the Mexican pink beans.
9. garbanzos: chick-peas; beans.
10. potato: from the Spanish word patata taken from the South American Indians.
11. tapioca: a word borrowed from the Indians of South America a kind of starch used in puddings and in thickening soups.
12. tortilla: a flat, round, very thin, unleavened griddlecake.
13. alfalfa: a species of forage plant.
14. tamales: a dish made of cornmeal and meat, probably of Indian origin.
15. enchilladas: a Mexican dish made by wrapping meat or other fillings in a tortilla; probably of Indian origin.

C

1. alligator: an American crocodile.
2. armadillo: from the Spanish word armado (armed); a small mammal with a bony shell, found in South America.
3. barracuda: a large fish found in the vicinity of Florida and along the Pacific coast of the United States.
4. bronco: an unbroken or untamed horse.
5. burro: a donkey.
6. chinchilla: a small rodent, the size of a large squirrel, with very soft fur of pearly-gray color. It is a native of the mountains of Peru and Chile.
7. cockroach: from the Spanish word cucaracha; a species of black beetle.
8. dogie: a "scrubby" or anemic calf or other animal. The cowboys' "dogies" is probably an adaptation of "dobies," being a nickname for a thing of inferior quality.

9. mosquito: from the Spanish word mosca, meaning a little fly.
10. mustang: a horse, bronco, or steed; often refers to the native wild pony of the West; from the Spanish word mesteno.

D

1. charro: a horseman, or one skilled in horsemanship. The term charro is also applied to the national male costume of Mexico.
2. creole: a person of European descent but born and bred in the colony; used in Spanish America and the Southern French colonies.
3. gringo: an American; a "uankee."
4. padre: a priest.
5. peón: a servant; a peasant; a day laborer.
6. pickaninny: from the Spanish words pequeño niño; generally applied to a negro or mulatto infant in the Southern states.
7. vaquero: a cowboy; from the Spanish word vaca meaning cow.
8. vigilante: a member of a volunteer committee of citizens for the oversight and protection of the community.
9. conquistador: a leader in the Spanish conquest of the New World.

E

1. arroyo: a gorge or ravine cut by water running in the lower parts of a particular region; a canyon. In Spanish the word arroyo is usually applied to a stream.
2. bajada: from the Spanish word bajar meaning "to do down"; a downgrade in the hill or trail; a sharp descent.
3. barranca: a rugged fissure cut in a landscape by the action of running water; a steep and irregular incline or side of a mountain.
4. cordillera: a range or chain of mountains.
5. laguna: the English modification of this word is "lagoon" a lake or pond; an area of brackish water, especially one near the sea.
6. mesa: tableland.
7. tulares: a region covered with tules (bulrushes). This word is probably of Mexican origin.

F

1. alameda: a street, walk, or drive lined by álamos or poplar trees.
2. EL CAMINO REAL: the main highway, built by the state or the king. Literally, "the royal road."
3. plaza: a public square or park.

## G

1. alpaca: a thin kind of cloth made from the woolly hair of the alpaca, a kind of llama found in Peru.
2. sombrero: a large hat with broad brim and high, peaked crown.
3. sarape: a blanketlike wrap used by men to throw about the shoulders and body; commonly worn in Mexico by the charros and Indians; also spelled serape and zarape.
4. mantilla: a lace shawl worn by the Spanish ladies for festive occasions. It is worn over a high comb or sometimes just over the head. Originally the mantilla was an importation from the Orient.
5. poncho: a sarape worn by the peons of Mexico to protect them from the cold and rain.
6. huarache: a Mexican sandal.
7. bolero: a short jacket. This type is found in the Spanish bull fighter's costume.

## H

1. adiós: "good-by," "so long," "I'll see you later," or simply "hello" in passing people.
2. bonanza: in Spanish this word originally meant good weather on the ocean. It is now used in connection with a vein or rich ore in a mine. By extension, bonanza is applied to an unusually promising enterprise of any kind.
3. bravado: boastful behavior; affectation of courage.
4. bravo: an exclamation of approval or encouragement.
5. canoe: a light boat used by primitive people; from the word canoa which the Spaniards borrowed from the South American Indians.
6. chico: small or small one; frequently used as a nickname or pet name.
7. concha: Spanish for "shell"; used by the vaqueros to mean small flat metal plates, shaped in the form of a shell, made of silver or brass and worn on the chaps or belt of the vaquero.
8. filibuster: from the name of certain pirates who infested the seas of the Antilles during the seventeenth century. The word later became closely associated with the Congress of the United States, and is most commonly used at present to mean an attempt to obstruct or delay legislative action by means of extended talking about some phase of the subject at hand.
9. hoosegow: from juzgado (judged or sentenced); a court of justice; a jail.
10. lasso: a rope used for noosing purposes; from the Spanish word lazo.
11. loco: crazy; stupid. It was originally applied to cattle.
12. mañana: tomorrow, or morning.
13. presidio: a military stronghold; a fort; a prison.
14. pronto: quickly; suddenly; hurry!
15. siesta: rest or nap during the hottest hours of the day, usually after lunch.

## I

1. fandango: a name brought, together with the dance, from the West Indies to Spain. A lively dance in three-eight or six-eight time, much practiced in Spain and Spanish America.
2. fiesta: a holiday or festivity.
3. rodeo: a roundup; a show of cowboy stunts involving bronco riding, steer riding, calf roping, etc.
4. tango: a Spanish American dance, common especially in Mexico and the Argentine.

## PART II. OBSERVATION QUESTIONS

1. From what foreign language have we borrowed the words given in Part I? Write a short simple heading for each group of words- a sort of title to show what kinds of words they are according to their meaning. Unless you can think of better headings of your own, choose from the following and tell which group of words they fit best.

- a. Names of types of people.
- b. Words for articles of clothing or wearing apparel.
- c. Topographical (or geographical) terms.
- d. Words for fish, rodents, or other animals.
- e. Words for foods and drinks.
- f. Words for building, building materials, etc.
- g. Words for sports, recreations, or amusements.
- h. Words for public squares or public thoroughfares.
- i. Miscellaneous terms.

2. Why do you think we borrowed these expressions and words? Why did we choose them from Spanish and not from some other foreign language?

3. Judging from these groups of words, what would you say about the kinds of influence Spain and Spanish America have had upon life in America? Do you think we will continue to adopt words from the Spanish language? Why?

4. Can you think of any other Spanish or Spanish American words not found in the groups in Part I?

5. Which of the words in the foregoing groups were originally of Indian Origin? Judging from these words, what contributions would you say that the Indians of Mexico and of Central and South America made to life in the United States?

6. Which of the words in the foregoing groups have you actually heard used in your community or vicinity? From your knowledge of history can you tell whether or not these words were ever in common use in your state? Is the Spanish-colonial tradition dying out in our Southwest? How could one find out?

7. Mention any communities that have tried to keep the Spanish-colonial tradition alive. How well have they succeeded? What effect have their efforts had upon community life?

PART III

Number a separate sheet of paper, and opposite the proper numbers rewrite the sentences below substituting Spanish terms from the groups in Part I for the underlined words. For example,

GIVEN: I went to the roundup at Salinas.

WRITE: I went to the rodeo at Salinas.

A

In the following sentences use terms from group A of Part I.

1. Many of the houses in Monterey are made of mud bricks.
2. We found the family enjoying the evening on the flat part of the roof of their house.
3. After arriving at the hacienda, we went to the owner's home.
4. Tea is being served in the small garden surrounded by walls.
5. The yard for the animals was a long distance from the house.
6. She was reclining in a swinging bed under the tree.

B

In the following sentences use terms from group B of Part I.

1. The salad contained alligator pear and grapefruit.
2. Would you like some chile with meat?
3. Let's buy our dinner in the self-service restaurant.
4. I think I'll order tortillas and Mexican pink beans.
5. At the senior picnic the meat was cooked over an outdoor gridiron.

C

In the following sentences use terms from group C of Part I.

1. I should like to see the American crocodiles in the zoo.
2. At the rodeo the cowboy rode many untamed horses.
3. In Mexico the donkey is the chief beast of burden.
4. The cowboys put the scrubby calves in the corral.
5. She was wearing a coat made from the fur of the small pearly-gray rodent of the mountains of Peru.
6. The mammal armed with a bony shell is found chiefly in South and tropical America, except for one species which is found as far north as Texas.

D

In the following sentences use terms from group D of Part I.

1. In Mexico many men wearing the national costume may be seen at the bull fight.
2. The laborers on the ranchos earn very little money.
3. In New Orleans we saw a small Negro child sitting on the curb and eating watermelon.
4. She waved to the cowboy as we left the rancho.

5. In early days of California history most communities had committees of citizens who volunteered to protect their interests.
6. The Spanish priests established the missions in California.
7. Cortez was a famous leader in the Spanish conquest of the New World.

E

In the following sentences use terms from group E of Part I

1. Early explorers encountered great difficulty in crossing the deep ravines found along their way.
2. The railroad down the west coast of Mexico crosses some steep and irregular inclines and sides of high mountains.
3. The chain of mountains in the western part of the Americas has some wonderful scenery.
4. Mexico City is located on a tableland over 7,000 feet above sea level.
5. Around the curve there is a downgrade in the road.

F

In the following sentences use terms from group F of Part I.

1. The main highway, No. 101, passes through Palo Alto.
2. Along the drive lined by poplar trees are many beautiful homes.
3. The Zócalo is the principal public square in Mexico City.

G

In the following sentences use terms from Group G of Part I.

1. Her dress was of a woolen cloth made from a kind of llama found in Peru.
2. The charro was wearing a broad-brimmed hat.
3. Mexican sandals are being worn for sport this year.
4. Short jackets of contrasting colors are worn for both sport and evening.
5. The peons wear a blanket with a hole cut in the center.

H

In the following sentences use terms from groups H and I of Part I.

1. During the rest hour all the stores close and shopkeepers go home.
2. He visited the military barracks in San Francisco.
3. Come quickly!
4. We said "Good-by."
5. Many pioneers came to California during the days of the gold rush in 1849.
6. Mexico is sometimes called the land of "tomorrow!" because no one is in a hurry to do anything.

7. The villain showed a great deal of affected courage.
8. Let's go to the Santa Barbara festival next summer.

#### PART IV. OPTIONAL ACTIVITIES

1. Write a paragraph in English describing a city, town, fiesta, rodeo, or historical event, using as many words from the groups in Part I as possible. Underline the Spanish words.

EXAMPLE: In California there are many traces of Spanish influence. Along El Camino Real, Highway No. 101, are located the missions founded by the Spanish padres. Many of these missions and other buildings are made of adobe. Almost every town name is prefixed by San or Santa meaning "saint," and many are given other Spanish names such as Sacramento (the sacrament), Fresno (the ash tree), and Los Angeles (the angels). Our farms and estates are sometimes called haciendas or ranchos. The Spanish type houses have patios and azoteas. One of the most interesting of our fiestas is the rodeo where one can see the vaqueros ride the broncos with great bravado. Most of these Spanish influences are contributions from the Spanish conquistadores or the padres who brought their civilization and religion to this country.

2. Make a list of Spanish words found in newspapers, books, or magazines, and give the sentence or article in which each expression occurs.

3. Are there any Spanish names of streets, store, organizations, or places in your community or vicinity? If so, why do you suppose they were given Spanish names?

4. What evidences can you find in your vicinity of efforts to keep the Spanish-colonial tradition alive?