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)
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**SUMMER 1969**

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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 Equivalents .............................................. 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.
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.
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 or 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 días
   Como estás? Estoy bien, etc.
   Escuchen, repitan
   Sientense, etc.
Spanish names

<table>
<thead>
<tr>
<th>Phonology</th>
<th>Morphology</th>
<th>Syntax</th>
</tr>
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<tbody>
<tr>
<td>Spanish vowels: a, e, i, o, u</td>
<td>It should be understood that many of the following structural items are not</td>
<td>Word order: statements, interrogatives, and imperatives - optional</td>
</tr>
<tr>
<td>Contrast unstressed vowels</td>
<td>pursued in depth in Comencemos but are covered as basic concepts to be</td>
<td>Position of adjectives</td>
</tr>
<tr>
<td>Consonant sounds</td>
<td>studied in depth at a later time.</td>
<td>The negative sentence</td>
</tr>
<tr>
<td>Initial and intervocalic: d, g, b</td>
<td>Familiar and polite (pronouns and verb forms) contractions (al, del)</td>
<td>(the concept of the double negative)</td>
</tr>
<tr>
<td>Differentiate between</td>
<td>Regular present of &quot;ar,&quot; &quot;er&quot; and &quot;ir&quot; verbs</td>
<td></td>
</tr>
<tr>
<td>systems of stress in Spanish and</td>
<td>Present of ser and estar</td>
<td></td>
</tr>
<tr>
<td>English Intonation and rhythm</td>
<td>Possession with de</td>
<td></td>
</tr>
<tr>
<td>in statements Questions and</td>
<td>Possessive adjectives</td>
<td></td>
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<tr>
<td>commands (See appendix.)</td>
<td>Imperatives - optional</td>
<td></td>
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<td>(lesson 15)</td>
<td></td>
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<td></td>
<td>Definite and indefinite articles</td>
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<td></td>
<td>Gender and number of articles nouns and adjectives</td>
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<tr>
<td></td>
<td>Use and placement of no</td>
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<td></td>
<td>Negatives</td>
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<tr>
<td></td>
<td>nada, nadie, nunca</td>
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<tr>
<td></td>
<td>Placement and agreement of adjectives</td>
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<tr>
<td></td>
<td>Present with future meaning (ir a + inf.)</td>
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<tr>
<td></td>
<td>Cardinal numbers</td>
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<td></td>
<td>Ordinal numbers (passively)</td>
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<tr>
<td></td>
<td>Irregular verbs* ir, tener, dar, poner, salir, hacer, venir, conocer, saber</td>
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<td></td>
<td>decir, traer</td>
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<td></td>
<td>Stem changing verbs</td>
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<td>Demonstrative adjectives</td>
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<td>Comparative adjectives</td>
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<td>Object pronouns</td>
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<td></td>
<td>Impersonal &quot;hay&quot;</td>
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<tr>
<td></td>
<td>Expression &quot;tener que&quot;</td>
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<td></td>
<td>Exclamation iQue!</td>
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<td></td>
<td>Interrogative pronouns</td>
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<td></td>
<td>*Underlined verbs are from Chapters 13 and 14 and may be covered in the</td>
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<tr>
<td></td>
<td>eighth grade.</td>
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</tr>
<tr>
<td>Phonology</td>
<td>Morphology</td>
<td>Syntax</td>
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<tr>
<td>--------------------------------------------------------------------------</td>
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<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>S Production and differentiation of the sounds</td>
<td>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</td>
<td>Word order: denote possession, use adjectives in correct position and form</td>
</tr>
<tr>
<td>E listed in listening</td>
<td>Change affirmative to questions and negatives and commands (optional)</td>
<td>Change statements into questions, commands - optionals</td>
</tr>
<tr>
<td>A Liaisons between like vowels and consonants</td>
<td>Denote possession</td>
<td>Change affirmative statements into negative ones</td>
</tr>
<tr>
<td>K Spanish pronunciation and intonation patterns</td>
<td>Use of personal a, del, al in complete sentences</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>Change polite to familiar</td>
<td></td>
</tr>
<tr>
<td>G Stress patterns</td>
<td>Associations of the sounds of the language with written symbols, especially: I, II; gui, que; ca, co, cu; ch; h; r, rr; n, n; ga, go, gu, gue, gui</td>
<td>Expose students to additional basic forms or word order by introducing them to additional short readings</td>
</tr>
<tr>
<td></td>
<td>Spell vowel and consonant sounds correctly, especially: I, II; gui, que; ca, co, cu; ch; h; r, rr; n, n; ga, go, gu, gue, gui</td>
<td>Provide more complex sentences where students encounter basic word order in a more varied context</td>
</tr>
<tr>
<td></td>
<td>Proper syllabication and placement of accents</td>
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</tr>
<tr>
<td></td>
<td>Use of above in writing</td>
<td>Give adjectives and words like no, de, al, del, personal a, and articles to be written in meaningful complete sentences with the proper word order</td>
</tr>
<tr>
<td></td>
<td>Writing answers to questions stressing correct spelling and agreement</td>
<td>Rewrite statements in the form of questions, commands - optional</td>
</tr>
<tr>
<td></td>
<td>Write simple text from dictation and narratives</td>
<td>Change affirmative statements into negative ones</td>
</tr>
<tr>
<td></td>
<td>Capitalization</td>
<td></td>
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<td></td>
<td>Give adjectives and use of basic grammatical forms listed above in listening, speaking, and writing</td>
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<tr>
<td></td>
<td>Knowledge about and use of basic grammatical forms listed above in listening, speaking, and writing</td>
<td>Distinguish between basic word order in statements, questions, commands - optional</td>
</tr>
<tr>
<td></td>
<td>Gender, number, and subject pronoun-verb agreements are necessary to convey meaning</td>
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</tbody>
</table>
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.

| LISTENING | 800-1,000 words and expressions |
| SPEAKING | 500 words and expressions |
| READING | 800 words and expressions |
| WRITING | 500 words and expressions |

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

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

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.

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.
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

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

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.
<table>
<thead>
<tr>
<th>Phonology</th>
<th>Morphology</th>
<th>Syntax</th>
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</thead>
<tbody>
<tr>
<td>Dental and velar n. Pronunciation of x, diphthongs.</td>
<td>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; gustar, faltar; indefinite pronouns. Passive voice; reflexive verbs and pronouns; direct and indirect object with infinitives and commands. Irregular verbs: poder, poner, saber, hacer, decir, ir, tener, estar, salir, venir, dar, andar, conocer, querer, ser, traer.</td>
<td>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 gustar</td>
</tr>
<tr>
<td>Stress differences between intonational patterns in statements, questions, and commands. Develop auditory discrimination among verb tenses (present to preterite, future, etc.)</td>
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<td></td>
<td>Use of above in speaking. Suggested activities: form and position of object pronouns; change of present to preterite; use of gustar, faltar, parecer; change of present to future; use of passive; change of commands from affirmative to negative</td>
<td>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.</td>
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<tr>
<td></td>
<td>Use of and exposure to above in reading activities; short supplementary reading passages emphasizing the forms listed above.</td>
<td>Expose students to supplementary readers combining basic word order in more complicated materials. Provide more complex sentences where students encounter basic word order in new contexts.</td>
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<tr>
<td></td>
<td>Dictations involving the basic principles of stress (hablo, habló, estás, están). Additional exposure to writing reviewing sounds for grades seven and eight in new contexts. Writing answers to aural questions in Spanish using complete sentences at all times.</td>
<td>Formulate questions requiring students to answer by utilizing the grammatical forms suggested above; other written exercises emphasizing usage of the basic grammar points listed above.</td>
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<tr>
<td></td>
<td>Written exercises requiring an understanding of the form and position of object pronouns, demonstrative adjectives and pronouns word order in comparisons (for review)</td>
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</table>
C Emphasize the fact that stress is so important in Spanish that it changes the meaning of the word.

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<tr>
<th>Phonology</th>
<th>Morphology</th>
<th>Syntax</th>
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</thead>
<tbody>
<tr>
<td>Differentiation of verb tenses: present, preterite, future, stress the importance of verb endings to express meaning.</td>
<td>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.</td>
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</table>
### Vocabulary

<table>
<thead>
<tr>
<th>LISTENING</th>
<th>800-1,000 words and expressions above grade seven</th>
</tr>
</thead>
</table>

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

Vocabulary should include:
- *gustar, faltar, parecer*, preterite, present reflexive;
- demonstrative pronouns;
- the form and position of object pronouns;
- pronouns with commands, stem-changing verbs.

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.

### Culture

Refer to appendix for lists, bibliographies and suggestions.

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:
- *El Cid*
- *La Araucana*
- *Jose Martí*
- *Marianela*
- *Mariano José de Larra*

### 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.

In listening, speaking, reading and writing cultural patterns are obvious and must be observed by a native or non-native speaker of the language.
<table>
<thead>
<tr>
<th><strong>Phonology</strong></th>
<th><strong>Morphology</strong></th>
<th><strong>Syntax</strong></th>
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<tbody>
<tr>
<td>Phrases emphasizing the production of vowel clusters, diphthongs; linkage; sounds involving the points listed above - always with practical materials in complete meaningful utterances.</td>
<td>Change from present to imperfect subjunctive, use of the subjunctive; passive voice with se and ser (review); si clauses in the subjunctive.</td>
<td>Drills emphasizing the position of reflexive pronouns, the word order with gustar, faltar, parecer; the passive voice. Drills requiring the use and correct word order with the subjunctive. Make comparisons with adjectives and pronouns.</td>
</tr>
<tr>
<td>Recognize vowel clusters, diphthongs, fusion of vowels and linkage in reading selections. Practice reading sounds represented by the following spellings: ll, i; gui, que; ca, co, cu; b, v; l; ge, gi, ga, go, gue, gui, gue, gli, gua, guo. Observance of accents which break diphthongs: caído, traído, Raul.</td>
<td>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.</td>
<td>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.</td>
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</table>
Spanish - Learning Spanish the Modern Way
by Brenes, et al
Grade Nine in a Six-Year Sequence

<table>
<thead>
<tr>
<th>Phonology</th>
<th>Morphology</th>
<th>Syntax</th>
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<tbody>
<tr>
<td>Dictations and other written exercises</td>
<td>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.</td>
<td>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 gustar, faltar, etc. (All material written by the students should be in complete and meaningful sentences.)</td>
</tr>
<tr>
<td>W emphasizing knowledge of written symbols for</td>
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<td>R written symbols for</td>
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<td>I sounds listed in</td>
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<td>T reading.</td>
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</table>

Differentiate between 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 (gustar, faltar).

C syllabication in writing (los-a-lum-nos) | | |
| O and speaking (lo-sa-lum-nos). | | |
| C Realization of the relationship between spelling and sounds. | | |
| T | | |
| S | | |
**Vocabulary**

<table>
<thead>
<tr>
<th>LISTENING</th>
<th>SPEAKING</th>
<th>READING</th>
<th>WRITING</th>
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</thead>
<tbody>
<tr>
<td>1,200 lexical items above Level I</td>
<td>800 lexical items above Level I</td>
<td>1,200 lexical items above Level I</td>
<td>800 lexical items above Level I</td>
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</tbody>
</table>

**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 gustar, faltar; use of the imperfect and preterite, future and present progressive, use of object pronouns.

**Content words pertaining to:**

daily routine
telephoning
shopping
letters
post office
restaurant
community
transportation
city (Latin American vs. North American)
travel
animals
holidays
bullfight

**Concept**

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.
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.

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)

In listening, speaking, reading, and writing cultural patterns are obvious and must be observed by a native or non-native speaker of the language.
## Phonology
- Reinforce intonation patterns in statements, questions and commands.
- Reinforce auditory discrimination among verb tenses studied.
- Review dental and velar n, initial and intervocalic d, g, b.
- Review vowel clusters, liaison and linkage.

## Morphology
- Expansion of the knowledge of the following points:
  - all pronouns; ser and estar; 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; por and para; hacer with time expressions; adverbs, formation and use; imperfect (review); conditional (review); spelling change (z-c, g-gu, etc.); commands, all forms; comparison; conjunctions; ser vs. estar (review); direct and indirect object pronouns (review); idiomatic expressions (see Appendix); infinitives, all uses; negatives; participles; passive; possessives; prepositions; superlatives; supposition with deber; progressive tenses; pronouns.

## Syntax
- 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.
- 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.
- 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.
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<thead>
<tr>
<th>Phonology</th>
<th>Morphology</th>
<th>Syntax</th>
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<tbody>
<tr>
<td>Recognition of stress patterns and accentuation.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Review qui, que, ca, co, cu, ch, ga, gue, gui, go, gu, gua, guo, gui, gué, jí, ge, gi, (je, ji), h, initial r and rr. Read aloud with proper pronunciation and intonation.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Spell correctly vowel and consonant sounds listed above. Take dictations in the foreign language emphasizing the representation of these sounds. Rewrite short sentences and do other written exercises using material previously illustrated.</td>
<td>Expansion of knowledge about and use of basic grammatical forms listed in listening, speaking, reading, and writing.</td>
<td>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.</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Culture</td>
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</tr>
<tr>
<td>Increase in vocabulary cannot be stated in figures.</td>
<td>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.</td>
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</tr>
<tr>
<td>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.</td>
<td>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.</td>
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</tr>
<tr>
<td>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.</td>
<td>Film: &quot;La feria regocijo de Sevilla&quot;</td>
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<tr>
<td>The student should be able to read periodicals as well as literary works which are appropriate to his maturity level.</td>
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<tr>
<td>His writing vocabulary should be expanded to enable him to express himself correctly for any occasion.</td>
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<tr>
<td>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.</td>
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<tr>
<td>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.</td>
<td>Works of literature can be appreciated best in the language in which they were written.</td>
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<tr>
<td>Phonology</td>
<td>Morphology</td>
<td>Syntax</td>
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<tr>
<td>Reinforce the contrast among unstressed vowels.</td>
<td>Review use of the subjunctive, imperfect-preterite,</td>
<td>Reinforcement of knowledge with respect to the word order in sentences</td>
</tr>
<tr>
<td>Reinforce auditory discrimination of all consonant sounds. Review and</td>
<td>por and para, the passive voice, stem-changing verbs, progressive and</td>
<td>with gustar, faltar, parecer; passive voice; comparison of adjectives;</td>
</tr>
<tr>
<td>reinforce liaison and linkage.</td>
<td>perfect tenses, all other tenses, comparisons of adjectives.</td>
<td>use of subjunctive in subordinate clauses. Sequence of tenses, word</td>
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<tr>
<td></td>
<td>Reflexive verbs. Reinforce understanding of verbs like gustar, faltar,</td>
<td>order with direct and indirect objects.</td>
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<td>parecer etc.; irregular verbs in all tenses; ser &amp;estar; direct and</td>
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<td>indirect objects; relative pronouns as subjects, objects and object of</td>
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<td>preposition; adverbial clauses of time and purpose; use of aunque</td>
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<td>indefinite antecedent; &quot;If&quot; clauses.</td>
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<td>Reinforcement of knowledge with respect to the word order in sentences</td>
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<td>with gustar, faltar, parecer; passive voice; comparison of adjectives;</td>
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<td>use of subjunctive in subordinate clauses. Sequence of tenses, word order</td>
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<td>with direct and indirect objects.</td>
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<td></td>
<td>Use of the above items in speaking at near-native speed and in contexts</td>
<td>Speaking situations emphasizing the above items in basic word order.</td>
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<tr>
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<td>that are understandable to native speakers.</td>
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<tr>
<td></td>
<td>Read materials with proper pronunciation and intonation at normal speed.</td>
<td>Provide supplementary readings stressing the importance of basic word</td>
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<td>(Enact roles in plays and other works which exemplify the ways in which</td>
<td>order as outlined above.</td>
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<tr>
<td></td>
<td>changes in phonology affect meaning.)</td>
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</tr>
<tr>
<td></td>
<td>Reinforce ability to associate written symbols with sound.</td>
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</tr>
<tr>
<td></td>
<td>Presentation of the above items in expanded usage</td>
<td></td>
</tr>
<tr>
<td></td>
<td>specifically contrasting: preterite and imperfect; por and para; forms of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the passive voice; comparisons of adjectives. Use of the subjunctive.</td>
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<tr>
<td></td>
<td>Reflexive verbs.</td>
<td></td>
</tr>
<tr>
<td>Phonology</td>
<td>Morphology</td>
<td>Syntax</td>
</tr>
<tr>
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</tr>
<tr>
<td>Have students paraphrase in writing what they hear (short dialogues or stories); exercises incorporating the more difficult spellings:</td>
<td>Use of the items listed in listening in written exercises according to a specific grammar point; using the passive voice, <em>por</em> and <em>para</em>; imperfect and preterite, subjunctive, comparisons of adjectives, progressive and perfect tenses. <em>gustar</em>, <em>faltar</em>, etc. Stem-changing verbs, reflexive verbs.</td>
<td>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; <em>gustar</em>, <em>faltar</em>, <em>parecer</em>, etc.</td>
</tr>
<tr>
<td><em>h, j, ge, ji, (le, li)</em>, <em>gue, gui, y, n, ll, rr</em>, <em>y, b</em>, diphthongs silent</td>
<td><em>y</em></td>
<td><em>T</em></td>
</tr>
<tr>
<td><em>G</em></td>
<td><em>vowels in linkage.</em></td>
<td><em>N</em></td>
</tr>
<tr>
<td><strong>Ability of the student</strong> to speak Spanish with proper pronunciation and intonation at near-speed (fluidity).</td>
<td><strong>Ability of the student</strong> to understand Spanish spoken by a native speaker.</td>
<td>Expand the ability to understand, speak, read, and write meaningful sentences emphasizing the word order suggested previously.</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td><strong>O</strong></td>
<td><strong>P</strong></td>
</tr>
<tr>
<td><strong>N</strong></td>
<td><strong>C</strong></td>
<td><strong>S</strong></td>
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<tr>
<td><strong>E</strong></td>
<td><strong>P</strong></td>
<td><strong>T</strong></td>
</tr>
</tbody>
</table>
### Vocabulary

| 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. |
| 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. |
| A writing vocabulary appropriate to the occasion should be mastered. |

### Culture

| 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: |
| literature |
| painting |
| sculpture |
| architecture |
| dramatic arts |
| music |

| 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. |
| A knowledge of culturally acceptable forms and of the heritage of Spanish-speaking peoples is a part of the learning the Spanish language. |
Grade Twelve in a Six-Year Sequence

<table>
<thead>
<tr>
<th>Phonology</th>
<th>Morphology</th>
<th>Syntax</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Reinforce present vs. imperfect subjunctive; indicative vs. subjunctive; nominalization of adjectives; possessives, indefinites and articles; imperfect vs. preterite; &lt;i&gt;gustar&lt;/i&gt;, &lt;i&gt;faltar&lt;/i&gt;, &lt;i&gt;parecer&lt;/i&gt;; &lt;i&gt;hacer&lt;/i&gt; with expressions of time; all perfect tenses.</td>
<td>Review of &lt;i&gt;hacer&lt;/i&gt; 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.</td>
</tr>
<tr>
<td>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.</td>
<td>Reinforce the use of the above in speaking in normal conversations about daily situations.</td>
<td>Reinforce the use of the above items in meaningful speech related to daily situations.</td>
</tr>
<tr>
<td>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.</td>
<td>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; &lt;i&gt;hacer&lt;/i&gt; with expressions of time.</td>
<td>Additional forms and word order through the continued use of supplementary readings. Encounter more complex structure in a variety in contexts.</td>
</tr>
<tr>
<td>Reinforce the ability to write any material in Spanish with proper accentuation, spelling, and auxiliary signs. Punctuation marks.</td>
<td>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.</td>
<td>Use of the items above (listening) by writing and doing other written exercises; compositions emphasizing proper syntax.</td>
</tr>
<tr>
<td>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.</td>
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</tbody>
</table>
Grade Twelve in a Six-Year Sequence

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student should be able to understand standard Spanish in normal conversational contexts.</td>
<td>A student should listen with understanding to audio stimuli and detect nuances relating to any aspect of Spanish culture.</td>
</tr>
<tr>
<td>He should have an active speaking vocabulary appropriate to his age and capacity enabling him to communicate in Spanish with considerable oral facility.</td>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
<td>He should read selections ranging from newspapers to works of literature with an understanding of the place of each within the Spanish culture.</td>
</tr>
<tr>
<td>A student should have a writing vocabulary which is appropriate to the occasion.</td>
<td>A student planning to continue his studies of Spanish in college should familiarize himself with literature in his field of interest.</td>
</tr>
<tr>
<td>To understand, speak, read, and write Spanish one must have command of a large and appropriate vocabulary.</td>
<td>The heritage of the people who speak Spanish is a rich and interesting one. The Spanish-speaking cultures should not be evaluated from the standpoint of Anglo-American culture.</td>
</tr>
</tbody>
</table>

Refer to Appendix for bibliography, source lists, etc.
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.

Extensive use of visuals would be appropriate.
Spanish alphabet (optional)
Basic greetings and simple commands:
- Buenos días
- ¿Cómo estás? Estoy bien, etc.
- Escuchen, repitan
- Síéntense, etc.
Spanish names
<table>
<thead>
<tr>
<th>Phonology</th>
<th>Morphology</th>
<th>Syntax</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I</strong></td>
<td><strong>N</strong> Spanish vowel: a, e, i, o, u; contrast unstressed vowels (Note) consonant G sounds. Initial and intervocalic: d, g, b. Differentiate between systems of stress in Spanish and English. Intonation and rhythm in statements, questions and commands. Dental and velar n. Pronunciation of x. Diphthongs. Develop auditory discrimination among verb tenses (present to preterite, future, etc). Production and differentiation of the sounds A listed above. Liaisons K between like vowels and I consonants. Answer N simple questions stressing knowledge of liaisons. **</td>
<td>**</td>
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<tr>
<td><strong>T</strong></td>
<td><strong>G</strong></td>
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</table>
### SPANISH - Learning Spanish the Modern Way I

by Conrad Schmitt

Grade Nine in a Four-Year Sequence

<table>
<thead>
<tr>
<th>Phonology</th>
<th>Morphology</th>
<th>Syntax</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associations of the sounds of the language with written symbols especially: 1, ll; qui, que; ca, co, cu, ch; h; r, rr; n, n; ga, go, gu, que, gui.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Spell vowel and consonant sounds correctly, especially: 1, ll; qui, que; ca, co, cu, ch; h; r, rr; n, n, ga, go, gu, gui; ua, ue, ui, uo.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Recognize the relationships between sounds and written symbols. Note the close &quot;fit&quot; between phoneme and grapheme in Spanish.</td>
<td>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.</td>
<td>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.</td>
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<tr>
<td>Grade Nine in a Four-Year Sequence</td>
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<tr>
<td><strong>Vocabulary</strong></td>
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<tr>
<td><strong>Listening</strong></td>
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<tr>
<td>Approximately 1,000 lexical items</td>
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<tr>
<td><strong>Speaking</strong></td>
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<td></td>
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<tr>
<td>Up to 800 words and expressions</td>
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<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approximately 1,200 lexical items</td>
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<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Up to 800 words and expressions</td>
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</table>

<table>
<thead>
<tr>
<th>Basic items:</th>
<th>Content words:</th>
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</thead>
<tbody>
<tr>
<td>Samples of all forms listed under Morphology, Level I, i.e., definite and indefinite articles, interrogatives, verbs ser and estar in present tense, suitable examples of regular verbs, etc.</td>
<td></td>
</tr>
<tr>
<td>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, Christmas - (outside of basic text), age, birthdays - (outside of basic text), sports, diversions, telephone conversation, house, daily routine</td>
<td></td>
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</tbody>
</table>

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.

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.
Grade Nine in a Four-Year Sequence

Culture

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

Introductions to the following:
- El Cid
- La Araucana
- Jose Martí
- Marianela
- Don Quixote

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 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.

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.

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.
<table>
<thead>
<tr>
<th>Phonology</th>
<th>Morphology</th>
<th>Syntax</th>
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</table>

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. Change from present to imperfect subjunctive, use of the subjunctive; passive voice with se and ser (review): si clauses in the subjunctive. Drills emphasizing the position of reflexive pronouns, the word order with gustar, faltar, parecer; the passive voice. Drills requiring the use and correct word order with the subjunctive. Make comparisons with adjectives and pronouns.

Recognize vowel clusters, diphthongs, fusion of vowels and linkage in reading selections. Practice reading sounds represented by the following spellings: ll, y; qui, que; ca, co, cu; b, v; j; ge, gi, ga, go; gue, gui, gué, guí, gua, guo. Observance of accents which break diphthongs: caído, traído, Raul. 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. 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.
<table>
<thead>
<tr>
<th>Phonology</th>
<th>Morphology</th>
<th>Syntax</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dictations and other written exercises emphasizing knowledge of written symbols for sounds listed in the reading section.</td>
<td>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.</td>
<td>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 the subjunctive. (All material written by the students should be in complete and meaningful sentences.)</td>
</tr>
<tr>
<td>Differentiate between syllabication in writing (los-a-lum-nos) and speaking (lo-sa-lum-nos).</td>
<td>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.</td>
<td>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 (gustar, faltar).</td>
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</table>
Grade Ten in a Four-Year Sequence

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Culture</th>
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</thead>
<tbody>
<tr>
<td>LISTENING</td>
<td>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. Refer to Appendix for bibliographies, source lists, suggestions and word lists.</td>
</tr>
<tr>
<td>LISTENING</td>
<td>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 gustar, faltar; use of the imperfect and preterite, future and present progressive, use of the object pronouns.</td>
</tr>
<tr>
<td>SPEAKING</td>
<td>Content words pertaining to: daily routine telephoning shopping letters post office restaurant community transportation city (Latin American vs. North American) travel animals holidays bullfight</td>
</tr>
<tr>
<td>READING</td>
<td>1,200 lexical items above Level I</td>
</tr>
<tr>
<td>WRITING</td>
<td>800 lexical items above Level I</td>
</tr>
</tbody>
</table>

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.
<table>
<thead>
<tr>
<th>Phonology</th>
<th>Morphology</th>
<th>Syntax</th>
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</thead>
<tbody>
<tr>
<td>Reinforce intonation patterns in statement, L questions and commands.</td>
<td>Expansion of the following points: all pronouns; ser and estar; 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.</td>
<td>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.</td>
</tr>
<tr>
<td>Reinforce auditory discrimination among verb tenses studies.</td>
<td>Review dental and velar n, initial and intervocalic d, g, b. Review vowel clusters, liaison and linkage.</td>
<td></td>
</tr>
<tr>
<td>Reinforce knowledge of the form and position of 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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Production of intonation patterns in statements, questions and commands.</td>
<td>Oral discrimination among verb tenses. Production of r, rr; initial, intervocalic and terminal r, stressed and unstressed vowels.</td>
<td></td>
</tr>
<tr>
<td>Dental and velar n, initial and intervocalic d, g, b. Oral discrimination among verb tenses.</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Recognition of stress patterns and accentuation. Review qui, que; ca, co, cu, ch; ga gu, gui, go gu; gua, guo, gule, guñ; j; ge, gi (je, ji); h; initial r and rr. Read aloud with proper pronunciation and intonation.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>
### PHONOLGY

| Spell correctly vowel and consonant sounds listed previously. Take dictations in the foreign language emphasizing the sounds. Rewrite short sound written exercises using material previously illustrated. |

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### MORPHOLOGY

| 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. |

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### SYNTAX

| 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. |

---

| Reinforce the knowledge of the relationships between sounds and written symbols in Spanish. |

---

| Expansion of knowledge about and use of basic grammatical forms listed above in listening, speaking, reading, and writing. |

---

| 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. |
Grade Eleven in a Four-Year Sequence

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase in vocabulary cannot be stated in figures.</td>
<td>Cultural items at the third level might include:</td>
</tr>
<tr>
<td>Passive vocabulary will be larger than active, but extent of both will depend on student's ability and willingness to speak and read Spanish.</td>
<td>Spain</td>
</tr>
<tr>
<td>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.</td>
<td>government</td>
</tr>
<tr>
<td>A vocabulary suitable for writing letters and compositions should be developed.</td>
<td>educational system</td>
</tr>
<tr>
<td>Topical vocabulary might include:</td>
<td>recreation</td>
</tr>
<tr>
<td>current events</td>
<td>historical highlights (especially the conquest of South and Central America)</td>
</tr>
<tr>
<td>sickness and doctor</td>
<td>South and Central American nations (topics similar to those for Spain)</td>
</tr>
<tr>
<td>education</td>
<td>Spanish influence in North America</td>
</tr>
<tr>
<td>government</td>
<td></td>
</tr>
<tr>
<td>history</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>The Hispanic culture must be evaluated objectively and on its own merits. The Spanish have made many contributions to American culture.</td>
</tr>
</tbody>
</table>
## Phonology
- Reinforce the contrast among unstressed vowels.
- Reinforce auditory discrimination of all consonant sounds. Review and reinforce liaison and linkage.

## Morphology
- Review use of the subjunctive, imperfect vs. preterite, por and para, the passive voice, stem-changing verbs. Progressive and perfect tenses, comparisons of adjectives. Reflexive verbs. Reinforce understanding of verbs like gustar, faltar, parecer, etc.

## Syntax
- Reinforcement of knowledge with respect to the word order in sentences with gustar, faltar, parecer; passive voice; comparison of adjectives; use of subjunctive in subordinate clauses.

<table>
<thead>
<tr>
<th>Phonology</th>
<th>Morphology</th>
<th>Syntax</th>
</tr>
</thead>
<tbody>
<tr>
<td>L</td>
<td>Review use of the subjunctive, imperfect vs. preterite, por and para, the passive voice, stem-changing verbs. Progressive and perfect tenses, comparisons of adjectives. Reflexive verbs. Reinforce understanding of verbs like gustar, faltar, parecer, etc.</td>
<td>Reinforcement of knowledge with respect to the word order in sentences with gustar, faltar, parecer; passive voice; comparison of adjectives; use of subjunctive in subordinate clauses.</td>
</tr>
<tr>
<td>I</td>
<td>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.</td>
<td>Speaking situations emphasizing the above items in basic word order.</td>
</tr>
<tr>
<td>S</td>
<td>Read materials with proper pronunciation and intonation at normal speed. (Exert 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.</td>
<td>Provide supplementary readings stressing the importance of basic word order as outlined above.</td>
</tr>
<tr>
<td>P</td>
<td>Presentation of the above items in expanded usage (specifically contrasting: Preterite and imperfect; por and para; forms of the passive voice; comparisons of adjectives. Use of the subjunctive. Reflexive verbs).</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>Use of the above items in written exercises according to a specific grammar point using the passive voice; por and para; imperfect and preterite, subjunctives, comparison of adjectives, progressive and perfect tenses; gustar, faltar, etc. Stem changing verbs, reflexive verbs.</td>
<td>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; gustar, faltar, parecer, etc.</td>
</tr>
<tr>
<td>A</td>
<td>Have students paraphrase in writing what they hear (short dialogues or stories); exercises incorporating the more difficult spelling: h, j, ge, ji (je, ji), gue, gui, y, n, ll, rr, y, b, diphthongs; silent vowels in linkage.</td>
<td>Expand the ability to understand, speak, read, and write meaningful sentences emphasizing the word order suggested above.</td>
</tr>
<tr>
<td>K</td>
<td>Poetic forms of the language may differ from everyday spoken and written Spanish. Spanish has a highly consistent punctuation.</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>Full realization on the part of the student that Spanish-speaking people express ideas differently from English-speaking people.</td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Culture</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>A student should be able to understand standard Spanish in normal conversational contexts.</td>
<td>A student should listen with understanding to audio stimuli and detect nuances of meaning relating to common aspects of Hispanic culture.</td>
<td></td>
</tr>
<tr>
<td>He should have an active speaking vocabulary appropriate to his age and capacity enabling him to communicate in Spanish.</td>
<td>He should speak and write in culturally acceptable forms and in his speech and writing reveal some knowledge of the people who speak Spanish.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>He should read everything from newspapers to works of literature with an understanding of its place within the Spanish culture.</td>
<td></td>
</tr>
<tr>
<td>A student should have a writing vocabulary which is appropriate to the occasion.</td>
<td>A student planning to continue his studies of Spanish in college should familiarize himself with literature in his field of interest.</td>
<td></td>
</tr>
</tbody>
</table>

Spoken and written communication employs a large volume and variety of words and expressions.  

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.
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
viento
fresco
frío
buen tiempo
mal tiempo

Hace viento.

tener hambre, sed, calor, frío

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)
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 camp as - 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

iojala! - I hope
como si + imperfect subjunctive - as if
ique! - 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)
dear 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
a cuestas - on one's shoulders or back
cuesta arriba - uphill
darse el gusto - to take pleasure in, to enjoy, have the pleasure of
desde leugo - of course
dar entrada - to allow someone to enter
a escondidos - secretly
estrechar la mano - to shake hands
tener exito - 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 torna de - around
tratar de - to try
a través 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 afición - by choice
afinar la puntería - to aim well
ajustar cuentas - to settle accounts
alambre de púa - 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 anónima - corporation
apurar un vaso - to drain a glass
hecho de armiño - as pure as ermine, innocent
avión a chorro - jet
avión a retro-impulso - jet
avivar el ojo - to be watchful
ay de mí! - 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 palmo de 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 al paso - to allow to go ahead
sentir celos - to be jealous
tener celos - to be jealous
cenido el acero - with a sword girded on
inclinlar 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 sí - within itself
tendrá el descaro - he will have the nerve
desccrrer la cortina - to draw the curtain
soner al descubierto - to reveal
desparramar la vista - to look around
a despecho - in spite of
dominio de sí 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 entendidos - to have an understanding
romper las entradas - to break one's heart
escapar con - to make off with
a espaldas - behind
de espaldas a - with the back to
estar hecha una estatigui - 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 ceño - to frown
fuera de si - 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
aqua lluviosa - 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 oido - 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
gramatica 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 perias - 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 predileccion - of whom I was very fond
pedir prestado - to borrow
por lo pronto - for the time being, for the present
a proposito - 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 razón de - at the rate of
en razón - sensibly
sin rebozo - without secrecy
recuerdos - regards
recuperar el tiempo perdido - to make up for lost time
alrededor - round about, there about
a regañadientes - reluctantly
partida de registro - registry of vital statistics
echarse a reír - to burst out laughing
de repente - suddenly
al revés - 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

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
instalararse - 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, accommodate
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
2. amenudo
3. A que hora ...?
a la una, a las dos, etc.
4. Buenos dias (tardes, noches).
5. Como esta usted?
   Asi, asi, gracias.
   Bien, gracias.
   No muy bien, gracias.
6. Como se dice ...?
7. Como se llama usted?
8. Cual es la fecha de hoy?
   Hoy es ...
9. De quien es ...?
10. Dispense usted.
11. en casa
12. estar bien (mal)
13. Es verdad.
14. Gracias
    No hay de que.
15. Hasta manana (la vista, luego).
16. Holal
17. ir a casa
    a la escuela
    de paseo
18. mas tarde
19. muchas veces
20. otra vez
21. por favor
22. Que quiere decir ...?
23. Que tal?
25. tener anos (calor, frio,
    hambre, sed, sueno)
26. todos los dias (los domingo)
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
    las gracias
37. dar un paseo (a caballo,
    a pie, en automovil)
38. de nuevo
39. en punto
40. estar de pie
41. hacer el favor de + inf.
42. hay que + inf.
43. la leccion de espanol
    (de ingles)
44. la semana proxima
    (que viene, pasada)
45. pocas veces
46. poco a poco
47. poner la mesa
48. por eso
49. por la manana
    (tarde, noche)
50. por todas partes
51. prestar atencion
52. querer.a
53. saber + inf.
54. salir bien (mal)
55. ser hora de + inf.
56. tener miedo
57. tocar el piano (el violin)
58. un poco de ...
SUPPLEMENT TO IDIOMATIC EXPRESSIONS

Level II

1. acabar de + inf.
2. a eso de
3. a la derecha (izquierda)
4. ahora mismo
5. al aire libre
6. al fin
7. algunas veces
8. Adelante!
9. a pesar de
10. aprender de memoria
11. a veces
12. de buena (mala) gana
13. de cuando en cuando
14. de vez en cuando
15. de esta manera
16. dejar de + inf.
17. de noche (dia)
18. de pronto
19. de repente
20. De veras?
21. en casa de
22. en lugar de
23. en vez de
24. en voz alta (baja)
25. es decir
26. estar de vuelta
27. faltarle algo a alguien
28. guardar cama
29. hace poco
30. hacer compras
31. hacer el baul
32. hacer un viaje
33. hacer una pregunta
34. hacer una visita
35. hay lodo (luna, neblina, polvo, sol)
36. ir de compras
37. jugar a
38. los (las) dos
39. manana por la manana; etc.
40. no vale la pena de + inf.
41. por fin
42. Que hay de nuevo?
43. Que pasa?
44. se hace tarde
45. tener exito
46. tener las manos frias
   (los ojos verdes)
47. tener prisa
48. tomar el desayuno
49. tratar de + inf.
50. todavía no
51. ya no
52. al contrario
53. a media voz
54. Buen provecho!
55. casarse con
56. Claro que St (no)!
57. contar con
58. cuanto antes
59. cuanto mas ... tanto mas
60. cumplir con su deber (palabra)
61. dar a
62. despedirse de
63. de hoy en ocho (quince) dias
64. divertirse (Que se divierta mucho!)
65. echar de menos a
66. echarse a + inf.
67. echar una carta al correo
68. en cuanto a
69. frentea
70. gozar de
71. hacerle falta a alguien
72. hacerse entender
73. Hacia un mes que estaba aqui
74. ir a pie
75. la mayor parte de
76. llegar a ser
77. llevar a cabo
78. oir decir que
79. pedirle algo a alguien
80. pensar + inf.
81. pensar en (de)
82. ponerse + adj.
83. ponerse a + inf.
84. por lo menos
85. por supuesto
86. Que lo pase bien!
87. Que le vaya bien!
88. ser aficionado a
89. sin embargo
90. tan vez
91. tardar en + inf.
92. tener cuidado
93. tener que ver con
94. tener razon
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 (anochece)
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 mí 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 daño 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. mas 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 ahi (alli, aqui)
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 ultimo
109. pues bien
110. quedarle algo a uno
111. Que hay?
112. Que importa?
113. Que le pasa?
114. raras veces
115. sano y salvo
116. servir de
117. servir para
118. Si no sabe nada!
119. Si que lo hara:
120. El no hablo, pero yo si
121. Sirvase Vd. + inf.
122. sobrarle algo a uno
123. sonar con
124. tener aficion 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 si
137. Ya se acabo.
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 repuesta. - 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

<table>
<thead>
<tr>
<th>Spanish</th>
<th>English</th>
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</thead>
<tbody>
<tr>
<td>la canción</td>
<td>song</td>
</tr>
<tr>
<td>el cine</td>
<td>movie theater</td>
</tr>
<tr>
<td>el concierto</td>
<td>concert</td>
</tr>
<tr>
<td>el cuento</td>
<td>story</td>
</tr>
<tr>
<td>el disco</td>
<td>disc</td>
</tr>
<tr>
<td>la música</td>
<td>music</td>
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2. ANIMALS

<table>
<thead>
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<tr>
<td>el animal</td>
<td>animal</td>
</tr>
<tr>
<td>el burro</td>
<td>donkey</td>
</tr>
<tr>
<td>el caballo</td>
<td>horse</td>
</tr>
<tr>
<td>el elefante</td>
<td>elephant</td>
</tr>
<tr>
<td>la gallina</td>
<td>rooster</td>
</tr>
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3. ARITHMETIC

<table>
<thead>
<tr>
<th>Spanish</th>
<th>English</th>
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</thead>
<tbody>
<tr>
<td>el cuarto</td>
<td>quarter</td>
</tr>
<tr>
<td>entre</td>
<td>between</td>
</tr>
<tr>
<td>medio</td>
<td>middle</td>
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</table>

4. BODY

<table>
<thead>
<tr>
<th>Spanish</th>
<th>English</th>
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</thead>
<tbody>
<tr>
<td>la boca</td>
<td>mouth</td>
</tr>
<tr>
<td>el brazo</td>
<td>arm</td>
</tr>
<tr>
<td>la cabeza</td>
<td>head</td>
</tr>
<tr>
<td>la cara</td>
<td>face</td>
</tr>
<tr>
<td>el cuerpo</td>
<td>body</td>
</tr>
<tr>
<td>el dedo</td>
<td>finger</td>
</tr>
<tr>
<td>derecho</td>
<td>right</td>
</tr>
</tbody>
</table>

63
5. BUILDINGS
la casa  el hotel  el puente
el edificio  la iglesia  el templo
la estación  el museo  el palacio
el hospital

6. CITY
la avenida  la gente  el pueblo
la calle  el parque  el ruido
la ciudad  la plaza  el subterráneo

7. CLASSROOM
el asiento  la pizarra  la tinta
el borrador  la puerta  la tiza
el cuadro  el pupitre  la ventana
el mapa  la regla  abrir
la mesa  el reloj  aprender
la pared  la silla  estudiar

8. CLOTHING
el abrigo  la chaqueta  la ropa
la blusa  la falda  la ropa interior
el bolsillo  la gorra  el sombrero
los calcetines  los guantes  el traje
la camisa  las medias  el vestido
la cartera  los pantalones  los zapatos
la corbata  el panuelo  llevar

9. COLORS
amarillo  el color  pardo
azul  gris  rojo
blanco  negro  verde

10. DAYS OF THE WEEK
domingo  martes  viernes
jueves  miércoles
lunes  sábado

11. DIMENSIONS
alto  corto  largo
ancho  estrecho  pequeño
bajo  grande
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 senor
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 tio
los hermanos  los padres  los tios
la hija   la parienta  el vecino
el hijo   el pariente  ayudar
los hijos  los parientes  visitar

14. FOODS

el agua  la leche  el quesco
el azucar  las legumbres  la sal
el cafe  la mantequilla  el te
la carne  el pan  el vino
el chocolate  las patatas  beber
da ensalada  el pescado  cortar
la gaseosa  la pimienta  desear
el huevo  el postre  tomar

15. FRUITS AND FLOWERS

la cerza  el jardin  la pera
el clavel  el limon  la rosa
la flor  la manzana  el tulipan
la fruta  la naranja  la violeta

16. FURNITURE

la alfombra  la cortina  el sillon
el armario  el escritorio  el sofa
la cama  la lampara  el telefono
la comoda  los muebles
### 17. HEALTH

<table>
<thead>
<tr>
<th>Spanish</th>
<th>Spanish</th>
<th>Spanish</th>
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</thead>
<tbody>
<tr>
<td>bien</td>
<td>la enfermedad</td>
<td>la salud</td>
</tr>
<tr>
<td>el dolor</td>
<td>enfermo</td>
<td></td>
</tr>
<tr>
<td>el dolor de cabeza</td>
<td>el resfriado</td>
<td></td>
</tr>
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</table>

### 18. HOUSE

<table>
<thead>
<tr>
<th>Spanish</th>
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<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>el apartamiento</td>
<td>el cuarto de bano</td>
<td>la sala</td>
</tr>
<tr>
<td>el ascensor</td>
<td>el dormitorio</td>
<td>el suelo</td>
</tr>
<tr>
<td>la casa particular</td>
<td>la habitacion</td>
<td>el techo</td>
</tr>
<tr>
<td>la cocina</td>
<td>la llave</td>
<td>vivir</td>
</tr>
<tr>
<td>el comedor</td>
<td>el patio</td>
<td></td>
</tr>
<tr>
<td>el cuarto</td>
<td>el piso</td>
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</table>

### 19. LANGUAGE

<table>
<thead>
<tr>
<th>Spanish</th>
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</thead>
<tbody>
<tr>
<td>el alemán</td>
<td>el hebreo</td>
<td>el portugués</td>
</tr>
<tr>
<td>el castellano</td>
<td>el inglés</td>
<td>el ruso</td>
</tr>
<tr>
<td>el chino</td>
<td>el italiano</td>
<td>conocer</td>
</tr>
<tr>
<td>el español</td>
<td>el latín</td>
<td>decir</td>
</tr>
<tr>
<td>el francés</td>
<td>la lengua</td>
<td>hablar</td>
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</table>

### 20. LESSON

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>el cuaderno</td>
<td>el lápiz</td>
<td>la respuesta</td>
</tr>
<tr>
<td>el dictado</td>
<td>la lección</td>
<td>la tarea</td>
</tr>
<tr>
<td>difícil</td>
<td>el libro</td>
<td>el trabajo</td>
</tr>
<tr>
<td>el ejercicio</td>
<td>la página</td>
<td>contestar</td>
</tr>
<tr>
<td>el examen</td>
<td>la palabra</td>
<td>escribir</td>
</tr>
<tr>
<td>fácil</td>
<td>el papel</td>
<td>explicar</td>
</tr>
<tr>
<td>la falta</td>
<td>el párrafo</td>
<td>preguntar</td>
</tr>
<tr>
<td>la frase</td>
<td>la pluma</td>
<td>responder</td>
</tr>
<tr>
<td>el grabado</td>
<td>la pregunta</td>
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</table>

### 21. MATERIALS

<table>
<thead>
<tr>
<th>Spanish</th>
<th>Spanish</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>el algodón</td>
<td>la madera</td>
<td>la plata</td>
</tr>
<tr>
<td>el hierro</td>
<td>el nilón</td>
<td>la seda</td>
</tr>
<tr>
<td>la lana</td>
<td>el oro</td>
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</table>

### 22. MEALS

<table>
<thead>
<tr>
<th>Spanish</th>
<th>Spanish</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>el almuerzo</td>
<td>la comida</td>
<td>el restaurante</td>
</tr>
<tr>
<td>el camarero</td>
<td>el desayuno</td>
<td>comer</td>
</tr>
<tr>
<td>la cena</td>
<td>el mozo</td>
<td>preparar</td>
</tr>
</tbody>
</table>
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

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 nube

26. PROFESSIONS AND OCCUPATIONS
   el abogado    el doctor    el profesor
   el campesino  la enfermera  la profesora
   el carnicero  el medic0    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
ausente
la clase
el director
la directora
la escuela
el maestro
la sala de clase
presente
abrir
aprender
asistir (a)
empieza
ensayar
entrar (en)
escuchar
estudiar
leer
llegar
salir (de)
terminar

30. SEASONS OF THE YEAR

El Carnaval
el cumpleanos
la estacion
la fiesta
el invierno
la Navidad
el otono
la Pascua Florida
la primavera
el verano
El Dia de la Raza

31. SHOPS AND STORES

la bodega
la carniceria
el dinero
la farmacia
el mercado
la panaderia
el supermercado
la tienda
la tienda de ropa
la zapateria
comprar
valer
vender

32. TIME

anoche
el ano
ayer
el dia
la fecha
la hora
hoy
manana
la manana
la medianoche
el mediodia
el mes
el minuto
la noche
le semana
tarde
la tarde
temprano

33. TRAVEL

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

34. WEATHER

el calor
fresco
el frío
la lluvia
la neblina
la nieve
el paraguas
el tiempo
el viento
llueve (esta lloviendo)
nieva (esta nevando)
### 35. WHEN?

<table>
<thead>
<tr>
<th>Ahora</th>
<th>Luego</th>
<th>Siempre</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antes (de)</td>
<td>Nunca</td>
<td>Tarde</td>
</tr>
<tr>
<td>Después (de)</td>
<td>Pronto</td>
<td>Temprano</td>
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</tbody>
</table>

### 36. WHERE?

<table>
<thead>
<tr>
<th>Abajo</th>
<th>Debajo (de)</th>
<th>Entre</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allí</td>
<td>Delante (de)</td>
<td>Lejos (de)</td>
</tr>
<tr>
<td>Aquí</td>
<td>Detrás (de)</td>
<td>Sobre</td>
</tr>
<tr>
<td>Arriba</td>
<td>Donde</td>
<td></td>
</tr>
<tr>
<td>Cerca (de)</td>
<td>En</td>
<td></td>
</tr>
</tbody>
</table>

### 37. MISCELLANEOUS

<table>
<thead>
<tr>
<th>O</th>
<th>Que</th>
<th>También</th>
</tr>
</thead>
<tbody>
<tr>
<td>Porque</td>
<td>Sin</td>
<td></td>
</tr>
</tbody>
</table>
These topical vocabulary lists represent additional vocabulary that may be learned in Spanish Level II. They are grouped around specific topics to facilitate conversation and composition. There will be some duplication with the basic required vocabulary.

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

1. ABSTRACTIONS

<table>
<thead>
<tr>
<th>Spanish</th>
<th>Spanish</th>
<th>Spanish</th>
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</thead>
<tbody>
<tr>
<td>la amistad</td>
<td>la costumbre</td>
<td>el interés</td>
</tr>
<tr>
<td>el aspecto</td>
<td>la esperanza</td>
<td>la manera</td>
</tr>
<tr>
<td>la belleza</td>
<td>el favor</td>
<td>la mentira</td>
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<td>el carácter</td>
<td>la fealdad</td>
<td>la suerte</td>
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<tr>
<td>el caso</td>
<td>la forma</td>
<td>el título</td>
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<td>la confianza</td>
<td>la hermosura</td>
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2. AGE

<table>
<thead>
<tr>
<th>Spanish</th>
<th>Spanish</th>
<th>Spanish</th>
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</thead>
<tbody>
<tr>
<td>el anciano</td>
<td>el joven</td>
<td>la niñez</td>
</tr>
<tr>
<td>la edad</td>
<td>la juventud</td>
<td>la vejez</td>
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</table>

3. AMUSEMENTS

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>el ajedrez</td>
<td>las damas</td>
<td>el picador</td>
</tr>
<tr>
<td>el baile</td>
<td>el deporte</td>
<td>la representación</td>
</tr>
<tr>
<td>el balompie</td>
<td>el drama</td>
<td>el tenis</td>
</tr>
<tr>
<td>la banderilla</td>
<td>el fútbol</td>
<td>el torero</td>
</tr>
<tr>
<td>el banderillero</td>
<td>el jai alai</td>
<td>la tragedia</td>
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<tr>
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4. ANIMALS

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<td>el museo</td>
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<td>el convento</td>
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<td>la America del Sur</td>
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72

92
### 15. HEALTH

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

### 16. HOUSE

- la alcoba
- el balcón
- la escalera
- el hogar

### 17. MATERIALS

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

### 18. MILITARY

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

### 19. NATURE

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

### 20. PROFESSIONS AND OCCUPATIONS

- el actor
- el artista
- el asunto
- el bailarín
- la bailarina
- el carpintero
- la ciencia
- la compañía
- la costurera
- el dependiente
- el escritor
- el exito
- la fabrica
- el fracaso
- el gerente
- el jefe
- el juez
- la máquina
- la mecánografa
- la modista
- el negocio
- la obra
- la oficina
- el oficio
- el pintor
- el poeta
- la secretaria
- la taquígrafo
- el vendedor
- el zapatero
21. **QUALITIES**

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22. **QUANTITY**

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25. **SHOPS AND STORES**

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### 27. TRAVEL AND MONEY

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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 día 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.


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


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


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
Primeraes Adventuras 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 Zurron Maravilloso by S. Pedret
GAMES - SOURCE LIST

1. Minnesota Mining and Manufacturing
2. Ginn and company
3. National Textbook Corporation

FOR WRITING LETTERS

7. ibid. Book 1, pp 504-507
LIST OF FILMS

Caperucita Roja, 14 minutes, level I - 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, Lével 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 Familia 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


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).
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. enchiladas: 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 mestizo.

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 "yankee."
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.

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. tule: 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.

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.

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.

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.

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?