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ABSTRACT

This course is intended for students who have had some experience in the formal study of Spanish. Performance objectives emphasize development of listening, speaking, and reading skills. Conversation is directed to everyday teenage interests: school, friends, soccer, and clothes. Grammar exercises treating "ser" and "estar" adjectives, and possessives are included. A suggested presentation of basic course content of the "A-LM: Spanish Level 1," revised edition, is appended. (RL)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE **QUINMESTER PROGRAM**



**DADE COUNTY PUBLIC SCHOOLS**

FOREIGN LANGUAGE

Introductory Spanish

Part 2

7503.12

DIVISION OF INSTRUCTION • 1971

CS 1 5 00 77

**INTRODUCTORY SPANISH**

**Part 2**

**Course Number 7503.12**

**DIVISION OF INSTRUCTION  
Dade County Public Schools  
Miami, Florida  
1971**

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## COURSE DESCRIPTION

This course is for the student who has had some experience in formal study of Spanish. Emphasis is on listening, speaking and the introduction to reading. Conversation will concentrate on school, friends, a soccer game, bargaining for clothes. The grammar consists of ser and estar, adjectives and possessives. Continued study will be 7503.13 or 7503.22 or their equivalents. Spanish will be the language of the classroom.

## BROAD GOALS AND PERFORMANCE OBJECTIVES

These minimum objectives will be met with 70% proficiency by a majority of the class unless otherwise specified.

I. **Listening skills:** The pupil, according to his level of maturity and achievement, will demonstrate by overt and/or spoken reaction his:

A. **Understanding of the target language spoken at normal tempo.**

The learner will:

1. choose the correct answer after listening to twenty expressions using the indefinite articles by circling the letters V or F.
2. choose the proper answer after listening to twelve sentences with a pair of phrases or sentences after each, by marking A or B as the logical rejoinder.
3. choose the correct completion after listening to ten sentences within the frame of expressions taught, from which one or more words are omitted, by writing the letter A, B or C.

B. **Comprehension of the new arrangements of familiar content:**

The learner will:

1. give the correct answer after listening to some questions asked in a conversation between a teacher and two students, by responding orally in Spanish or writing an English answer.

2. select the appropriate rejoinders within the limits of the material taught after listening to a series of sentences in which three rejoinders are suggested for each one, by circling A, B or C.
  3. identify correctly the content of a few sequential sentences spoken orally by marking A, B or C on the answer sheet.
  4. select the correct completion after hearing a series of short conversations, followed by incomplete statements, by circling A or B.
  5. select the proper form of adjective from three choices given orally after hearing a series of nouns by writing A, B or C.
  6. select the proper idea after listening to fifteen sentences using the forms of the present tense of SER, by underlining one of the following words: family, friendship, profession, origin, nationality, or characteristic
- C. Understanding of two natives of the target language speaking on topics within the range of their experience. The learner will:  
listen to a conversation of approximately two lines per speaker (three times) and identify the subject being discussed by marking A, B or C.
- D. Understanding of conversation based on everyday situation.  
The learner will:  
listen to five simple dialogs, each followed by names of

situations previously studied and indicate by marking A, B or C which situation identifies the dialog heard. The majority of the class will choose correctly at least three out of five.

E. Understanding of questions about his own usual activities in and out of the school. The learner will:

listen to ten questions and indicate the correct answer by marking A, B, or C in his paper.

II. Speaking skills: According to his level of maturity and achievement, the learner will talk with intonation and pronunciation acceptable to the teacher.

A. Imitate conversations of models at natural speed. The learner will:

1. recite the lines of the dialogs taught or one half of any dialog.
2. count with 100% accuracy any number of items up to 20 which have been given him.

B.- Discriminate and pronounce sounds. The learner will:

1. discriminate among sounds in the material taught when given five minimal pairs.
2. pronounce correctly the sounds emphasized in the material taught.

C.- Speak with acceptable intonation. The learner will:

say the lines of the dialogs taught with acceptable intonation.



D. Perform necessary changes in form and order. The learner will:

1. make the necessary changes in form and order in a basic sentence according to a cue word given him (Substitution drills).
2. replace parts of a basic sentence when given varying cues (Replacement drills).

E. Manipulate previously mastered conversation. The learner will:

1. give at least two answers when asked any question relative to the material taught.
2. produce at least three original answers when asked any question by recombining the basic expressions already learned.
3. produce new sentences using forms of the present tense of SER when asked to express the idea of family, friendship, profession, origin, nationality, or personal and inherent characteristics.

F. Ask and answer questions about his usual activities. The learner will:

converse briefly with another student after being given one oral cue.

G. Recognize structural or grammatical signals by applying them correctly in pattern drills. The learner will:

1. apply the forms of the present tense of the verbs previously taught when given the infinitive form.
2. apply when given a cue different types of adjectives

including the diminutive and superlative forms.

III. Reading skills: According to his level of maturity and achievement, the pupil will be able to demonstrate by oral or written reaction with proficiency acceptable to the teacher his:

A. Awareness of sound - letter correspondences. The learner will:  
pronounce or write correctly the main sounds emphasized when given a list of words containing these sounds.

B. Skill of oral reading as evidenced by correct intonation and juncture. The learner will:  
read aloud any material previously learned audiolingually.

C. Skill of reading with direct comprehension of the material been mastered audiolingually. The learner will:

1. read a short narrative and select the proper completion for a group of sentences by marking A, B, or C.
2. identify the most appropriate written expression about any short dialog by underlining the best one.
3. read silently any excerpt from material taught.

IV.- Writing skills: According to his level of maturity and achievement, the pupil will:

A. Copy in the target language that which he has previously heard, spoken and read with 90% accuracy. The learner will:  
copy in the target language each line of the dialogs.

B. Write from dictation with 90% accuracy. The learner will:

1. write the word for each of twenty numbers when dictated.
2. write the names of five different characters of the dialogs when dictated.
3. write short dictated sentences from the material previously learned.

C. Write demonstrating use of punctuation with 85% accuracy.

The learner will:

write any three lines of the dialog employing correct punctuation.

D. Write exercises with minimal structural changes. The learner will:

1. match the proper indefinite articles when given a list of nouns already studied.
2. supply the appropriate forms of the adjective including the diminutive and superlative forms when presented a paragraph.
3. supply the correct present tense form of any of the verbs previously learned when given sentences with the subject pronoun cue.

E. Demonstrate limited self-expression by working only with parts of a sentence. The learner will:

1. supply any suitable adjective that will fit logically the incomplete sentence given.

2. provide any subject noun that will fit logically the incomplete sentence given.

F. Write answers to oral questions or rejoinders. The learner will:

write two answers when asked any question relative to the material taught.

V. Culture knowledge: A majority of the students will attain these minimum objectives.

A. Given four facts about education in Spanish speaking countries, the student will elaborate on two.

B. Given four popular forms of entertainment, the student will elaborate on two.

VI. Attitude.

A. The student can identify several reasons for studying a foreign language as evidenced by participation in discussion groups, research, projects, making of art objects.

B. Seek information on cross-cultural differences as evidenced by research projects.

C. Sign up for further courses of language study.

COURSE CONTENT  
GRAMMATICAL INVENTORY

LA NUEVA ESCUELA

NOUNS

abrigo  
alumno  
amiga  
Ana  
biblioteca  
blusa  
Camilo  
camisa  
campeón  
canción  
carrera  
carro  
chica  
compañero (a)  
corbata  
correo

NOUNS

Cristina  
desfile  
disco  
Don  
Doña  
enredo  
escuela  
falda  
fútbol  
gato  
gemela  
Guillermo  
hermano (a)  
hijo (a)  
jefe  
libro

NOUNS

loro  
lugar  
Luisa  
madre  
maestro (a)  
mamá  
mañana  
Manolo  
María  
Marta  
mercado  
ojo  
Olga  
parque  
Pedro  
película

NOUNS

Perez  
perro  
prisa  
Puerto Rico  
razón  
regalo  
ruso  
Santos  
señor (a)  
sombrero  
Susana  
tienda  
tío (a)  
toro  
verdad  
vestido

COURSE CONTENT  
GRAMMATICAL INVENTORY

LA NUEVA ESCUELA

<u>ADJECTIVES</u>	<u>ADJECTIVES</u>	<u>ADJECTIVES</u>	<u>PREPOSITIONS</u>
aleman	inteligente (s)	rojo	con
alto (a)	italiano (a)	roto	conmigo
americano	ligero	rubio (a)	contigo
antipático	lindo (a)	segundo	excepto
bajo (a)	mayor	simpático (a)	hasta
bonito (a)	mejores	sorda	
buena	menor	viejo	<u>CONJUNCTIONS</u>
claro	Miss		y
difícil	mojado	<u>ADVERBS</u>	
español (a)	mucho	adónde	<u>INTERJECTION</u>
este	ninguna	bastante	¡que!
fácil	nuevo	bien	
francés (a)	ocho	entonces	<u>PRONOUNS</u>
gordo	otra	luego	algo
grande	pequeña	también	ella
idéntica	pretencioso (a)		aquien
inglés (a)	rapido		usted (es)

VERBS

buscar

comprar

decir

escuchar

estudiar

gustar

hablar

ir

llegar

necesitar

pasar

pensar

preguntar

querer

ser

tener

ver

GRAMMAR

Verb SER, present tense

The Indefinite Article

Adjective Agreement

Other Types of Adjectives

Adjectives of Nationality

Information Questions

Letter - Sound Correspondences

g = ( g ) or ( g´ )

gu = ( g ) or ( g´ )

g = ( h )

J = ( h )

r = ( r ) except after n, l, s.

r = ( rr ) after n, l, s, and at  
the beginning of words.

LOS PROBLEMAS

NOUNS

aeropuerto  
ábum  
alumna  
Arturo  
baile  
baño  
biblioteca  
boleto  
café  
calcetines  
campeón  
cara  
carrera  
carta  
casa  
cena  
centro  
cine  
cocina  
comedor  
comida  
contenta  
corbata

NOUNS

cosas  
cuarto  
día  
dinero  
dormitorio  
estadio  
exámenes  
falda  
fútbol  
García  
gemela  
González  
guantes  
hijo  
lápiz  
lástima  
libertad  
lugar  
Luisa  
maestra  
mamá  
media

NOUNS

mundo  
pantalones  
pañuelo  
pared  
partido  
Pedro  
película  
Perez  
peso  
prisa  
problema  
puerta  
recuerdo  
regalo  
restaurante  
sábado  
sala  
Susana  
tía  
tienda  
túnel  
ventana

ADJECTIVES

americano  
azul  
bajo  
barato  
cansado  
caro  
cinco  
corta  
delgado  
diez  
grande  
inglés  
pequeño  
sentado  
sorda  
todo  
universal

INTERJECTIONS

¡ajá!  
¡caramba!



VERBS

arreglar

buscar

caminar

comprar

conocer

costar

creer

encontrar

estar

gritar

ir

jugar

limpiar

llamar

VERBS

necesitar

pasar

querer

recordar

saber

tener

vivir

PREPOSITIONS

del

EXPRESSIONS

a propósito

ADVERBS

ahora

cuando

delante

después

tanta

todavía

CONJUNCTIONS

para

PRONOUNS

alguien

nada

GRAMMAR

Estar, present tense.

Information Questions

Contraction of the Definite Article

Possession with de.

Personal a.

Verbs with change o - ue in the stem ( - ar).

Letter - Sound Correspondences.

The written accent.

Words with no written accent.

Written accent in plural nouns and adjectives.

Other uses of the written accent.

### ALBUM DE FAMILIA

<u>NOUN</u>	<u>NOUN</u>	<u>NOUN</u>	<u>NOUN</u>
abuelo (a)	cena	Francisco	narración
aeropuerto	cine	fútbol	novio
álbum	clase	García	padre
Alfonso	cocina	gemelo	partido
almuerzo	Colombia	Gonzalo	película
Ana	comida	hermana	Pepe
Apolo	cosas	Hernán	periódico
baile	Delia	idea	prima
biblioteca	doña	libro	reunión
California	escuela	lugar	Rodrigo
Camilo	estudio	Lupita	sábado
campeón	exámenes	maestra	sala
Carolina	familia	Manolo	silla
casa	fiesta	Marta	sofá
casita	foto	mesita	suelo

ADJECTIVES

bonita  
cansado  
claro  
contento  
dieciocho  
diecisiete  
delgada  
enfermo  
ese  
esta  
este  
feo  
gordo (a)  
graciosa  
grande  
grandísima  
guapo (a)

ADJECTIVES

inteligente  
lindo  
lindísima  
mayor  
menor  
moderna  
mucho  
otra  
sentado  
simpático

ADVERBS

ahora  
francamente

PREPOSITIONS

para

VERBS

adivinar  
apretar  
caminar  
costar  
estar  
hablar  
ir  
poder  
recordar  
saber  
sentar  
ser  
tener  
ver

## GRAMMAR

Ser and Estar with predicate Nouns and Adverbs.

Ser and Estar with Predicate Adjectives.

The Suffix - ito.

The Suffix - isimo.

Ir and Dar, Present Tense.

Writing: Sentence Construction. Paragraph Completion.

Letter - Sound Correspondences.

C - qu ( chico - chiquito )

g - gu ( amigo - amiguito )

s - c ( Beatriz - Beatricita )

Spelling Note: ( f ) = f

## SUGGESTED EXPANSION OF MATERIALS

When teaching the dialogs, it is suggested that the teacher give background information relative to the situations or circumstances depicted in them. This background is to be given in English. Any cultural facts related to the dialogs will contribute to making them more interesting.

When preparing listening-comprehension tests, select exercises according to the material taught. Original drills or narratives are most effective. The point to consider when making a test is that any test is just as good as the objective it measures. Objectives and tests have to be planned with care and they complement each other.

When teaching vocabulary exercises or free response drills provide the student with different answers so he can progressively become self-reliant.

When teaching the verb ser it is suggested the student be provided with a sample of sentences in which the verb conveys different ideas (family, friendship, origin, characteristic, etc.)

An effective manner of measuring speaking ability is to select fifty questions from materials taught in this course and ask orally two questions to each member of the class every day for one week keeping a record of the responses. You can also select dialogs from the Recombination Materials at the end of each unit and have students answer in Spanish.

For teaching cultural topics the teacher should refer to "Glimpses of the Spanish World" and use them according to the specific material being taught.

When teaching any of the units of this course it is strongly recommended that the Teacher's edition of the basic material be followed.

SAMPLE EVALUATION

Instrument for measuring performance objective 1 A-2

You will hear a series of sentences. For each sentence, you will hear two rejoinders - A and B -. Select the best one by circling the appropriate letter.

1. T¿ eres americana, ¿verdad?
  - A. Sí, soy de los Estados Unidos
  - B. Sí, soy de Italia
  
2. Hoy es lunes
  - A. Mañana es domingo
  - B. Pasado mañana es miércoles.

Instrument for measuring performance objective II D

Luis y María son simpáticos

Cristina \_\_\_\_\_

\_\_\_\_\_ inglesa

Yo \_\_\_\_\_

\_\_\_\_\_ español

Carlos y yo \_\_\_\_\_

Instrument for measuring performance objective III C

Read the following narrative, then select the expression that best describes it.

A Cristina no le gusta arreglar su cuarto, no tiene sus cosas en su lugar. Por las mañanas, a la hora de ir a la escuela, Cristina no encuentra los zapatos, ni las medias. ¡Caramba! Esa chica es una calamidad.

1. Christine likes to fix her room and keep it clean.
2. It is difficult for Christine to find her things in the morning.
3. Christine is a very organized person but she does not like to bother with her room.

Instrument for measuring performance objective IV F

Write two answers for each of the following questions. You may give any original answer, but be careful with the sentence construction.

1. ¿Estudias español, ruso, o francés?
  - a.
  - b.
2. ¿Uds. arreglan su cuarto por la mañana?
  - a.
  - b.
3. ¿Quién está en la foto con el Sr. García?
  - a.
  - b.

**Instrument for measuring performance objective V A**

**Listed below are four subjects regarding aspects of Spanish speaking life which were taught in this course.**

**Choose two and write as much as you can about each.**

- 1. Dress in the schools**
- 2. A very popular leisure time activity**
- 3. Subjects emphasized in contemporary education**
- 4. The University of Salamanca.**

**Instrument for measuring performance objective VI-A.**

**The student will show a positive attitude toward the target culture and language.**

- A. He will seek out special projects**
- B. He will use the language out of class**
- C. He will visit local Spanish speaking establishments**



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## AUDIO-VISUAL MATERIALS

### Slides

Spanish Media Package Series. Miami, Florida: Dade County School, 1970.

### Tapes

Dade County Public Schools. Dade ALM (tapes). Miami, Florida: Dade County School Board, 1976.

Harcourt, Brace & World. ALM Spanish, Second Edition. New York: Harcourt, Brace & World, Inc., 1969.

**APPENDIX**  
**SUGGESTED PRESENTATION OF**  
**BASIC COURSE CONTENT**  
**ALM Spanish I, Revised Edition**

- I. Basic Dialog La Nueva Escuela
  - A. First half of the dialog
  - B. Supplement, first part
  - C. Vocabulary exercises, first part
    - 1. Questions
    - 2. Dialog recall
  
- II. Grammar
  - A. Ser, present tense
    - 1. Presentation
    - 2. Generalization
    - 3. Listening and speaking exercises
    - 4. Structure drills
      - a. Person - number substitution
      - b. Free response
      - c. Directed dialog
      - d. Writing exercise
  
- III. Basic dialog La Nueva Escuela
  - A. Second half of the dialog
  - B. Supplement, second part
  - C. Listening and speaking exercises
  - D. Vocabulary exercises, second part
    - 1. Questions
    - 2. Dialog recall

#### IV. Grammar

##### A. The indefinite article

1. Presentation
2. Generalization
3. Structure drills
  - a. Item substitution
  - b. Free completion
  - c. Free response
  - d. Free substitution
  - e. Writing exercise

##### B. Adjective agreement

1. Presentation
2. Generalization
3. Listening and speaking exercises
4. Structure drills
  - a. Item substitution
  - b. Writing exercise

##### C. Other types of adjectives

1. Presentation
2. Generalization
3. Structure drills
  - a. Item substitution
  - b. Paired substitution
  - c. Free substitution
  - d. Writing substitution

##### D. Adjectives of nationality

1. Generalization

2. Structure drills
  - a. Patterned response
  - b. Listening and speaking exercises
  - c. Free completion
  - d. Rejoinders
  - e. Progressive substitution
  - f. Free substitution
  - g. Free response
  - h. Directed address
  - i. Basic dialog variation
  - j. Writing exercises

E. Information questions

1. Presentation
2. Generalization
3. Structure drills
  - a. Answer - question
  - b. English cue drills
  - c. Answer - question
  - d. Writing exercise
  - e. Listening and speaking exercise

V. Recombination material

- A. Dialog I. Questions
- B. Dialog II. Questions
- C. Dialog III. Rejoinders
- D. Dialog IV. Questions
- E. Rejoinders

VI. Letter - sound correspondences

A. Lesson 1.

1. Reading: g = (g) or (g')
2. Reading: gu = (g) or (g')
3. Reading: g = (h)
4. Readings: j = (h)
5. Sentences
6. Writing

B. Lesson 2

1. Reading: r = (r)
2. Reading: r, rr = (rr)
3. Familiar and unfamiliar pairs
4. Sentences
5. Writing

VII. Basic dialog Los Problemas de Pedrito

- A. First half of the dialog
- B. Supplement, first pary
- C. Vocabulary exercises, first part

VIII. Grammar

A. Estar, present tense

1. Presentation
2. Generalization
3. Listening and speaking exercises
4. Structure drills
  - a. Person-number substitution
  - b. Patterned response
  - c. Free response
  - d. Writing exercise

- B. Information questions
  - 1. Presentation
  - 2. Generalization
  - 3. Structure drills
    - a. English cue drills
    - b. Answer - question
    - c. Writing exercise
  
- IX. Basic dialog Los Problemas de Pedrito
  - A. Second half of the dialog
  - B. Supplement, second part
  - C. Listening and speaking exercises
  - D. Vocabulary exercises, second part
    - 1. Question
    - 2. Dialog recall
    - 3. Antonym drill
  
- X. Grammar
  - A. Contraction of the definite article
    - 1. Presentation
    - 2. Generalization
    - 3. Structure drills
  - B. Possession with de
    - 1. Generalization
    - 2. Structure drills
      - a. Transformation drill
      - b. English cue drill
      - c. Writing exercise



C. Personal a

1. Presentation
2. Generalization
3. Structure drills
  - a. Item substitution
  - b. Question information
  - c. Writing exercise

D. Stem alternation: o → ue class verbs

1. Presentation
2. Generalization
3. Listening and speaking exercises
4. Structure drills
  - a. Person - number substitution
  - b. Paired sentences
  - c. Progressive substitution
  - d. Free substitution
  - e. Free response
  - f. Writing exercise

XI. Recombination material

- A. Dialog I. Questions
- B. Dialog II. Rejoinders
- C. Dialog III. Questions
- D. Rejoinders
- E. Conversation stimulus

XII. Letter - sound correspondences

- A. Lesson 1

1. Reading: The written accent
  2. Sentences
  3. Writing
- B. Lesson 2
1. Reading: words with no written accent
  2. Sentences
  3. Writing
- C. Lesson 3
1. Spelling notes: written accent in plural nouns  
and adjectives
  2. Spelling notes: other uses of the written accent
  3. Sentences
  4. Writing

XIII. Basic dialog Album de Familia

- A. First half of the dialog
- B. Supplement, first part
- C. Vocabulary exercises, first part
  1. Questions
  2. Dialog recall

XIV. Grammar

- A. Ser and Estar with predicate nouns and adverbs
  1. Generalization
  2. Structure drills
    - a. Person - number substitution
    - b. Patterned response
    - c. Directed dialog
    - d. Paired sentences

- e. Double item substitution
- f. Free response
- g. Double item substitution
- h. Free substitution
- i. Writing exercise

B. Ser and Estar with predicate adjectives

- 1. Generalization
- 2. Listening and speaking exercises
- 3. Structure drills
  - a. Patterned response
  - b. Paired sentences
  - c. Patterned response
  - d. Free response
  - e. Question - answer formation
  - f. Writing exercise

XV. Basic dialog Album de Familia

- A. Second half of the dialog
- B. Supplement, second part
- C. Vocabulary exercises, second part
  - 1. Questions
  - 2. Dialog recall
  - 3. Number drill
  - 4. English cue drill
  - 5. Rejoinders

XVI. Grammar

- A. The suffix - ito  
Generalization
- B. The suffix - ísimo

Generalization

- a. Noun - diminutive form
- b. Adjective - superlative form
- c. Cue dialog
- d. Writing exercises

C. Ir and Dar, present tense

- 1. Presentation
- 2. Generalization
- 3. Listening and speaking exercises
- 4. Structure drills
  - a. Person - number substitution
  - b. Patterned response
  - c. Free response
  - d. Writing exercise
- 4. Writing
  - a. Sentence construction
  - b. Paragraph completion
  - c. Listening and speaking exercise

XVII. Recombination material

- A. Dialog I. Questions
- B. Dialog II. Questions
- C. Dialog III. Questions
- D. Dialog IV. Questions
- E. Dialog V. Questions
- F. Narrative. Questions
- G. Rejoinders
- H. Conversation stimulus

XVIII. Letter - sound correspondences

A. Spelling notes: spelling

B. Writing

C. Sentences

D. Writing