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ABSTRACT

These Quinmester Program materials are intended for students developing the basic skills of reading, writing, speaking, and listening. Performance Objectives are outlined and structural exercises treating "-e" and "-i" verbs, "conocer," "poner," "saber," "salir," "oir," "tener," and "venir" are provided. Students are also required to write original dialogues in this course. Reference materials are listed. (RL)

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



**DADE COUNTY PUBLIC SCHOOLS**

**INTRODUCTORY SPANISH**

**7503.13**

**Part 3**

**DIVISION OF INSTRUCTION • 1971**

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**INTRODUCTORY SPANISH**

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

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**TABLE OF CONTENTS**

**Course Description ..... iii**

**Broad Goals and Performance Objectives ..... 1**

**Course Content ..... 9**

**Suggested Expansion of Materials ..... 21**

**Sample Evaluations ..... 23**

**References ..... 27**

## COURSE DESCRIPTION

The student will read and discuss letters, talk about lunch and tell time. The -e and -i verbs and some challengers such as conocer, poner, saber, salir, oír, tener and venir will be manipulated. He will write original dialogs under controlled conditions. This quin is designed for the student who has controlled the language described in 7503.12 or its equivalent. Spanish will be the language of the classroom.

7503.13

## 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.**

1. After listening to twenty incomplete sentences, the student will select the best completion by circling the letter a, b, or c.
2. After listening to ten sentences each followed by two phrases or sentences the student will mark a or b as the logical rejoinder.
3. Given a basic sentence using an adjective and ten varying cues of noun and adjective changes, the student in the progressive substitution exercise will provide for proper agreement of noun and adjective.
4. After listening to a narrative and twenty questions based on the material previously taught, the student will write a, b, or c as the best choice for each question.

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

1. After listening to some questions and answers used in a conversation between a teacher and three students, the student will identify the correct answer by responding orally in English: "first answer," "second answer" or "third answer."

2. After hearing a series of short conversations, followed by incomplete statements and two possible completions, the student will indicate the appropriate completion by circling a or b.
3. After listening to a series of sentences in which three rejoinders are suggested for each one, the student will choose the appropriate rejoinder by circling a, b, or c.
4. Hearing a few sequential sentences spoken the student will identify the content by marking a, b, or c on the answer sheet.
5. After hearing a series of sentences the student will select the proper form of the verb (-e or -i class) given orally for each sentence by marking a, b, or c.
6. After listening to twenty sentences using the forms of the demonstrative adjectives, the student will indicate the relationship of the nouns with the person speaking or with the person spoken to by underlining one of the following words: this, that, these, or those.

C. Understanding of two natives of the target language speaking on topics within the range of their experience.

The student will:

1. listen to a conversation of approximately three lines per speaker (three times) and identify the subject being discussed by circling a, b, or c.
2. identify the infinitive of the verbs used in the sentences after listening to a brief conversation of about three sentences per speaker, by underlining the proper infinitive on a given list of written verbs in the answer sheet.



D. Understanding of conversation based on everyday situation.

The student will listen to five simple dialogs, each followed by names of situations previously studied and indicate by marking a, b, or c which situation indentifies 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 student will listen to fifteen questions and indicate the correct answer by marking a, b, or c in the answer sheet.

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

A. Imitate conversations of models at natural speed.

The student will:

1. recite the lines of the dialogs taught or one half of any dialog with 80% accuracy.
2. count with 95% accuracy any number of items up to 100 which have been taught.

B. Discriminate and produce sounds.

The student 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 so that a native speaker would understand.

1. summarize one half of the dialog taught.

2. speak extemporaneously on any subject taught in approximately three or four sequential thoughts.

D. Perform necessary changes in form and order.

The student 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 student 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 -e and -i class verbs when asked any question applying those verbs.

F. Ask and answer questions about his usual activities.

The student will converse briefly with another student after being given an oral cue.

G. Recognize structural or grammatical signals by applying them correctly in pattern drills.

The student will:

1. apply the forms of the present tense of the verbs previously taught when given the infinitive form.

2. apply different descriptive adjectives including the superlative and diminutive forms when given a cue.
3. apply the forms of demonstrative adjectives, in first and second position, when needed to refer to different items in a practical conversation.
4. apply the pronouns as object of prepositions when carrying out a brief conversation with another student.

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

A. Awareness of sound-letter correspondences.

The student will pronounce or write correctly the main sound emphasized when given a list of words containing these sounds.

B. Skill of oral reading as evidenced by correct intonation and juncture.

The student will read aloud any material previously learned audio-lingually.

C. Skill of reading with direct comprehension of the material that has been mastered audio-lingually.

The student 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 and explain in either language the content.

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 student will copy in the target language each line of the dialog.

B. Write from dictation with 90% accuracy.

The student will:

1. write the word for each twenty numbers when dictated from the one hundred numbers learned before.

2. write the names of five different characters of the dialog when dictated.

3. write sentences of about two lines from the material previously learned when dictated.

4. write a short dictated paragraph from the narratives previously read.

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

The student will:

1. write any three lines of the dialog employing correct punctuation.

2. write some completions for a given paragraph where an accurate punctuation is necessary.

3. write sentences to answer oral questions using proper punctuation.

4. After listening to similar sounding pairs of words, one in English and one in Spanish, write the Spanish words and apply the proper punctuation.

D. Write exercises with minimal structural changes.

The student will:

1. supply the proper descriptive adjectives when given a list of nouns already studied.
2. supply the appropriate forms of adjectives including the superlative and diminutive forms when presented a paragraph.
3. supply the correct present tense form of any of the verbs previously studied when given sentences with the subject pronoun cue.
4. supply the proper demonstrative adjective in a written sentence when given the position of the noun in regard to the person speaking or spoken to.
5. write correctly the pronouns as object of preposition when asked to apply them in a sentence.

E. Demonstrate limited self-expression by working only with parts of a sentence.

The student will:

1. supply any suitable descriptive adjective that will fit logically the incomplete sentence given.
2. provide any proper object pronoun that will fit logically the incomplete sentence given.

F. Write sentences or small paragraphs as answers for oral questions or rejoinders.

The student will:

1. write two sentences using verbs previously learned when asked an oral question already studied.
2. write a short paragraph using the material previously learned when asked a question relative to any narrative.

3. write answers using descriptive adjectives or demonstrative adjectives when given some oral rejoinders.

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 several forms of nicknames, the student will elaborate on four.

C. Explain briefly what he knows about servants in Spanish-speaking countries.

VI. Attitude:

A. The student will show a favorable attitude in his participation in discussion groups, research, projects and making of art objects connected with the Spanish culture.

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

C. Can identify several reasons for studying a foreign language.

D. Signs up for further courses of language study.

COURSE CONTENT  
GRAMMATICAL INVENTORY

Con Conchita

Nouns:

alumnos	corbata	Gloria	ojos
años	cuidado	gordito	piano
biblioteca	diccionario	gracias	plaza
blusa	dirección	gris	recreo
boletos	domingo	guantes	rojo
café	duelo	hermano	sección
calie	esquina	inglés	silencio
Canadá	estación	julio	Sue
carta	estadio	Mario	tenis
chucho	familia	media	Vera
color	foto	muela	verdad
compañeros	función	noticias	verde
Conchita	fútbol	negro	vestido
	García	novia	zapatos

Verbs:

adivinar	escribir	leer	saber
comer	estimar	llamar	ser
comprar	estudiar	necesitar	tener
creer	hablar	practicar	ver
deber	hacer	preguntar	vivir
decir	ir	pronunciar	

**Adjectives:**

alto	distraído	mayor	rubia
americano	feos	negro	trigueña
blanco	gemelas	nuevo	verde
bonita	gordito	pelirroja	
castaño	gris	perezoso	
caros	guapo	poco	
continuo	linda	rojo	

**Adverbs:**

adónde	delante	detrás	solamente
antes	después	hoy	todavía
bastante			

**Prepositions:**

a	contigo	en	por
con	de	para	sin
conmigo	durante		

**Pronouns:**

quién

**Grammar:**

Position of Descriptive Adjectives

Prepositions

Pronouns as Objects of Prepositions

Regular e-Class Verbs

Regular i-Class Verbs

Verbs saber, ver, hacer: present tense

**Writing:**

Multiple Item Substitution

Dialog Completion



Letter-Sound Correspondences:

i = (y)

u = (w)

i = (i); ú = (u)

cc = (ks)

A La Hora Del Almuerzo

Nouns:

agua	Colón	heuvos	reloj
bolsa	corbata	leche	restaurante
café	correo	Luisito	Rio de Janeiro
calor	culebra	mami	sed
camisa	desayuno	mundo	té
carne	ensalada	papas	temperatura
cartero	falda	parque	Toni
catedral	geografía	permiso	
chico	hambre	radio	

Verbs:

almorzar	entender	preferir	traer
cenar	hay	sentir	tener
conocer	oir	ser	venir
distraer	poner		

Adjectives:

caliente	esta	fácil	fritas
distraída	esto	frío	imposible
ese	estricto		

**Adverbs:**

inmediatamente luego

sólo

tampoco

**Prepositions:**

hasta

según

**Grammar:**

Stem Alternation: o - ie

e-Class and i-Class Verbs

alli and haber

Demonstrative Adjectives

The Neuter Demonstratives esto and eso

Verbs with Stem Irregularities: conocer, poner, salir

Verbs with Stem Irregularities: traer, oír

Verbs with Stem Irregularities: tener, venir

**Writing:**

Multiple Item Substitution

Dialog Completion

## COURSE CONTENT

### I. Basic Dialog Con Conchita

- A. First half of the Dialog.
- B. Supplement, first part.
- C. Vocabulary Exercises, first part.
  - 1. Questions.
  - 2. Dialog Recall.

### II. Grammar

- A. Position of Descriptive Adjectives.
  - 1. Presentation.
  - 2. Generalization.
    - Listening and Speaking Exercises 125, 126, 127, 128.
  - 3. Structure Drills
    - a. Item Substitution.
    - b. Transformation Drill.
    - c. Free Response.
    - d. Progressive Substitution.
    - e. Free Substitution.
    - f. Writing Exercise.
    - g. Directed Dialog.
    - h. Directed Dialog Variation.
    - i. English Cue Drill.
    - j. Free Response.
    - k. Writing Exercise.

III. Basic Dialog Con Conchita.

- A. Second half of the Dialog.
- B. Supplement, second part.
- C. Vocabulary Exercises, second part.
  - 1. Questions.
  - 2. Antonym Drill.
  - 3. English Cue Drill.

IV. Grammar

- A. Prepositions.
  - 1. Generalizations.  
Listening and Speaking Exercises 129, 130, 131, 132, 133.
  - 2. Structure Drills.
    - a. Paired Sentences.
    - b. Free Response.
- B. Pronouns as Objects of Prepositions.
  - 1. Presentation.
  - 2. Generalization.
  - 3. Structure Drills.
    - a. Patterned Response.
    - b. Free Response.
    - c. Writing Exercise.
- C. Regular e-Class Verbs.
  - 1. Presentation.
  - 2. Generalization.
  - 3. Structure Drills.
    - a. Person-number Substitution.
    - b. Writing Exercise.

- D. Regular i-Class Verbs.
  - 1. Presentation.
  - 2. Generalization.
  - 3. Structure Drills.
    - a. Person-number Substitution.
    - b. Listening and Speaking Exercises 134, 135, 136.
  - 4. Singular-Plural.
  - 5. Free Response.
  - 6. Progressive Substitution.
  - 7. Writing Exercise.
- E. Saber, ver, hacer, Present Tense.
  - 1. Generalization.
  - 2. Structure Drills.
    - a. Person-number Substitution.
    - b. Plural-Singular.
    - c. Directed Dialog.
    - d. Free Response.
    - e. Writing Exercise.
- F. Writing.
  - 1. Multiple Item Substitution.
  - 2. Dialog Completion.
- V. Recombination Material.
  - A. Dialog I. Questions.
  - B. Dialog II. Questions.
  - C. Dialog III. Conversation Stimulus.
  - D. Narrative. Questions.
  - E. Rejoinders.

VI. Letter-Sound Correspondences.

- A. Reading: i = (y)
- B. Reading: u = (w)
- C. Reading: i = (i); ú = (u)
- D. Reading: cc = ks.
- E. Sentences.
- F. Writing.

VII. Culture Knowledge.

A. The Recess.

- 1. The School Patio.
- 2. The Fountain.
- 3. Games.
- 4. The Snacks.
  - a. Candies
  - b. Ice-cream
  - c. Refreshments
- 5. Line up the class.
- 6. Parades and Sport Events.

B. The Names.

- 1. Usage of First Name.
- 2. Usage of Last Name.
  - a. Father's Last Name.
  - b. Father's and Mother's Last Name.
- 3. Usage of Nicknames.
  - Regarding to physical characteristics.

VIII. Basic Dialog A la Hora del Almuerzo.

- A. First half of the Dialog.
- B. Supplement, first part.
- C. Vocabulary Exercises, first part.
  - 1. Questions.
  - 2. Dialog Recall.

IX. Grammar.

A. Stem Alternation: e - ie; e and i-Class Verbs.

- 1. Presentation.
- 2. Generalization.

Listening and Speaking Exercises 141, 142, 143.

3. Structure Drills.

- a. Patterned Response.
- b. Person-number Substitution.
- c. Paired Sentences.
- d. Singular-Plural.
- e. Free Response.
- f. Writing Exercise.

B. allí and haber

- 1. Generalization.
- 2. Structure Drills.
  - a. Paired Sentences.
  - b. Directed Dialog.
  - c. Writing Exercise.

C. Demonstrative Adjectives.

- 1. Presentation
- 2. Generalization.

Listening and Speaking Exercises 144 and 145.

3. Structure Drills.
  - a. Item Substitution.
  - b. Free Completion.
  - c. Patterned Response.
  - d. Progressive Substitution.
  - e. Free Substitution.
  - f. Writing Exercise.

X. Basic Dialog A la Hora del Almuerzo.

- A. Second half of the Dialog.
- B. Supplement, second part.
- C. Vocabulary Exercises, second part.
  1. Questions.
  2. Free Completion.
  3. Rejoinders.

XI. Grammar.

- A. The Neuter Demonstratives *esto* and *eso*.
  1. Generalization.
  2. Structure Drills.
    - a. English Cue Drills.
    - b. Paired Sentences.
    - c. Free Response.
    - d. Writing Exercise.
- B. Verbs with Stem Irregularities: *conocer*, *poner*, *salir*.
  1. Presentation.
  2. Generalization.

Listening and Speaking Exercises 146, 147, 148.
  3. Structure Drills.



- a. Person-number Substitution.
  - b. Writing Exercise.
- C. Verbs with Stem Irregularities: traer, oír.
- 1. Generalization.
  - 2. Structure Drills.
    - a. Person-number Substitution.
    - b. Plural-Singular.
    - c. Singular-Plural.
    - d. Free Response.
    - e. Writing Exercise.
- D. Verbs with Stem Irregularities: tener, venir.
- 1. Generalization
  - 2. Structure Drills.
    - a. Person-number Substitution.
    - b. Patterned Response.
    - c. English Cue Drills.
    - d. Free Response.
    - e. Chain Drill.
    - f. Writing Exercise.
    - g. Listening and Speaking Exercise 149.
- E. Writing.
- 1. Multiple Item Substitution.
  - 2. Dialog Adaptation.

XII. Recombination Material.

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

XIII. Culture Knowledge.

- A. Performance of services for the family in the Spanish-speaking countries, (in the home).

The servants: different types.

- a. The maid
- b. The cook
- c. The nursemaid

- B. Performance of services for the family in the Spanish-speaking countries, (outside the home).

1. Official services.

- a. The mailman
- b. The policeman
- c. The fireman

2. Private services.

- a. The milkman
- b. The messenger of the drugstore, food store and bakery.

- C. Similarities and differences in the performance of these services between the Spanish-speaking countries and the United States.

## SUGGESTED EXPANSION OF MATERIALS

1. 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 and very carefully to avoid misinterpretations. For instance, the first line of the dialog Con Conchita says in Spanish: Tú sabes hablar inglés, ¿verdad?, but the English translation of this line is: You know how to speak English, don't you? To avoid further misinterpretation a closer equivalent expression in English is to be given, such as: You know how to speak English, true? It is suggested that it be explained that the word how is emphasized in English but not used in the Spanish sentence, and that the word true is a better equivalent to verdad.
2. Cultural facts related to the dialogs are suggested in the Course Content and will contribute to making them more interesting.
3. When preparing listening-comprehension tests, select exercises according to the material taught. Original drills or narratives are most effective.
4. Objectives and tests have to be planned with care because any test is just as good as the objective it measures.
5. When teaching vocabulary exercises or free response drills provide the student with different answers so he can progressively become self-reliant.
6. When teaching the positions of descriptive adjectives it is suggested that the student be provided with sample sentences using them and that the point be emphasized that in Spanish the adjectives usually follow the nouns.

7. When teaching the e- and i-class verbs it is suggested that the teacher make a clear distinction between regular and the irregular verbs, emphasizing that irregularity in just one of the forms of the verb in present tense is reason enough to label it as irregular.
8. For measuring speaking ability it is suggested that fifty questions from previously taught materials be selected. Two questions every day to each member of the class during one week can be asked and a record kept of the responses. At the end of the week the teacher will have data to make an appropriate individual evaluation.
9. When teaching cultural aspects refer to the end of each unit in the Course Content, and develop suitable exercises regarding these topics.
10. It is also strongly recommended that the Teacher's Edition of the basic materials be studied and suggestions followed.

## SAMPLE EVALUATION

### Listening Skills:

Instrument for measuring performance objective IB-3

You will hear a series of sentences, followed by three rejoinders each. Select the best rejoinder by circling a, b, or c.

1. Conchita lee una carta en inglés.
  - a. Sí, hace tiempo.
  - b. Sí, porque lee y escribe un poco en inglés.
  - c. Sí, es una carta.
2. Dice que tiene los ojos azules.
  - a. Debe ser una casa muy bonita.
  - b. Deben ser los amigos de Enrique.
  - c. Debe ser una chica muy bonita.
3. Creen que eres un gordito simpático.
  - a. La chica es muy simpática.
  - b. Sí, las chicas creen eso.
  - c. Sí, hay una gordita allí.

### Speaking Skills:

Instrument for measuring performance objective IIG-1

You will hear twice a series of words in which the verb is given in infinitive form. Make the proper arrangements of the given words, adding a few little words when necessary and create orally a sentence using the verb in present tense in each case.

1. La clase - empezar - mañana - la noche.
2. El gordito - recibir - carta - inglés.
3. La maestra - Luisito - ser - inteligente.
4. La chica - llamarse - Sue.
5. Conchita - Enrique - ir - biblioteca - ahora.

Reading Skills:

Instrument for measuring performance objective IIIC-1

Read the following narrative. Then select the best completion for the sentences below, by marking a, b, or c.

La chica que le escribe a Enrique se llama Sue. Ella habla inglés y vive en Canadá, pero Enrique no sabe leer ni escribir in inglés. Por eso quiere que Conchita lea la carta. Conchita busca un diccionario en la biblioteca, pues ella no sabe mucho inglés. Sue dice en la carta que ella es rubia con los ojos azules. También dice que quiere saber cómo es Enrique. El dice que no sabe cómo es. Entonces Conchita le dice que él es un gordito muy simpático.

1. Sue es una chica \_\_\_\_\_.
  - a. que va al Canadá.
  - b. que habla español.
  - c. que vive en Canadá.
2. Enrique quiere que Conchita \_\_\_\_\_.
  - a. habla en inglés.
  - b. lea la carta.
  - c. está en la biblioteca.
3. Conchita necesita \_\_\_\_\_.
  - a. unos ojos azules
  - b. una carta en inglés.
  - c. un diccionario en inglés y español.
4. Sue dice en la carta \_\_\_\_\_.
  - a. que tiene los ojos azules.
  - b. que Enrique es un gordito simpático.
  - c. que Conchita habla español.

Writing Skills:

Instrument for measuring performance objective IVF-2

You are going to hear twice a few questions in Spanish related to the narrative studied before. After hearing these questions, write a short paragraph in Spanish answering each.

1. ¿Cómo se llama la chica que le escribe a Enrique, dónde vive y cómo es?
2. ¿Qué quiere Enrique, qué le dice a Conchita y qué hace ella?
3. ¿Quién busca un diccionario, para qué y qué le dice a Enrique?

Culture Knowledge:

Instrument for measuring performance objective VA

Four subjects related to the life in the Spanish-speaking countries which you have studied already are listed below. Select two of them and give an oral or written explanation in English as much as you can about each.

1. The recess in the school.
2. Line up for class, parades and other events.
3. Rural schools
4. Universities

Attitude:

Instrument for measuring performance objective VIA,B,D

This is difficult to evaluate except for the pupils' active interest in the language in all its phases and in the people who speak it. He should display an attitude of sympathetic understanding toward the culture, its people, and its language. He should demonstrate his awareness of some of the many reasons for studying Spanish and perhaps the best way to evaluate this would be by his desire to continue his study of the language. To facilitate as objective

an evaluation as possible, the following guide for noting activities of each student could be kept.

Name	Participates in Discussion groups	Visits Establishments related to Spanish	Culture seeks projects	Uses Spanish out of class	Is member of language club	Does research	Registers for another Spanish class
1. Jones, Mary	10/10 ✓	E	11/1 E	3/2 ✓		1/10 ✓	

**Key**

E - excellent  
 ✓ - acceptable  
 — unacceptable





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