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ABSTRACT

Guidelines for nonsequential, one-semester courses in French and Spanish for travelers, offered at the secondary level of instruction, are presented in this study. The courses are intended for those who wish a brief introduction to the language focusing primarily on selected phrases and expressions often used by travelers. The categories of phrases for the courses include (1) making friends, (2) time and numbers, (3) leaving the United States and arriving in the foreign country, (4) accommodations, (5) dining, (6) traveling around, (7) sightseeing, (8) sports, (9) shopping, (10) services, (11) car information and driving, (12) expressions from the foreign language used in English, (13) expressions and mannerisms to avoid, and (14) expressions referring to holidays and festivals. A section on methodology includes suggested procedures for testing and grading. (RL)

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FRENCH FOR TRAVELERS

SPANISH FOR TRAVELERS

(Nonsequential semester courses in the foreign language area)

GUIDELINES
AND
HANDBOOK

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS
UPPER MARLBORO, MARYLAND 20870
Carl W. Hassel, Superintendent of Schools
1972

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PREFACE

A course such as "Foreign Language for Travelers" appears to fill a heretofore unmet need of those students who wish a brief introduction to the language in the form of certain useful phrases and expressions, specifically those related to travel situations. Such a course also serves as an introduction to the foreign culture. English is the medium of instruction for all explanations and discussions of culture. Such a course contributes to a broadening of the offerings in the foreign language department.

This set of Guidelines is concerned with, specifically, French and Spanish for Travelers. These two courses were pioneered on a semester basis at Potomac and DuVal Senior High Schools during 1971-72. As a result of these pilot classes, foreign language travel courses, designed as nonsequential, semester courses, have emerged as a possible addition to the foreign language curriculum.

The following teachers contributed to the preparation of these Guidelines on a voluntary basis, together with Mr. Steven Lutz, Assistant Supervisor:

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Miss Dee Calisto - DuVal Senior High School

Miss Mary Dyke - Potomac Senior High School

Mrs. Mary Kiefer, - formerly DuVal Senior High School

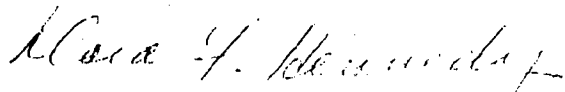
Mrs. Ellen Levitt - Martin Luther King Junior High School
(formerly DuVal Senior High School)

These courses were pioneered by Miss Mary Dyke, Mrs. Mary Kiefer and Mrs. Ellen Levitt during 1971-72.

This publication was prepared by the Supervisor of Foreign Languages, using as a source the content presented in the pilot classes. Other suggested material in the area of culture has been added with modifications resulting from teacher and student evaluations of the pilot courses.

It is hoped that this guide will help the teacher new to such a course. There is no implication that it should be followed to the letter. The teacher is free to utilize its contents and its references as he or she deems appropriate.

A requirement intrinsic to the situation is that the classroom be student-centered and project/activity oriented. These courses call for teachers with this kind of orientation in order to have the best chance of success.



Dora F. Kennedy
Supervisor of Foreign Languages

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INTRODUCTION

This publication is intended as a manual or handbook for schools planning to incorporate a language-for-travelers course in their foreign language curriculum.

It includes guidelines in recommended policy vis-à-vis such a course; goals and specific objectives; examples of materials and content used in pilot classes; suggestions in methodology; samples of evaluative materials which emerged from the pilot classes; source list of materials.

POLICY RECOMMENDATIONS

It is recommended that schools instituting a language-for-travel course adhere to the following overall policy:

1. These courses are intended for senior high school at this time. They should not be offered instead of or at the expense of upper level courses (Levels IV and V). Credit should be designated on the student's record as credit for this course by title and not as credit in the foreign language per se. These courses may also be possible in junior high school.

2. They should be conceived as appealing mainly to those students who:

- a) would not usually be interested in a sequential foreign language course but who wish an introduction to the language with travel orientation. However, students who have had one or more semesters of a sequentially taught foreign language should not be excluded from the course, nor should anyone concurrently enrolled in the sequential program.

In other words, it should be open to all. It is understood that grouping techniques will be utilized to meet the challenge of individual differences.

b) would like to have a brief exposure to the foreign language and culture, with the possible intention of enrolling in a sequential language course at some future time.

3. It is recommended that these courses be of a semester's duration; they could encompass a shorter period if the school schedule is so organized.

4. There could be one such course for each language taught in the school, or for a language not currently taught, provided there is a teacher who is conversant with that language and culture and whose competence has been ascertained.

5. A course of this nature could encompass more than one language and culture, taught either by a team or by a teacher who knows these cultures. In this case the semester may be divided into segments, each language/culture being treated in a different segment.

The foreign language department may designate the course as "Language for Travelers," "French/German*/Spanish for Travelers," or use a more colorful title such as "Ports of Call," adopted by one senior high school in another part of the State.

6. These classes are, for the most part, to be taught in English, with the exception of the phrases, expressions, geographic names and any other specific vocabulary being presented in the foreign language.

7. The inclusion of such a course in the curriculum of the

*German course not yet fully developed.

foreign language department should not preclude the use of minipacs, learning activity packages, or "minicourses" on travel topics within the foreign language levels of the regular, sequential program.

8. These courses should be characterized as student-centered, project-oriented, with "laboratory experiences," that is, fieldtrips to the local places which represent the culture being studied, e. g., the French market, or the Pan American Union, restaurants, embassies, etc.

It is understood that fieldtrips must be in compliance with system policy and with the policy of the school.

It is conceivable that "fieldtrips" for such a group might be the participation of some of the class members in actual trips abroad, in a program organized by either the foreign language or social studies department.

9. Parents should be apprised of the limited objectives of such courses and of the fact that they do not provide the in-depth experience of the sequential language course; they are not intended to impart the skill of sustained conversation in the foreign language, a skill which requires the study of functions and forms, that is, structure.

GOALS OF THE LANGUAGE FOR TRAVELERS COURSE *

There is a place in the foreign language program for the course in which the objectives are confined to a knowledge of limited specific content in a particular area of living, and in which sequential skill development is not a major goal. Such courses are not of the cumulative type and are usually though not always of a semester's duration.

A summary of goals follows:

Cognitive Goals

1. To help the student learn to say certain phrases, expressions, and vocabulary commonly used in the foreign language in a variety of travel-related situations; to recognize them in print; and to understand them when he hears them spoken. There will also be a body of expressions which the student will come to understand without being able to say them.
2. To help the student learn to recognize and comprehend foreign language road signs, signs in department stores, and other material of this nature.
3. To introduce the student to different societies, to some of their great contributions to civilization, and to their way-of-life culture.

Affective Goals

1. To foster a positive attitude toward the foreign people, their language and way of life.
2. To help the student understand that travel in a foreign country is more enjoyable when one knows something about its language, people and culture, thus somewhat diminishing the well known emotional experience of culture shock.

* In keeping with the current trends as described by Valette and Disick, in Modern Language Performance Objectives and Individualization, Harcourt Brace, Jovanovich, 1972, page 10, the term "goals" is used to refer to broad, general aims, whereas specific aims are designated as "objectives."

OBJECTIVES OF THE LANGUAGE FOR TRAVELERS COURSE
(Linguistic and Cultural)

What is the student expected to be able to do and what should he know when he completes such a course?

Since this is not a sequential skill course, the students will not be taught to "put the language together"; otherwise, it will become a Level I course. Phrases and expressions will be learned as "formulas" with little or no grammatical analysis except to satisfy the manifested curiosity of the learners and when explanation or pointing out relationships can assist retention. For example, if the students have been taught to understand and say "How much does this cost?" they should not be expected to understand and say "How much do these cost?" unless this utterance had also been taught. Of course, some students will be able to make such deductions; however, it should not be an expectation.

It is necessary to note that some students enrolled in the course may not be linguistically oriented and consequently may have difficulty in achieving any degree of control over most of the phrases taught. Experience in the pilot classes has shown that the teacher must make a subjective judgment as to an acceptable level of performance. Level I criteria should not be applied. The teachers of the pilot classes agreed that in the case of such students, if the utterance is comprehensible, it should be accepted.

Specific aspects of linguistic skills for which students are to be held responsible:

Upon completion of the course the student is expected to:

- say with understanding a group of phrases which have been taught with oral control. Many of these phrases are listed in these outlines under CONTENT.

The teacher will set the level of performance that is acceptable.

See Valette text previously cited and discussion in previous paragraph.

- understand these phrases upon hearing them or seeing them in print. Again the teacher will determine the degree of comprehension acceptable and under what conditions.
- understand when heard or seen a wider group of expressions which have been taught as recognition vocabulary.
- read those utterances which he can say, and others as explained above, without necessarily being able to pronounce them. This category includes reading recognition of road signs, posters, signs in public places, e. g., Défense de Fumer (No Smoking), names and types of stores, train, bus and plane schedules. The student will not be expected to read such items aloud, nor to understand them when spoken, but merely to know their meaning when he sees them.

THE STUDENT IS NOT EXPECTED TO WRITE IN THIS COURSE
EXCEPT FOR COPYING THE PHRASES TO BE LEARNED.

In summary, the linguistic skills categories involved are:

1. saying a limited number of expressions, phrases and words.
2. understanding these same phrases when heard.
3. reading these specific phrases, that is, being able to read them aloud or silently, knowing what they mean.
4. reading recognition and listening comprehension of a larger body of material without necessarily being able to speak it.
5. reading recognition only of additional material without necessarily being able to understand it when heard.

WHEN TESTING, THE TEACHER MUST KEEP IN MIND THE SKILL CATEGORY IN WHICH EACH ITEM WAS TAUGHT. FOR EXAMPLE, AN ITEM TAUGHT FOR READING RECOGNITION ONLY WOULD NOT BE TESTED BY HAVING THE TEACHER SAY IT, BUT BY PRESENTING IT TO THE STUDENT IN PRINT ONLY.

Specific cultural aspects for which students are to be held responsible:

Upon completion of the course the student should:

1. be able to demonstrate his knowledge of the major cultural contrasts and similarities between the foreign country and the United States, to the extent that this information was part of the course.
2. be able to demonstrate a knowledge of the geography, highlights of the history, government, and other social institutions as well as famous personalities and places, contemporary and those of the past.

The teacher predetermines with the class the degree of expectation with regard to items one and two based on the specific content studied. It is assumed that during reports and discussions, the teacher will point out which items are for recognition, which for recall, and which aspects the students should be able to discuss in a critical fashion.

3. reflect through attitude questionnaires, checklists, etc., at least a tolerance toward the foreign cultures and peoples; at best, a genuine appreciation.

Examples of items for a questionnaire containing statements reflecting tolerance*:

*From Valette, op. cit., page 132

- a. Different people have different ways of living and acting.
 - b. You should not make fun of people who are different from you.
 - c. There is more than one workable system for expressing ideas ...
- (Check +1 if you agree, 0 if uncertain, -1 if you disagree.)

Scoring: total +1's and -1's)

CONTENT AND MATERIALS

Linguistic

The following is an outline of linguistic categories to be covered, based on the usual practical needs of travelers. These categories and the subsequent lists of pertinent phrases are based on the work of the pilot classes. They are included in most foreign language travel books or lists.* As described in detail in the foregoing pages under the category of objectives, the words and expressions in these categories would not all be taught for oral control; some would be taught for recognition only, either when heard or encountered in print. It is essential that the teacher study the section on objectives in these guidelines in order to avoid the pitfall of attempting to teach everything for total mastery. Oral objectives for the phrases should be differentiated according to the estimated frequency of need for such expressions (e. g., "where is..." "how much..." are very high in frequency); and the demonstrated ease or difficulty which individuals have in attempting to pronounce each phrase. Teachers of the pilot classes reported that some phrases originally designated for oral control had to be redesignated for recognition only. According to the principle of individualized learning, there will be differences in ability to control each phrase designated for oral control. Hence, class objectives should be adjusted to individuals.

*See Berlitz French for Travelers and Latin American Spanish for Travelers, recommended for these courses.

Categories of Phrases (Not necessarily in order of presentation
for classes)

I. MAKING FRIENDS

Introductions, greetings, invitations, some conversational
expressions.

II. TIME AND NUMBERS

Counting to ten; numbers, days of the week, months, seasons,
telling time, including 24-hour clock as used in schedules and timetables.

III. LEAVING U. S. AND ARRIVAL IN FOREIGN COUNTRY

Passports, going through customs, changing money, asking
directions, buying tickets, means of transportation (taxi, subway, car
rental, etc.).

IV. ACCOMMODATIONS

Types of accommodations (hotels, pensions, auberges, casa
privada), members of the staff, tipping, breakfast (usually different from
American type).

V. DINING OUT

Types of restaurants, menu selections, asking and ordering, the
check, compliments and complaints, service charge, tipping in restaurants,
reading of menus in French and Spanish.

VI. TRAVELING AROUND

Planes, trains, tickets, reading common signs, buses, subway,
directions.

VII. SIGHT-SEEING

Où se trouve... ? ¿Dónde está... ? (Here include names of

various points of interest such as museum, cathedral, monument, as well as some cultural material for enrichment.)

VIII. SPORTS

Stadiums, beaches, arenas, kinds of sports popular in the foreign country.

IX. SHOPPING

Kinds of shops, currency, import regulations into U. S., clothing, food, medicine, advice on spending, tourist pitfalls, bargaining, awareness and avoidance of illegal items.

X. SERVICES

Post office, banks, cable and telephone, filling stations, beauty salon, barbershop. Emergencies: doctor, dentist, embassy, consulate.

XI. CAR INFORMATION AND DRIVING

International road signs, asking directions, buying gasoline, trouble on the road (e. g., flat tire), accidents, driving etiquette of the foreign country.

XII. EXPRESSIONS REFERRING TO HOLIDAYS AND FESTIVALS

XIII. EXPRESSIONS FROM THE FOREIGN LANGUAGE USED IN ENGLISH

Names and places in U. S. which are in the language, or derived from it (e. g., à la carte, à la mode, aficionado, tacos, pronto, New Orleans, Vermont, Rio Grande, Las Vegas; meaning of such place names as Beaupré and Buena Vista, etc.).

XIV. EXPRESSIONS AND MANNERISMS TO AVOID

NOTE: Teacher may and should add to these categories and to the phrase lists.

Lists of Some Pertinent Phrases - FRENCH

Starred Items: Teacher should try for oral control first. If student is unsuccessful after some study and practice, change objective for that item to "understanding when heard," or "recognition in print," whichever can be achieved. These lists should be expanded.

Teacher should acquaint students with sound system as it is described in travel books, using the English transcription given in the book.

Category I - Making Friends

Easiest Bonjour, monsieur *

to

say

Bonsoir, monsieur *

Au revoir *

Comment allez-vous? *

Très bien, merci. Et vous? *

Je m'appelle ... *

Pardon. Excusez-moi *

S'il vous plaît *

Ça va? *

Madame, mademoiselle *

Mais oui ... mais non *

Pas mal, merci. *

More

difficult

to say

Je suis Monsieur... Madame... Mademoiselle...

Je ne parle pas français.

Je ne comprends pas.

Je suis Américain(e).

J'habite ...

Quelle est votre nationalité?

De rien.

Je vous présente mon ami(e). Enchanté(e).

Recommended for recognition only for most students - however, teacher should judge by ability of individuals. Some will be able to learn to say these phrases.

Parlez lentement, s'il vous plaît.

Comment vous appelez-vous?

→ Consult Berlitz French for Travelers, pages 10-15.

Category II - ~~Time~~ and Numbers

Most expressions under this category will probably be taught for understanding when heard or seen in print, with individual differences. Some have been successfully taught for oral control.

Easiest Quelle heure est-il? *
to midi *
say minuit *

Counting (1 - 10)*

More Counting 11 - 100
difficult
to say Replies to Quelle heure est-il?

24-hour clock

Months

The date

Recommended for recognition only in most cases:

Seasons; telling time - 24-hour clock

Telling time on 24-hour schedules

→ See Berlitz French for Travelers, page 183.

Category III and IV - Leaving U. S., Arrival Foreign Country;
Accommodations

Easiest	Merci, monsieur *	la gare *
to		
say	Où est la toilette? *	le train *
	Voici l'adresse. *	le change * e. g. 3F 50
	les billets, s'il vous plaît. *	la chambre*
	le taxi *	la clef *
	le métro *	mon passeport *
	l'autobus *	l'eau *
		combien? *

More Je voudrais ... Nous voudrions...

difficult

to say Those who orally control voudrais and voudrions can be taught any

number of appropriate infinitives to follow, such as Je voudrais dormir,

manger, etc.

Je cherche ... Nous cherchons ...

trop chaude or trop froide (l'eau)

Il fait chaud.

Il fait froid.

J'ai chaud.

J'ai froid.

Où est la salle de bain?

Rien à déclarer.

à la douane

Quand allons-nous arriver?

For understanding and/or recognition in print
(Teacher discretion and class abilities)

la femme de chambre

avec bain; avec douche

Vous arrivez à ...

le chasseur (bellboy)

auberge; pension

—————> Consult Berlitz French for Travelers, pages 20-32 for additional expressions.

Category V - Dining out

Easiest to say l'addition *
 Combien est ... *
 Où est le garçon? *
 le menu *
 prix fixe *
 la table, or une table * (pour deux, etc.)
 le restaurant * or le café *
 le service * (compris) (pas compris)
 dîner *

l'eau * (or de l'eau)

le vin * (or du vin)

le pain * (or du pain)

le lait * (or du lait)

le café * (or du café)

du café au lait *

More
difficult
to say

J'ai faim (soif).

petit déjeuner

déjeuner

Names of common foods and beverages; and eating utensils

Reading knowledge of actual menus from local French restaurants

—————> See Berlitz French for Travelers, pages 33-64.

Category VI and VII - Traveling Around; Sight-seeing; Money matters

Easiest
to
say

Où se trouve? *

à droite * à gauche *

Je parle anglais *

le change *)

les francs *) See Berlitz text, pages 134-136.

les centimes *)

More
difficult
to say

la carte de crédit

contrôleur (conductor)

Nous voulons (je veux) louer une voiture.

Je voudrais changer (or toucher) un traveler's chèque.

l'argent français

A quelle heure part le train?

Nous arrivons à ...

Nous avons perdu ...

Understanding and recognition

Endossez votre chèque, s'il vous plaît.

Tournez à droite, à gauche; suivez tout droit

Examples of Signs (for reading recognition)

Défense de fumer - No smoking.

Accès aux quais - to the tracks

Quai --- (number)

Réservé - Reserved

Billets - tickets

Entrée gratuite - Admission free

Eglise - church

Cinéma - Movies

Plage Privée - Private Beach

Baignade Interdite - Bathing prohibited

Banque

Boîte aux lettres

→ Consult Berlitz material on signs given throughout booklet.

Category VIII - Sports

Easiest	la piscine *	match de football *
to		
say	la pêche	la neige *
	la plage *	les cartes *
	J'aime nager. *	Je veux nager. *
	jouer *	

More difficult to say les courts de tennis
 le hors-bord - motorboat (analogy with outboard)
 faire du ski (Je voudrais; J'aime)
 des skis nautiques
 jouer aux cartes (Je voudrais; J'aime, etc.)
 jouer aux dames (checkers)
 jouer aux échecs (chess)

Recognition

maître-nageur - lifeguard	la cabine
chaise longue	le canot - canoe
la vedette - cabin cruiser	la barque
le voilier - sailboat	la planche de surf - surfboard
patinoire - skating rink	

—————> Consult Berlitz text, pages 88-91.

 Category IX - Shopping

Easiest to say	Avez-vous ... ? *	trop cher (chère) *
	le reçu * - receipt	étage *
	bleu * (and other colors)	le stylo *
	Pouvez-vous m'aider? *	magasin *
	C'est tout, merci. *	la caisse *
More difficult to say	Où est le centre commercial? - shopping area	
	les vêtements	Je veux acheter ...

NOTE: Both pilot classes were able to control most of the vocabulary for

clothing and to recognize the names in print. Examples: un complet, une costume, une paire de chaussures, des chaussettes, une cravate, un mouchoir, une robe, une jupe, des gants, etc.

Signs to know

Names of items of apparel as described above, as they appear in department stores

• Entrée libre - May enter and browse

Kiosque à journaux - newsstand (Teacher should describe and show picture of a kiosk.)

Renseignements; Boulangerie; Pâtisserie; Charcuterie; Pharmacie; Boucherie; Coiffeur; Gendarmerie; Librairie (not to be confused with bibliothèque); Bijouterie; etc.

—————> See Berlitz text, pages 97-129.

Category X - Services

Easiest to say	le cours du change * - exchange rate	
	le chèque *	la banque *
	le consul *	la poste *
	le consulat *	le bureau de poste *
	le timbre *	par avion *
	la carte postale *	le tarif * (postage)
	le télégramme *	téléphoner *
	Je veux téléphoner ... *	taxiphone * (street phone)
	le jeton * (token for phone)	le numéro *

	âllo *	le coiffeur *
	le salon * (salon de beauté *)	le médecin *
	l'aspirine *	le dentiste *
More difficult to say	médicament (medecine)	la dentifrice
	l'annuaire (telephone directory)	la boîte aux lettres
	J'ai mal à ...	l'ambassade
	l'ambassadeur	

Recognition

guichet	lettre recommandée (registered)
PTT (postes, télégraphes, téléphones - on all post office buildings, sometimes with a blue cross)	
système pneumatique (underground tube in Paris for sending messages to any post office in the city)	
blanchisserie (laundry)	nettoyer (dryclean)
laver (wash)	repasser (iron)

(Teacher provides proper structures involving these words.)

→ See Berlitz text, pages 121-123, 134-141, 169-182.

 Category XI - Car Information and Driving

Easiest to say	la route *	A quelle distance? *
	l'essence *	la voiture *
	kilomètres * (know equivalent in miles)	
	les phares * (headlights)	la station-service * (filling station)

	le litre *	les pneus *
More difficult to say	pneu crevé	mon carnet de conduire

NOTE: See Berlitz text, pages 142-159, for a complete repertoire of terminology for driving in a French-speaking country, including signs likely to be encountered, such as allumez vos phares (use headlights), pente dangereuse (steep hill); pages 160-161 show the international road signs in color.

Other signs to recognize

Feu Vert	Feu Rouge
Carrefour (crossroads)	Stationnement Interdit

 Category XII - Holidays and Festivals

Noël * (Joyeux Noël *)	Le Nouvel An (Bonne Année *)
La Semaine Sainte	Le Quatorze Juillet (La Bastille *)
Fête de Jeanne d'Arc (May 7, 8)	Fête du Muguet (May 1)
Tour de France (bicycle race) - approximately June 27-July 18	
Cannes Film Festival - May 14-28 l'anniversaire (one's birthday)	

Recognize when heard

Some best known French songs

La Marseillaise

Christmas Carols, e. g., Minuit Chrétiens

La Vie en Rose

Les Feuilles Mortes (Autumn Leaves) etc.

Suggestion: Teacher may use the source materials of the sequential program to obtain further information on French holidays. (See Teaching for Cross-cultural Understanding, professional book in each school.)

Category XIII - French Words and Expressions Used in English

To show relevance of French to English (linguistically)

French "entered" English after the Norman Conquest. See dictionaries - Foreign Words and Phrases, and Brief History of the English Language, found in most unabridged dictionaries. Also encyclopedias.

Examples of French words incorporated into English:

à la carte, à la mode, bête noir, bon voyage, blouse, boutique, café, chef, chic, "chez," crêpes, chaise longue, cuisine, coiffure, cologne, gauche, hollandaise, mousse, parachute, parfait, parimutuel, parasol, rouge, table d'hôte, etc.

Names of perfumes, names of wines and dishes

Encourage students to investigate and add to lists. (Teach students to use derivative section in dictionary entries.)

To say and understand:	ici *	là-bas *	maintenant *
	quand *	comment *	combien *
To recognize:	hier	demain	aujourd'hui

Common expressions to say and/or to recognize

Eh bien alors bon Mon Dieu

Excusez-moi Pardon, monsieur, madame, mademoiselle

Répétez, s'il vous plaît, etc.

Expressions to avoid

Use of tu and toi unless told to do so by the native.

CONTENT AND MATERIALS

Cultural

Aspects of Culture - FRENCH

The major French-speaking areas are France, Belgium, French Canada, Haiti, Martinique, Guadeloupe, French West Africa, Republic of Zaire (Congo), French Guiana and Madagascar. Other areas are parts of Switzerland, Monaco, Luxemburg, Corsica, Tunisia, Morocco, Algeria, and Laos, Vietnam and Cambodia.

The most frequently traveled of the above areas, insofar as Americans are concerned, appear to be France and the other west European French-speaking areas, French Canada and the Caribbean Islands. Hence, the course should be geared to these areas, with the understanding that the other areas mentioned can be investigated if student interests warrant.

→ See map and photographic inserts, A-LM II, 2nd edition, Harcourt, Brace and Jovanovich.

This course does not propose to deal with French culture in depth for only in gaining control over the language can one begin to savor its essence.

However, it is possible and desirable for students to become acquainted with some of the major aspects of the French "ambiance."

It is important that the teacher plan to have cultural projects in progress concurrently with each of the Linguistic Categories previously discussed. Hence, these categories can be incorporated within larger cultural themes. Obviously, a course of this nature imparts more of the culture than of the language per se.

The teacher is urged to refer to the texts and other materials used as cultural sources in upper level French, and especially the curriculum guide for French III, IV, V, pages 69-78; 267-293; 375-413; 449-458. For

background ~~reading~~ in English consult pages 79; 46^a; and 476 of the same guide. Also the ~~basic texts~~ of the sequential program contain much cultural material from which to draw.

Examples of cultural units integrated with the linguistic categories

(not exhaustive)

A. ~~CITIES~~ CITIES OF THE FRENCH-SPEAKING WORLD

<p>Pertinent linguistic categories being taught</p> <p>→</p>	<p>Arrival Dining out Shopping; services Sightseeing Accommodations Time and numbers</p>	<p>Pertinent cultural categories</p> <p>→</p>	<p>Geography History Sister cities (with U. S.) Popular customs Comparisons and contrasts (among the cities and between U. S. cities and them) Buildings Monuments Theatre Architecture Museums Industries Parks, restaurants, places of recreation, etc.</p>
--	--	---	---

NOTE: Projects on industries and products can be related to shopping.

Projects related to sightseeing can involve the numerous monuments and places of interest, their history and reason for being, or contrasts between such cities as Brussels, Paris, Geneva, Montreal, Dakar, for example.

B. FOODS

<p>Pertinent linguistic categories</p> <p>→</p>	<p>Dining out Money Accommodations Shopping English expressions derived from French</p>	<p>Pertinent cultural categories</p> <p>→</p>	<p>French cuisine. Why so well known and imitated? Aspects of food Industry Making of cheese Making of wines Pastries Regional dishes Contrasts among different countries French restaurants vs. American French eating habits and attitudes vs. American American foods and beverages popular in France, etc.</p>
---	---	---	--

—————> Consult Cooking of France, Cooking of the Caribbean, Time-Life Series, in most school libraries.

C. COUNTRIES AND REGIONS

Pertinent linguistic categories —————>	Arrival Traveling Around Car information Accommodations Money exchange Holidays - festivals Sightseeing Time Dining out	Pertinent cultural categories —————>	Geographic names History Folklore - legends Famous persons Films Fiction Attitudes towards Americans Industries Government and politics Communications Magazines and newspapers, etc.
---	---	---	---

NOTE: Though Holidays and Festivals are listed under linguistic categories, they should also be part of the group's cultural studies, e. g., Mardi Gras.

See A Traveler's Map of France, National Geographic Society, supplied to schools teaching this course.

D. THE ARTS (Emphasis on Contemporary)

Pertinent linguistic categories —————>	Sightseeing and entertainment Traveling around	Pertinent cultural categories —————>	Music, including popular Composers Songs Films and plays Authors Paintings and painters Ballet Theatre, opera, TV Children's theatre Famous performers, e. g., Maurice Chevalier Contemporary youth singers
---	---	---	--

NOTE: The teacher, as resource person, should translate for the class materials found in the texts and reference works of the various levels in the regular program.

E. SPORTS

See sports under linguistic categories.

NOTE: Use library resources, newspapers and magazines.

Pertinent cultural categories —————>	Games popular with youth, e. g., soccer, hockey (broadcasts from Montreal) Contrast soccer and football Bicycling (Tour de France), etc.
---	--

F. THE FRENCH IN AMERICA

Linguistic

French expressions and place names used in English.

Cultural

The French elements in New England and Louisiana. French-U.S. friendship. American Revolution to modern times.

G. ADDITIONAL EXAMPLES OF CULTURAL TOPICS

Developed through teacher-pupil planning, individual or small group projects, or minipacs or learning activity packets.

Provinces of France

Folklore, customs, holidays

Famous French people

Fine arts

Paris and its tourist attractions

French Canada (See unit in Curriculum Guide for French III, IV, V.)

Family life

French character

Attitudes toward Americans

Religions in French-speaking areas (Christianity, Moslem, Jewish, Atheism)

Commerce

Government

Education

Any topic of interest to individuals or the class

MATERIALS, Linguistic and Cultural - FRENCH

The pilot classes utilized through adaptation as many of the materials already available to the language department. Included among these are:

1. Berlitz, French for Travelers, Crowell, Collier and Macmillan, 1972. (Provided for schools teaching this course, one copy per student) Accompanied by a student record; several provided. Text with cassettes available in bookstores.

2. The Berlitz-Pathescope Filmstrip Series, Lessons 2, 3, 5, 7, 9, 10, 16, 17, 18, 22, 24

Lesson 17, Sightseeing at Versailles, and Lesson 24, Department Store, are particularly useful,

NOTE: Although these color filmstrips appear somewhat dated as reflected by cars and skirt lengths, students should be encouraged to view them as a source of cultural background; vocabulary used is authentic and pertinent.

(Discussed further under methods.)

3. Une Année en France, Holt, Rinehart and Winston. Filmstrip-tape set. Tapes recorded in French on one side and in English on the other. Set may be borrowed from Audio-Visual Materials Center, Bladensburg, through school A-V coordinator.

4. Un Voyage en France, filmstrip set with script booklet in French and English. (See methods.)

5. Various slide sets on Paris.

6. National Geographic filmstrip series on Canada. See school library.

7. National Geographic Travel Map of France (provided).

8. Films from Audio-visual Materials Center. See catalog published annually and distributed to schools. PRE-ORDER early in semester.

Use Foreign Language and Social Studies sections.

Films in English available for most of the French-speaking areas, including several on Africa.

9. Washington Gas Light Company. Slide presentation:
The Art of French Cooking (Community Service Department)
10. Spoken French for Students and Travelers, D. C. Heath
11. Getting Along in Gay Paree, booklet from Wible
Institute (provided)
12. Getting Along in French. Tape recordings with phrases
to say. Holt, Rinehart and Winston. Photocopies of script.
13. Travel posters, menus from French restaurants, post
cards, personal slides, transparencies made by teacher.
14. Various volumes of National Geographic in library which
feature a French-speaking area.
15. France - Time-Life Series on countries; others available
on a variety of countries, such as Belgium, Haiti, Switzerland,
Canada. (Consult Librarian.)
16. Holt Flashcards (in all schools)
17. Teaching for Cross-cultural Understanding, State Department of
Education, Raleigh, North Carolina
Of Interest

Haiti, Maurice Bitter, Editions du Seuil, 27, Rue Jacob,
Paris 6, France

Hugo's When in France, Hugo's Language Institute, Ltd.,
2 Southampton Place, London, England, 1968

NOTE: The teacher should create transparencies to combine teaching of
phrases together with the culture.

The school library is an important source of both fiction and nonfiction
relative to various countries.

Additional Sources

French periodicals (for teacher information)

Embassies (for films and pamphlets)

Airlines - posters, films

Travel Agencies - for pamphlets, posters

Resource persons in community who can speak English

Local theatres (Circle, Inner Circle)

Curriculum Guide for French III, IV, V (See page 78 for pen pals.)

For French-in-America: Chamber of Commerce,
Lafayette, Louisiana

French Cultural Services, 972 Fifth Avenue, New York,
N. Y. 10020

SPANISH

CONTENT AND MATERIALS

Linguistic

To the Spanish teacher:

Please read carefully the introduction to this guide, dealing with goals and objectives, since it describes the intent of this course.

Also please read the introductory paragraphs under the French, linguistic section (pages 6-19). Space does not permit their repetition here. The teacher is urged to keep in mind, however, that each phrase taught should have its own objective:

oral control; recognition when heard only; recognition in print only; or all three

Objectives in some cases will vary according to individuals. Some can learn to say what others may only recognize. The following list of linguistic categories are based on the experience of the pilot classes. They are not necessarily in the order to be studied.

MAKING FRIENDS; TIME AND NUMBERS; LEAVING U. S. ;
ARRIVAL; ACCOMMODATIONS; DINING OUT; TRAVELING AROUND;
SIGHTSEEING; SPORTS; SHOPPING; SERVICES; CAR INFORMATION;
EXPRESSIONS REFERRING TO HOLIDAYS AND FESTIVALS; EXPRESSIONS
FROM THE FOREIGN LANGUAGE USED IN ENGLISH; EXPRESSIONS AND
MANNERISMS TO AVOID.

NOTE: The teacher may add to the lists of categories and phrases.

Main text: Berlitz, Latin American Spanish for Travelers, Collier-Macmillan, 1972, with student record. Students may purchase book and

cassette set on their own at book stores. Texts and records provided each school teaching the course.

The Spanish-speaking areas most traveled by North Americans are Puerto Rico, Mexico and Spain. Phrases presented are geared to Latin American Spanish, especially Mexico and Puerto Rico. Some adjustments are required for Spain. One copy of text, Berlitz, Spanish for Travelers (Spain) is provided for teachers, whereas one copy of the text, Latin American Spanish for Travelers, is provided for each student.

Examples of phrases for each category.

Starred items should be first taught for oral control. If unsuccessful, change to "understanding when heard," or "recognition in print," whichever can be achieved.

Teacher judgment for oral production:

If it is comprehensible, it is acceptable. Level I standards do not apply.

Acquaint students with Spanish sound system as explained in travel books, using English transcriptions or spellings given in book.

NOTE: Explain Spanish punctuation marks at the outset. See Berlitz text, pages 5-16 and differences between Castilian and Latin American Spanish.

Category I - Making Friends

Easiest	¡hola! *	así-así *
to		
say	¿Qué tal? *	Muy bien *
	Mucho gusto *	Adiós *
	Gracias *	Hasta mañana *

Muchas gracias *	Buenos días *
amigo(a) *	Buenas tardes *
Sí, No *	Buenas noches *
Perdón *	¿Comprende? *
Me llamo ... *	or
la mañana *	¿Entiende? *
¿Cómo está Vd. ? *	Sí, entiendo *
Estoy bien *	or
No estoy bien *	comprendo *
el señor *	No, no entiendo *
la señora *	or
la señorita *	No comprendo *
Soy de los Estados Unidos *	¿Cuántos años tiene? *
¿Habla Vd. inglés? *	Tengo ... años *
More difficult to say	No hablo español *
Soy estudiante, etc.	Repita, por favor *
weather expressions (<u>llueve</u> and <u>nieva</u> - most difficult)	de nada
¿Cómo se llama Vd. ?	Soy norteamericano(a)
Hasta luego	Hasta la vista
¿De dónde es Vd. ?	¿Puede ayudarme?
Quisiera (I would like ...)	
<u>Recognition only</u> - for most, though teacher should judge by ability of individuals	

1. Encantado
2. ¿Está enferma? ¿Está mareada? (seasick or airsick)

3. ¿Quiere comer?
4. ¿Quiere tomar algo?
5. ¡Cuidado!
6. ¡Espere un momento!
7. la cita - date or appointment
8. ¿Cuántos años tiene su amigo(a)?
9. E. E. U. U. - abbreviation for U. S.

→ See Berlitz text, pages 93-96. Also Ramsey: A Textbook of Modern Spanish, pages 677, 678 for explanation of Spanish names.

 Category II - Time and Numbers

Most taught for recognition when heard or seen in print:
 Attempt should be made to teach the following for oral control:

Easiest to say ¿Qué hora es? *
 Days of the week. * Es lunes, etc. * el lunes *
 (Both pilot classes learned to say and understand these.)

Counting to 10 *
 la fecha *

More difficult to say Replies to ¿Qué hora es?
 Months
 Seasons
 Hoy es el ... de ... (month)
 ¿Qué día es hoy?

Recognize

Time on schedules; differences in clothing sizes and metric system equivalents.

→ See Berlitz text, pages 182-184; and 108.

Category III and IV - Leaving U. S. ; Arrival; Accommodations

Easiest to say Gracias, señor, señora, señorita. *
 el billete * (ticket) ¿Cuánto es? *
 el taxi (Un taxi, por favor.) *
 ¿Dónde está... * ... la oficina de cambio? *
 ... el tren? * ... el carro? *
 ... el metro? * ... el avión? *
 ... el autobús? * ... el baño? *
 ... la tarifa? (fare) * ... la tarjeta de crédito? *
 ... el cheque? * ... mi pasaporte? *
 ... la maleta? * ... el cuarto? *
 ... el hotel? * Lo siento, no comprendo. *
 Cambiar un cheque * Tengo prisa. * *

More difficult to say Nada que declarar la llave
 cheque de viajero el subterráneo

quisiera, plus a variety of infinitives

busco, followed by a variety of items

la habitación con baño, con ducha
caliente - fría (agua) la aduana (customs)

Recognize:

¿Cuánto tiempo? damas; caballeros (on restrooms)
el botones (bellhop) la camarera (chambermaid)

Signs:

1. Prohibido fumar
2. Estacionamiento prohibido
3. No molestar

Category V - Dining Out

Easiest	la comida *	el vino *
to		
say	el menú *	la leche *
	la cena *	el café * (café con leche *)
	la cuenta *	el pan *
	el agua *	los huevos *
	los tacos *	el jugo *
	los tamales *	la mesa *
	las tortillas *	el queso *
	los perritos * (hot dogs)	hamburguesa *
More	bebida	almuerzo
difficult		
to say	desayuno	Quiero comer.
	Tengo hambre.	Tengo sed.
	tortilla con huevos (omelette)	

Recognition:

el servicio (service charge)	el cubierto (cover charge)
el recargo (surcharge)	las tostadas
tortilla a la francesa - omelette (Spain)	
guacamole	cafetería

NOTES: 1. Reading knowledge of names of common foods found on menus.

There are regional differences in foods in all parts of Latin America.

2. Reading knowledge of menus from local Spanish and Latin American restaurants.

3. Names of eating utensils.

4. The Berlitz texts (Spain and Latin America) contain numerous names of foods, dishes, and beverages. Teacher and students decide which names they will learn to say or recognize.

—————> Consult Berlitz texts: Latin American Spanish, pages 34-63;

Spanish for Travelers (Spain) 40-64. Types of restaurants, pages 34-35; 40-41 respectively.

Category VI and VII - Traveling Around; Sight-seeing; Money Matters

Easiest to say	¿Dónde está ... ? *	el carro * (el coche - Spain)
	el avión *	el metro *
	el tren *	el barco *
	el autobús *	la foto *
	el taxi *	Etc. See Category III and IV
	¿Cuánto cuesta? *	Tengo prisa *
	la bicicleta *	el toro *
	la plaza *	el cine *
	el rancho * (Mexico)	el banco *
	el dinero *	el peso -(Mexico)
	el dólar - Puerto Rico	la peseta - Spain

	a la derecha *	a la izquierda *
More difficult to say	la plaza de toros - torero	el baile; bailar. ¿Quiere Vd. bailar?
	la oficina de cambio	el/un cheque personal
	la iglesia	

Recognition:

ferrocarril	aeropuerto
periódicos, revistas, libros	
sacar fotos	museo
parque	ocupado
el asiento (seat)	el cabaret - cantina (night clubs)
el pesero - Mex. city - taxi with bus route	
derecho - straight route ahead	
auto-stop - hitch-hiking (not recommended)	
la corrida de toros	el vaquero

Signs:

Apaguen los cigarros	Salida (Exit)
Abrochen los cinturones	Entrada (Entrance)
Parada de autobús	Entrada libre - Free admission
	Prohibido hacer camping

→ Consult Berlitz text, pages 65-92; 135-137.

 Category VIII - Sports

Easiest to say	la piscina *	la playa *
	la pelota *	jai alai *

	el charro (cowboy - Mexico) *	el fútbol (soccer) *
	el beisbol *	Quiero nadar. *
	el mar *	
More difficult to say	torero	la corrida de toros
	aficionado (referring to bullfighting)	
	balón de cesta (basketball)	juego
	equipo (team or equipment)	

Recognition:

matador	sol o sombra - sun or shade, referring to bullfights
agua caliente	el velero - sailboat
la barca de remos - rowboat	el beisbolista
el futbolista	el campo de golf

Signs:

Playa particular (~~Private~~ beach)

~~Prohibido~~ bañarse (~~No~~ bathing)

→ See ~~Berlitz~~ text, pages 85-92.

 Category IX - Shopping

Easiest to say	¿Tiene Ud. . . . ? *	¿Hay . . . ? *
	(más) barato *	caro *
	la música *	los discos *
	la ropa *	el piso *
	colors * (azul, rojo, blanco, negro)	
	Sizes of clothing (See Berlitz, page 111.)	

Es todo, gracias. *

Nada más, gracias. *

Me gusta. *

Esto/ eso *

¿ Cuánto es... cuesta... vale? *

More
difficult
to say

¿ Puede ayudarme?

el supermercado

No me gusta...

el recibo

Quiero hacer compras.

Recognize:

Tienda de zapatos, comestibles, etc.

almacén

zapatería

joyería

lavandería (automática - laundromat)

librería

articles of clothing

el cajero(a) (cashier)

Signs:

Names of items of apparel as they appear in department stores

Arriba; abajo; primer piso, etc.

NOTE: Both pilot classes were able to control orally most vocabulary for clothing and to recognize names in print. Metric system of weights should be studied.

—————→ See Berlitz, pages 97-128; 133.

Category X - Services

Easiest el policía * (policeman)

el cambio *

to

say la policía * (the police)

el cheque *

los dólares *

pesos *

el billete * (money bill)

el correo *

el teléfono *

Quiero mandar ... *

la televisión *

aspirina *

el dentista *

More
difficult
to say

la oficina de cambio

planchado-limpiado

las estampillas

el buzón (mailbox)

Recognition

el salón de belleza

el barbero-peluquero

Correo y Telégrafos (Post offices marked in this way in Mexico and Spain)

vía aérea

Signs

No Doblar (Do not bend)

Abierto - Cerrado

¡Veneno!

No tocar

Damas/ Caballeros (on rest rooms)

Aviso (Notice)

el boleto * (ticket)

el telegrama *

mandar *

la radio *

el hospital *

Me duele ... *

el doctor *

el médico

la medicina

(los sellos - Spain)

la lavandería

guía de teléfonos (directory)

Prohibida la entrada ... prohibido ...

¡Cuidado!

Caja (Cashier)

Ocupado

Baños (Toilet)

→ Consult Berlitz text, pages 135, 136; 138-141; 162; 97-128.

Category XI - Car Information and Driving

Learn comparison of kilometers and miles and liters and gallons.

Easiest to say	el mapa *	la gasolina *
	la (una) emergencia *	el carro * (el coche - Spain)
	el accidente *	el garaje *
More difficult to say	tarjeta de crédito	Mi carro no marcha.
	el aceite	la licencia
	manejar (Latin America)	conducir (Spain)
	la llanta se reventó (flat tire)	derecho (straight ahead)
	la izquierda	la derecha

Recognition

lejos	cerca
la estación de servicio	

→ See Berlitz pages 151-158 for engine parts.

(el) carnet de conducir - (Spain) "carnet" spoken as in French

Signs

Alto (Stop)	Estacionamiento
Peligro	

Verbs for parking

estacionar	cuadrar
aparcar (Spain)	Prohibido estacionar
Autopista (highway)	Pare (Stop)
Sentido Unico (one way)	el tráfico or la circulación

NOTE: The Berlitz Latin American text contains an extensive repertoire of phrases and advice for driving in a Spanish-speaking area, pages 142-159. Pages 160-161 contain the road signs prevalent in Mexico. The text Berlitz Spanish for Travelers (Spain) contains the international road signs (no words), pages 160-161.

Category XII - Holidays and Festivals

Students should try to say	la fiesta *	Navidad *
	Feliz Navidad *	El año nuevo *
	Buen año *	las posadas * (Mexico - Dec. 16-24)

Los Reyes Magos * (Jan. 6)

Recognition

la Semana Santa (Spain especially)

Festivals for Saint's Days (El día del santo))

Fiesta de San José (March 19)

Fiesta de San Juan (June 24)

NOTE: Puerto Rican towns have a patron saint. On such a day there is a large festival which is mostly secular.

Also in Puerto Rico:

Las parrandas - 9 days of secular festivities during Christmas season

Pablo Casals Festival - May 5

Mexico

Birthday of Benito Juárez - March 21

el dieciséis de septiembre (Sept. 16) el día de la Independencia

La Virgen de Guadalupe - Dec. 12

Throughout Latin America

Carnaval (carnival before Lent)

El Día de la Raza (Columbus Day, Oct. 12)

El Día de todos los santos - Nov. 1 (also Spain)

Spain

Most holidays in Spain have religious orientation.

See Teaching for Cross-cultural Understanding (professional book in each school)

pages 98-100.

Some best known Spanish popular songs:

Recognize when heard

Cielito Lindo

La Cucaracha

El Rancho Grande

Amapola

Christmas Carols

Dances

merengue (Puerto Rico)

jarabe tapatío (Mexico)

paso doble

flamenco (Spain)

bullfight music

tango

bolero, etc.

Suggestion: Teacher may use the source materials of the sequential program to obtain further information.

Category XIII - Spanish Words Used in English

To show relationship of Spanish to English

Spanish is related to American English through the historical role played by the Spanish explorers as they settled America, particularly the West and Southwest and Florida, and through the fact that the Southwest was part of Mexico before the Mexican War.

Geographic names and their meanings

Florida	Los Angeles
San Francisco	San Diego
Sierra Nevada	Amarillo, etc.

Words

lasso	armada
canyon	junta
caballero	chili con carne
mesa	sierra
pronto	lariat
aficionado	

Encourage students to investigate and add to lists. Teach students to use derivative section in dictionary entries.

Common adverbs of time and place

To say and under- stand	aquí *	¿Cuándo? *	¿Cómo? *	To	ayer
	allá *	¿Cuánto? *	hoy *	recognize	
	allí *	mañana *			

Common expressions to say and/or recognize

¡Bueno! (Also used in Mexico in answering telephone)

Adiós.

¡Caramba!

Lo siento.

¡Qué barbaridad!

Válgame Dios.

Ay, bendito.

un momento

¡Qué lástima!

Dios mío

a la orden (at your service)

...sst (Used in Latin America to attract a person's attention. Not to be offended by it.)

Expressions to avoid

- 1) Soy americano(a): When traveling in Latin America, Latin Americans consider themselves American also (las Américas - Norte y Sur).
- 2) In Puerto Rico do not refer to yourself as "americano(a)" since Puerto Ricans are U.S. citizens too. Say Soy de los Estados or Soy del continente.
- 3) Avoid a condescending "gringo" attitude in Latin America.

CONTENT AND MATERIALS

Cultural

Aspects of Culture - HISPANIC

Latin America is not one country. Some countries of Latin America differ from one other culturally almost as much as they differ from the United States, e. g., Mexico and Argentina, and they all differ from Spain.

Each country has its own standard dialect of the Spanish language, as well as non-standard dialects, a phenomenon analogous to the English of Britain and that of the United States, or of Australia. There is also Brazil whose language is Portuguese.

In spite of numerous cultural differences among the Spanish-speaking countries, there is a Hispanic culture, encompassing a commonality of heritage, outlook, customs, language, etc. In some there are important Indian subcultures.

Students should become aware of this kaleidoscopic nature of the Hispanic world. People from the United States tend to travel most frequently to Spain, Mexico, and Puerto Rico. This course should be geared to these three areas, with the understanding that the other countries of Latin America and the Caribbean can be investigated if student interests warrant, particularly through individual and small group projects. An important area for investigation is the Spanish-speaking people of the United States, such as Chicanos and Puerto Ricans.

→ Teacher should draw from the basic texts and supplementary readers of the sequential program for cultural information. The texts Español a Descubrirlo and Español a Sentirlo contain a wealth of such materials, as well as the Spanish Guide for upper levels.

NOTE: Should there be students in the class who have studied the language, they could help interpret this material for the class.

This course does not propose to deal with Hispanic culture in depth; it should acquaint students with some of the major aspects. An approach proposed herein is that there should be cultural projects in progress

concurrently with each of the Linguistic Categories. These categories, then, can be incorporated into larger cultural themes.

See upper level Spanish Guide, pages 219-229 for books on Latin American culture available in English at the Prince George's County Memorial Library Branch, and books available in school libraries, fiction and nonfiction.

Examples of cultural units integrated with the linguistic categories

(not exhaustive)

A. CITIES OF THE SPANISH-SPEAKING WORLD

<p>Pertinent linguistic categories being taught</p> <p>→</p>	<p>Arrival Dining out Shopping; services Sightseeing Accommodations Time and numbers</p>	<p>Pertinent cultural categories</p> <p>→</p>	<p>Geography History Sister cities (with U.S.) Popular customs Comparisons and contrasts (with one another and with U.S. cities) Buildings Monuments Theatre Architecture Museums Industries Parks, restaurants, places of recreation, etc.</p>
<p>Mexico City - Vera Cruz Guadalajara - Monterrey</p>			
<p>San Juan - Ponce - Mayagüez</p>			
<p>Madrid - Barcelona - Seville - Toledo</p>			
<p>Contrast items in right column above.</p>			

B. FOODS

<p>Pertinent linguistic categories</p> <p>→</p>	<p>Dining out Money Accommodations Shopping Names of foods used in English</p>	<p>Pertinent cultural categories</p> <p>→</p>	<p>Cuisine of Mexico; Puerto Rico; Spain Food plants, e.g., vanilla bean Spices Tropical fruits Beverages Aspects of food industry Mexican restaurants vs. American Hispanic eating habits (8 - 10:00 dinner hour) Siesta American foods and beverages popular in Hispanic countries</p>
<p>NOTE: Students should thoroughly familiarize themselves with some extreme contrasts between Hispanic and American foods, particularly Mexican.</p>			

See school library for: Time-Life Series - Caribbean Cooking;
Cooking of Latin America; Cooking of Spain.

C. COUNTRIES AND REGIONS

Pertinent linguistic categories →	Arrival Traveling around Car information Accommodations Money exchange Holidays - festivals Sightseeing Time Dining out	Pertinent cultural categories →	Geographic names History Organization of American States (OAS) Pan American Union Famous persons Puerto Rico - U. S. relationship Concept of time U. S. - Hispanic contrasts Latin American - U. S. relationships Industries Government and politics Communications Customs, legends, folklore by country
--------------------------------------	---	------------------------------------	---

NOTES:

- 1) Emphasis on Mexico, Puerto Rico, Spain; others by group or individual interest.
- 2) Holidays and festivals for each country studied.
- 3) Spanish family names. Example: José Ramón López y Fuentes. The first surname is that of the father; the second, of the mother. Example: Señorita Luisa Ruiz y Romero. Upon marrying, she drops Romero and becomes Señora Luisa Ruiz de Carrillo.

D. THE ARTS (Emphasis on contemporary)

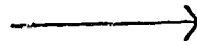
Pertinent linguistic categories →	Sightseeing and entertainment Traveling around	Pertinent cultural categories →	Music, including popular Contemporary youth singers Songs and dances Films and plays Authors Paintings and painters Ballet Theatre, opera, TV Fiction Children's literature and theatre Famous performers, e. g., Pablo Casals, Cantinflas
--------------------------------------	---	------------------------------------	--

NOTE: The teacher, as resource person, should translate for the class materials found in the texts and reference works of the various levels in the regular program.

E. SPORTS

See sports under linguistic categories.

Pertinent
cultural
categories



Games popular with youth,
e. g., soccer, baseball
(Latin American baseball
players, especially Puerto
Rican and Mexican)
Bullfighting
Jai alai
Basketball

F. THE SPANISH IN THE UNITED STATES

Part I - Historical

Explorers, conquistadors

NOTE: When sightseeing in Spain, Puerto Rico and Mexico, students should be aware of their historical link with our country through such individuals as Columbus, Ponce de León, Cortez; through the Spanish expressions and place names; and the Spanish cultural elements in our Southwest, which was part of Mexico.

Part II - Contemporary

The nature and aspirations of the Spanish-speaking population within the United States, particularly Chicanos and Puerto Ricans.

See Unit on Mexican Americans (in English) in upper level Spanish Guide, pages 243-334; Events in the History of Puerto Rico (in every school); Gotas Históricas de Puerto Rico, for teacher use, available from the Commonwealth Office of Puerto Rico, Washington, D. C. The Puerto Ricans, Christopher Rand, Oxford University Press, New York (in all senior high schools).

* * * * *

Other cultural studies are possible according to group or individual interests. See pages 24 and 25 of Spanish Guide for upper levels. Examples are countries such as Argentina, Chile; machismo; Fidel Castro, etc.

MATERIALS - Linguistic and Cultural - SPANISH

The pilot classes utilized through adaptation many of the materials already available to the foreign language department, or in the school library.

The list of materials follows, including items purchased especially for the course.

Books or Booklets

1. Berlitz, Latin American Spanish for Travelers, Crowell, Collier and Macmillan, 1972 (one copy per student; several copies per class and accompanying record). Text with cassettes available in bookstores.
2. Berlitz, Spanish for Travelers (Spain). One copy for the teacher.
3. Teaching for Cross-cultural Understanding. North Carolina State Department of Education, Raleigh, N. C., (professional book in school for students and teacher).
4. Time-Life Series on countries (school library). Good cultural companion-piece to the Berlitz text or phrases. Also same series: Cooking of Caribbean; Spain and Portugal; and Latin America (school library).
5. Spoken Spanish for Students and Travelers. D. C. Heath (provided)
6. Getting Along South of the Border. Wible Language Institute (provided)
7. The Americas, by Hillyer and Huey. Meredith Press (school library) or New York, N. Y. Contact Media Center in Bladensburg for information or cost.
8. Let's Travel in Spain. Geis, Children's Press, Inc., Chicago, Ill. (School library or check Media Center in Bladensburg for information)
9. Booklets from Pan American Union, Organization of American States (OAS), Office of Commonwealth of Puerto Rico, embassies.
10. Events in the History of Puerto Rico (in all schools).
11. Upper level Spanish Guide.
12. Ramsey - Reference Grammar, Appendix (names and forms of address), language department.
13. Catorce Personas Lindas, Educational Systems Corporation, 1750 K St., N. W., Washington, D. C. 20006 (Mexican Americans).

Filmstrips

1. Berlitz Pathescope Series: Lessons 1, 2, 4, 5, 10, 12, 21, dealing with trip to Mexico (in language department).
2. El Mundo Hispánico. Filmstrips on Hispanic countries, with script booklet and tape. One side of tape recorded in English. (In language department)
3. Un Viaje por México, with script in English and Spanish. (In language department)
4. National Geographic Society - set on Spain and Portugal (school library)
5. Minorities Have Made America Great (school library). Concerns Puerto Ricans on the mainland and Mexican Americans.

Films

1. Embassies, airlines, etc.
2. Materials Center. *PRE-ORDER EARLY IN SEMESTER
Examples:
#2499 - Changing Face of Franco Spain
#2331 - Danzas Regionales de España
#3003 - Hemingway's Spain (bullfighting)
#930 - Cuban Crisis
#2705 - Cortez and the Legend
Numerous others in Social Studies; also some cross-referenced under Foreign Languages in catalog.
SEE SCHOOL A-V COORDINATOR.

Discs

1. See Item 1 under Books above.
2. Getting Around in Spanish - disc and script (phrases)

Non-projected Visuals

1. Posters and other materials from restaurants, embassies, airlines, menus and other forms of realia.
2. Holt Flashcards for vocabulary (in all schools).
3. Flashcards and transparencies made by students and teacher for reviewing phrases, etc.

Other Resources

1. Guest speakers from community; students or teachers in the school who are native Spanish-speaking.
2. Fiction and nonfiction works in school library.
3. Periodicals and newspapers from Mexico, Spain, etc. (for teacher use and information).
4. Travel agencies.
5. Local theatres showing Spanish films (Teatro Ontario, Teatro Takoma).
6. Field trips by class, and by individual students on their own on non-school days.
7. Puerto Rican Research and Resources Center, 1519 Connecticut Avenue, N. W., Washington, D. C.

METHODOLOGY

A student-centered approach with teacher-pupil planning is advocated, utilizing units based on broad cultural themes, as presented in the preceding section of this guide. For a graphic representation of the principle of student-centered teaching, see this section, page 54.

Various linguistic categories, as previously presented, should be incorporated into the units. Certain linguistic categories may be relevant to a number of cultural themes; in keeping with the principle of re-entry, certain phrases may be "re-entered" and reviewed in other contexts. For example, the phrases pertaining to cars and driving may be appropriate under Cities, Countries and Regions, Sports, etc. Conversely, any phrases not closely related to the current cultural theme, but which are unquestionably necessary for the traveler, should be taught.

Suggestions for the teacher of the travel course

Linguistic and Cultural

1. Have students keep a notebook in the course for both linguistic and cultural material to be remembered. Present an overview of the course at the beginning. Take a pragmatic view, stressing the practical and useful, actual travel situations, i. e., "You are on a plane, about to land in Paris. What do you need to know?" "You are in a restaurant in Mexico City. What are some Spanish expressions or words which would be helpful?" "You are about to go on a trip to Spain. How would you go about making plans? What knowledge about Spain might help make your trip more enjoyable?"
2. Ascertain whether any students are actually planning to take a trip. Capitalize on this fact.
3. Utilize any students in the class who have had the foreign language or who are currently enrolled. They can help students with pronunciation and also play the part of "native speaker" in simulated situations.

4. Use minipac and culture capsule technique as one way of providing for individual cultural study. A culture capsule may be described as an information packet or sheet contrasting the American and foreign aspect of one cultural phenomenon. (Example: Grocery shopping in U.S. and in France; weddings in U.S. and in Latin America. A minipac or learning activity packet (LAP) can be a set of worksheets with tasks for the student to do. It can include viewing of A-V materials as part of the task, listening to a tape, etc., in addition to reading tasks. It should contain some type of self-correcting test. Also the teacher should have a test (not in packet) which student asks to take on completion of the pac. Not all the materials to be used need be in the packet. The student is told on the worksheets where certain materials are located.)

5. Use the unit approach with large and small interest groups.

6. Use the contract approach when appropriate. The unit, the minipac, and the contract approaches can be simultaneously employed. Reports and panel discussions can be a part of any approach.

7. Use simulation (role-play) in cultural/touristic situations. Encourage students to plan and introduce reports and other activities.

8. Try to obtain pen pals for interested students (youngsters in the foreign countries who are studying English). See page 78, upper level French guide for sources of pen pals.

9. Provide opportunities for the students to actually prepare some of the representative dishes of the foreign countries.

10. Utilize the filmstrips in the language department in addition to those available in library. For those which are not accompanied by recorded narrations, provide commentary while showing them. The pilot teachers also tried using the foreign narration while the students had the English script before them. This was followed by a discussion of the content. This procedure may help the students "grasp the flavor" of the foreign language, without actually understanding most of the words.

NOTE: The Berlitz Pathescope sets deal specifically with traveling to the foreign country. Though some frames may appear out of date (early 1960's) to students because of such things as car models and skirt lengths, the vocabulary, the situations, and the places are authentic. Discuss this point with the students; determine through discussion which aspects of frames still apply. Include orientation toward cultural contrasts.

11. Arrange field trips to local places of interest such as Pan American Union; French market; French plays given in English in local theatres; foreign films with English subtitles, e. g., Circle Theatre, Teatro Ontario or Takoma; Mercado panamericano, Takoma Park; French, Spanish and Latin American restaurants.

Suggestions for teaching words and phrases

(Refer to discussion on objectives in first section of this guide.)

1. Decide whether the item will be taught for oral control, understanding when heard, reading recognition, or all three. (The objective can be modified according to individual abilities.)

2. For teaching for oral control:

a. Use conventional audio-lingual techniques judiciously and cautiously. Present item in various contexts rather than in successive repetition in the same context. Most repetition should be accompanied by some type of visual representation such as flashcards like the Holt or teacher-made flashcards; usually the printed phrase should be in view of the student. Also have students make their own self-helping devices which they can use with one another, e. g., student-made flashcards, cartoon type drawings, mounted photographs, or magazine cut-outs.

b. Use forward or backward buildup if it appears to be successful. No long sentences should be attempted (more than four words).

c. Have students learn alphabet of the language and the sound transcripts as they appear in a travel book such as the Berlitz text. Teach them to use this text or one like it to learn to pronounce expressions that are new to them, hence to use this book as a tool in an actual travel situation.

d. Students should copy phrase into their notebooks after it has been taught.

e. Associate the words with English cognates when possible.

f. Teach students to use recording booths in language lab; practice should be in short sessions.

3. Do not require pronunciation of words or phrases being taught for listening comprehension or recognition only. Use many visuals and realia.

4. Point out to students any forms of punctuation different from English.

5. Have students organize the linguistic section of their notebook alphabetically and bilingually, i. e., English section and foreign language section. Each item to be remembered is entered in both sections.

Suggested operating procedures for class sessions

- PHASE I . Oral practice of phrases designated for oral control (short segment)
Teacher-directed with some or all
More able students may be in recording booths or with tape recorder or phonograph with jackbox
Groups for study of recognition material
- PHASE II . Interest groups investigating cultural topics. (Have materials available in class; some could be in library or media center.)
- PHASE III . Some type of cultural reporting, discussion (student-led at times), panels, role-play. (Establish procedures with class for these activities.)
- PHASE IV . Assessment
. Quizzes, tests
. Evaluation discussions
. Planning

Phases I and II - daily

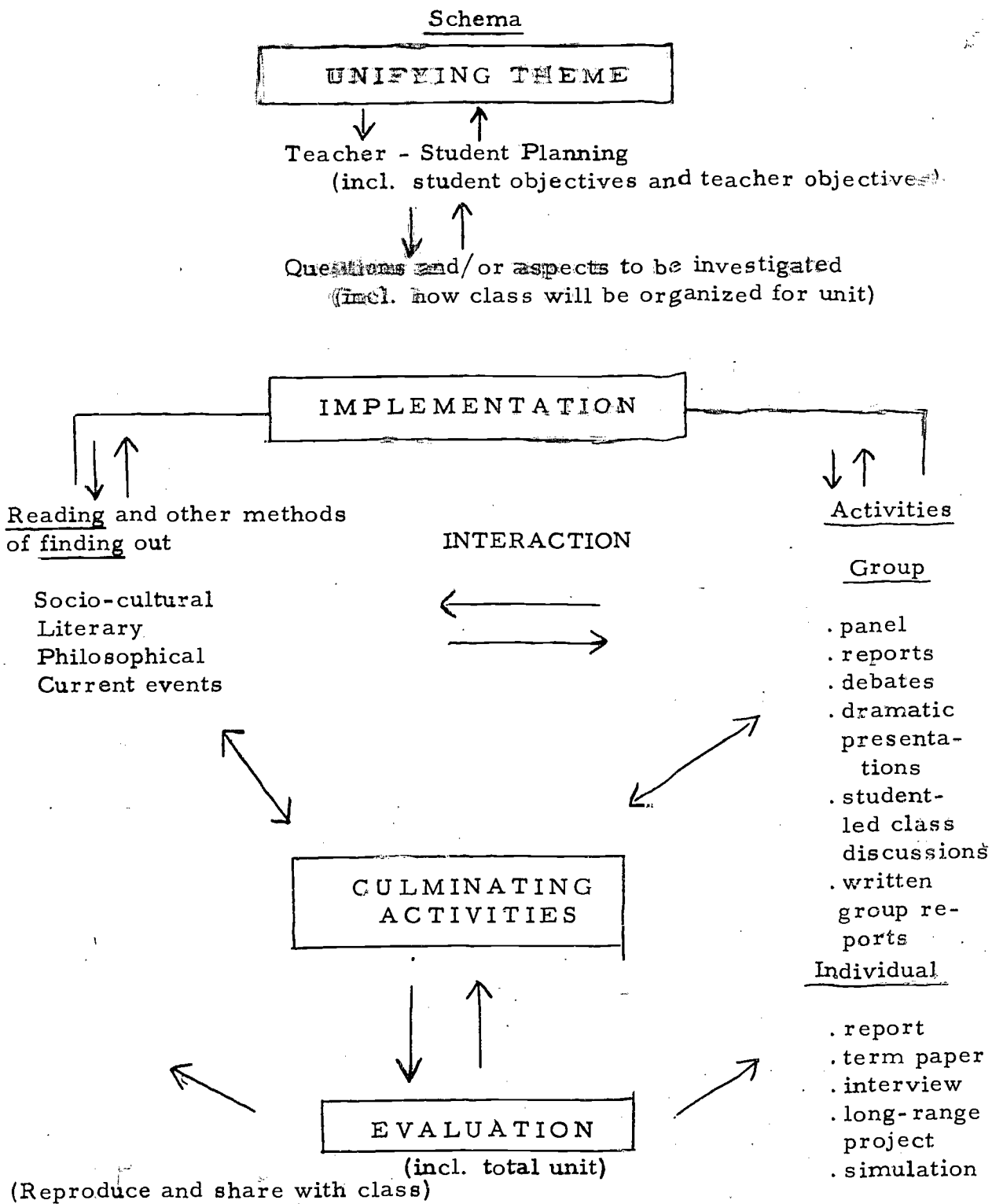
Phase III - several times weekly

Phase IV - weekly; quizzes several times weekly

Some students, with the teacher, could prepare lists of materials or collect material to be used as sources, as part of their class projects. One example is investigating the fiction and nonfiction books in the school library which concern the culture of the country, or building a collection of newspaper and magazine articles and pictures.

NOTE: The teacher should study the schema on student-centered teaching which follows, the Elaboration of Schema which accompanies it.

TEACHING BY STUDENT-CENTERED UNITS



ELABORATION OF SCHEMA

1. Principle should be established that all are responsible for recalling certain designated portions of reports other than their own. The teacher should summarize for the class or "bring together" the main points of each report, pointing out important concepts or facts.
2. Students should receive a number of grades during unit.
3. An important part of Evaluation is student discussion of weak and strong points of the unit as they carried it out. They might ask themselves: How well did we accomplish the tasks we set for ourselves? How well did we resolve the questions asked in the beginning?
4. Students and teacher should evaluate student reports in terms of effectiveness. Reporters should be required to use visual supports, e. g., drawings, pictures, overhead, filmstrips, a source book -- and a minimum amount of notes.
5. Standard operating procedure for reporting should be evolved with the students. For example, it is better if the reporter prepares a group of questions for the audience to listen for. These questions might be written on board, or on transparency. The questions are discussed after the report, with student leading discussion.

The treatment of errors in oral reporting should be agreed upon. An effective technique is the following:

The teacher takes notes on errors during report -- as inconspicuously as possible -- and hands the student the notes after his report. Teacher reproduces errors from all reports (no names) and discusses them with class the following day. The most glaring errors should be discussed with the class during the summarizing period.

TESTING

Words and Phrases

As stated in this guide on pages 9 and 10, words and phrases should be tested according to the objective designated for the items when they were taught. Students should not be required to write from memory any item in the foreign language except names. Cautions: Pilot teachers found they were inclined to make tests too difficult for this type of course. No test should last entire class period.

On all tests students should be told the level of performance expected for passing. Students should be permitted to re-take tests they have not passed, after an interval of further study.

Frequent quizzes are necessary for feedback. They should be short.

Some quizzes can take the form of team competitions resembling "spelling bee," or other games.

Speaking Tests: The following procedure is suggested:

- Have short oral quizzes during week on words and phrases being taught. Students are called upon quickly to give the foreign expression for the English given. Flashcards can be used;
- or, while teacher is testing individuals, others are working on their own or in small groups on cultural or linguistic matters;
- or, teacher could prepare test tape and have students at recording booths responding. The teacher could monitor each of these students; in the language laboratory he could record a portion of each student's recitation by placing a blank tape on channel #1, placing it in record mode.

Example of such a taped test: Give the French (Spanish) equivalent of: _____, _____, etc., with pause for each student reply.

NOTE: Pronunciation should not be held to Level I standard but to a criterion of comprehensibility.

Listening Comprehension Tests:

In teaching phrases and words for listening comprehension, it is desirable, in this course, to have the printed form before the student in the beginning.

If the aim is listening comprehension (versus reading recognition), then the printed form is removed at some stage of the learning.

Hence, listening comprehension tests should be of the following types:

- . Students hear an item and they are to encircle the meaning among a group of meanings given.
- . Students hear an item and they copy the correct form from a list on the board or paper.
- . Students hear an item and they are to write the English meaning.
- . A game-type quiz might be the following:

The teacher (or student leader) gives a certain word or phrase, e. g., el agua. Student called upon must perform some action to show he understands such as throwing head back as if drinking.

—————> Teacher should encourage students to create games of various kinds to help class members learn the phrases.

Reading Recognition Tests:

Multiple choice or matching tests are useful in testing reading recognition of signs, street directions (left, right, etc.), schedules etc. Again, have students devise games to quiz one another, including social or touristic situations:

"You have rented a car in Paris. You are stopping at a restaurant. You have just stepped out of your car and you see the sign: Stationnement Interdit. Tell what it means."

Students might take turns copying phrases on overhead projector and calling on individuals to give meanings.

Culture

Tests should evolve from the content of the cultural units and projects in which the class engages. Only material agreed upon for retention should be used in tests.

Tests can be multiple choice, matching, essay, completion, true-false. See Objectives, page 9.

NOTE: In the affective domain, teacher might prepare an attitudinal survey concerning the language and culture which the students fill out at the beginning of the semester; at the ~~end~~ of the semester the survey forms are returned to the students, asking them, if they wish, to make any changes in their replies as a result of the course.

Sample Tests - DuVal Senior High School Pilot Classes

Before the French test below is given, the students should have learned its two components through separate exercises:

- a) understanding time of day when it is stated in French
- b) relating 24-hour clock to conventional clock

Sample One

(Medium degree of difficulty)

Listening Comprehension - 24-hour clock

In front of you is a schedule of plane arrivals from various cities. You will hear a series of sentences, each one stating the time of a plane's arrival at the airport. By matching the time stated in the sentence with the corresponding time in the schedule, you are to determine which city each plane is coming from. Write the number of the sentence in the space next to the appropriate city. For example: You hear - L'avion arrive à deux heures moins dix. You see that deux heures moins dix is the same as 13 h 50, which is the plane from Marseille. So you put number 1 next to Marseille. Let's begin.

Arrivée					
Marseille	13h 50	1		New York	19h 20
Toulouse	14h 02			Berlin	19h 30
Lyon	16h 40			Rome	20h 15
Oslo	17h 45			Genève	20h 55
Bordeaux	18h 10			Madrid	22h 10
Nice	19h 02			Munich	23h 40

Sample Two

Easy

Match the item you might want to purchase with the store where you would find them.

- | | |
|---------------------------------|------------------|
| <u> </u> 1. cough medicine | A. le coiffeur |
| <u> </u> 2. books | B. le kiosque |
| <u> </u> 3. newspaper | C. la pâtisserie |
| <u> </u> 4. cake | D. la pharmacie |
| <u> </u> 5. haircut | E. la librairie |

Etc.

Sample Three

Easy

Match the following items with their names in French:

- | | |
|-----------------------|----------------------|
| _____ 1. raincoat | A. écharpe |
| _____ 2. shoes | B. ensemble-pantalon |
| _____ 3. bathing suit | C. imperméable |
| _____ 4. scarf | D. chaussures |
| _____ 5. pants suit | E. maillot de bain |

Etc.

Sample Four

Easy

Match the following words you might find on a menu in a French restaurant with their English equivalents.

- | | |
|---------------------------|----------------------------|
| _____ 1. choucroute garni | A. roast chicken |
| _____ 2. pommes de terre | B. sauerkraut with sausage |
| _____ 3. poulet rôti | C. potatoes |

Etc.

Sample Five

Identify the following French specialities:

- | | |
|-----------------|---------------|
| Quiche Lorraine | Vichyssoise |
| Croque Monsieur | Bouillabaisse |

Etc.

Sample Six

- _____ 1. For breakfast, French people eat A) bacon & eggs B) toast & milk C) hot cereal, like oatmeal D) bread with butter & jelly
- _____ 2. Home phones are found less in France than in the U. S. To make a call many people go to A) the corner drugstore B) the post office C) a restaurant D) all of these

- _____ 3. When you arrive in France, you must go through Customs. The sign indicating Customs is A) Rez-de-chaussée B) Ascenseur
C) Sortie D) Douane
- _____ 4. The valley of the Loire River is A) the bread basket of France
B) the resort area C) famous for its spas D) the chateaux country
- _____ 5. The Pyrenees separate France from A) Germany B) Italy
C) Spain D) Switzerland
- _____ 6. The national holiday of France, their Independence Day, is
A) July 4 B) July 14 C) January 1 D) March 15

True or False

Etc.

- _____ 1. Belgium borders France.
- _____ 2. The French Revolution occurred after the American Revolution.
- _____ 3. Paris is a river port.
- _____ 4. Provence is in northern France.
- _____ 5. Every region of France has its own food specialities.

Sample Seven

(This can be given as listening comprehension by teacher giving questions aloud instead of having them printed on text.)

A. Circle the correct response.

- | | |
|--|--|
| <p>1. ¿Cómo está Usted?
a. Sí, señor.
b. Estoy bien, gracias.
c. Sí, hablo español.</p> | <p>2. ¿Qué día es hoy?
a. Hoy es domingo.
b. Hoy es sábado
c. Hoy es viernes.
(Be certain the proper day of the week appears.)</p> |
| <p>3. ¿De dónde es Usted?
a. Soy de los Estados Unidos.
b. Me llamo Elena
c. Buenos días. Etc.</p> | |

B. Fill in the blank with the correct answer.

1. It is 6 P.M. You would say to someone:
Buenos días. Buenas noches. Buenas tardes: _____
2. It is 9 A.M. You would say to someone:
Buenos días. Buenas noches. Buenas tardes. _____
- Etc.

C. Fill in the letter or number that identifies the place in the map.

1. _____ el Estrecho de Gibraltar 2. _____ Portugal

Etc.

Sample Eight

(Can be given as listening comprehension and/or reading recognition; for the former, numerals would not appear in print.)

Write in the numeral.

diez _____

trece _____

siete _____

Etc.

Sample Nine

Choose the correct answer.

1. You are in Madrid buying a suede coat and see a pair of boots to match, but you think they are too expensive. You want to say to the clerk that they cost too much. You would say: a) Estoy bien. b) caro c) barato
2. You are driving around looking for a parking space and think you have finally found one. But you are wrong because there is a sign that says:
a) HACE FRIO b) SE PROHIBE FUMAR c) PROHIBIDO ESTACIONARSE
3. You are traveling around Spain and have been roughing it. You decide this time to get a room in a hotel with meals. You would say:
a) Quiero un cuarto con comidas. b) Quiero un cuarto sin comidas.
c) Quiero un cuarto con baño.
4. You are just about to light up at the movies. Then you see a sign that says NO SMOKING. In Spanish this is: a) SE PROHIBE FUMAR b) ESTOY UN POCO MAREADO c) MI COCHE NO FUNCIONA

Sample Ten

Match the Spanish word in column A with the English in column B.

- | <u>A</u> | | <u>B</u> |
|----------------------------|-------|------------------------|
| 1. ¿Cómo está Usted? | _____ | a. one-way ticket |
| 2. ¿De dónde es Usted? | _____ | b. ladies room |
| 3. ¡Cuidado! | _____ | c. porter |
| 4. Damas, señoras, mujeres | _____ | d. How are you? |
| 5. ¿Cuándo? | _____ | e. Where are you from? |
| 6. un billete sencillo | _____ | f. Be careful. |
| 7. un mozo | _____ | g. When? |

Etc.

Sample Eleven

Teacher says:

1. ¡Cuidado! _____
2. Lo siento. _____
3. Escríbalo, por favor. _____
4. ¡Qué lástima! _____

Student underlines correct meaning:

- a) Wednesday b) Look out; be careful.
- c) tomorrow d) Thank you.
- a) women b) good c) I am sorry.
- d) day
- a) Write it, please. b) men's room
- c) today d) Yes
- a) Why? b) Who? c) What a pity.
- d) How?

NOTE: The above could be a speaking test. The teacher gives the meaning; the student must produce the Spanish word or phrase if these were taught for oral control.

Sample Twelve

Multiple Choice. Put the letter that is the correct answer in the blank.

- _____ 1. To find out how much something costs, you should say
a) ¿Por qué? b) ¿Qué tiempo hace? c) ¿Cuánto es? d) ¿Cómo?
- _____ 2. If you choose arroz con pollo from the menu, you will get
a) chicken and rice b) lobster c) peanut butter and jelly
d) hamburgers and hotdogs
- _____ 3. El Prado is a) a museum b) castle c) university d) old age home
- _____ 4. Your plane leaves at 10:20 a.m. This is the same as a) las diez y cinco de la mañana b) las diez y cinco de la noche c) las diez y veinte de la noche d) las diez y veinte de la mañana.

Sample Thirteen

Match the following, placing the letter that corresponds best from column B in the space provided next to the number in column A.

- | <u>A</u> | <u>B</u> |
|---|--------------------------------------|
| _____ 1. religious fair or festival | a. mixture of Mexican & white |
| _____ 2. bullfight | b. musical conductor & cellist |
| _____ 3. siesta | c. largest coffee producer |
| _____ 4. Jerez de la Frontera | d. mixture of Indian and Spanish |
| _____ 5. Piña colada | e. corrida de toros |
| _____ 6. non religious fair or festival | f. feria |
| _____ 7. flamenco | g. Cuban political leader |
| _____ 8. aficionado | h. fiesta |
| _____ 9. jai alai | i. capital of Puerto Rico |
| _____ 10. mestizos | j. largest wine making city of Spain |
| _____ 11. creoles | k. fan of bullfighting |
| _____ 12. Brazil | l. pineapple coconut drink |

- | | |
|------------------------|----------------------------------|
| _____ 13. San Juan | m. rest during the hot afternoon |
| _____ 14. Pablo Casals | n. handball |
| _____ 15. Che Guevara | o. dance |

Match the following by putting the letter that is the correct answer in the blank.

1. _____ The Pyrenees separate Spain from a) Germany b) Italy c) France d) Switzerland
2. _____ The Guadalquivir is the a) highest point in Spain b) the second largest city in Spain c) the most navigable river in Spain d) province in Spain

Etc.

Sample Fourteen

True or False. Write the word true or false.

1. _____ Passports and visas are needed to travel to Puerto Rico.
2. _____ One should buy leather goods, pearls and suede in Spain.
3. _____ Puerto Rico means rich port.
4. _____ Madrid is in the northern part of Spain.

GRADING

Within the policies of the school, the teacher might set performance criteria for each letter grade. Also the course could be set up under a contract method with the students, determining what is expected under each letter grade. If the school has instituted a pass/fail grading system as an option open to students, the Travelers Course should be included in this system.

* * * * *

STUDENT EVALUATION OF COURSE

The school system must continue to receive information about student opinions in this new course. It is requested that towards the end of the semester the teacher prepare a questionnaire for student reaction, the results of which should be submitted to the Foreign Language Office of the Central Administration.

The results of the questionnaire should be discussed in the department and desirable modifications made in the next semester of the course session.

Some questions which appeared on pilot teachers' evaluation questionnaire:

1. Questions on content. Was it what students had expected?
Was sufficient time spent on phrases and words?
Was sufficient time spent on investigating cultural topics?
Aspects or topics students liked best about content
Aspects liked least
2. Questions on materials preferred -- books, filmstrips, films, tapes, transparencies (students' opinions of materials)
3. Questions on method:
Lecture; student-centered; field trips
4. Questions on student opinion and factors which affect these courses, e. g., aptitude for languages, native intelligence, attitude and motivation, personality of the teacher, etc.

VOCABULARY

(Phrases and words appearing in this guide) *

FRENCH

A

accès aux quais - to tracks
l'addition - the bill
à droite - to the right
à gauche - to the left
à la douane - to customs
allo - hello
alors - well, then
l'ambassade - embassy
l'ambassadeur - ambassador
l'annuaire - telephone directory
août - August
à quelle heure? at what time
à quelle distance? at what distance?
l'argent français - French money
l'aspirine - aspirin
l'auberge - inn
aujourd'hui - today
l'automne - autumn
au revoir - goodbye
l'autobus - bus
avec bain - with bath
avec douche - with shower
Avez-vous...? Do you have...?
avril - April

B

baignade interdite - bathing prohibited
la banque - bank
la barque - boat
la bibliothèque - library
la bijouterie - jewelry shop
les billets - tickets
la blanchisserie - laundry
la boîte aux lettres - mailbox
bleu - blue
bon - good
bonjour - hello, good morning
bonsoir - good evening
la boucherie - butcher shop
la boulangerie - bakery
le bureau de post - post office

C

Ça va? - How goes it?
la cabine - cabin
le café - coffee; café
le café au lait - coffee with milk
la caisse - cash register
le canot - canoe
le carnet de conduire - driver's license

* Does not include all words in the test samples given.

le carrefour - crossroads
les cartes - cards
la carte de crédit - credit card
la carte postale - postcard
les centimes - cents (French money)
C'est tout, merci. That's all, thanks.
le cinéma - movies
la chaise longue - lounging chair
la chambre - room
le change - exchange (money)
changer un chèque - cash a check
la charcuterie - delicatessen
le chasseur - bellboy
chaud - hot, warm
les chaussettes - socks
les chaussures - shoes
le chèque - check
cher (chère) - dear; expensive
la clef - key
le coiffeur - hairdresser; barber
Combien? How much?
comment? - how?
Comment allez-vous? How are you?
Comment vous appelez-vous? -
What's your name?
le consul - consul
le consulat - consulate
le complet - men's business suit
la costume - suit (e. g., bathing suit)
le contrôleur - conductor
les courts de tennis - tennis courts
la cravate - necktie

D

décembre - December
de rien - You're welcome. (After
thank you.)
défense de fumer - no smoking
le déjeuner - lunch
demain - tomorrow
le dentiste - dentist
la dentifrice - toothpaste
le dîner - dinner
dix - ten

E

l'eau - water
l'église - church

eh bien - well
enchanté(e) a pleasure to know you
Endossez votre cheque, s'il vous plaît.
Endorse your check, please.
entrée gratuite - free admission
entrée libre - feel free to browse
l'essence - gasoline
Excusez-moi. - Pardon me.

F

faire du ski - to ski
la femme de chambre - maid
la fête - holiday
feu rouge - red light
feu vert - green light
les Feuilles Mortes - Autumn Leaves (song)
février - February
français - French
les francs - francs (French money)

G

la gare - station
le garçon - boy; waiter
les gants - gloves
le gendarme - policeman
la gendarmerie - the police station
le guichet - ticket window

H

l'heure - hour; time
hier - yesterday
l'hiver - winter
le hors-bord - motorboat

I

ici - here

J

J'ai chaud. - I'm warm.
J'ai faim. - I'm hungry.
J'ai froid. - I'm cold.
J'ai mal à ... something aches or is sore
J'ai soif. - I'm thirsty.

J'aime nager. - I like to swim.
janvier - January
J'habite... I live in...
Je cherche... I'm looking for...
Je m'appelle... My name is...
Je ne comprends pas. - I don't understand.
Je ne parle pas français. - I don't speak French.
Je suis Américain(e). - I'm American.
le jeton - token for phone
juin - June
juillet - July
la jupe - skirt
Je veux acheter... I want to buy...
Je veux nager. - I want to swim.
Je voudrais... I would like...
Je vous présente mon ami(e)...
I'd like you to meet my friend...
jouer - to play
jouer aux cartes - to play cards
jouer aux dames - to play checkers
jouer aux échecs - to play chess
Joyeux Noël - Merry Christmas

K

(not common in French)

kilomètres - kilometers (.6 mile)
kiosque à journaux - book and magazine stall

L

là-bas - over there
le lait - milk
laver - to wash
la lettre recommandée - registered letter
le litre - liter (1.06 quart)

M

madame - married lady
mademoiselle - single girl
mai - May
maintenant - now
mais oui - yes indeed
mais non - no indeed
le magasin - department store

maître-nageur - lifeguard
la Marseillaise - French national anthem
le match de football - football game
le médecin - doctor
le médicament - medicine
le menu - menu
merci - thanks
le métro - subway
midi - noon; South of France
minuit - midnight
Minuit Chrétiens - O Holy Night
(Christmas carol)
Mon Dieu. - My goodness!
mon passeport - my passport
monsieur - sir, Mr., man

N

nager - to swim
la neige - snow
Noël - Christmas
Nous arrivons... We're arriving...
Nous avons perdu... We've lost...
Nous cherchons... We're looking for...
Nous voudrions... We'd like...
Nous voulons... We want...
Nous voulons louer une voiture.
We want to rent a car.
nettoyer - dry clean
le Nouvel An - New Year
novembre - November
le numéro - number

O

octobre - October
Où...? Where...?
Où est la toilette? (or, la salle de bain)
Where's the bathroom?
Où se trouve...? Where is...?
Où est le garçon? Where's the waiter?
Où est le centre commercial?
Where's the shopping center?

P

le pain - bread
par avion - by air
Pardon. I beg your pardon; pardon

Parlez lentement. Speak slowly.
Pas mal, merci. Not bad, thanks.

la patinoire - skating-rink
la pâtisserie - pastry shop
la pêche - fishing
le petit déjeuner - breakfast
les phares - headlights
la pharmacie - drugstore
la piscine - swimming pool
la plage - beach
plage privée - private beach
la planche du surf - surfboard
la poste - the mails
le pneu - tire
le pneu crevé - flat tire
Pouvez-vous m'aider? Can you
help me?
le printemps - spring (season)
prix fixe - fixed price

Q

Quand...? When...?
Quand allons-nous arriver?
When will we arrive?
le quai - track (at railroad
station)
le quatorze juillet - July 14
Bastille Day - French
holiday
Quelle est votre nationalité?
What is your nationality?
Quelle heure est-il? What time
is it?

R

Répétez, s'il vous plaît.
Repeat, please.
réservé - reserved
les renseignements - information
le restaurant - restaurant
repasser - to iron
Rien à déclarer. Nothing to
declare (customs)
rouge - red
la route - route, road

S

le salon; salon du beauté - beauty shop
la Semaine Sainte - Holy Week
le service - services
service compris - service included
service pas compris - service not included
s'il vous plaît - please
la station-service - filling station
stationnement interdit - no parking
le stylo - pen (ball point)
Suivez tout droit - Straight ahead
le système pneumatique - underground
tube for messages

T

la table - table
le tarif - postage/rate
le taxi - taxi
le taxiphone - street phone
le timbre - stamp
le Tour de France - Bicycle Race
Tournez à droite. Turn to the right.
le train - train
très bien - very well
trop chaud(e) - too hot
trop cher (chère) - too costly
trop froid(e) - too cold

U

un, une - a an

V

vert - green
les vêtements - clothes
la Vie en Rose - Life through rose-colored
glasses (French popular song)
le vin - wine
la voiture - car
vous - you

Teach days of the week, months, and
numbers 1 - 20.

VOCABULARY
(Phrases and words appearing in this guide)

SPANISH

A

abajo - downstairs
abierto - open
abril - April
Abrochen los cinturones. Fasten
seat belt.
el accidente - accident
el aeropuerto - airport
adiós - goodbye
la aduana - customs
el aficionado - "fan" (bull-
fight fan)
el agua - water
el agua caliente - warm water
a la derecha - to the right
a la izquierda - to the left
allá; allí - there
a la orden - at your service
el almacén - store
el almuerzo - lunch
alto - stop (Do not confuse with
alto(a).)
Amapola - song (means poppy)
amarillo(a) - yellow
el amigo(a) - friend
Apaguen los cigarros. Put
out cigarettes.
el año nuevo - the New Year
aparcar - to park (Spain)
aquí - here
la armada - armada
arriba - upstairs
así-así - so-so
la aspirina - aspirin
el autobús - bus
el autopista - highway
el auto-stop - hitchhiking
el avión - plane
el aviso - announcement
ayer - yesterday
azul - blue

B

bailar - to dance
el baile - dance
el balón de cesta - basketball
el banco - bank
los baños - toilet
barato(a) - cheap, inexpensive
el barbero - barber
el barco - ship
la barca de remos - rowboat
la bebida - beverage
el beisbol - baseball
el beisbolista - baseball player
la bicicleta - bicycle
bien - well
blanco(a) - white
el billete - money (bill)
el bolero - bolero (dance)
el boleto - ticket
el botones - bellhop
Buen Año - Happy New Year
Buenas noches - Good night
Buenas tardes - Good afternoon; hello
Buenos días - Good morning; hello
Busco... I'm looking for ...
el buzón - mailbox

C

los caballeros - men, gentlemen
el café - coffee; restaurant
la cafetería - cafeteria
café con leche - milk with a little coffee
la caja - cash register
el cajero - cashier
caliente - warm, hot
la camarera - maid
cambiar un cheque - to cash a check
el cambio - change, exchange (money)
el campo de golf - golf course
¡Caramba! For heaven's sake!

carnaval - carnival (before Lent)
 carnet de conducir - driver's license
 el carro - car (Latin America)
 la cena - supper
 cerca - near
 cerrado(a) - closed
Cielito Lindo - Mexican song
 (Beautiful Heaven)
 el cine - movies
 la cita - date; appointment
 el coche - car (Spain)
 la comida - meal
 ¿Cómo está? - How are you?
 ¿Cómo se llama Vd? - What's
 your name?
 ¿Comprende? - Understand?
 Comprendo - I understand
 con baño - with bath
 conducir - to drive (Spain)
 con ducha - with shower
 el correo - the mail
 la corrida de toros - bullfight
 cuadrar - to park
 ¿Cuándo? - When?
 ¿Cuánto? - How much?
 ¿Cuánto cuesta? - How much
 does it cost?
 ¿Cuánto vale? - How much is it?
 ¿Cuánto tiempo? - How much time?
 ¿Cuántos años tiene Vd.? - How
 old are you?
 la Cucaracha - cockroach (Mexican
 folk song)
 el cubierto - cover charge
 la cuenta - bill
 ¡Cuidado! - Careful! Look out!
 el charro - cowboy (Mexico)
 el cheque - check
 el cheque personal - personal check
 el cheque de viajero - traveler's
 check

D

damas - ladies
 ¿De dónde es Vd.? - Where are
 you from?

de nada - You're welcome (Say
 after gracias)
 el dentista - dentist
 la derecha - right side
 derecho - straight ahead
 el desayuno - breakfast
 el Día de la Raza - Columbus Day
 el Día de Todos los Santos - All
 Saints' Day (November 1)
 el dinero - money
 los discos - records
 los dólares - dollars
 ¿Dónde...? Where?
 ¿Dónde está...? Where is...?

E

E. E. U. U. - United States
 la emergencia - emergency
 Encantado. - Glad to know you.
 enero - January
 ¿Entiende? - Do you understand?
 Entiendo. - I understand.
 la entrada - entrance
 entrada libre - free admission
 equipo - team, or equipment
 eso - that
 Espere un momento. Wait a moment.
 estacionar - to park
 estacionamiento prohibido - no parking
 la estación de servicio - service station
 las estampillas - stamps (Latin America)
 ¿Está enfermo(a)? - Are you sick?
 ¿Está mareado(a)? - Are you airsick or
 seasick?
 esto - this
 Es todo, gracias. That's all, thank you.
 Estoy bien. - I'm well.
 el, la estudiante - student

F

febrero - February
 la fecha - date (day of the month)
 el ferrocarril - railroad
 la fiesta - festival
 el flamenco - gypsy dance (Spain)

el museo - museum
la música - music
Muy bien. - Very well.

N

Nada. - Nothing.
Nada más, gracias. - Nothing
else, thanks.
Nada que declarar. - Nothing to
declare.
la Navidad - Christmas
negro(a) - black
No comprendo. - I don't understand.
No entiendo. - I don't understand.
No estoy bien. - I'm not well.
No hablo español. - I don't speak
Spanish.
No doblar. - Do not bend.
No me gusta. - I don't like it.
No molestar - Do not disturb
norteamericano(a) - North American
(a person from U. S.)
No tocar - Do not touch.
noviembre - November

O

octubre - October
ocupado - occupied; busy
(telephone line)
la oficina de cambio - exchange
office (money)
el otoño - autumn

P

el pan - bread
la parada de autobús - bus stop
¡Pare! - Stop!
las parrandas - Puerto Rican
festival
paso doble - dance (Spain)
la pelota - ball
el peluquero - barber
Perdón. - Pardon me.
los periódicos - newspapers

los perritos - hot dogs
el pesero - taxi-bus (Mexico City)
la peseta - monetary unit (Spain)
el peso - monetary unit (Mexico and others)
la piscina - pool
el piso - floor (story)
primer piso - first floor
planchar - to iron
planchado - ironed, pressed
la playa - beach
la plaza - plaza
playa particular - private beach
el policía - policeman
la policía - the police
por favor - please
las posadas - Christmas custom - Mexico
(stopping by people's homes)
la primavera - spring

Prohibido

Bañarse - No bathing
Estacionarse - No parking
Fumar - No smoking
Hacer camping - No camping
¿Puede ayudarme? - Can you help me?

Q

¡Qué barbaridad! - What an outrage!
¿Qué día es hoy? - What day is it?
¿Qué hora es? - What time is it?
¡Qué lástima! - What a pity!
el queso - cheese
¿Qué tal? - How goes it?
¿Quiere Vd. bailar? - Do you want
to dance?
¿Quiere Vd. comer? - Do you want
to eat?
¿Quiere Vd. tomar algo? - Do you
want something to drink?
Quiero comer. - I want to eat.
Quiero mandar... I want to send...
Quiero hacer compras. I want to
shop.
Quiero nadar. I want to swim.
Quisiera... I'd like...

la foto - photograph
el fútbol - football (soccer)
el futbolista - soccer player

G

el garaje - garage
la gasolina - gasoline
gracias - thanks
guacamole - Mexican salad with
avocado, etc.
guía de teléfonos - telephone directory

H

la habitación - room
¿Habla Vd. inglés? - Do you
speak English?
la hamburguesa - hamburger meat
Hasta luego. See you later.
Hasta la vista. I'll see you!
Hasta mañana. See you tomorrow.
¿Hay...? Are there...? or
Is there...?
Hay... There is... or There are...
¡Hola! Hello.
la hora - the hour
el hospital - hispital
hoy - today
los huevos - eggs

I

la iglesia - church
el invierno - winter
la izquierda - left

J

jai alai - handball game
el jarabe tapatío - Mexican Hat
Dance
la joyería - jewelry shop
el juego - game
el jugo - juice
junio - June
julio - July

K

kilo - kilogram (weight - 2.2 lbs.)
kilometro - kilometer (.6 mile)

L

la lavandería - laundry
automática - laundromat
la leche - milk
lejos - far
la librería - book shop
los libros - books
limpiado(a) - cleaned
Lo siento. - I'm sorry.
Lo siento, no comprendo. - I'm sorry;
I don't understand.
la llanta - tire
La llanta se reventó. - The tire went flat.
la llave - key

M

la maleta - suitcase
la mañana - morning
mandar - to send
manejar - to drive (Latin America)
Manejo. - I drive.
el mapa - map
el mar - the sea
marzo - March
más barato - cheaper
el matador - bullfighter (who kills
the bull)
mayo - May
la medicina - medicine
el médico - doctor
Me gusta... I like...
Me llamo... My name is...
el menú - menu
el merengue - national dance (Puerto Rico)
la mesa - table
el metro - meter (39 inches)
mi pasaporte - my passport
Muchas gracias. - Many thanks.
Mucho gusto. - Much pleasure (Say
after introduction.)

R

la radio - radio
el rancho - ranch (Mexico)
El Rancho Grande - Mexican song
el recargo - surcharge
el recibo - receipt
Repita, por favor. - Repeat, please.
los Reyes Magos - the Three Wisemen
(January 6 holiday)
la ropa - clothes
rojo(a) - red

S

sacar fotos - to take pictures
Saco fotos. - I take pictures.
la salida - exit, departure
la Semana Santa - Holy Week
los sellos - stamps (Spain)
señor - sir, Mr.
señora - Mrs.
señorita - Miss
Sentido Unico - One way
septiembre - september
el servicio - service and/or
service charge
Sí. - Yes.
si - if
sol o sombra - sun or shade
(bullfight tickets)
Soy de los E. E. U. U. - I'm from
the U. S.
Soy estudiante. - I'm a student.
Soy norteamericano. - I'm North
American
el subterráneo - subway (also
el metro)
el supermercado - supermarket

T

los tacos - nonsweet pancake filled
with cheese or meat
las tamales - cornmeal and meat
wrapped in corn husks or
banana leaves
el tango - dance (Argentina)

la tarifa - fare
la tarjeta de crédito - credit card
el taxi - taxi
el teléfono - telephone
el telegrama - telegram
Tengo... I have...
Tengo prisa. - I'm in a hurry.
Tengo sed. - I'm thirsty.
Tengo hambre. - I'm hungry.
Tengo ... años. I'm ... years old.
tienda - store, shop
de comestibles - grocery store
de ropa - clothing store
de zapatos - shoe store
el toro - bull
el torero - bullfighter
las tortillas - Mexican pancake (not sweet)
la tortilla con huevo - omelette (Spain)
el tráfico - traffic
el tren - train

U

un - a, an

V

el velero - sailboat
el veneno - poison
vía aérea - air mail
la Virgen (de Guadalupe) Virgin of
Guadalupe - Mexican shrine

Y

yo - I

Z

la zapatería - shoemaker shop
los zapatos - shoes

Days of the week

) lunes
) martes
) miércoles
el) jueves
) viernes
) sábado
) domingo

Months

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

Numbers to 20

uno	cinco	nueve	trece	diecisiete
dos	seis	diez	catorce	dieciocho
tres	siete	once	quince	diecinueve
cuatro	ocho	doce	dieciseis	veinte