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TEACHER'S MANUAL FOR POCO A POCO

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New-World Spanish Series

**TEACHER'S MANUAL
FOR POCO A POCO**

**AN ELEMENTARY
DIRECT METHOD FOR
LEARNING SPANISH**

By Guillermo Hall

Adjunct Professor of
Romance Languages in the
University of Texas



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TEACHER'S MANUAL FOR POCO A POCO

I. GENERAL CONSIDERATIONS

PLAN OF THE BOOK

SOME time before your class begins the study of *Poco a Poco*, be sure to make the following preparations:

1. Read the Preface. Note the stress placed on the preliminary oral presentation of the lessons and on the building up of correct speech-habits by means of much drill on the sections headed *Práctica*, *Ejercicios*, and *Cuestionario*.

2. Look through several lessons of *Parte Primera* to get the general scheme of presentation in mind.

3. Look through *Modelos de Cartas*, etc. (page 225 and following), in *Parte Segunda* to decide whether or not you wish to teach the correspondence, and if you do, whether you will teach it as additional to the lessons from Lesson 15 on, or will teach it by itself after completing all the lessons. The plan of the book is sufficiently flexible to permit of following either of these plans, or of omitting the *Cartas* altogether. The vocabulary of the *Cartas* is not essential to the development of the lessons, but in every case is additional and independent.

4. Look carefully through *Explicaciones Gramaticales* (page 239, etc.) to decide whether or not you wish to teach the *Reglas* and whether you will teach them in English or, as presented, in Spanish. Remember that the very *last* thing to do in each lesson is to teach the *Reglas* (if you teach them at all). Young students who have had no English grammar should not be taught these *Reglas* as they are; however, they may be taught the essential facts orally (in English). All should be

taught to use the *Vocabulario* to help the memory when the teacher is no longer present. Incidentally, students thus learn a great deal about grammar without having the matter obtrusively and aggressively brought to their attention. Note that from Lesson 6 on there are lists of irregular verb forms, for older students; the black-faced figures refer to the corresponding conjugations in the *Tablas Gramaticales* (page 277 and following).

5. Note the list of verbs on page 277 and the conjugations following. Throughout the term, encourage the class to refer to this list.

6. Note what is said on page 295 about the formation of verbs from their roots.

7. Look through the irregular verb forms on pages 296 to 298.

8. Note the tables of *Artículos, Adjetivos y Pronombres*, on pages 298 to 302.

9. Examine the *Índice Gramatical por Materia*, pages 303 to 306.

10. Examine the list of words on pages 306 to 308 to see how to find facts of grammar about individual words.

PREPARATION OF MATERIALS

Do not leave the preparation of a lesson till the night before you are to present it. Days before, begin to get your materials together. It is just as easy to prepare now the lesson that is twelve days ahead as the one you are to teach tomorrow, with the advantage that you will have time to find appropriate illustrative material.

Be constantly on the alert for toys, pictures, etc., which may be used in class work. Cut from the advertising pages of the illustrated papers and magazines large cuts that may serve, if not today or tomorrow, then

some other day, and put these pictures away where you can find them when wanted.

From the local merchants get catalogs, and new display cards which you see in their windows. Get some cardboard of the kind used for post cards and have it cut the size of the smaller magazine page (about 7 by 9 inches); then have about three fourths of the cards cut in half for "half-page ads" and smaller. A few at a time, paste your pictures on these cards. Keep your pile always growing. Thus you get, not only material for the lessons (arranged by lessons), but also supplementary material to talk about and to write about. The *Libro de Recortes*¹ of the pupils also is built up in this way.

Have a corner of the blackboard always in use to keep before the eyes of the class some drawing with corresponding reading matter in Spanish. If you cannot make these sketches yourself, undoubtedly there will be some student who can do it; or better still, get the teacher of drawing to help out. Do not be afraid to use funny pictures from *Life* and similar publications, if the legend can be translated without losing the point.

THE GRAMMAR

As has been said in the preface to *Poco a Poco*, in this Method we first lay stress upon the formation of correct habits of speech and leave till later the formal instruction in grammar; however, such instruction is not to be omitted altogether, it being understood always that it is to be given only after forming the correct speech-habit by means of the *Práctica* and *Ejercicios*. In other words: formal grammar has its place, but this place is at the very end, and not at the beginning, of the part that

¹ See page 16 of this Manual.

for convenience we call a *Lección*, which always needs from two to four days to be completed properly; the last day is the time to present what rules of grammar the teacher may judge best for the particular class being taught. As this instruction should be chiefly oral in an elementary course like this, we have given only what is essential, exemplified in the *Práctica* and condensed into *Reglas* in the *Segunda Parte*, leaving it to the teacher to explain these *Reglas* according to his or her own ideas. The explanation may be given in English or in Spanish as seems best. The author's preference with young students is for the oral presentation in English till everybody understands the matter; later the *Regla* in Spanish may be committed to memory with profit by pupils above fourteen years of age, — say in the seventh or eighth grade and higher.

THE USE OF ENGLISH

Do not use more English than is absolutely necessary, and use it less and less as the class progresses.

On the other hand, do not get the notion that you are never to tell a pupil what something means in English. Not to do so would be many times to leave him to flounder about, or worse, sometimes to get a wrong idea.

It is not a crime against the Direct Method to use some English explanation at times, but this should always be oral. The "crime" consists in allowing the eye of the learner to see the English and the Spanish together. It is this double visual image that gets in the way. That is why you must look over the textbooks of your class about once a week to see that the students are not writing in English equivalents. Make such writing a misdemeanor, as also any writing-in of missing words in the *Ejercicios*. *This is very important.*

PRESENTATION OF THE FIRST LESSON

For the first three or four lessons, choose one or two pupils who already have a little knowledge of the language or who have unusual self-confidence to lead in the concert responses in order to lend confidence to the others. Lacking such pupils, it is well to select two or three clever ones, a day or two before, and teach them privately the first two or three lessons.

First Day

Now we are ready to begin.

To the class:

“How many of you know what a house is?” All hands go up.

“Why, of course, *all* of you know. You know your own house and you know a lot of other houses, houses of wood, houses of brick and houses of stone, one-story houses and two-story houses, even houses of many stories. How do you know them? Why, because you have seen them, been inside them, worked and played in them.

“But just suppose that you had never been outside your own house, nor even been in all its rooms inside; what would you know about houses? What would you know about your *own* house?

“Now, that is just your condition with reference to languages. You don’t know anything about them; you don’t even know all of your own. You don’t know how your house looks from the outside, because you have never gone out of doors.

“Today I am going to take you out for the first time. I am going to take you into another house — a beautiful house where you may work and play. I am going to take you there every day for awhile, and when you get

back home you will know something about another house and so understand your own all the better.

“Now, let us begin. Try not to think of the English words — only the Spanish ones.”

Showing a toy elephant or a picture, say slowly and distinctly:

— *El elefante.*

Do this two or three times till everybody in the class repeats the words correctly; in concert first, then a few individuals. Now say, enunciating clearly but not dragging the words:

— *El elefante es un animal.*

After the class has said this two or three times, ask:

— *¿Qué es el elefante?*

Some few will say:

— *El elefante es un animal.*

Then say:

Good, that's right! but it is not necessary to say all that, just say: *Es un animal.* Now, again:

— *¿Qué es el elefante?*

— *Es un animal.*

— *Otra vez: ¿qué es el elefante?*

— *Es un animal.*

— *Otra vez* (accompanying the words with a gesture).

— *Es un animal.*

Now show a toy rat or a picture of a rat, and ask:

— *¿Es la rata un animal?*

The pupils that you have previously rehearsed will say:

— *Sí, señor.*

Then say:

— *Otra vez: ¿es la rata un animal?*

And everybody will join in the chorus:

— *Sí, señor.*

Now take your *elefante* in one hand and your *rata* in the other, and, showing first one then the other with the word *y* strongly stressed between, as also the word *son*, say:

— *El elefante y la rata son animales.*

If you find the class does not understand, follow with this:

— *¿No comprenden? . . . Singular: El elefante es un animal. Plural: Los elefantes son animales; el elefante y la rata son animales. ¿Comprenden?*

— *Sí, señor.*

Show a mule (toy or picture), saying:

— *¿Qué es la mula?*

— *Es un animal.*

— *¿Qué son el elefante y la mula?*

The class will now say:

— *El elefante y la mula son animales.*

Or

— *Son animales.*

Then continue, making a sign with the hand:

— *El elefante es un animal grande, un animal enorme.*

— *¿Es grande la rata?*

And the pupils will answer:

— *No, señor.*

You may complete the sentence for them, or your previously coached students may say:

— *No, señor; la rata no es grande.*

Then you may add:

— *No; la rata no es grande, es pequeña.*

Then indicate with the hand:

— *Grande*, (changing to a low level) *pequeño*. *Pequeño es lo contrario de grande. ¿Es pequeña la rata?*

— *Sí, señor* (by the two or three selected students).

— *Otra vez*.

— *Sí, señor*.

If you have no pupils previously rehearsed, you will need sometimes to answer your own question the first time, requiring the class to repeat the answer after you.

— *La rata es un animal pequeño. Los elefantes son grandes; las ratas son pequeñas.*

Now show a horse, or better, two horses, and say:

— *¿Son pequeños los caballos?*

— *No, señor; son grandes.*

Show successively the elephant, the horse, the mule, and the rat, and ask:

— *¿Cuál es el animal más grande?*

— *El elefante.*

— *¿Cuáles son los animales pequeños?*

— *Las ratas.*

Then show a *burro* and ask:

— *¿Son grandes los burros?*

— *No, señor.*

Tell the class to answer in a complete sentence.

— *Otra vez: ¿son grandes los burros?*

— *No, señor; son pequeños.*

After presenting the lesson in this way (be sure that all books are closed during the presentation), have the pupils open their books and read the responses as you read the questions, etc., of the *Conversación*.

Next, have individuals read, a sentence each, till the

lesson has been gone over again. Tell the pupils that their study is always to consist in reading aloud.

Now explain that the section called *Práctica en el Uso de las Formas* must be learned by heart, so that the students can repeat it with the book closed. Tell them to study it aloud. After some study they may test their knowledge by covering the first two sentences with a small card, then slipping the card down till only the first is visible and saying the second aloud from memory, and so on successively down the page. After becoming letter perfect in this way, they may put the card vertically on the page, slipping it over till only the first two words of the sentences are visible and completing the sentences aloud. After again impressing on the minds of the students that all study must be aloud, close the lesson by showing them how to use the *Vocabulario* on pages 239 to 240, unless the class is very young, in which case it would be best to omit all the matter in *Parte Segunda*.

Second Day

The next day begin by asking how many have read the *Conversación* and the *Práctica* aloud as many as five times; six; seven, etc. The reason for this is obvious to the experienced teacher; for the new teacher it may be well to state two general principles of school government:

1. Always call for every assignment you may give.
2. After you have given an order, always watch for the first offender.

In other words, your business is like that of the advertiser: in order to get results, you must "follow up."

Next, call upon some of those who did not respond, as well as those who did, asking them to read aloud and marking them on the way they do this.

Tell some of the students their names in Spanish.

Then tell them to close their books and recite on the *Práctica*.

- *Enrique, complete la oración (frase): El elefante*
- *El elefante es grande.*
- *María, exprese la oración en plural.*
- *Los elefantes son grandes.*
- *Jorge, complete la oración: El burro*
- *El burro es pequeño.*
- *Anita, exprese la oración en plural.*
- *Los burros son pequeños.*
- *Eduardo: La rata*
- *La rata es pequeña.*
- *Rosa, en plural.*
- *Las ratas son pequeñas.*
- *Pedro: El caballo no*
- *El caballo no es pequeño.*
- *Francisco: La mula*
- *La mula no es pequeña.*
- *Lola: El caballo y la mula*
- *El caballo y la mula no son pequeños.*
- *Antonio: ¿Es pequeño?*
- *¿Es pequeño el caballo?*
- *Luisa, en plural.*
- *¿Son pequeños los caballos?*
- *Manuel: ¿Es pequeña?*

(Or for more advanced students: *Manuel, ¿cuál es la oración en forma femenina?*)

- *¿Es pequeña la rata?*
- *Carmelita, en plural.*
- *¿Son pequeñas las ratas?*
- *José: ¿No es grande?*
- *¿No es grande el elefante?*
- *Carlos, en plural.*

- *¿No son grandes los elefantes?*
- *Perla, complete la oración: Un caballo y un caballo*
- *Un caballo y un caballo son dos caballos.*
- *Luis, en forma femenina.*
- *Una mula y una mula son dos mulas.*

Now tell your students that they must review this *Práctica*, studying it aloud, for the next day. Tell them also that you will expect them to know by heart the *Frases Útiles* and to be prepared to recite on the *Ejercicio* and the *Cuestionario*, but that you will explain how to study these sections. Then, as far as the time will permit, — after telling them, in English if necessary, what they are to do, — let some of them try their wings, using some of the *Ejercicio* and the *Cuestionario* as material.

Third Day

Review rapidly the *Práctica*, call for the four *Frases*, and conduct an oral recitation on the odd numbers of the *Ejercicio E* and of the *Cuestionario*, at the same time sending some students to the board to write the even numbers (or vice versa). Devise other exercises.

Having finished this, give an oral presentation of Lesson 2 for the next day.

HOW TO SHORTEN THE COURSE

The plan here hurriedly sketched is only one of many ways of handling the lessons, and is suitable for first or second year high school classes or upper grammar grades. Younger classes will need a longer time, say four days to a lesson instead of three. Older classes may be carried along at the rate of two days to the lesson. However, if the *Reglas* are committed to memory, three days will be needed. If the students learn only the substance of the

Reglas, they can go along at the rate of two days for most lessons and three for others, till they come to the *Cartas*, Lesson 15, when they will need three and four days to the lesson.

In schools which have too short a school year to complete the book, and where it does not seem desirable to continue the text in the second year, some of the later lessons may be omitted in part or even entirely. Another way to shorten the course is to omit part of the *Ejercicios* and *Cuestionarios*. These are purposely made abundant to allow some selection. In passing, it may be well to state, however, that many classes cover the whole book in a year and do all the work indicated. Each teacher must be the judge. Ample material has been furnished to give adequate drill on the 1,800 words of the vocabulary (1,900 including *Cartas*), but if the teacher thinks that there is too much, he has only to leave out what is least useful for his particular class and in his particular section of the country; for instance, parts of Lessons 28 to 31 which are indispensable in the Southwest might be omitted or given lighter treatment in other sections.

In schools preparing for universities which, in their requirements, prescribe a fixed number of pages of Spanish prose, omit some of the lessons, skip about half the *Ejercicios* and *Cuestionarios*, supplement with the ordinary text required, and then try to get the Spanish faculties of the universities to change the character of their requirements.

II. WORD LISTS AND LESSON SUGGESTIONS

IN the word lists given in the following pages each new word of the lesson appears. Variant forms of words already presented are put in parentheses, as are words formerly presented, that should be reviewed or presented again in new combinations. These duplications are not counted as new words of the vocabulary, nor do we count the words of the explanations and directions in the *Ejercicios*; these latter the teacher can explain (in English, if necessary) till the pupils are familiar with them. As such words do not form a part of the vocabulary of the book, they may be translated in substance without doing any harm to the student.

Plurals are not usually put into these word lists, nor new forms of verbs already met; however, every time a new form is presented in which the root of the verb has changed, the form is given as if it were a new word, which of course it is in every respect except meaning.

The list of phrases for a lesson does not repeat the matter listed under *Frases Útiles* in the textbook. In planning the drill work for the lesson, combine the two lists and provide conversation practice on both of them.

In the *vocabularios* of *Parte Segunda*, the teacher will many times find helpful material for the preliminary oral explanation. A teacher of little experience may get much help from the author's *All Spanish Method*. From the same book, many supplementary drill exercises may be obtained for use with strong classes.

Another valuable tool is an all-Spanish dictionary, such as the *Pequeño Larousse Ilustrado*, which may be had in normal times from the publishers in Paris or from Brentano's, Steiger's, or Stechert's in New York.

LESSON 1

Nouns	Articles	Adjectives	Verbs	Various
animal	el	un	es ¹	sí
burro	los	dos	son ²	no
caballo	la	grande		más
elefante	(las)	pequeño	Pronouns	o
lección	un	(pequeña)	¿qué?	de (of)
mula	(una)		¿cuál?	y
rata			(¿cuáles?)	
señor				

Phrases

¿Qué es?	¿Cuál es?
¿Qué son?	¿Cuáles son?

The manner of presenting these words has been explained in the preceding section, where the whole lesson has been presented.

With older classes, on the last day devoted to this lesson, explain the *Vocabulario* and *Reglas* I, II, III, IV on pages 239, 240. With intermediate classes, give the facts of the *Reglas* in English. With young classes, omit all this matter.

An interesting diversion for the young student, and at the same time a valuable one to him, because of his interest in it, consists in the making of a *Libro de Recortes*, — a picture scrap-book, — in which he pastes, in order, pictures which he cuts out of magazines, his mother's journals, his father's catalogs. These pictures should be carefully trimmed and neatly pasted, a page to each lesson, with legends in Spanish under each picture.

¹ In the early lessons infinitive forms are not given. Later they are given for regular verbs.

² Really a new word form and therefore not put in parentheses.

Do not assign the preparation of these books as an additional task. You will kill interest in them if you do. Show a book that you yourself have made, or, better still, a lesson that Mary has illustrated, and tell the pupils that they can get lots of fun out of making such a book, that if they want to do it you *and Mary* will show them how, etc. You will have to correct the errors in what they write, else these will be fixed and become a part of the habit they are building up.

LESSON 2

Nouns	Adjectives	Verbs
familia (1)	(uno)	tiene
hermano (hermana)	(dos)	(tienen)
muchacho (muchacha)	tres	se llama
niño (niña)	cuatro	(se llaman)
persona	cinco	
	alto (2)	Various
	(alta) (3)	(más) (2, 3)
	bajo (2)	menos (2, 3)
Pronouns	(baja) (3)	¡oh!
él	otro	que (<i>than</i>) (2, 3)
ellos	¿cuánto?	pero
ella	(¿cuántos?)	¿cómo?
(ellas)	(¿cuántas?)	
se	chico	
¿quién?	(chica)	
(¿quiénes?)		
	Phrases	
¿Cuánto es?	¿Cómo se llama?	
¿Cuántos son?	¿Cómo se llaman?	
¿Quién es?	... es más ... que ...	
¿Quiénes son?	... es menos ... que ...	

(1) Have a picture of a family to show and be sure that the picture is large enough to be seen by all the class. This picture may be used to explain other words in the lesson.

If you find two brothers, or two sisters, or a brother and a sister in the class, use them as "material."

(2) Illustrate with two boys.

(3) With two girls.

(2, 3) With the same boys and girls:

. . . . *es más alto que*, etc.

To make the *Práctica* alive and give it a human interest, have pupils stand before the class to act out the sentences and make them real. A great deal of otherwise good teaching fails simply because the teacher presents his subject as something detached, as so much material to be stowed away in neat packages in the mental storehouse and never used again. For ideas on this point read some good book on Apperception.

On page 12 we have already indicated a way to cover the *Práctica*.

Again show how to use the *Vocabulario*.

If you are teaching the *Reglas*, on the last day devoted to this lesson call for the oral recitation of I, II, III, and IV of Lesson 1, and present V, VI, VII. If your class is too young for this, but yet knows something of English grammar, give them the essential facts in English to be written in a notebook and learned.

Continue the *Libro de Recortes*. Those of your students who can draw can build up their own *Familia Varela*. Others may use printed pictures.

A good way to find out whether or not students are reading aloud is to read to them a paragraph or two as a dictation exercise for them to write.

LESSON 3

Nouns	Adjectives	Verbs	Pronouns
bordo	importante	entra (5)	su (7)
buque	mucho (4)	(entran)	yo (7)
carga	(muchas)	sale (5)	usted (7)
cargamento	todo (4)	(salen)	
ciudad (1)	(todas)	lleva (6)	
(ciudades) (1)		(llevan)	
comercio		vivo	Various
mercancía (2)	Geographical	(vive)	del
millón	Names	(viven)	alrededor (8)
(millones)	Nueva York		¿dónde?
mundo (3)	Londres		muy
parte	Estados Unidos		en
pasajero	Filadelfia		de (<i>from</i>)
población	San Luis		de (<i>than</i>)
puerto (1)	La América del Norte		a
vapor	La América del Sur		que (<i>which</i>)

Phrases

Entra en	¿De dónde es?	Es de
Entran en	¿De dónde son?	Son de

- (1) With a map.
- (2) Picture of the interior of a store.
- (3) With a terrestrial globe or with a map.
- (4) Should be presented in singular and plural, in masculine and feminine.
- (5) Entering and leaving by the door of the classroom.
- (6) Carrying chairs from one part of the room to the other.
- (7) With pupils.
- (8) Walking around the table or around a chair.

Note: Geographical names, being as a rule almost the same as in English, are presented as a part of the vocabulary of the book only where there is marked difference from the English form.

In teaching this and other lessons bear in mind that it has not been possible to make the lessons of equal length; some will need more time and others less. Do not try to follow too rigid a schedule.

In presenting this lesson, show a picture of a steamer and another of a sailing vessel, one or the other discharging cargo at a wharf.

With this lesson commence the exercises in composition. In this connection remember that the pupil finds considerable difficulty in writing compositions in his own language, and that he must find still more in writing on a general subject in Spanish, if he thinks out his thoughts in his own familiar English and then discovers that his vocabulary in Spanish is not equal to his needs. For this reason his composition should not be a translation of what he could say on the theme in English, but should be limited to certain small, definite tasks employing, not the words only, but the phrases that he has learned. Original thought in his own language will lead him far from this equipment and will only discourage him. In this lesson he is not to write a general composition about his own city and another about New York; he is to write only five sentences on each of these subjects, employing phrases already learned, — nothing new.

Into the *Libro de Recortes* may be pasted pictures representing and illustrating *buque*, *vapor*, *mundo*, *alrededor*, *pasajeros*, *cargamento* (*carga*), *entrar*, *salir*, etc. Do not forget to look at these books from time to time to see that all errors are eliminated from them.

Go over the *Vocabulario* with the class to see that the

pupils learn how to use it. Explain whatever they do not understand.

If you are teaching the *Reglas*, review numbers v, vi, vii, and explain viii, ix, x, and xi.

LESSON 4

Nouns	Adjectives	Verbs	Pronouns
(animalito)	algunos (1)	sé	la
casa	ningún (2)	sabe	lo
cerdo	(ninguno) (2)	(saben)	nosotros
contrario	(unos) (1)	(sabemos)	(ustedes)
corral	(unas)	tengo	
gato	(uno) (<i>cardinal</i>)	tenemos	Various
nombre	seis	escriba (3)	al
oveja		borre (3)	(en)
padre		levántese (3)	como
perro	ratón	siéntese (3)	tan
puerco	vaca		

Phrases (4)

Lo que	Tan como (5)
Escriba usted (3)	Borre usted (3)
Levántese usted (3)	Siéntese usted (3)

(1) Teach **unos** first as *un número indefinido*; then **algunos** as *una variación de la misma palabra*.

(2) *¿Tiene María dos perros? — No, señor.*

¿No tiene María perros? — No, señor; no tiene ninguno.

(3) Rehearse with one or two of the pupils before the hour of the class so that they will set the example for the others by obeying when they hear your order.

(4) These phrases should be presented orally, the same as the rest of the word list.

(5) Explain with two boys of the same height.

With older pupils call attention to the use of black-faced type to fix certain matters of the *Práctica* strongly in their memory, and to the use of black-faced numbers to refer to paradigms in *Parte Segunda*.

The use of the familiar style of the verbs has been purposely omitted for two reasons: first, because these are the most difficult forms of the verbs to learn; second, because the American student does not need these forms, since it is not well that he should go out of the classroom *tuteando* everybody he meets. By the time he needs to use the familiar *tú* he will have had time more than sufficient to have the corresponding verb forms indelibly impressed upon his ear.

However, those teachers who wish to teach the familiar style from the beginning, will probably wish also to set definite tasks in the learning of conjugations, and they will find all they need in *Parte Segunda*, pages 277 to 298.

One way to teach the *Práctica* on verb forms, as in this lesson, is to use objects and pictures of the animals mentioned and then to act out the present tense indicative of the verb *tener*. After going over the drill several times, ask the questions on page 14. Afterward do the same with the present indicative of *saber* on the same page.

In the *Libro de Recortes*, have pictures representing the animals of the lesson with sentences about them.

Do not forget to go over the *Vocabulario* in class.

Review the *Reglas* of the preceding lesson, and explain XII, XIII, and XIV.

Try to get in a dictation exercise every two or three lessons to be sure that all are practicing reading aloud.

LESSON 5

Nouns	Adjectives	Verbs	Pronouns	
clase	blanco (1)	cuenta	lo	
color	negro (1)	hay (2)	(los)	
establo	gris (1)	(entrar)	mi	
libro	siete	juega	(ningún -a, -os -as)	
madre	ocho	montar	(se)	
mesa	nueve	(monta)	(unos -as)	
papá	diez	(montan)		
rosa	once	permite		Various
	doce	pone	allí	con
	varios	ponga	sino (4)	para
		queda (3)	ni	sobre
		(quedan)	delante	etcétera
		(quedarse)	en frente	

Phrases

¿De qué color es ?	No es blanco ni negro, sino
Delante de	gris
Se queda en casa	Montar a caballo
No es blanco sino negro	Ni ni

(1) The manufacturers of paints furnish the dealers with samples of colors; some of these are on wood, others on cardboard. It is easy to get some large-sized samples that all the class can see easily; adding a color or two a day and continuing the exercise for a few days, your class will soon be familiar with all the principal colors.

(2) The greater part of the class will understand this word, if it be presented as in the lesson and in the *Ejercicio*; but, unfortunately, we have always some pupils born without imagination. It is preferable not to leave these unfortunates behind, dragging along as best they can, but to translate the word orally. This should be

done after the lesson and apart, not in the hearing of those who can learn and want to learn directly. This observation should be kept in mind throughout the course.

There is no doubt that there are students who, for lack of imagination, cannot learn by the direct method, except with much loss of time on the part of the class. It may be said that these youngsters never will amount to much in the study of languages; but the schools are for all, and the function of the teacher is not only to make wiser the quick-to-learn, but also to make less ignorant the slow-to-learn. These latter have rights too, and a way should be sought to instruct them, accommodating the manner of instruction to their means of preception.

If the class be large enough, divide it into two sections, putting all your unimaginatives in one of them; if this be impossible, select a group that, once or twice a week, receives special and supplementary instruction.

(3) *Yo pongo seis limones en la mesa. Yo quito dos de los limones. ¿Cuántos quedan?*

Or in this way: the teacher sends some of the pupils out into the hall for a moment and says: *Juan, María, Pedro y Amalia salen.* Then, when they are out, *¿Cuántos discípulos quedan?*

(4) Write on the blackboard: *El corral no es para elefantes, sino para caballos, vacas, etc.* Then call attention to the fact that there is no verb after *sino*.

The *Lectura* is introduced, not only for the purpose of giving variety, but also — and principally — to give practice with connected discourse. If drill is required on this section it may be had in a variety of ways.

a. By answering questions; for example:

1. *¿Qué tiene el papá de Juan y María?*
2. *¿Quién tiene dos caballos?*

3. *¿Cuántos caballos tiene el papá de Juan y María?*

4. *¿Tienen dos caballos Juan y María?*

b. By reproducing the section in condensed form.

c. By changing the speaker:

1. Juan tells the story.
2. María tells it.
3. Their father tells it.
4. The white horse tells it.
5. The black horse tells it.
6. Both horses tell it.
7. The cat tells it.

d. By making questions on the text. (Pupils to do this.)

e. By committing to memory the essential facts and reproducing them.

For the *Libro de Recortes*, suggest the following: the two dogs that had to remain in the stable; a table with books; pictures to illustrate and explain **delante de, sobre, pone, juega, monta a caballo, ni . . . ni, sino**, etc.

The *Práctica* will be managed as in the preceding lesson.

Under *Composición*, bear in mind what was said about this subject in connection with the preceding lesson. Instead of vainly trying to translate ideas thought out in a language in which they know thousands of words, into one in which they know but a hundred and fifty, students will find it far more profitable to write the subject of the composition and then try to write from five to ten of the sentences they have had that will fit the meaning, changing number, person, etc., where necessary.

Give the same treatment as before to *Vocabulario* and *Reglas*. In future it will be taken for granted that the teacher is following the plan already indicated, and no

reference to these sections will be made unless there be some special point to stress or something special to suggest.

FIRST REVIEW

Give a review after every fifth lesson: viz. after the fifth, tenth, fifteenth, etc. For schools having twenty teaching days to the month, these groups of six lessons will represent a month's work; for example, Lesson 1, three days; Lesson 2, three days; Lesson 3, four days; Lesson 4, three days; Lesson 5, four days; this review, two days; and a written test, one day: twenty days in all.

The review has for its principal purpose the coördination of the material presented in the preceding five lessons and the fixing of the speech-habits which have been forming.

The devices previously mentioned may be employed and others (as always) of the teacher's own invention may be added. On the verbs on pages 10, 13, 14, 18, 19, with young pupils base a game of "make believe." Another exercise on these verbs is to have one pupil write on the board the inflection of the tense with his own sentences, if possible; then let another one write all the possible questions on these sentences, leaving blank spaces for yet another to write the answers.

Do not be afraid of concert work. Your time with your class is so short that only by much concert work can you give enough practice. Concert work is a valuable means of breaking up jerky enunciation and for developing some feeling for the rhythm peculiar to Spanish, — a matter just as important in language as phrasing in music. However, you must cultivate your ear to catch offenders who do not pronounce correctly. Call on these individually for the word mispronounced.

Review Questions

The following is a suggested set of questions for a written review.

1. Use the following in sentences:

grande	pequeño	pequeña
grandes	pequeños	pequeñas

2. Make negative statements, using the same words.
 3. Make questions, using these words.
 4. Make negative questions, using the same words.
 5. Use the following in sentences:

más alto que	más alta que
más altos que	más altas que
más pequeño que	más pequeña que
más pequeños que	más pequeñas que

6. Make sentences:

menos alto que	menos alta que
menos altos que	menos altas que
más chico que	más chica que
más chicos que	más chicas que

7. Use in sentences:

¿Quién? ¿Cuántos? ¿Cómo se llama?

8. Make sentences, using these verbs:

vivo	lleva	entra	llevan
entran	salen	vive	sale

9. (a) Use in questions:

tengo	sé	tienen	saben
sabe	tiene	sabemos	tenemos

(b) Make answers to these questions.

10. (a) Make negative statements with the same verbs.
 (b) Make negative questions with the same verbs.

LESSON 6

Nouns	Adjectives	Verbs
adición (1)	alemán -na	soy
centavo (2)	americano -na	(es)
discípulo -la	español -la	somos
esposo (3)	francés -sa	(son)
favor	inglés -sa	entiendo
gracias	italiano -na	(entiende)
gusto	mejicano -na	haga (4)
hijo -ja (3)		(hace)
hombre (3)		explicar
huérfano -na		casado -da (3)
marido (3)		contar
mujer (3)	Various	(me llamo)
número	también (5)	significa
(padres) (3)	tampoco (5)	
palabra	entonces	
primo -ma	¡ah!	
profesor	(con)	
(señora) (3)	sin	
sobrino -na	me	
tío (tía)	(mi)	

Phrases

Haga el favor de (4)	¿Cómo se llama usted?
Con mucho gusto	Me llamo
Hombre casado	Más de
Mujer casada	Más que

- (1) Adding up some numbers on the blackboard.
- (2) With the object.
- (3) With the picture of the family as in Lesson 2.

(4) With a pupil previously prepared.

(5) With a pupil previously drilled:

— *Tengo un limón.*

— *Yo también tengo uno.*

Showing a rose and a violet (artificial or natural):

— *Yo tengo una violeta.*

— *Usted tiene una rosa también.*

— *¿Tiene usted una violeta?*

— *No, señor.*

— *¿Una rosa?*

— *Tampoco.*

This lesson may be made more real by making the conversation fit some of your pupils. Here as elsewhere, even with older students, games of "make believe" on the verb forms will lend added interest; for example, let one be French, another English, two boys Spanish, two girls Italian, a boy and a girl American, etc. (The object of the last combination is to make familiar the use of the masculine plural for mixed groups.)

In this lesson commence the sections called *Formas Irregulares* (page 248), which continue through most of the following lessons. Get some small filing cards (3" × 5"), and as you go through the book, lesson by lesson, write or print these forms, one on each card, in large, clear letters, for concert and other exercises. The number of cards will go on increasing from day to day. One way to use these cards is to shuffle them well, in order to separate forms of the same verb; then, one after another, read aloud the written form, requiring the pupils instantly to give the infinitive.

In this, as in all other oral presentation, remain standing and manifest sufficient enthusiasm to put the breath of life into the drill, something impossible to do if seated.

The *Libro de Recortes* should be carried forward lesson by lesson. It will not be mentioned again in these notes unless something special in connection with it needs to be suggested.

LESSON 7

Nouns		Adjectives	
avenida	fruta	eléctrico	(al) (10)
cacao (1)	hora (4)	occidental	gran
café (1)	limón	oriental	amarillo
calle	mañana	tales	
comerciante (2)	negocio (2, 6)		
comisionista	oficina		
conductor	productos	Verbs	
costa (3)	sala	está (5)	(se sube)
chocolate (1)	tarde	hace (6)	comenzar
despacho (2)	tranvía	ir (7)	terminar
edificio	vainilla (1)	va (7)	bajar
escuela		(vamos)	(se baja)
		viene (7)	pasa
		volver (8)	toma
		vuelve (8)	paga
		subir	llegar
Pronouns			
le			
(mi)	(su)		
mío (mía) (9)	suyo -ya (9)		
(míos) (mías)	(suyos -yas)		
nuestro -ra (9)			
(nuestros -ras)			
		Various	
		¿adónde?	

Tal como
 Tales como
 Del cual
 Todas las mañanas
 Al llegar
 Son las nueve

Phrases

Hacer negocio (6)
 ¿A quién?
 ¿De quién?
 Volver a casa (12)
 Volver a la casa (12)
 Está en casa (12)

¿A qué hora? (4)
 Son las tres
 Va a comenzar
 Se hace (11)

Está en la casa (12)
 ¿Dónde está?
 ¿De dónde viene?
 ¿Adónde va?

(1) These materials should be obtained some time beforehand. The vanilla bean may be obtained at any well stocked drug store, the cacao by mail from any manufacturer of chocolate or from any Mexican merchant in the border towns. In any good encyclopedia you will find material for a very instructive lesson. Look under *chocolate, coffee, vanilla, etc.*

(2) With a picture of a business man in his office.

(3) With maps of South America and Spain.

(4) Any dealer in teachers' supplies will be able to furnish clock-faces of cardboard with movable hands for teaching time. There are large ones for teachers and small ones for pupils.

(5) For the present, it is sufficient to tell the pupils that in Spanish the verb *estar* is used to indicate the place in which anything or anybody stands. It will be well to add, however, that there are other special uses of this verb which will be explained in another lesson.

(6) When the pupils understand *negocio*, present *hace* by employing the name of some large business concern of your section.

— y *Compañía hace gran negocio.*

— ¿*Quién hace gran negocio?*

— y *Compañía.*

— ¿*Qué hace y Compañía?*

— *Hace gran negocio.*

(7) With a pupil:

Juan va a la ventana. Juan viene a mi mesa.

Va es parte del verbo ir. Para ir a Europa es necesario pasar por el Atlántico (pointing to a map).

(8) Send Juan to the principal's office:

Juan va a la oficina del Director. Juan vuelve a la clase.

The other verbs are presented in a similar manner.

(9) With objects belonging to the pupils or to the teacher. Here, as in many other cases, it is a good plan to employ one or two of the cleverer pupils after rehearsing them privately. See *Práctica* and take as objects various books. Be sure to give plenty of drill. Work up all the changes possible with new sentences.

(10) Refer to the *Vocabulario* of the lesson, page 249.

(11) See page 306, *voz pasiva — idiomática con se.*

(12) Explain the difference between being at home and being in the house, between going home and going to the house, etc. This need not be done in English; Spanish may be used.

Any primary teacher can give you the address of some firm that has material for object lessons. Visit a good primary teacher to watch her methods for new ideas that you can use in giving object lessons.

In drilling on the *Práctica* of this lesson, a way to awaken interest is to call two pupils before the class and read the type sentences in black letter; then one of the pupils asks the questions on it and the other answers. Call up two other students for the next sentence, etc.

Another device for awakening interest in a review of the *Lectura* is to select one of the cleverer boys and have him read the story as if it were *his* father, etc., helping him no more than necessary with his verb forms; then have a girl tell the story in the first person.

Lesson 7 is a hard lesson, you say. True; but it is a try-out for the class and for you. What will you do with

it? Whatever you do, do not let the class know that it is going to be a long, hard lesson. Do not tell them, "Now, children, this is going to be a very, very hard lesson." If you do, they will believe you; then as a psychological result they will find that they cannot master it. Do not be in a hurry; give the lesson four days if necessary.

LESSON 8

Nouns		Adjectives	
ave (1)	leche (2)	(amarillo) (3)	(mal)
caja (2)	libra (2)	barato	medio
canario (2)	(limón) (2)	bueno	trece
crema	mantequilla	(buen)	catorce
docena (2)	nido	caro	quince
duro (2)	pájaro	cierto (5)	veinte
(fruto)	vaso	(¿cuánto?)	cincuenta
gallina		enfermo (4)	ciento
huevo (2)		fresco	(cien)
jaula (2)		malo	

Proper Nouns	Verbs	Various
Berlín	estoy (6)	canta
Europa	(está)	(cuenta)
Roma	(estamos)	vale
París	(están)	sirve
la Habana	da	

Phrases		
Cuéntelos -las	Da leche	Es malo
Pone huevos	Al contrario	Está malo

(1) Explain that we say *el ave* to avoid the ugly sound that would result from *la ave*, in which there is a repetition of an accented *a*.

(2) The actual object should be brought to the class.
 (3) See what was said with reference to colors in Lesson 5.

(4) With picture representing a person sick and in bed.

(5) Explained by saying: *No es falso*.

(6) In explaining the use of **ser** and **estar** do not give the old rule about the permanence of the quality or state; if you do, how will you some day explain this use? — *El hombre está muerto*. The *Reglas* of this lesson in Spanish or in English give a better statement of the principal uses of these verbs. You will notice that we have been gradually leading up to the subject in various lessons. To sum up you might put on the board:

Place	{	from which: ser in which: estar distance: estar direction: estar	
Condition or Quality	{	natural or inherent in the person or thing } ser accidental, variable, or recently come about } estar	

LESSON 9

Nouns	Adjectives	Augmentatives and Diminutives	Verbs
agua	ambos -bas	(animalito)	ayudan
caso	fijo	(animalón)	comprar
cliente	igual	(gallinica)	(compra)
contado	(iguales)	(gallinita)	vender
crédito	puro	(gallinota)	(vende)
dependiente	variable	(grandecito)	gana
descuento	doscientos -tas	(grandote)	pierde

Nouns	Augmentatives and Diminutives	Verbs
dinero	(pajarito)	rebajar
dueño	(pajarillo)	cuesta
ganancia	(chiquito)	(cuestan)
modo	(chiquitico)	consiste
pérdida		
precio	Various	
rebaja	nada	por
tienda	todavía	si
valor	ahora	(le)
venta	ya	

Phrases

Precios fijos	A crédito	Se venden
Todavía no	Todo el mundo	Le ayuda al
Al contado	Consiste en	¿Cuánto gana?

This lesson lends itself well to oral presentation with two or three pupils, previously drilled, buying and selling some articles and paying with money or charging on account. With young pupils do not make this too elaborate; if not carefully handled it will run into vocabulary very fast.

Let Juan and María play store. María enters:

Juan: *Buenos días, señorita.*

María: *Buenos días.*

Juan: *¿Qué deseaba usted?*

María: *Una novela buena.*

Juan: *Aquí tiene usted una muy interesante.*

María: *¿Cuánto vale?*

Juan: *Dos pesos.*

María: *La tomo.*

Juan (wrapping up the book): *¿La cargo en cuenta?*

María: *No, gracias; prefiero pagar al contado. Aquí tiene usted un billete de cinco pesos.*

Juan (handing over the package): *Como usted quiera.*
(Gives her three dollars change.) *El libro dos pesos y tres de vuelta, cinco pesos. Gracias, señorita.*

María: *No hay de qué.*

Then, showing a picture of the store, say:

Juan tiene una tienda de libros. Juan vende el libro a María. El precio del libro es de dos pesos.

María compra el libro. No compra a crédito. Prefiere pagar al contado. María le da cinco pesos a Juan. Juan le da a María tres pesos de vuelta.

Have two other pupils develop **dependiente, dueño, ayudar, descuento, precios fijos, rebajar, rebaja, valor**, etc.

In this lesson more advanced students may be taught that in Spanish, when it is necessary to use some form of the verb as a noun, the infinitive, not the gerund, is used.

El negocio consiste en comprar y vender.

El sabe contar.

LESSON 10

Nouns	Adjectives	Verbs	Various
alambre (3)	bravo (1)	huye (2)	solamente (7)
canasta (3)	cada (8)	(huyen)	porque
cerca	dieciséis	corre (2)	tras
criada	diecisiete	coger	dentro (3)
culebra (2)	dieciocho	(coge)	desde
(gatito)	diecinueve	(siento)	hasta
horror	(veinte)	siente	te (<i>pron.</i>) (5)
miedo (1, 2)	veintiuno	dormido	aquí
modo	veintidós	(2, 4)	
permiso	veintitrés	se despierta	
poste	veinticuatro	(2, 4)	
trampa	veinticinco		

Phrases

Tengo miedo al perro	¿Por qué? (6)
Le tiene miedo	Porque (6)
Le tiene miedo al perro	Tener que
Con permiso. Usted lo tiene	Quedarme (9)
Cogerlos (9)	¿A cómo?
El sabe contar	A diez centavos

- (1) With a picture of a fierce dog.
- (2) With pictures, or acted out.
- (3) With objects.
- (4) With a pupil.
- (5) Explain the use of the familiar style.
- (6) Call attention to the fact that the question is of two words and the answer of one.
- (7) See *Regla XXXVII*, page 254.
- (8) Refer to *Regla XXII*.
- (9) Refer to *Regla XIV*.

SECOND REVIEW

For schools having twenty teaching days to the month this group of six lessons will represent a month's work: Lesson 6, three days; Lesson 7, four; Lesson 8, four; Lesson 9, three; Lesson 10, three; this review, two days; and a written test, one day: twenty days in all.

Review Questions

1. To complete:

Mi padre es el señor	Mi primo
Mi madre	Mi prima
Mi tío	Mis padres viven en la
Mi tía	calle, número
Mi hermano se llama	Mis tíos
Mi hermana	Mis primos

2. Make exercises on the following:

Su hermano (de usted) es grande; el mío es pequeño.
 Su hermana (de ella) es pequeña; la mía es grande.

3. Make exercises on:

Nuestros perros son bravos; los suyos son buenos.
 Nuestras gallinas son blancas; las tuyas son negras.

4. Use in sentences:

tienen miedo	al comerciante	le ayudan
tiene que	al cliente	le paga

5. Make exercises on:

Un buen caballo vale cien dólares.

María vuelve a casa.

Anita se despierta y corre a su mamá porque le tiene miedo al perro.

6. Make questions using the following:

cuál	adónde	para qué	cuáles
qué	de dónde	cómo	cuántos
quién	cuánta	a qué hora	cuántas
cuánto	de quién	de qué	quiénes
dónde	a quién	qué hay	para quién

7. Which of the numbers from 1 to 25 are written with the graphic accent?

8. Use the following in sentences:

mi	su	tu	nuestro
mío	suyo	tuyo	nuestra
mía	suya	tuya	
mis	sus	tus	nuestros
míos	suyos	tuyos	nuestras
mías	suyas	tuyas	

9. Read on page 40, commencing at "¿Qué hay en la trampa?" and ending with "— Sí; y ratas también," putting all verbs in the plural.

LESSON 11

Nouns	Names of Months	Verbs	
alumno	enero (2)	abrir (3)	váyase
año	febrero	(abre)	(váyanse)
asiento	marzo	(abro)	vuélvase
atención	abril	abierto	(vuélvanse)
banco	mayo	cerrar (3)	se divide
cielo	junio	(cierro)	
mano	julio	cierra	
mes	agosto	(cerrado)	
pared	septiembre	hago	
pluma	octubre	(haga)	
puerta	noviembre	(hace)	
punto (1)	diciembre	(sírvasse)	
suelo		(sírvanse)	Various
tiempo		prestar (4)	raso
ventana		(escribir)	pues

Phrases

Hágame el favor de
Mesa de escribir

No hay de qué
Las nueve en punto

(1) See what is said about clock-dials on pages 31, 52, and 53 of this Manual.

(2) The pupils should be required to commit to memory the names of the months and repeat them every day, then at longer intervals till they have learned them for all time.

(3) With the window, with the door, then with a book. See the *Práctica*, and make your own drill exercises on *abrir*, *abierto*, *cerrar*, *cerrado*, etc.

(4) *Preste atención* may have been taught long ago when the occasion presented itself to call somebody to order.

The type sentences and drill on them in the *Práctica* of this lesson must be thoroughly learned. For days after the lesson has been passed, occasionally give a type sentence and direct the girls to ask the questions and the boys to answer them; then on the next sentence give the boys the questions, etc. It is strongly urged that all pupils be required to become letter perfect in all exercises on type sentences. Nobody ever uses these words in the right way unless the habit has been formed and afterwards well fixed by practice given at intervals.

As the manner of presenting vocabulary has now been made plain, it will not be necessary in future to offer so many suggestions in these notes.

LESSON 12

Nouns	Days of the Week	Verbs	
automóvil	lunes	voy	(prestarme) (3)
día (1)	martes	(va)	gusta (2)
frecuencia	miércoles	(dar)	acepto
lápiz	jueves	doy	convido
médico	viernes	(da)	pide
orden	sábado	(damos)	(corriendo) (4)
parque	domingo	(dan)	vámonos
paseo		dé	(iremos)
salida		(den)	(tomaremos)
salud	(tranvía)	acompañar	
semana	(vaso)	(prestado)	

Various		Familiar Forms	
bastante	mañana	(vas)	(da)
delicado	bien	(permities)	(toma)
generoso	central	(tienes)	(haces)

Various		Familiar Forms	
¿cuándo?	tú	eres	(sales)
cubano	(te)	(prestas)	(estás)
		(quieras)	(sabes)

Phrases

Acompañarte	¿Para cuándo?
Dar un paseo	Lo que tú quieras (5)
(Montar a caballo)	Lo que usted quiera (5)
Me gusta	Va corriendo
Le gusta	Vender al cliente
Me gustan, etc.	Comprar al comerciante
Sírvase darme	Por la mañana
Pide permiso	Por la tarde

(1) It might be explained that most of the words in Spanish are from the Latin, but that this one is from the Greek and that words ending in *a* from the Greek are masculine, etc. Make the class say *el día* so many times that it would be impossible to say anything else.

(2) All difficulty with this construction will be avoided if you state at the beginning that in Spanish we do not say *I like, you like, etc.*, because in this language one cannot like or love anything that is incapable of liking or loving back. It is only in English and in French that one can love a beefsteak. In Spanish we say that the object gives us or causes us pleasure, and so the construction is *it pleases me, they please me, etc.* This makes clear the plural verb.

(3) Asking a pupil to lend you five cents.

(4) Explain that the gerund tells *how* Antonio leaves the school.

(5) See *Regla LVII*.

As a part of this lesson and before presenting the new pronouns, it will be well to review the forms already

learned. In future there should be daily practice on numbers and on pronouns until the pupils are proficient in their use. Especially should they practice the drill on the type sentences:

Juan } tiene { un libro } en la mano, etc.
 María } { una pluma }
 Le doy { un lápiz } a usted.
 { una pluma }

LESSON 13

Nouns	Verbs	Pronouns	Various
(agua)	(vivo)	(yo)	únicamente
aire	(vive)	(usted)	rápidamente
ala	(vivimos)	(tú)	segundo
ángulo	(viven)	(él)	sur
Argentina	(viva)	(ella)	
(ave)	forman	(nosotros)	
(avenida)	cubierto	(ustedes)	
(calle)	volar	(ellos)	
capital	vuela	(ellas)	
cutis	nada	(mi)	
esquina	arrastra	(mío)	(les)
excepción	ando	(su)	se (le or les)
lugar	(anda)	(suyo)	(se) (<i>reflexive</i>)
(número)	(andamos)	(nuestro)	(te)
país	(andan)	(me)	conmigo
pata	(ande)	(nos)	(lo)
pelo	se mueva	(le)	(la)
pez			
(peces)			
pez volador	piel	república	
(lápiz)	pluma (de ave)	señorita	
(lápicos)	presidente	tierra	

Phrases

En lugar de	¿Para qué sirve ?
Cubierto de	Démelo a mí
Se mueve	Se lo doy a usted
Se llaman	Se la doy a usted
A excepción	Véngase conmigo
Esquina a la Segunda avenida	Vénganse ustedes

LESSON 14

Nouns	Adjectives	Ordinals	Verbs
anzuelo	fácil	primero	aprender
cola	difícil	(primer)	defenderse
cuerno	ordinal	(segundo)	se defiende
exterior	útil	tercero	espantar
insecto	poco	(tercer)	(cogido)
mosca	veintiún	cuarto	(coja) (1)
mosquito	veintiséis	quinto	pescar
pescado	veintisiete	sexto	muerde
uso	veintiocho	séptimo	pican
	veintinueve	octavo	pertenece
Various	treinta	noveno	emplean
fuera		décimo	(nadar)
¡cuidado!		undécimo	(pongo)
poco		duodécimo	(hago)

Phrases

Poco más o menos	¿Me da usted el lápiz a mí?
Su caballo de él	¿A quién se lo da usted?
Le pertenece a él	¿Le da usted la pluma a Juan?
Fácil de aprender	¿A quién se la da usted?
¿Cuántos años tiene usted?	Allí está la gallina; cójala.

(1) Explain the change of g to j before a (*Regla XLII*).

Before beginning the *Práctica* of this lesson, review the type sentences from Lesson 13:

Le doy $\left\{ \begin{array}{l} \text{un lápiz} \\ \text{una pluma} \end{array} \right\}$ *a usted.*

Then add:

Usted me da $\left\{ \begin{array}{l} \text{un lápiz.} \\ \text{una pluma.} \end{array} \right.$

If you are teaching the *Reglas*, commence by developing *tocar, mecer, conocer, rozar, pagar, and coger*. Then introduce the imperative; for example, acting out the sentences:

— *Juan, aquí está un periódico. María, aquí tiene usted cinco centavos; pague los cinco centavos a Juan por el periódico. ¿Qué hace usted?*

— *Pago cinco centavos a Juan.*

— *¿Por qué cosa se los paga usted?*

— *Por el periódico.*

Review *Regla XXII*.

LESSON 15

Nouns	Adjectives	Verbs	Various
aumento	atento*	conviene	según
asunto	(buen)	me mareo	abajo
billete	(gran)	puedo	hoy
boleto	(primer)	(darle)	pronta*
caballero	(tercer)	(tomaré)	(por)
camarote	(mal)	saldrá	(time)
carta*	(cien)	dice	(por)
compañía	(algún)	se despide	(value)
contestación*	(ningún)	era	
cubierta	interesante	reservar	

Neuns	Adjectives	Verbs	
dirección*	válido	podía	(sabía)
escala	principal	habría	quisiera*
ida	solo	(queda)	(quiere)
litera	seguro*	anticipándoles*	
novela		(siento)	
pasaje		(darle)	
(pasajero)	servidor*	(hacer)	
posdata*	viaje	(saldría)	
reservación	vuelta	(quedaba)	

Phrases

No me conviene	Siento mucho	Billete de ida
No le conviene	Quiere ir	y vuelta
A bordo de	De nada	Tengo que
Hace escala	¿Por cuánto tiempo?	Tiene que
Es válido por	No puedo	Tenía que

Note: In this and in succeeding lessons, words marked with an asterisk are from the *Cartas* in *Parte Segunda* and do not form a part of the vocabulary of the lesson proper; if they occur again later, but in the vocabulary of the lesson, they are repeated in parentheses; for example, *pronta** occurs again in Lesson 29, and is listed in parentheses (*pronto*).

Have the pupils trace the voyage of Mr. Varela on the maps given on pages 215 and 111.

If you have taken time by the forelock, as was recommended at the beginning of this Manual, you will have written to the United Fruit Company, at New York or New Orleans, asking them to send you folders (in Spanish). With material of this kind you can add greatly to the interest of the lessons by having the pupils make imaginary voyages. The pictures in these and in other steamship folders will give material for illustration of vocabulary.

In the *Práctica* of this lesson you will notice that a few imperfects have been introduced. A simple oral explanation of the use of this tense will not be out of place. The following expedient will make clear the meaning of some of the new forms. The teacher puts five books on the table:

— *¿Cuántos libros hay en la mesa?*

— *Cinco.*

The teacher turns to the blackboard and writes:

— *Hay cinco libros en la mesa.*

At this moment a pupil, previously instructed, slyly takes one of the books. Naturally the class will laugh; the teacher turns in surprise, notices that there are only four books remaining, and says:

— *¡Ah! antes había cinco; ahora hay cuatro.*

The teacher erases the word *hay* and writes in its place *había*, saying:

— *Presente, hay; pasado, había. Había cinco libros en la mesa. Juan tomó uno, quedan cuatro.*

As explained elsewhere, the series of letters and exercises in letter writing commences with this lesson (*Parte Segunda*, pages 225, 226, etc.). The vocabulary of these letters is so arranged as to be independent of that of the lessons; hence the study of the correspondence section may be postponed to a later date or omitted altogether, as may seem best for the particular class.

THIRD REVIEW

I. Use in sentences the following:

a	tras	con	sobre	alrededor
de	dentro	sin	hasta	delante
en	para	por	según	detrás

2. Turn to *Práctica* on page 48, middle of page. Have one student make a question calling for the answer, *Le doy un lápiz a usted*. The next answers the question, looking up from the book as he says the words; for example:

— ¿Qué me da usted?

— Le doy un lápiz a usted, etc., etc.

3. Ask the questions which correspond to the following answers:

No, señor; no lo tengo yo. Sí, señor; usted los tiene.

No, señor; usted no la tiene. Sí, señor; las tengo yo.

4. Make questions corresponding to the following answers:

No, señor; no se la da a él. Sí, señor; se lo da a ella.

No, señor; no se lo doy a él. Sí, señor; me lo da a mí.

No, señor; no se la doy a él. Sí, señor; se la doy a usted.

5. Use in sentences:

era	saldrá	sabía	quedaba
tenía	podía	había	saldría

6. Use in sentences:

hace dos semanas	es válido	sírvase
no me conviene	tengo años	al perro
hace escala	al cliente	présteme

7. Use the following verbs and act out their meaning:

me levanto	abro	borro	pido
voy	cierro	tomo	vuelvo
pongo	escribo	doy	me siento

8. Complete the following questions:

¿Por cuánto ?

¿Adónde ?

¿Cuánto cuesta ?

¿Qué hace ?

¿Cuántos años ?	¿De dónde ?
¿Cuánto vale ?	¿Para cuándo ?
¿Cuándo ?	¿Cómo está ?
¿A qué hora ?	¿Qué clase ?
¿Qué es lo que ?	¿Con qué ?
¿Hasta dónde ?	¿Con quién ?
¿En dónde ?	¿Qué pone ?
¿A quién ?	¿De quién ?

LESSON 16

Nouns	Adjectives	Verbs	Various
árbol	azul	amarrar	generalmente
agricultor	rojo	se compone	extra*
cultivo	verde	cubre	
espera*	bonito	reservado	
flor	demás	cultiva	
ganado	precioso	corta	
hierba	grata*	servimos	
hoja	corriente*	cuida	
jardín	este*	debe	
jardinero		(debo)	
magnolia		(debía)	
metal		dispensarme	
oro		cobrar*	
pan		acusamos*	(componer)
pasto		participamos*	(servir)
planta	recibo*	tuvo	(dividir)
plato	tallo	(pidiendo*)	(hacer)
raíz	te	(pagó)	(cubrir)
(raíces)	tronco	(saliendo)	(reservar)
rama	violeta	(escribir)	(cultivar)

Phrases

Tener que	Se divide en
No me gusta	Se amarra a
No le gusta, etc.	Dispéñseme usted
Consiste en	Hágame el favor de
Se compone de	poner

In this lesson it would be well to develop the new colors and review the old ones by means of paint samples, giving both individual and concert drill.

Teach *paquete*, *amarrar*, etc., by wrapping up a book. Review *Regla XXII*.

There should be a review of the *Práctica* of Lesson 14:

Yo pongo una mosca en el anzuelo.

Usted pone el anzuelo delante del pez.

and then sufficient practice on:

Nosotros ponemos moscas en el anzuelo.

Ustedes ponen los anzuelos delante de los peces.

These and many other exercises of the same sort in the book contain much repetition of the same material. Teachers who find these exercises tiresome may omit what seems to them convenient. On the other hand, those who realize how far from knowing a language is the student who is satisfied with only understanding it, will see in these exercises the material and the repetition necessary to form in the learner the habit of using certain combinations correctly without thinking and without translating.

Whether other *Reglas* are taught or not, it would seem that those on accentuation in this and following lessons should be taught either in English or in Spanish.

Do not forget to give occasional dictation exercises.

LESSON 17

Nouns	Adjectives	Verbs	Various
agujero	presente	(sube)	antes
(año)	pasado	(baja)	después
(día)	futuro	salta	(hoy)
estación	(cualquier)	escapa	ayer
invierno	(cualquiera)	meterse	demasiado
lado		(se mete)	mañana
(mañana)		(había)	pasado mañana
naranja		falta	anteayer
noche		(llevó)	anoche
otoño		ser	anteanoche
peseta		(tener)	entre
pollo		(saber)	debajo
(pollito)		(puede)	adiós
primavera		pudo	
saludos		(escapó)	
(tarde)		(entró)	
través		(bajó)	(corrió)
verano		(saltó)	(estaba)
		(cogió)	(subió)
		(se metió)	(pasó)

Phrases

Antes de	Delante de	Por encima de
Después de	Detrás de	Buenos días
A través de	En medio de	Buenas tardes
Encima de	Al lado de	Buenas noches
Debajo de	Al otro lado de	A cualquier hora

In this lesson should be explained the infinitives of the verbs already met. A good way to commence is to ask some pupil to look up in the dictionary the words *am*, *was*, *been*, and *went*; then explain that these are forms of

the English verbs *to be* and *to go*; show that in the dictionary the word given is the type form, which is the infinitive.

At the close of the recitation, it is a good plan occasionally to give an oral exercise for rapid drill on the infinitive forms of the irregular verbs; for example:

The teacher		The class (or the individual)	
es	juega	ser	jugar
vuela	entiende	volar	entender
tiene	etc.	tener	etc.

You might write or print on a card, in large letters, each one of the irregular verb forms encountered to date and use the set for quick drill work. You can get these forms by consulting *Formas Irregulares* under *Vocabulario* in the Appendix, commencing with Lesson 6.

LESSON 18

Nouns		Verbs	
abuelo	luna	brilla	estuve, etc. ²
amigo	manecilla	medir	ayudó
bolsillo	pañuelo	se designa	dije, etc.
club	paraguas	tenga	(nuevo)
cumpleaños*	regalo	(téngalo)	hice, etc.
disposición	(regalito)	(bordar)	vi, etc.
don*	reloj	bordado	di, etc.
estrella	santo ¹	felicito	visitaron
felicidad*	sobre*	(felicitar*)	(volvieron)
felicitación*	sol	me alegro	fuf
instrumento		(siento)	fué, etc.
		(quiere)	besó
		desearle*	celebramos
		reciba*	regalaron

¹ Explain día de su santo.

² Give the entire tense.

Divisions of Time		Various	
segundo	(mes)	sesenta	naturalmente
minuto	(estación)	común	querido*
(hora)	(año)	alegre	personalmente*
(día)	siglo	feliz	sincero*
(semana)		mismo	siempre*

Phrases

Lo mismo	Que lo tenga Vd. muy feliz
Cada cual	Que pase Vd. muy buenas noches
Pasado mañana	De mi parte*

You may ask why the preterites of the irregular verbs are presented before those of the regular verbs. This is done because the irregular verbs are, for the most part, those which are in most common use. Besides, it is quite an indifferent matter whether the verbs first learned are regular or irregular. Nobody who speaks a language well stops to think whether the verbs are regular or irregular; the use of the proper form is a matter of habit and not of dragging out from the memory the form that one needs.

Furthermore, experience in his own classes leads the author to believe that after learning through much practice some of the most common of the irregular verbs, the pupil of his own accord strikes the average and has in his mind a sort of composite photograph of all of them; and what is that but the corresponding forms of the regular verb? He *feels* these forms and uses them spontaneously.

Teachers who have had experience will agree that, after learning the irregular verbs by means of much practice, the pupil has no trouble with the regular conjugations.

In this lesson there should be a thorough review of everything so far learned with reference to time and the clock. Make use of a large clock-dial. Your jeweler can arrange one for you from the remains of an old clock. or

you can get one with movable hands, from Milton Bradley Company, Springfield, Massachusetts, or A. Flannagan Company, Chicago.

Review the *Reglas* on accentuation before presenting those of this lesson.

LESSON 19

Nouns	Adjectives	Pronouns	Verbs
aroma (1)	fragante	algo (3)	conoce
asafétida (2)	suave	alguien	conozco
bandera	fuerte	(alguno)	huele
boca	agradable	(nada)	describe
cabeza	desagradable	nadie	percibe
cara	delicioso	(ninguno)	situado
cosa	hermoso		colocado
medicina	feo	Various	hizo
nariz	claro	así	(sabía)
ocasión*	oscuro	(bien)	(debía)
océano	nacional	(siempre*)	(había)
ojo	(tal)	(algo)	
olor	(este)		
oreja	(estos)		
órgano	colorado		
perfume	rosado		
tinta	chileno		
	argentino		

Phrases

Así es que

Describe

Lo que vale más

Los hay verdes

(1) Review *Reglas* XV, XVI, XXVI.

(2) Can be obtained in any drug store. Keep in a small, wide-mouthed bottle, such as is used for morphine.

(3) Here, as always in such cases, it will be necessary to insist on a faithful memorizing of the variations of these pronouns and pronominal adjectives as given in the *Práctica*.

LESSON 20

Nouns		Adjectives	Verbs	
azahar	pimienta	agrio	perder*	come
azúcar	quinina	ácido	poder*	bebe
bebida	resfriado*	amargo	creí	se nota
carne	sabor	dulce	salga*	decir*
carnicería	sal	salado	(pueda*)	veo
colegio*	sólido	picante	(salir)	(será)
crystal	vidrio	caliente	(creer)	(levante)
chile	vinagre	cuarenta	(entrando)	estudiar*
hotel	zumó	molesto*	pesar*	arreglar
jugo		aquel	ha señalado*	sentado
limonada				prefiero
líquido				(prefiere)
maestro*				comprendo
(pan)				ha ido
patrón*				(había ido)
		Various		
		precisamente		
		atrás*		
		(bien)		

Phrases

Dármelo -la	Se bebe en un vaso
Tomándolo -la	No hay cosa alguna
Déselo -la	Está entrando
Prestármelo -la	Dándole las gracias*
Préstemelo -la	Me pesa mucho*

In this, as in many other lessons, the presentation gains much in interest if it is made by means of the

things themselves. Make a lemonade, tasting the water, the juice of the lemon, the lemonade without sugar and with sugar, accompanying each action with the questions and observations appropriate to the case. Also have a bottle of medicine (in appearance), take a teaspoonful, taste water in which you have put salt, pretend to taste quinine, etc., etc.

FOURTH REVIEW

1. Give the contrary of the following phrases:
antes de encima de delante de me alegro
2. Give the corresponding negatives of the following:
me gusta hay algo hay alguien

3. What are the opposites of the following:

agrio	algo	sólido	claro
amargo	alguien	bonito	suave
entrar	dar	agradable	sobre
noche	pasado	subir	antes

4. Give the infinitives of the following:

sirve	tuvo	hizo	pudo
puede	siento	quiere	tenga
estuve	dije	huele	conozco
ponga	salga	pierde	haga

5. Put the principal verb in each sentence into the preterite:

Antonio no tiene dinero.

Creo que Juan ha¹ ido¹ a España.

¿Qué hace usted hoy?

María está en la escuela.

Luis me dice que usted tiene² un perro.

Yo le digo que no es³ cierto.

Manuel no puede ir al cine (*picture show*).

¹ había ido.

² tenía.

³ era.

6. Use the proper form of the present indicative of *gustarse*:

A mí no el invierno.

A Miguel no las naranjas agrias.

A nosotros no el verano.

A los discípulos no las lecciones largas.

A María y Anita el chocolate.

7. Arrange the following in pairs of synonyms; for example: chico — pequeño.

chico	puerco	enfrente	marido
carga	sino	sobre	oficina
pájaro	huir	alumno	banco
cutis	pescado	billete	aroma
ácido	suave	colorado	entender
cerdo	ave	cargamento	pequeño
pero	piel	agrio	correr
pez	blando	delante	en
discípulo	boleto	rojo	esposo
despacho	asiento	perfume	comprender

8. In the following put pronouns in place of the underscored words, and rearrange the word order with attention to *Reglas XIV, XXXIX, and XLI*:

Juan le dió una peseta a María.

¿Quién dió la peseta a María? — Juan.

¿Qué dió a María? — La peseta.

¿A quién dió la peseta? — A María.

¿Dió la peseta a Luis? — No, señor; no dió la peseta a Luis.

¿Dió la peseta a Anita? — Tampoco 'dió la peseta a Anita.

¿A quién dió la peseta pues? — Dió la peseta a María.

9. Put the following into the preterite:

Hoy estoy en casa de mi abuelo.

Le digo: Buenos días.

Le doy un pañuelo.

Veo los regalos de los amigos de él.

Unos amigos le regalan un reloj de oro.

Otro amigo le da un paraguas.

¿Quién es este amigo?

— Es el señor Cárdenas.

¿Quién es la persona que le regala un pañuelo?

— Soy yo.

¿Quién hace el pañuelo?

— Yo lo hago, pero mi madre me ayuda.

10. Give one word instead of each pair and make a sentence containing your word:

alguna cosa

ninguna cosa

alguna persona

ninguna persona

LESSON 21

Nouns	Adjectives	Verbs
astronomía	(aquel) (3)	descubrir
ayuda	(aquellos)	(descubriría)
camino	(este) (3)	pedir (5)
continente (1)	(estos)	obtener
descubrimiento	ese (3)	(sabía)
deseo	(esos)	(creía) (6)
desierto (1)	(esas)	(creo)
enfermedad*	posible	necesitaba
esfera (1)	imposible	(faltaban)
fin	(gran)	(salir)
forma	pobre	había ido
geografía (1)	rico	había enviado

Naturally the pupils laugh and then the teacher says:

Ustedes son incrédulos; yo les digo que hay dos elefantes en el corredor, pero ustedes no me creen y con razón, porque no es cierto. Ustedes no creen lo que es falso.

(7) Have pointed out on a map:

Génova, Mediterráneo, Egipto, Arabia, la India, Inglaterra, Francia, Portugal, Océano Atlántico.

Explain the use of the past tenses in Spanish. A good way to explain the *imperfecto* and the *pretérito* is to show the class a painting or a lithograph in colors on a large enough scale to show the difference in sharpness of detail as between the background and the foreground. The dull colors and the indefinite detail are all in the background; so in Spanish narrative, the background of the story is all painted in with the indefinite past tense, that is to say, the *imperfecto*. In the picture, the bright colors and sharp outline are all in the foreground; so in the story we find that the definite incidents, the things which stand out in sharp contrast, are all put into the definite past tense — the *pretérito*.

Additional exercise on verb forms may be had by putting into the present all the sentences of section 106.

Encourage short flights by some of your fledglings; let them try their wings now and then. For example, on this lesson and the next one, let somebody "make believe" he is Columbus and tell the story in the first person.

LESSON 22

Nouns	Adjectives	Verbs	Various
(compañero)	(diez)	(recibido)	siquiera (10)
dificultad	(veinte)	(deseado)	durante
Dios	(treinta)	empezar (4)	además

Nouns	Adjectives	Verbs	
existencia	(cuarenta)	sospechaba	hubo
fecha (1)	(cincuenta)	sentiría	supe
historia	(sesenta)	querían	(volvió)
imperio	setenta	(llegó)	
isla	ochenta	(hice)	
nación	noventa	(hicieron)	
playa (2)	(ciento)	había durado (5)	
posesión	mil	arrodillarse (6)	
(reyes)	(millón)	(tomaron)	
	cuyo	buscar (7)	
	largo	esperar (8)	
	necesario	conseguir (9)	
	desesperado (3)	mandó	

Phrases

Buscar una cosa (7)	¡Qué gusto no tendría Colón!
Tuvo que esperar	Cuya existencia ni se sospe-
¿Le gustaría a usted?	chaba siquiera
¿Tendría usted miedo?	Él mismo no lo sabía
Estaba para ir a Francia	A la que dió el nombre de
Isabel mandó llamarle	Hispaniola

(1) Writing the date on the blackboard.

(2) By means of a picture of a sea beach. Get advertising matter of some of the beach resorts.

(3) With a picture. One of the many cases where material previously acquired comes into use. The teacher should be constantly on the alert for suitable pictures in the illustrated papers and the magazines. Some day they will be found useful.

If you have no picture, try this: *El criminal está desesperado. Colón estaba desesperado — no sabía que hacer.* See (8) below.

(4) Comenzar.

(5) *El sustantivo correspondiente es duración.*

(6) With a picture, or with a pupil. It is often very easy to give some ideas about the formation of words. For example: *rodilla—arrodillarse, brazo—abrazar, mano—manual, etc.*

(7) Call attention to the fact that the verb is transitive and takes the direct object without a preposition.

(8) *El hombre desesperado no puede esperar más.* In the words of the old adage: *Él que espera, desespera.*

If you like, tell in English the intimate relation between waiting and hoping.

Another way: With an illustrated railway folder show picture of *la sala de espera donde los pasajeros esperan la llegada del tren.*

(9) *Obtener.*

(10) *Por lo menos.*

In this lesson continue the exercise of impersonating Columbus with one of the pupils who reads the story in the first person. Then have another tell the whole story (Lessons 21 and 22) in the third person, and another in the first. For practice on verb forms have the pupils change the sentences of section 111, first to present, then to imperfect.

Palos, pequeño puerto, etc. Refer to *Regla XIII.*

LESSON 23

Nouns		Adjectives
arroyo (1)	lumbre	(occidental)
bahía (1)	mapa	turbio (4)
bloc	(medio) (<i>means</i>)	asfaltado
calor	molestia	doméstico
cocina*	momento*	frío (5)
carpintero*	obrero*	tibio (5)

Nouns		Adjectives
depósito	oficial*	(caliente) (5)
diferencia	orilla (1)	temprano
división (1)	paquete	(tarde)
estado	polvo	natural
estufa	pozo	dominical
fango	prisa	(molesto)
fuego	río (1)	galvanizado (2)
golfo (1)	seguida*	mayor
helero	servicio	(ésta)
hielo (3)	sopa	junto
hierro (2)	superficie	lodoso
iglesia	tanque	
lago	tren	
llave (<i>faucet</i>)	terreno	
lodo	tubo (2)	

Verbs

nómbreme	apresúrese	venir*
dígame	es conducido	(corriendo)
conozca	venga*	(componer*)
(conozco)	contiene	consiguió
se encuentra	mezclado	(andar)
(encuentro)	se calienta	(mandar*)
existen	descompuesto*	

Phrases

Espérese	No me diga
No me espere	No se moleste
Váyase	No es molestia alguno
No se vaya	Permítame ayudarle
Véngase	Por medio de
No se venga	Que se hace tarde
No se apresure	Se me hace tarde
Dígame	Bien sabido es

(1) Borrow from a grade teacher her chart of geographical terms, or use any map that is at hand.

(2) Bring to class a small piece of galvanized iron pipe. It would be well to state that in Mexico the older form *fierro* is used.

(3) Bring a small piece of ice to the class.

(4) Muddy water in a glass or bottle.

(5) With ice and a lamp from the laboratory with which to heat the water. With the finger test the ice water, then test again when the water is tepid, and at last when it is hot.

Do not forget that it is very important to look at the books frequently to see that there is no writing, especially in filling out exercises. You will want to use many of these exercises for oral drills, and they lose their value if the pupil has only to read off what is written. For this reason, if for no other, the use of second-hand books should be prohibited.

LESSON 24

Nouns

altitud	idioma (1)
arroz	istmo
banana	lengua
canal	lista*
catálogo*	lluvia
clima (1)	nordeste (3)
condición*	noroeste (3)
comparación	oeste (3)
cordillera	(padres) (<i>parents</i>)
criatura	pago*
ecuador	pedazo
este (<i>east</i>) (3)	sed

Adjectives

caluroso
húmedo
seco
diferente
ignorante
portugués
limitado
postal*
muchísimo*

Nouns		Various
extensión	sombrero	aún
falta	sudeste (3)	sólo
gobierno	sudoeste (3)	¡eh!
habitante	tarjeta*	
hambre (2)	zapato	
Verbs		
atravesar	(se enfermó)	(dar)
atraviesa	(comió)	(ir)
exportado	une	(viene)
hablar	agradecería*	(venir)
(ver) (ves) (veo)	enfermar	vinieron
mira (4)	(pasar)	(vengo)
(da) (4)	(comer)	(estuvo)
causa	(vivir)	(se sirvieran*)
(se encuentra)	(poner)	(mandar*)

Phrases

Vámonos	Tener sed
Vamos a ver	Tener hambre
Váyase a ver	Tener calor
Me pongo el sombrero (5)	Tener frío, etc.
Dar de comer	Estar bueno, malo, etc.

(1) *Regla xv*, exceptions.

(2) *Regla xxvi*.

(3) The student should practice by "boxing the compass": in Spanish, **norte, nordeste, este, sudeste, sur, sudoeste, oeste, noroeste, norte**; also by contrasts: **norte, sur; este, oeste**, etc., pointing to the proper direction as he names it.

(4) It should be explained to the students that these are imperatives in the familiar style and that such forms are used only in the family and with intimate friends.

They should practice the formal imperatives: **mire usted, déme usted, mírelo usted, déselo usted, etc.**

(5) Get the students to see that it goes without saying that I put on *my* hat, that I cut *my* hand, etc., and therefore Spanish logically omits these possessives in mentioning parts of the body and intimate articles of wearing apparel and gets the same effect by the use of the dative; for example:

Juan se corta la mano.

María se lava la cara.

Me pongo el sombrero.

Nos ponemos los sombreros, etc. Regla LXV.

You might explain, however, that in such sentences as *Pongo mi sombrero en la mesa* the possessive may be used.

Sooner or later you will need to explain the difference in dialect among Spanish-speaking countries and even between parts of the same country. You might pave the way by citing such expressions in English as: *a tin of sardines, fix it, fix him, I guess so, this evening, etc.*; then pass to: **México, mexicano, fierro, luego, plátano, mandar, enviar, chueco, guanajo, guajolote, boniato, camote, ejotes, frijoles, elote, tortilla, saco, canasta, etc.**

LESSON 25

Nouns	Adjectives	Verbs	Various
botella	lleno (1)	nos referimos (atrás)	
cantidad	vacío (2)	refiere	casi
(condición)	(seco) (3)	absorber (3)	enteramente
cuestión	(húmedo) (3)	(absorbido)	(eso)
duda	medio	encontrar	
esponja (3)	mojado (3)	vaciar (2)	
(estado)	numeroso	llenar (1)	

Nouns	Adjectives	Verbs	
exámenes (5)	hondo	mojar	indicar
fondo	profundo	secar	expresamos
frase	cómodo	(digo)	(sentimos)
gente	mejor	(dice)	
lleno	peor	(decimos)	
nota	perezoso	(dicen)	
profundidad	preciso	caber	
público	correspondiente	quepo, etc.	
referencia		haya	
substancia		iba	
teatro		(irá)	
temperatura		puesto	
veras		saca	
verdad		exprime (4)	

Phrases

Creo que ha salido

No creo que haya salido

Puede ser que haya salido

Tener frío, calor, sed, hambre, afíos, etc.

Súbase Hay lugar

Hacer falta De veras

Es verdad Estoy muy a gusto

No cabe duda Es necesario

Se dice Es preciso

(1) With a glass full of water.

(2) Emptying the glass.

(3) With a sponge and some water in a plate.

(4) With a sponge.

(5) **Examen, exámenes.** Explain why.

As an additional exercise the sentences in section 127 may be changed at sight from imperfect to present.

FIFTH REVIEW

Note: This review differs somewhat from the others. It should be given as an examination only after some study.

1. Make sentences with the following, using any tense you please:

tener que	componerse de	dar de
montar a	dividirse en	saber de
comprar a	amarrar a	despedirse de
vender a	oler a	pertenecer a
cubrir de	estar para	servir para
consistir en	ir a	entrar en

2. With each of the following verbs make two imperative sentences, one of which shall be negative:

ir	decir	venir
subir	esperar	apresurar

3. Give the infinitives of the following verb forms:

saldrá	despide	estuve	di
era	dice	éramos	vi
puedo	sirve	dijo	tenga
conviene	fuf	hizo	hice
vió	dió	vieron	dijeron
hicieron	dijimos	huele	vimos
quepo	vengo	haya	voy
prefiero	ido	tendría	hubo
supe	sé	vaya	tuvo
haz	haga	conozco	encuentra
diga	venga	contiene	atraviesa

4. Supply the object for each of the following:

No sé	María se ponía
Lola, ponga	Nos daban
Los niños toman	Tengo
Luis come	Les doy

Juan, présteme	Nos ponemos
María, levante	Anita le dió
Miguel sabía	¿Tiene usted?
Anita tenía	No le dé usted
Ella pasaba	Déme
Me pongo	Tome usted

5. Supply the subject of each of the following:

Me gusta	Me gustan
Le gusta	Le gustan
Nos gusta	Nos gustan
Les gusta	Les gustan

6. Give the infinitives of some verbs whose imperfect ends in *aba*. Give infinitives of some whose imperfect ends in *ía*. What do you discover?

7. How many verb forms do you know that end in *oy*? What are they? (Page 283.)

8. What pronoun is used with these forms in *oy*? To what tense (time) do these forms belong? What is the usual termination for this form? Do you know any other exceptions in this tense and person? (Page 283.)

9. Give the verb which will express what we do with each of the following:

el pan	el hielo	los pollos
la leche	la mesa	la esponja
el sombrero	los huevos	un amigo
el agua	un viaje	la sopa
el pescado	la ayuda	el paseo
el vaso	el arroz	la rosa
la carne	la gallina	los ojos

10. With the aid only of the *Cuestionarios* on Lessons 21 and 22, reconstruct the story of Cristóbal Colón, connecting the answers so as to make a smooth narrative.

LESSON 26

Nouns

alarma	relámpago
bombero	tempestad
cambio	tormenta
campana	trueno
ciclón	vacación
(cielo)	(vapor)
(este) (<i>east</i>)	variación
evaporación	vez (veces)
huracán	viento
incendio	
luz	
llamada	
masa	
movimiento	
neblina	
niebla	
nieve	
nube	
oído	
pedido*	
poder*	
rayo	

Verbs

asciende	(óímos)
se enfría	(veo)
se condensa	juzgar
cae	(hubo)
llover	suceder
(lloviendo)	obrar*
llueve	(pidiéndonos)
parece	acudir*
aparece	estimado
se congela	(enviándole*)
oír	favorecido*
oigo	(di, etc.)
(oiga)	(fui, etc.)
oye	(poniéndonos*)

Various

falso	próximo*
raro	sumo*
espeso	estimado*
vivo	incluso*
constante	separado*
hacia	

Phrases

A juzgar por	Estoy para salir
Algunas veces	Hacer calor, frío, viento, etc.
La (lo) cual	Por separado*

In the remaining word lists it will be taken for granted that sufficient suggestion has already been given for the teacher to evolve satisfactory ways and means for presenting vocabulary.

LESSON 27

Nouns		Verbs	
artillería	(resfriado)	acabar	pensar
atmósfera	reuma	hecho	visitar
canción	ropa	quitarse	enojarse
catarro	ruido	calentarse	sea
causa	sensación	doler	conformarse
chaparrón	sentido	duele	concluyendo
descarga	significación	evitar	(me siento)
descuido	sonido	restablecido	(se siente)
dolor		aburrido	observar
duración	Adjectives	sonar	producir
efecto	sordo	suenar	
estómago	ciego	preparar	
golondrina	leve	hemos	
mediodía	irregular	empieza	Various
música	propio	comienza	especialmente
origen	magnífico	saludar	actualmente
paloma	horrible	haré	contra

Phrases

Salúdela	María se comió todos los
Por malo que sea	dulces
Debemos conformarnos	A Luis le duele el estómago
con el tiempo	Está aliviado
Cogió un resfriado	Es decir

LESSON 28

Nouns		Adjectives	Verbs
cerezo	cereza	ovalado	crecer
consumo	ciruela	tropical	saber (<i>taste</i>)
cuchara	durazno	parecido	
cucharita	manzana	semejante	

Nouns

cuchillo	tenedor	
(fruta)	melocotón	
fruto	piña	
hachuela	pera	
huerta	uva	
huerto	vino	
humedad	pasa	
legumbre	cebolla	
verduras	col	
navaja	repollo	
paraíso	frijol	
patria	ejote	
piedra	judía	
pino	lechuga	patata
semilla	melón	tomate
sERRUCHO	papa	sandía

Adjectives

maduro
(verde)
frutal
fértil

Various

acerca
Adán
Eva
Jorge WASHINGTON

Phrases

Algo acerca de las frutas	Hace falta un serrucho
Para que sea fácil su cultivo	Me hace falta un diccionario
	Me falta dinero

LESSON 29**Nouns**

aceite
aceituna
alquiler
arreglo*
bondad*
comida
consideración*
digestión

Adjectives

anterior*
apreciable*
seguro
siguiente
chino
afectísimo*
favorable*
japonés

Verbs

cocido
(encuentro)
frito
tostado
asustarse
consolar
llorar
(venir)

Notas	Adjectives	Verbs
dólar	europeo	(vino)
ensalada	único*	(querer)
factura*	conforme*	quiso
fecha*	(ochenta)	(comérselo)
herramienta*	(ciento)	obedecer
importancia*	(doscientos -as)	costar
intención	(trescientos -as)	preguntar
lástima	(cuatrocientos -as)	contestar
lata	(quinientos -as)	alquilar
noticias*	seiscientos -as	(parecerse*)
oliva	setecientos -as	parezco
plazo*	ochocientos -as	gastar
prueba*	novecientos -as	(pidiendo*)
reputación*	mil	gozar*
tipo	menor	dispuesto*
tragedia	propio* (<i>proper</i>)	modificar*
víctima		conceder*
vista*		(comiera)

Various

(pronto)	(hoy)	(anoche)
(anteayer)	(mañana)	(anteanoche)
(ayer)	(pasado mañana)	(Alemania)

Phrases

Queda por aprender	No cesa de llorar
Miedo de que se coma	Por lo menos
¡Qué lástima!	El año que viene
¿Cuánto le queda?	Le costó caro
No me queda nada	Dar de comer
¿Lo coge y se lo come?	Se alquila
Por la mañana	Lo único*
Por la tarde	Cuatro por ciento de descuento*
Por la noche	Estoy en condiciones de*
No falta más	Espero que me concedan*

LESSON 30

Nouns		Verbs	Various
aritmética	lámpara	proporcionar	referente*
beneficio	leña	(ser)	silvestre
bosque	línea	prender	famoso
carbón	(lista)	enciende	mineral
cerilla (1)	llama	apagar	vegetal
cerro	madera	arder	denso
cobarde	material	(ardiendo)	telegráfico
colina	mecedora	quemar	colectivamente
colección	montaña	(quemándose)	nuevamente
combustión	monte	aflar	valiente
construcción	mueble	(quiero)	(presente*)
chimenea	palo	entender	
chorro	pie	(andar)	
elevación	resultado	anduve, etc.	
error	(sierra)	mover	
filo	silla	(mueve)	
fósforo	sofá	asegurar	
(fuego)	sombra	regar	
gramática	tabla	practicar	
grupo	trozo	encender	
hacha	vela	(daremos*)	
(hechos*)	viga	(poniéndonos*)	
humo	visita		
labor	vista*		

Phrases

A que sí	Le falta filo al hacha
A que no	Hay que dársele
Pasar lista	Me hace mucha falta
¿Qué quiere decir?	¿Qué hay que hacer?
Nos falta saber	Hay que regar
Hace mucho sol	Dispéñseme usted

(1) In Mexico, *cerillo*.

SIXTH REVIEW

1. Review 3 and 4 of Third Review, page 47.
2. Review 8 of Fourth Review, page 56.
3. Write a short composition on the weather:
 - (a) On a day in March. (c) On a day in October.
 - (b) On a day in August. (d) On a day in January.

4. Make sentences illustrating the use of **tener** to express our sensations.

5. Put after each of the following nouns the verb (in the infinitive) which expresses the act or function of the organ:

la nariz el ojo el oído (la oreja) la boca la lengua

6. Give the opposites of the following:

frío	este	enfrente	encima	bueno
sur	recibir	oeste	desagradable	ir
delante	calor	lleno	detrás	vacío
venir	agradable	mojar	mejor	sobre
molesto	mojado	debajo	malo	secar
calentar	empezar	comenzar	seco	norte
acabar	peor	dar	enfriar	negro

7. Give the adjectives that express the possible states in which the following may be found:

la esponja	el sonido	Juan	la fruta
el agua	la lámpara	María	la navaja
el vaso	la puerta	la ropa	la piedra

8. Use in sentences in the present tense:

doler	volar	costar	contar
volver	llover	dormir	morder
mover	oler	sonar	poder

What vowel change do you notice?

9. Use in sentences in the present tense¹:

entender	querer	sentarse	sentirse
comenzar	perder	empezar	preferir

What vowel change do you notice?

10. Use in sentences in the present tense¹:

pedir	servir	decir	despedir
-------	--------	-------	----------

What vowel changes do you notice?

LESSON 31

Nouns		Adjectives	Verbs
acero	(lata)	abundante	conservar
adorno	latón	equivalente	variar
aluminio	martillo*	(tanto)	devuelve
arte	(mesita)	suizo	juntar
banco	millionario	blando	ahorrar
bicicleta	mitad	duro	trabajar
(billete)	moneda	menudo	techar
brevedad	navidad	sencillo	poder
bronce	níquel	compuesto	cambiar
(cambio)	objeto	directo*	(haría)
centén	(pago)	franco*	(compuesto)
céntimo	papel	métrico*	(casar)
cinc	peso	consular*	suplicar*
cobre	plata	satisfactorio*	resultar*
cuenta	real	especial*	refiriéndome*
diccionario	regla*		
efectivo	reino		
escuadra*	sirviente	directamente	(allí)
estaño	sistema*	indirectamente	ahí
exceso	vida	mientras	allá

¹ The forms required will be found in section 48 on pages 296, 297, 298.

Nouns		Various	
gruesa*	(vuelta)	aunque	(junto)
(hoja de lata)	(vuelto)	(tan)	u
hojalata		(tanto)	idem*
lámina		(aquí)	

Phrases

Cada ocho días	Se compone de
De hoy en ocho días	Consiste en
Mientras que	¿No le parece?
Estoy juntando dinero	Estoy haciendo
Dentro de	Tener a bien*
Otro tanto	Franco a bordo*
Directa o indirectamente ¹	A la brevedad posible*
Nos quedan por aprender	

LESSON 32

Nouns	Adjectives	Verbs
busca	angustioso	acostarse
carrete	grueso	se acuesta
conformidad*	delgado	(sacar)
conocimiento*	(largo)	(levantarse)
copia*	corto	sintió
daño	ancho	(decir)
dentista	angosto	(digo)
diente	estrecho	enseñar
encanto	gordo	ocurrir
(espera*)	flaco	procurar
eternidad	firme	representar
fuerza	flojo	lastimar
grabado	anciano	sujetar

¹ Take care that the class does not contrast the two words as in English by stressing the unlike syllable; in other words, make it clear that the syllable in is not stressed in Spanish.

Nouns
 hilo
 método
 (momento)
 muela
 necesidad
 página
 plan
 paso
 repente
 tirador
 tirón

Adjectives
 joven
 viejo
 (nuevo)
 moderno
 suelto
 sujeto
 entrante*
 expresivo*

Verbs
 (vino)
 permanecer
 arrancar
 (oír)
 (oyó)
 abandonar
 dominarse
 agarrar
 (volar)
 incluir*
 (incluyendo*)
 embarcar*
 repetirse*

Phrases

Al levantarse	¡Qué momentos más angustiosos!
Enseñándole	
Como por encanto	La madre venía buscando a su hijo
Al otro día	
No dijo nada	Aquella es de Juan
Se le ocurrió un plan	Le dije que me lo iba a sacar
Para quitarse el diente	
Necesitó de todo su valor	Entre sí
El tirón que le iba a arrancar el diente	De conformidad*
	Sacar el diente a Carlos

LESSON 33

Nouns		Adjectives	Verbs
biftec	mensaje	rápido	comunicar
buzón	mensajero	despacio	(escribir)
cartero	(peso)	comercial	escrito
circunstancia	principio	(usual)	dirigir

Nouns		Adjectives	Verbs
continuación*	rato	(postal)	dejar
correo	recado	verbal	traer
correspondencia	riesgo*	cumplido	doblar
costumbre	seguro*	vecino	sellar
culpa	sello	completo	entregar
distancia	sobre	(parecido)	extraviarse
domicilio	soldado	formal	(perder)
embargo	sujeto	marítimo*	(pierde)
entrega	(tarjeta)	bruto*	equivocarse
equivocación	teléfono	neto*	acordarse
esquela	telégrafo	legal*	me acuerdo
estampilla	timbre		olvidar
firma	embalaje*		puso
manera.	marca*		(había olvidado)
			tendrá, etc.
			diré, etc.
			sabré, etc.

Various

nunca	(éste)	(ése)	(aquél)
mas	(ésta)	(ésa)	(aquélla)

Phrases

Hablarle por teléfono	No acordarse de
Ponerle telegrama	Estar de vuelta
Mandarle un recado	Se equivocó en la casa
Un mensaje por escrito	Cambiar de domicilio
No tuvo la culpa	Me equivoqué
De modo que	Buzón de correos
Bien parecido	Desde hace mucho no lo veo
Buen sujeto	Vive muy a gusto en
Hacia poco	¿En dónde estará?
Después de todo	Tendré mucho gusto en ir con
Es muy cumplido	usted

Tener mucho que hacer	Haré lo posible por venir
Por un rato	No encuentro en ninguna parte
Hay que	¿Qué hará Juan cuando salga de la escuela?
Es decir	la escuela?
Sin embargo	¿Qué hará Juan al salir de la escuela?
Va dirigida	¿Qué dirán los amigos cuando lo sepan?
Algunas veces	Hacía poco que
A veces	Por su cuenta y riesgo*
Una vez	Las mercancías expresadas a continuación*
Una que otra vez	Seguro marítimo*
Al firmar las cartas	
Lo tenía olvidado	
Lo había olvidado	

Peso bruto is gross weight.

Peso neto is net weight.

Peso legal is weight including cardboard boxes, etc., but exclusive of outside packing case.

LESSON 34

Nouns

agradecimiento
 amistad
 anillo
 arca
 armonía
 bestia
 (bondad)
 cama
 canto
 cariño
 contador*
 cortesía
 cheque*

Verbs

salvar (pude, etc.)
 construir (supe, etc.)
 libertar (eres)
 marcharse (he, ha, hemos, han)
 ocuparse
 manifiesta pronunciar
 (cuidar) traiga
 proteger (vas)
 librar tardar
 jugar despertar
 (juego, etc.) (servir)
 (tuviera) páguese*
 ofrecer se denomina*

Nouns	Verbs	Various
diluvio	(ofreciéndoselo)	¡ojalá!
endoso*	privar	contigo
enemigo	(quisiera)	sí (<i>pron.</i>)
envidia	agradecido	atalán
fidelidad	(agradecer)	incapaz -ces
gavilán	agradezco	
giro*	cansado	
gratitud	portarse	
interés	considerado	
pa <i>z</i>		
sueño		
trabajo		

Phrases

Se visitaban	Para sí
Quitádoselo	Se fué
Prestármelo	Cuando niño
No puedo más	A la catalana
Algunas de las cuales	Así que vieron, etc.
Hasta el día de hoy	Tengo que trabajar en mis
¡Ojalá que yo tuviera!	lecciones
Se quisiera . . . se lo agrade- cería	No tardes mucho en venir
Dejándole su anillo a la gallina	Cuidado de no despertarme al meterte en la cama
Se decía	Por no saber el francés
Tengo sueño, etc.	Hoy día
	De niño

LESSON 35

Nouns	Adjectives	Verbs	Various
aire	contento	lucir	e*
alcoba	orgullosa	(luciendo)	¡válgame!
bañera	loco	dormir	¡ay!

Nouns	Adjectives	Verbs	Various
baño	trabajador	duermo, etc.	acá
(bolsillo)	festivo	durmió, etc.	apenas
camarera	desgraciado	(dormiste)	afuera
camita	injusto	escarbar	
cargo	rabioso	hallar	
descanso	sucio	(viniera)	
dulces	desinteresado	(ayudaría)	
(falta)	despierto	reclamar	
flojera	helado	(quisiera)	
jabón	libre	devolver	
(llamada)	contiguo	robar	
(mediodía)		(recibiera)	
orden (<i>masc.</i>)		seguir	
niñito		responder	
paciencia		(despierte)	
pieza (<i>room</i>)		bañarse	
pueblo		lavar	
recámara		limpiar	
saldo*		(levantarse)	
siesta		(meter)	
suma*		(acuerda)	
toalla		(ha puesto)	
tifa			
venganza			

Phrases

¿Qué tiene usted?

Tengo flojera

Pedirle se sirva

Echar de menos

Por todas partes

Dar con él

Andar buscando

Tengo que irme

Se le perdió

Era casi de noche

¡Qué frío hace!

Tengo las manos heladas

Pedir prestado

¿Cómo se portó el gavilán?

Dormir al aire libre

Métete

Hasta que lo halle	Acuérdate
Todo lo posible	Se lo vuelvo a prestar
¿De parte de quién?	El anillo se ha perdido
De mi parte	Voy a seguir buscando

Antes de que viniera el gavilán
 Por más que no podía
 Es que quiere usted robármelo
 Rabioso como estaba
 Se lo llevó al monte donde se lo comió
 Anda tú primero
 Se nos salió la otra camarera ayer
 Lola tiene que tomar cargo de todo

SEVENTH REVIEW

1. Complete the following:

. . . . es tan como
 no son como
 Soy tan como
 No tanto como
 Ella es pero no tanto como
 ¿. . . . tantas como ?

2. Make exercises on the following:

(a) éste	ésta	aquél	aquella	
(b) aquí	acá	allí	allá	ahí

3. Put section 167, page 162, into the preterite.

4. Put section 173, page 169, into the present.

5. Write a short composition about the letter you wrote to your friend last Sunday (simply tell in detail what you did).

6. Put section 186, page 183, into the future. (Look up the forms if necessary in 3, 4, 5, 35, 39, etc., of the *Tablas Gramaticales*.)

7. Tell in your own words (in Spanish) the story of how Carlos got his tooth pulled. (This may be either a written or an oral exercise.)

Suggested Drill Work on the Story of *La Gallina y el Gavilán*

1. With books open let each student ask a question, the answer to which will be given by his neighbor in the words of the book; for example:

- ¿Qué sabemos?
- Ustedes saben la historia, etc.
- ¿Qué hacían los animales y cómo vivían?
- Se conocían y vivían, etc., etc.

2. Have the students make all possible questions on a sentence; for example (at the top of page 173):

- ¿Cuándo quedaron agradecidos los animales?
- ¿Quién abrió las puertas?
- ¿Qué abrió Noé?
- ¿Qué puertas abrió?
- ¿Para qué las abrió?
- De los animales, ¿cuántos quedaron agradecidos?
- ¿Cómo quedaron algunos de los animales?
- ¿A quién quedaron agradecidos?
- ¿Por qué quedaron agradecidos?
- ¿Quién les había salvado?
- ¿De qué?

3. Make lists of words to be used in sentences.
4. Select singular nouns; plural nouns.
5. Select verbs in the present; those in the preterite.
6. Give infinitives of all verbs.
7. Change singular sentences to plural.
8. Change plural sentences to singular.

9. Change preterite to present in some sentences and vice versa.

10. Give synonyms of certain words.

11. Give opposites of certain words.

12. List paragraph topics, giving title to each paragraph.

13. Select words of similar accent.

14. Make a list of persons; of places; of animals, etc.

15. Make a list of interrogative words.

16. Make a list of interjections and exclamatory sentences.

17. Make a list of acts of Noah; of the hen; of the hawk; of the hen and the chicks.

18. Give corresponding nouns instead of pronouns, and vice versa.

19. Read to the students the beginnings of sentences, to complete without looking at their books.

20. Change active to passive and vice versa.

21. Change the word order in certain sentences.

22. Make exercises on selected sentences:

(a) Make affirmative (d) Negative interrogative

(b) Negative (e) Exclamatory

(c) Interrogative

23. Make twenty questions whose answers would tell the story in connected form.

24. How is an ark made? Mention materials, tools, etc. (In Spanish.)

25. Write a composition on the hawk.

26. Have students write under infinitives on the blackboard all the forms they can remember.

27. Point out agreement of adjectives; of participles.

28. Make list of gerunds, giving corresponding infinitives.

29. Give definitions in Spanish of some simple words.

30. Make list of uses of the subjunctive and tell why used.

These are only a few of the many exercises that the teacher may give on stories. Possibly not all of them could be given on any one story, but it is hoped the list will be suggestive.

It is much better for the student to digest and assimilate his stories in this way than to read only for quantity.

LESSON 36

Nouns		Adjectives	Verbs
algodón	luto	ligero	(subir)
almidón	llave (<i>key</i>)	jugoso	(bajar)
almuerzo	máquina	crudo	vestirse
altos	merienda	derecho	se viste
ascensor	mesero	izquierdo	asar
brazo	pantalón	fino	(asado)
calcetín	par	particular	almorzar
camisa	pastel	(corriente)	cenar
cena	pena	limpio	coser
comedor	pierna	(sucio)	cocer
confianza	piso	castellano	(cocido)
corbata	postre	(suave)	planchar
cuello	prenda	distinto	alcanzar
chaleco	propina	listo	depender
desayuno	puño		vendrá
escalera	restaurán		ensuciar
género	remedio		
gusano	rosbif	techo	Various
helado	saco	tela	arriba
lana	seda	traje	abajo
lavandera	sobra	vestido	
lino	taza	vergüenza	

Phrases

No se puede	A excepción
De en medio	Cerrar con llave
De sobra	Salir a dar una vuelta
La familia está de luto	A eso de las siete u
Llevar el sombrero puesto	ocho
Es muy distinto	Hora fija
Es de confianza	Debe haber sido
Quiero la ropa para el sábado sin falta	Se cose a mano
A la derecha	Se seca al sol
A la izquierda	Está vistiéndose
	Vístase usted

LESSON 37**Nouns****Adjectives**

abrigo	equipaje	amable
accidente	(estación)	(único)
agente	ferrocarril	regular
andar	fonda	tonto
banda	gana	triste
báscula	juego	liso
baúl	juguete	rugoso
campo	kilo	simpático
carro	(luces)	lila
cinturón	maleta	mixto
coche	marcha	gastado
cochero	pesar	atrasado
compra	plaza	(libre)
contraseña	serenata	(directo)
conversación	sobretudo	venidero
corredor	talón	(ligero)

Nouns		Adjectives
calidad	tamaño	cojo
diversión	torre	pesado
empleado	ventanilla	
encuentro		

Verbs		
(estuviste)	viajar	tocar
(viniste)	dicho	caminar
(fuiste)	romper	soñar
trajiste	(llevaste)	piensa
(traje)	(hiciste)	leer
(echaste)	(hablaste)	(sería)
fijarse	(comiste)	admitir
escoger	(has sido)	cesar
divertirse	cansarse	pondré
se divierte	facturar	parar
pasearse	(pesar)	habrá
visto	asearse	

Various		
(cerca)	adelante	(eso)
lejos	alegremente	aprisa
mayormente	adentro	

Phrases	
No me fijé	Me viene
La señora no se fija en	Le viene
Ponerse en marcha	Me está
Andar en compras	Le está
Me siento malo	De todas maneras
Él se sintió malo	Cambiar de tren
Ella se sintió mala	Anda atrasado
Calidad regular	A pesar suyo
Llevar puesto el abrigo	A pesar de

Phrases

De mala gana	Está lejos
Ni me da la gana	Está cerca
Viaje de mar	Dejó olvidado
Despacho de billetes	Sofiar con
Es usted muy amable	Pensar en
Despacho de equipajes	Pensar ir

LESSON 38

Nouns	Adjectives	Verbs
acto	inconveniente	temer
(bondad)	absoluto	(pudiera)
caja (<i>accounting</i>	(separado)	(escribiera)
dept.)	conforme	(llegara)
(catálogo)	adjunto	(se sirviera)
colocación		(agradecería)
conocimiento	Various	(haya)
departamento	probablemente	quiebra
empleo	inmediatamente	dilatar
ferretería		deténgase
fondo	puesto	firmar
librería	razón	prometer
(lista)	ramo	despachar
menudeo	(seguida)	regatear
(orden, <i>fem.</i>)	sueldo	preferir
oportunidad	tenedor	presentar
práctica	teneduría	(servir)

Phrases

La hora de empezar	En el acto
El correo se cierra a las	En absoluto
Al por mayor	A tiempo
Al por menor	Es probable

Phrases

Tener a su cargo	Le felicito
No hay inconveniente	Usted tiene razón
Al fondo	A fondo
Cuando menos	Poner en práctica
A lo menos	Por vuelta de correo
En seguida	Tardar en venir
Cuanto antes	Faltar en venir

LESSON 39

Nouns		Verbs	Various
asesinato	herido	(huyó)	¡huy!
asesino	hospital	muere	¡ola!
asistencia	lectura	murió	¡ja!
camarero	muerte	muerto	¡vamos!
colonia	periódico	quejarse	borracho
curación	policía	desanimarse	gracioso
(dueño)	preso	intentar	centroamericano
entrada	sangre	saldar	centroamericana
fábrica	telegrama	extrañarse	británico
fila	turno	bastar	desocupado
gasto			diario

Phrases

Meterse en fila	Voy por tres meses
Hombre de color	Para el lunes estaré en camino
Voy por Colón para Montevideo	¿Cuánto pagó usted por el libro?
Voy por la carta y para entregarla al señor Vega	Vete por pan

This lesson is short, to give time for thorough mastery of the uses of **por** and **para**, and time to commit to memory as a dialogue the conversation between Mr. Varela and the landlord.

LESSON 40**Nouns**

astro	incidente
(avecilla)	mango
casualidad	mentira
césped	(mil)
conciencia	murmullo
cuento	pajarito
detalle	pregunta
ejemplo	reflejo
estima	satisfacción
explicación	tentación
hachazo	(verdura)
historieta	zumbido

Adjectives

borracho
descriptivo
favorito
armonioso
brillante
terrible
insuficiente
culpable
independiente

Verbs

(veamos)	derribar	muerto
probar	producir	declarar
apoyar	produjo	oler
mugir	(huir)	escuchar
pacer	huyó	regalar
resistir	morir	asistir
remorder	muero, etc.	importar
remuerde	murió, etc.	

Various

¡zaz!

Phrases

No vayas a cortar	Está muerto
No te vayas a cortar	Está vivo
¿Qué noticias hay?	Es vivo
Pruébelo	Se hizo presidente
Procurar hacerlo	Se puso malo
Intentar hacerlo	No importa

EIGHTH REVIEW

1. Yo tuve un libro en la mano.

Make six questions and answers on this type sentence.
(For model have class look at page 43, then close books.)

2. Usted tuvo una gramática en su casa.

Same exercise as above.

3. Juan le dió un lápiz a usted.

Six questions and answers (as on page 54).

4. Dolores le dió calabazas a José.

Same exercise as above.

5. Mi madre me puso el sombrero.

Six questions and answers (page 59).

(Note for teacher: The sixth question is ¿A quién se lo puso?)

6. Juan se metió las manos en los bolsillos.

Five questions and answers.

7. Ayer Manuel se cortó un dedo con su navaja.

See how many questions and answers you can make.

8. La casa de usted es blanca, la mía es amarilla.

Make four questions and answers to exemplify the use of possessives (page 27).

9. Write a sentence to illustrate each of the uses of *ser* and *estar*.

10. Use the following in sentences by rearranging and supplying missing words, one or more in each.

(a) Perro Anita miedo tuvo.

(b) Comerciante ayer compró María un vestido.

(c) Mucho madre Dolores quiere su.

- (d) Dulces Luis todos comió los.
 (e) A Luis estómago duele el.
 (f) Nada le Juan queda no.
 (g) Juan padre su y caballo montan.
 (h) José bicicleta monta a y la va escuela.

(Note to teacher: The *a* goes with *escuela*. Supply *en* for *bicicleta*. See page 154 for illustration.)

- (i) ¿Puerta quién vino abrir la?
 (j) Vuelta favor contestarme de correo de.
 (k) Usted pienso todos los días.
 (l) Sofie un reloj de oro anoche.

(Note: *Anoche* must come first in order of rearrangement. Adverb of time.)

11. With a half-dollar make six circles; then put in hands and figures to make clock-faces showing different positions, and write under each the time corresponding.

12. Write the preterite (3d singular) of:

andar		producir	{ conducir
caber			{ deducir
decir	{ bendecir	querer	
	{ maldecir	saber	
estar		tener	{ contener
haber			{ detener
hacer	{ contrahacer		{ entretener
	{ deshacer	traer	
poder		venir	{ convenir
poner	{ componer		{ prevenir
	{ suponer		

13. With a slip of paper the length of the page cover the infinitives on pages 296, 297, 298, and give them from memory. (Or the teacher may read from the list of

irregular forms, requiring the form read to be written, and then the infinitive.)

14. Write the future (4 forms only) of the following:

- | | | | | | |
|-----|-------|-------|-------|--------|-------|
| (a) | parar | comer | vivir | | |
| (b) | caber | haber | poder | querer | tener |
| | decir | hacer | poner | saber | venir |

(For example: **cabré, cabrá, cabremos, cabrán.**)

What do you notice about the terminations of this tense in the regular verbs (a)?

To what form are these terminations added?

What do you notice about the verbs in (b)?

15. Write the first person plural present indicative of the same verbs as above and tell what you observe. (But remember that **ser, ir, and ver** are exceptions. Why?)

16. Write the imperfect indicative (4 forms) of:

- | | | | |
|-----|-------|-------|-------|
| (a) | pasar | comer | vivir |
| (b) | ir | ser | ver |

What do you observe?

17. Write the first person singular present indicative of:

- | | | | |
|-----|-------|-------|-------|
| (a) | pasar | comer | vivir |
| (b) | saber | dar | estar |
| | haber | ser | ir |

What do you observe?

18. Illustrate in complete sentences the use of the following:

- | | | | |
|---------|--------|----------|-------|
| (a) tan | | (b) este | estos |
| tanto | tantos | éste | éstos |
| tanta | tantas | esta | estas |
| | | ésta | éstas |

19. Same exercise to show contrast between the following groups:

(a) este	estos	(b) aquí
esta	estas	acá
		allí
ese	esos	allá
esa	esas	ahí
aquel	aquellos	
aquella	aquellas	

20. Supply missing prepositions:

(a) Necesitaba todo su valor permanecer firme y esperar el tirón que le iba arrancar el diente.

El diente voló como encanto.

Era la madre que venía busca de su hijo.

Carlos se bajó su silla y corrió su madre.

(b) El gato corre un ratón. ¿Dónde está el ratón?

Está lado de la caja.

Está la caja.

Está la caja y un libro.

Y luego, ¿qué hace el ratón?

Sube la caja.

Pasa ella.

Baja ella.

Corre la mesa.

Salta la mesa.

Corre banco.

Se mete un agujero.

Y se escapa gato.

(c) (Like many other exercises suggested, the following is designed for the students who enjoy trying something a little more difficult than the regular work.)

— Mandé mi mozo mi correspondencia y cambiar la tienda un par guantes otros mismo estilo pero más oscuros color. Fué correo y luego entró la tienda donde había tanta gente que tuvo que esperar veinte minutos que se despachara. . . . salir la tienda cayó la calle un automóvil que le atropelló. La policía le envió un hospital donde no puede salir una semana. . . . el otro miércoles o sea hoy ocho días le espero casa.

— ¿Y la correspondencia y sus guantes?

— La correspondencia apenas podía leer el lodo; los guantes: — vaya, quedaron un color mucho más obscuro; nada sirvieron y se los di la lavandera.

(Key, in order: a, por, a or para, en, de, por, del, de, al, en, por, a, al, de, en, delante de, a, de, por, para, de, en, en, por, de, para, a.)