

SPANISH

New
Second
Edition

Teacher's Edition

A·L·M[®]
LEVEL 2



HARCOURT
BRACE
JOVANOVIH

NEW SECOND EDITION

A-LM[®]
SPANISH

LEVEL TWO



HARCOURT BRACE JOVANOVIICH, INC.

New York

Chicago

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Introduction

1. Background Notes on the Second Edition

The past decade has brought significant changes in modern foreign language curriculum practice. But the roots of change go back even further. In the 1950's, scholarly groups, notably the Modern Foreign Language Association, pointed to the need for new materials and new methods, and engaged in pioneering efforts to develop them. Dr. James B. Conant, in his influential report on American schools (1957), helped clarify the problem by his statement on objectives. "The main purpose of studying a foreign language is to obtain something approaching a mastery of that language," he said. "And by a mastery is surely meant the ability to read the literature published in the language and, in the case of a modern language, to converse with considerable fluency and accuracy with an inhabitant of the country in question."

That broad objective implied the central concerns of the reform movement: (1) A redefinition of the objectives of foreign language study in high school, involving a commitment to the development of the four communication skills: listening, speaking, reading, and writing, in that order, and with particular emphasis on oral-aural competence. (2) The need for longer sequences of study; especially, the need for widespread availability of third- and fourth-year programs in the schools, with appropriate materials. (3) A new approach to methods of teaching and learning.

This, then, is the background of the First Edition of the A-LM program, Levels One through Four in French, German, Russian, and Spanish.¹ The program, published in 1965, has not only been widely used, but has also been widely influential.

2. Objectives of the Second Edition

Because the First Edition was, in a sense, experimental, unusual care was taken to note and consider the strengths and weaknesses of the program in actual classroom use. The Second Edition, of which Level One was published in 1969 and Level Two in 1970, reflects that concern. There are significant improvements in the program, explained in the following sections of this Teacher's Edition. Yet

¹ Levels One and Two in Italian were also developed and published at this time.

the spirit of the program and the main strands of its fabric have proved sound, and they remain. The long-range objectives of the Second Edition are the same as those of the First Edition. They are reflected in the level of proficiency which an A-LM student should have attained at the end of four levels of study.

Listening Comprehension: He should understand an educated native speaking at normal speed, either in a relatively formal situation, as in a classroom or lecture hall, or under normal conditions of conversation.

Speaking: He should speak with a pronunciation and intonation acceptable to a native speaker, with grammatical accuracy, and with adequate fluency. He should be able to participate in a conversation or group discussion as well as speak at some length when a situation calls for it.

Reading: He should be able to read newspapers, magazines, and most non-technical contemporary writing with comprehension and be prepared to begin reading literature from periods other than his own.

Writing: He should be able to write correctly anything he can say. In addition, he should be aware of and observe the conventions which distinguish formal writing from informal spoken language. He should be able to write two or three pages on a topic within his experience in a style acceptable to a native speaker.

Culture: He should also have acquired a sensitivity to the value system and behavior patterns of the people whose language he is studying. If he ever has the opportunity to live among those people, he should be able to participate in their culture with knowledge and understanding.

3. Modifications

Experience in classrooms has shown that the audio-lingual approach to language teaching—the basis of A-LM—does indeed achieve effective results. Comments from teachers using the First Edition made clear, however, that modifying certain pedagogical approaches of the First Edition would strengthen the program and lead to even more effective language teaching. The Second Edition has been prepared in the light of both practical classroom experience and theoretical advances made in the fields of linguistics and the psychology of learning.

The most significant modifications in Level Two of the Second Edition are outlined in the following pages.

BASIC SENTENCES vs DIALOG/NARRATIVE

The series of Basic Sentences and Basic Text which introduced each unit of the First Edition do not appear in the Second Edition. They have been replaced by two Basic Materials (either dialogs or short narratives) and related Supplements which appear at the beginning of the first two major subdivisions of the unit. This modification was made for several reasons. In the First Edition, the new structures and most of the new lexical items were introduced at only one point in the unit, in the passage called the Basic Text. The students were obliged to learn a long series of Basic Sentences before they could proceed to the Basic Text and read it with comprehension. With this format, the teacher could not proceed to the grammatical points and Structure Drills until he had spent several class hours on the Basic Sentences and Basic Text. When he did reach the Structure Drill

section of a given unit, he was faced with a lengthy series of structure drills to be practiced in class. The authors of the Second Edition of Level Two feel that the new format has several advantages over the old one. Each unit is divided into three distinct subdivisions: (1) Basic Material I and Supplement, followed by grammatical Presentation(s) and Generalization(s) and Structure Drills; (2) Basic Material II and Supplement, followed by grammatical Presentation(s) and Generalization(s) and Structure Drills; (3) Reading, followed by Recombination Exercises and Conversation Buildup. With this format, the student is introduced to new structure at two different points in the unit (Basic Materials I and II) and to new lexical items at three different points (Basic Materials I and II and the Reading). The Basic Materials are shorter and therefore more quickly learned than the First Edition Basic Sentences and Basic Texts. The relationship between the Basic Material and the structural point to be practiced is clearer, since each Basic Material section introduces only one or two points of grammar. The student's interest should be more easily sustained, since he is introduced to new material at several points in the unit.

USE OF ENGLISH

The use of English in the foreign language classroom has been debated for many years. Some teachers attempt to exclude it completely. Others, aware that it cannot be ignored, have learned how to use it to an advantage. The authors of the Second Edition feel that if English is used judiciously and sparingly, it is a tool which can contribute to the language learning process.

English is used in the Level Two textbook to help the students remember the situations presented in the Basic Material, and to give them equivalents of the new structure and lexical items. English is also used in the Presentation and Generalization sections of the student textbook, which are intended primarily for home study. It is also used in English Cue Drills to contrast an idiom or construction in English with the equivalent in Spanish.

PRESENTATION OF GRAMMAR

As in the First Edition, Level Two, Second Edition, includes structure drills and generalizations which focus on particular points of grammar. Experience has shown that extensive drilling of structure plays an important part in the total language learning process and that no amount of explanation of a grammatical pattern can take the place of this practice. But it has also become clear that drilling grammar without any previous explanation can frustrate students, and that it is more efficient to lead them to an understanding of the grammatical principle before beginning extensive drill practice. For this reason, structure is presented in such a way that the students "discover" the grammatical principles which they are about to apply. Unlike in Level One of the Second Edition, there are no separate Teacher Presentations in this Teacher's Edition. The Presentations printed in the student textbook are to be used. After a grammatical point has been presented, the teacher proceeds to the related structure drills (indicated in the annotated part of this book). He then goes on to the next point in the presentation and related structure drills, etc. Only after a sufficient amount of drills in class are the Presentation and Generalization assigned for study at home. (Note: In a few cases, you will be directed to do special Teacher Presentations, or to go over the Generalization before proceeding to the drills.)

LISTENING COMPREHENSION

Understanding the spoken language is a basic objective in foreign language learning. The Listening Comprehension program, an extension of the Listening and

Speaking program, begun in Level One of the Second Edition, includes exercises specially designed to train the students in this skill. These exercises, which are to be used with each unit, vary in form in order to both interest and challenge the students. For a complete description of the format and use of the Listening Comprehension program, see pp. T12-T13.

SPEAKING Each Level Two unit contains many activities intended to increase the students' ability to speak. Some are controlled in scope, as, for example, practice with the Basic Material and manipulation of structure in the elementary drills. Others are designed to lead the students toward a relatively spontaneous and "personal" kind of communication. For example, a student is asked to respond to a personalized question (Free Response), to produce several new sentences based on an original one (Free Substitution), or to give a response to a remark made by the teacher (Rejoinders). In addition, the Recombination Material at the end of each unit is organized to prepare the students to participate in a short natural conversation (Conversation Stimulus). All of these activities take place, of course, within the framework of familiar structure and vocabulary.

CULTURE Culture is the sum total of the beliefs and behavior of a people, and culture, in this anthropological sense, is best reflected by language. Thus, as in the First Edition, a major emphasis has been placed on the appropriate use of the Spanish language in culturally authentic situations. In the Second Edition, further insight into the culture of Spanish-speaking countries is provided in a special section at the end of most units, called *Del Mundo Hispánico*. This section is always related in some way to the topic of the unit and includes such material as poems, ads, a recipe, package labels, etc. The material is usually from a Spanish or Spanish American source and therefore is completely culturally authentic.

4. Components of the Level Two Program

STUDENT MATERIALS

STUDENT TEXTBOOK The Student Textbook consists of 15 units (the last three units of Level One plus twelve new Level Two units), illustrated with full-color and black-and-white photographs. The last three Level One units have been reprinted for the benefit of those classes that have not completed all of Level One during the preceding year. The textbook also includes a full-color pictorial section showing where Spanish is spoken throughout the world, a Grammatical Summary of the structure taught in the two levels, a Spanish-English Vocabulary, and a Grammatical Index.

EXERCISE BOOK Part I of the Exercise Book lists all the Listening Comprehension Exercises of the recorded program and contains the necessary Response Forms for the student. Part II includes writing exercises to supplement those in the student textbook. The answers to the writing exercises are printed on tear-out sheets in the back of the Exercise Book.

STUDENT PRACTICE RECORD SET The Student Practice Record Set (also called "Take-Home Disks") includes twelve 7-inch disks each of which contains the Basic Materials and Supplements of a given unit. These records are designed for use by the individual student at home (see p. T19).

**STUDENT
TEST BOOKLET**

The Student Test Booklet contains answer forms for the listening-reading-writing test to be administered after each unit, a mid-year test (after Unit 21), a final test (after Unit 27), and the score sheets for the speaking tests.

**CULTURE
COMPONENTS**

See p. T166.

TEACHER MATERIALS**TEACHER'S EDITION**

The Teacher's Edition, which correlates all the A-LM materials, serves as the keystone of the program. The first part describes the concept of A-LM, the components of the Level Two Program, unit organization, and suggested procedures. It also contains the script of the Listening Comprehension Exercises, Additional Structure Drills, a limited number of suggested Teacher Presentations, and suggestions for the use of the Del Mundo Hispánico section at the end of most units.

The second part reproduces the entire student textbook with annotations which correlate the recorded materials and the writing exercises in the Exercise Book with the student textbook. Answers not given in the student textbook are provided, and variations of structure drills are frequently suggested.

CUE CARDS

The Cue Cards reproduce the Basic Materials, Vocabulary Exercises, Presentations of Structure, and Structure Drills as they appear in the annotated part of the Teacher's Edition, i.e., with responses to drills and suggested drill variations.

**CLASSROOM/
LABORATORY TAPE,
RECORD, AND
CASSETTE SETS**

The Classroom/Laboratory Tape, Record, and Cassette Sets include: (1) Basic Materials I and II and Supplements, (2) those Structure Drills that are marked in the text with a tape symbol, (3) Additional Structure Drills, printed in the Teacher's Edition only, and (4) the Listening Comprehension Exercises. The recordings are available in four forms, each of which contains the same material: (1) a full-track tape set, (2) a two-track tape set, (3) a 12-inch record set, and (4) a two-track cassette program. For further details on the format and use of the recorded program, see pp. T19-T21.

**TEACHER'S
TEST MANUAL**

The Teacher's Test Manual reproduces the Student Test Booklet and contains, in addition, the text of the recorded portions of each test, an answer key, and a guide to scoring. It also includes an explanation of the relationship of the tests to the entire program and suggests ways to conduct the tests in the language laboratory or the classroom. (The listening and speaking portions of each test have been recorded and are available in a separate Testing Tape Set.)

5. General Classroom Procedures

**INTRODUCING
NEW MATERIAL**

When introducing new material, walk around the classroom so that all students can see and hear you. Model each new utterance several times at normal speed, remembering that gestures and facial expressions can often be of use in making meaning clear and in helping to recall a dialog line or to cue a response. If a sentence is too long for students to remember at first hearing, it is helpful to practice it in partial utterances. If a word or phrase proves difficult, it should be practiced first in syllables. However, after the students have repeated the individual syl-

lables or words, be sure to put the utterance together again and have them repeat it at normal speed.

ELICITING STUDENT RESPONSES

It is helpful to establish a signaling system with your class early in the course by which a particular gesture will always call for a particular kind of response. Some of the different kinds of responses are described below. They are usually most effective when used in combination.

Full-Choral Repetition. Give the utterance at normal speed, and indicate that the whole class is to repeat it. Train the class to speak in unison at a normal rhythm and to imitate you as closely as possible. It is best not to repeat with the class. Repeating with the students prevents you from hearing their mistakes and tends to make them dependent upon your participation.

Part-Choral Repetition. Divide the class into sections and have each section repeat the line. A section may consist of half the class, all the boys or all the girls, or individual rows of students. This technique is particularly useful when practicing the different roles in a new dialog.

Individual Repetition. During the practice with full-choral and part-choral repetition, ask individual students to repeat a single line. This helps to pinpoint difficulties and to maintain the students' attention.

Double Repetition. Occasionally, you may want to ask an individual student to repeat a full or partial utterance twice in quick succession. Some teachers feel that this double repetition establishes a firm acoustical image of the sequence of syllables and of the accent and melody of the utterance.

CORRECTING STUDENT MISTAKES

When a student makes a mistake, call on other students to supply the correct response and ask the original student to repeat it. If he continues to have difficulty, do not persist too long in the correction. Remember to work on it again with him, perhaps after class. If several students seem to be having difficulty with the same point, you may want to have the whole class repeat the correct answer.

6. Unit Organization and Teaching Suggestions

BASIC MATERIAL AND SUPPLEMENT

Format. Every unit has two sections called Basic Material in which new structure and vocabulary are introduced. The Basic Material—either a dialog or a narrative—is followed by a Supplement which introduces related lexical items. The English equivalent of the Basic Material and Supplement is included for student reference.

Presentation. During the initial classroom presentation of the Basic Material, students should not refer to their textbooks. They should devote their full attention to the material being presented and drilled orally—to its meaning, pronunciation, intonation, and rhythm.

The first step in introducing a new dialog or narrative is to establish context and meaning. This is probably best done by presenting the entire selection first in English and then in Spanish. In those units in which the number of new words

is limited, you may find that it is enough to paraphrase the situation in English before presenting the Spanish.

Once you have "set the scene" with the initial presentation, begin intensive practice with the dialog or narrative lines, breaking them down into partial utterances whenever necessary.

It is suggested that no more than ten minutes at a time be spent on the presentation and repetition of the Basic Material and Supplement. Vary your class activities by using the appropriate related material from the Vocabulary Exercise. Learning will be reinforced if you come back to the Basic Material just before the end of the class period. Have students repeat the lines after you or the recorded voices as they follow along in their books.

Assignment and Review. After sufficient practice in class, assign the Basic Material and the Supplement for study at home. Explain to the students that they are not expected to memorize the dialogs and narratives but that they are expected to return to class the next day able to give prompt answers to the Vocabulary Exercises. The Supplement lines are generally short enough so that the students can be required to learn them by heart.

The home learning process will be greatly facilitated for a student who has the Take-Home Disks. For the short dialogs and narratives, you should suggest that he first work with the disk with his book closed, until he has adequately mastered the pronunciation, rhythm, and intonation of the new lines. At that point, he should open his book and read along as he listens. As the sentences and partial utterances become longer, he may need to work with his book open from the start.

The following day in class, some time should be spent reviewing the assigned material. You may want to begin the review by having the entire class repeat the Basic Material after you in chorus and then by calling for rapid part-choral and individual repetition of the lines. You may wish to check the learning of the Supplement lines by giving a stimulus and calling on individual students to supply the different responses. (The students should not be required to memorize the Supplement lines *in order*, but they should be familiar enough with the material so that they can provide several appropriate responses to a given stimulus.) The role of memory is considerably reduced at this level. It is suggested that the most profitable way of checking the student's comprehension and mastery of the new material is by working with the Vocabulary Exercises.

VOCABULARY EXERCISES

Format. Following the English equivalents of the Basic Material is the Vocabulary Exercise section, which provides immediate practice of the Basic Material. The exercises in this section include questions on the Basic Material, free response or personalized questions, antonym exercises, and drills based on new idioms. All these exercises help to verify the students' comprehension and give them the opportunity to use the new material in different contexts.

Presentation. Once the Basic Material has been introduced, the Vocabulary Exercises can be used to check comprehension. They can also be profitably used when reviewing the Basic Material on the second or third day of each unit.

When working with the questions in this section and those in other parts of the unit, it is a good idea to accept both sentence fragments and complete sentences as correct answers. This gives the classroom give-and-take a naturalness which is missing if you always insist on full-sentence answers.

Assignment and Review. Once you have worked with an exercise in class, assign it along with the Basic Material for review at home. Many of the exercises may also be used for written practice, but it is suggested that they always be done orally in class first. You may find it useful to return to the exercises for review at some later time in the unit.

NOUN AND ADJECTIVE EXERCISES

Format. The Noun Exercises are intended to establish the gender of the "active" nouns—that is, nouns which recur in subsequent units—introduced in the two Basic Material sections and in the Reading. These exercises are designed to be done as homework.

Presentation. The first time this kind of exercise appears (p. 69) the student is given instructions about how to use the exercise at home. Go over these instructions with the students to be sure that they understand what they are to do.

Assignment and Review. These exercises should always be assigned for home study after some initial work has been done on the Basic Material or Reading section. They should be spot checked in class the next day.

Have the students cover the left-hand column of the exercise, and then call on individual students to read the sentences in the right-hand column aloud, supplying the appropriate article. The sentences in the left-hand column have been numbered so that they may be elicited *in random order*.

The Adjective Exercises are intended to give the students practice with new adjectives whose masculine singular form does not end in a gender marker. They are to be assigned for home study and reviewed in class in the same way as any Structure Drill.

VERB EXERCISES

Format. The Verb Exercises are intended to give students practice with: (1) the forms of new irregular verbs, and (2) verbs that require a preposition before an infinitive.¹

For the new irregular verbs, the student is given the basic forms he must know.

Presentation. The Verb Exercises are usually designed so that the student can derive the form he is required to produce from the one he is given in the stimulus. These exercises can be done at any time after the Basic Material has been presented in class.

Assignment and Review. After the Verb Exercises have been presented and drilled orally in class, they should be assigned for review at home. Since irregular verbs require a good deal of practice, they should be reviewed at appropriate intervals throughout the unit.

GRAMMAR: PRESENTATION

Format. The treatment of most points of grammar begins with a short Presentation. This usually consists of a series of sentences followed by questions designed to elicit an understanding of the grammatical principle involved.

Presentation. Unlike Level One, there is usually no separate Teacher Presentation for the introduction of a new grammatical point.² The Presentations printed

¹ Sometimes additional verb exercises on point (2) occur in the section called Additional Structure Drills.

² Special, detailed Teacher Presentations and special Teacher Presentations have been provided for a few grammatical points. They are to be found on pp. T130–T135.

in the Student Textbook are sufficiently detailed to be used in class. In most cases there is also no need for additional presentation exercises such as those provided in Level One; ² the Structure Drills appearing in the Student Textbook should be done at appropriate points during the course of a given Presentation, as indicated in the annotated part of this book. The *teaching* sequence, which is indicated in the annotated part of this book (but which is not apparent in the student textbook) is thus as follows: (1) the student is guided to a discovery of the grammatical principle in question; (2) the principle is immediately put to work as he proceeds to the Structure Drills (If the Presentation is a long or involved one, this process is repeated several times.); (3) the student then reviews and sees a summary of what he has done as he goes over the Presentation and Generalization at home.

Assignment and Review. Once the Presentation and related drills have been done in class, assign the Presentation in the student textbook for study at home.

Reading the Presentation should help the student “rediscover” the most significant points of grammar presented in class. (Students who were absent when a particular structure was presented can use the Presentation in their book to approximate the classroom learning process.)

GRAMMAR: GENERALIZATION

Format. For each new structure in Level Two, there is a Generalization which summarizes and sometimes amplifies the grammatical point presented and practiced in class. Since in most cases the student encounters these “rules” only after he has discovered the principles on his own and has had some practice in applying them, he considers them as principles derived from speech patterns rather than formulas which lead to speech patterns.

The Generalizations are worded simply and grammatical terms are explained whenever necessary. Grammatical patterns are often presented in chart form.

Assignment and Review. After a new grammatical point has been presented and practiced in class, the Generalization may be assigned for study at home along with the Presentation and the appropriate drills. In the following class period, students should be given an opportunity to discuss particular points in the Generalization, if necessary.

STRUCTURE DRILLS: GENERAL

Format. The Structure Drills provide practice in manipulating the new structure. Some of the initial drills are essentially habit-formation exercises. After doing drills of this type, the students progress to more challenging drills which incorporate the structure into previously learned patterns. In the most advanced exercises, the students use the new structure in a relatively spontaneous manner.

All structure drills are numbered consecutively within a unit. Most appear in a double column format, with the left side providing the stimuli and the right side the responses. Although all responses are included in the Teacher’s Edition, the responses are not provided for all drills in the student textbook. Suggested drill variations, which may be useful in maintaining student interest, have been provided in the Teacher’s Edition. (*Note:* There are also additional structure drills, which are usually recorded but are not printed in the student textbook. The points at which these occur in the recorded program are indicated in the annotated portion of this book and the text for all such drills is printed in a section beginning on p. T136).

Presentation. Structure Drills should be done in class as soon as the new structure has been presented. The Presentation (or special Teacher Presentation) for a given structure indicates the point at which specific drills can be done.

The various types of drills and the manner in which they should be done are described below. However, certain general procedures are appropriate for almost all drill types. It is always best to begin by modeling the initial stimulus and response. Have the entire class repeat the response once in chorus. When presenting a new drill type or a particularly difficult drill, you may want to repeat the initial stimulus two or three times, calling on individual students to respond. As you continue with the drill, it is best to call for individual rather than choral responses. This helps to keep the students alert and discourages them from mumbling their answers. If an incorrect answer is given, say the stimulus again and call on another student. Then allow the student who responded incorrectly to repeat the correct response.

Since Structure Drills should proceed at a fairly rapid pace, it is best not to interrupt the rhythm to give extensive correction in pronunciation. Words which present particular difficulty may be practiced briefly after the drill is completed.

Assignment and Review. Structure Drills should be assigned for home study the same day they are done in class. If you do not have time to cover in class all the structure drills related to a particular grammatical presentation, you may want to assign for home study some that you did not cover as well as those you did. Related writing exercises may also be part of the same assignment. In reviewing this material the next day, the class should be able to do the assigned drills quite rapidly.

STRUCTURE DRILLS: INDIVIDUAL FORMATS

The formats of the most common drill types are given below. (The reference in parentheses indicates the drill from which the example is taken.)

Substitution Drills. The initial stimulus consists of a model sentence plus an item to be substituted into the model sentence. Each subsequent stimulus is the substitution item alone.

PERSON-NUMBER SUBSTITUTION (Drill 7.1, p. 71)	<i>Teacher</i> ¡Qué bueno que llamaste! (usted) (yo)	<i>Student</i> ¡Qué bueno que llamaste! ¡Qué bueno que llamé! ¡Qué bueno que llamé!
ITEM SUBSTITUTION (Drill 21.1, p. 164)	No me acuerdo de aquellos tiempos. _____ día. _____ leyenda.	No me acuerdo de aquellos tiempos. No me acuerdo de aquel día. No me acuerdo de aquella leyenda.
PROGRESSIVE SUBSTITUTION (Drill 9, p. 72)	Tú llamaste a la chica americana. Ellas _____ ____ invitaron _____ _____ muchacho _____.	Tú llamaste a la chica americana. Ellas llamaron a la chica americana. Ellas invitaron a la chica americana. Ellas invitaron al muchacho americano.

FREE PLACEMENT (Drill 8, p. 291)

The model sentence given in the book has one or more elements underlined. As you cue an element, the student is required to create a new sentence in which he replaces the element with a new word or words. His sentence then becomes the model, and the procedure continues.

The initial stimulus consists of the model sentence plus one of the underlined elements. (Since responses are free, two examples are shown for the same drill.)

Teacher

Quiero un libro que no sea muy difícil.
un libro

no sea muy difícil.

Quiero un libro que no sea muy difícil.
no sea muy difícil.

un libro

Student

Quiero una novela que no sea muy difícil.

Quiero una novela que sea corta.

Quiero un libro que tenga muchas fotos.

Quiero una revista que tenga muchas fotos.

Transformation Drills. The initial stimulus is the first sentence on the left. This class of drills encompasses the greatest variety of individual drill types. Shown below are a few representative samples.

PRESENT → PRETERIT
(Drill 20.1, p. 79)

Juego tenis toda la mañana.
Vuelvo a la una.

Jugué tenis toda la mañana.
Volví a la una.

**DECLARATIVE
SENTENCE →
EXCLAMATION**
(Drill 20.1, p. 299)

Es una casa muy cara.
Es un baño muy moderno.

¡Qué casa tan (o más) cara!
¡Qué baño tan (o más) moderno!

**PAST/CONDITIONAL
→ PRESENT/FUTURE**
(Drill 18, p. 345)

Dijo que me compraría un anillo.
Juró que no se olvidaría.

Dice que me comprará un anillo.
Jura que no se olvidará.

DIRECTED DIALOG
(Drill 24, p. 109)

Pregúntele a *Jaime* qué hacía él cuando entró el maestro.
Jaime, contéstele.

¿Qué hacías tú cuando entró el maestro?
Leía.
Conversaba con Juan cuando entró el maestro.
No hacía nada.

CUED DIALOG
(Drill 10, p. 183)

¿Va a estudiar o planchar ropa esta tarde?

1ST STUDENT: ¿Estudio o plancho ropa, María?

2ND STUDENT: ¡Estudia!

¿Va a trabajar o escribir cartas esta tarde?

1ST STUDENT: ¿Trabajo o escribo cartas, Juan?

2ND STUDENT: ¡Escribe cartas!

Response Drills. The initial stimulus consists of the first sentence on the left plus the cue in parentheses, if any.

PATTERNED RESPONSE
(Drill 9, p. 183)

Nadie ha traído cubiertos.
Nadie ha preparado la comida.

Lupe, ¡trae cubiertos!
Lupe, ¡prepara la comida!

PATTERNED RESPONSE
(Drill 21, p. 299)

¿Viste la casa?
¿Viste el baño?

¿La casa? ¡Claro, qué bonita!
¿El baño? ¡Claro, qué grande!