

**THE
FUNDAMENTALS OF
SPANISH GRAMMAR**

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The Fundamentals of Spanish Grammar by Alice Huntington Bushee

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BY

ALICE HUNTINGTON BUSHEE

WELLESLEY COLLEGE

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TO MY MOTHER

WHO FOR TWENTY-FIVE YEARS HAS BEEN INTERESTED
IN ALL THINGS PERTAINING TO SPAIN

PREFACE

THIS little grammar is intended primarily for students who are already acquainted with one or more foreign languages, *i.e.* those in colleges which require a language for admission and in summer schools where it is desirable to finish a grammar in a few weeks

Its aim is twofold :

(1) To give in 25 lessons an accurate working knowledge of the fundamentals of Spanish grammar as a basis for further study.

(2) To do this in such a way that the student will not only be drilled in these elements but will also be trained to observe new constructions and deduce new rules.

Since the student is supposed to be familiar with the general rules of grammar, much elementary explanation is omitted, while constant reference is made to the uses of **ser** and **estar**, the preposition, the subjunctive, and other subjects usually more or less confusing. The present subjunctive is introduced in the second lesson and the student has the opportunity to familiarize himself with its use in commands and in object clauses, but, in order to avoid confusion, no other construction is introduced until Lesson IX, when he finds that it may be used as the subject of an impersonal verb. The subject is still more developed in Lessons XVI, XIX, and XXIII.

The verb paradigms are arranged according to the stems : this renders possible the grouping of the present

indicative, imperative, and subjunctive in the first lessons, and makes the relations of tenses in irregular verbs more clearly seen. That the student may not forget the relation of spelling to sound learned in the introduction, verbs requiring orthographic changes are frequently used throughout the book, the pupil being asked to state the reason for such changes.

The English exercises are varied in matter and form, containing both unrelated sentences, to illustrate rules, and connected conversation and description. The Spanish exercises are practically to be committed to memory, and in addition there are various poetical selections at the end of the book.

In order to carry out the second aim of the grammar the student is required to study the Spanish exercises carefully and then by means of questions and suggestions to deduce the rules, while the review lessons give the opportunity to arrange in logical order what has been already learned. Original sentences and compositions are required as well as translations from the English. Rules and exceptions should also be noted by the student in some reader made up of selections from Spanish authors and used after the first few weeks.

The author wishes to express her thanks to Prof. Caroline B. Bourland of Smith College for her most helpful criticisms, and especially to Miss Angela Palomo of Wellesley College who has not only corrected the Spanish exercises but has taken a personal interest in the entire plan and arrangement.

ALICE H. BUSHEE.

WELLESLEY COLLEGE,
September, 1917.

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