

ESSENTIALS OF SPANISH GRAMMAR

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649577538

Essentials of Spanish Grammar by Samuel Garner

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SAMUEL GARNER

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SPANISH
GRAMMAR**

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BY

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NEW YORK--CINCINNATI--CHICAGO
AMERICAN BOOK COMPANY

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SAMUEL GARNER
ENTREED AT STATIONERS' HALL, LONDON
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PREFACE

As the author's Spanish Grammar, published nearly ten years ago, has met with such marked favor with teachers of Spanish and still continues to hold its own, it was thought that a book along the same lines but containing less detail and, in some respects, simpler in its general treatment, would prove acceptable to those whose classes can not devote to the study of Spanish the time necessary to a mastery of the larger work. With this end in view, an endeavor has been made, in the present work, to treat only such features of the grammatical mechanism of the language as are essential for the reading of ordinary Spanish. As the teaching of the older book is believed to be sound in every way, the same treatment has been adhered to and most of the same material has been used, but it has been recast and simplified in many ways. The exercises are new throughout and, where convenient, have been incorporated in the text where they properly belong. These exercises cover all the verbs, regular as well as irregular, and, in this respect, will doubtless be found to be an improvement.

As there is already a sufficiency of available reading texts provided with vocabularies, and as most teachers naturally prefer to make their own selections, it was not deemed advisable to include any matter of that kind.

The method of using the book will be determined by each teacher to suit his particular conditions. In classes of mature students most chapters can be taken in one or two lessons. For less advanced classes the chapters may be divided into three or even four parts.

Although it has become customary, in books for the teaching of the modern languages, to devote a portion of each lesson to so-called oral work, the intent being to teach conversation, nothing of the kind has been given in this book, because the author is convinced, after many years of experience in conversational methods, that, even when most of the lesson-period is given over to them, the results are often discouraging. There is no surer basis for the acquisition of a practical knowledge of a language than a thorough drill in its grammatical structure. In any event, ready-made conversational exercises will prove of but little avail. The active teacher, who wishes such work to be interesting and useful, will take the words of the lesson and develop them into a lively conversation between himself and his students, and, unless he has the energy to do this off-hand, he will find his efforts fruitless. By this it is not meant to discourage that kind of work. To have some of it will doubtless add variety and interest to the classroom work. For the teacher who has not a fluent practical command of the language I know of no better plan than to ask questions on the sentences of the Spanish exercises, the student answering by repeating these sentences. For instance, in the second exercise, the teacher might proceed thus:

¿Qué es el plural de *carácter* y *régimen*? and the student would answer: El plural de *carácter* y *régimen* es irregular: *caracteres* y *regímenes*.

TEACHER. ¿Son altos los palacios? — STUDENT. Sí, señor; los palacios son altos y están en un cerro.

TEACHER. ¿Está frío el pan? — STUDENT. Sí, señor; el pan está frío, pero es bueno.

The English exercises may be utilized for the same purpose by having the students translate them off-hand as they are read off by the teacher, after the sentences have been distributed among the members of the class, written by them on the board, corrected, and erased. This implies, of course, that

the student has been required to commit the vocabularies to memory.

As to the propriety of requiring a written translation of these exercises to be made by the student beforehand, teachers may differ; but there should be no difference of opinion in this regard, namely, that it is a waste of energy and time on the part of teachers to correct such translations and hand them back to their students with the hope that they will profit by the corrections. To be of any value as written exercises they should be put on the board as above indicated and corrected before the whole class. At least that has been the author's discouraging experience. Hence the plan indicated above.

SAMUEL GARNER.

ANNAPOLIS, MD.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that proper record-keeping is essential for transparency and accountability, particularly in financial matters.

2. The second part outlines the various methods and tools used to collect and analyze data. This includes the use of surveys, interviews, and statistical software to ensure that the information gathered is reliable and valid.

3. The third part focuses on the ethical considerations that must be taken into account when conducting research. It highlights the need to protect the privacy and confidentiality of participants and to obtain informed consent before any data collection begins.

4. The fourth part describes the process of data analysis and interpretation. It explains how raw data is processed, cleaned, and then analyzed using appropriate statistical techniques to draw meaningful conclusions.

5. The fifth part discusses the challenges and limitations of the research process. It acknowledges that there are often obstacles to obtaining complete and accurate data, and that the results of a study may be influenced by various factors.

6. The sixth part provides a summary of the findings and conclusions of the study. It highlights the key insights gained from the research and discusses their implications for future work in the field.

7. The final part of the document offers recommendations for further research and practical applications of the findings. It suggests areas where additional data collection and analysis would be beneficial and provides guidance on how the results can be used to inform decision-making.

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