ESSENTIALS OF SPANISH GRAMMAR

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649577538

Essentials of Spanish Grammar by Samuel Garner

Edited by Trieste Publishing Pty Ltd.
Cover @ 2017

www.triestepublishing.com

SAMUEL GARNER

ESSENTIALS OF SPANISH GRAMMAR

Trieste

ESSENTIALS OF SPANISH GRAMMAR

BY

SAMUEL GARNER, PH.D.

FORMERLY PROFESSOR OF LANGUAGES IN THE U. S. NAVAL ACADEMY

NEW YORK-:-CINCINNATI-:-CHICAGO

AMERICAN BOOK COMPANY

Ess. of Span. Gram.
W. P. I

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.

CONTENTS