



# SPANISH

HEADSTART FOR SPAIN  
Manual of Administration



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SECTION I. GENERAL

This manual is meant to provide all necessary information for the implementation of the Defense Language Institute, Foreign Language Center's Spanish Headstart for Spain program.

A. COURSE DESCRIPTION

1. Purpose.

The Spanish Headstart for Spain program serves to:

a. Provide orientation training in the Spanish language for military personnel and their dependents to enable them to communicate in everyday situations, such as small talk, traveling, eating out and shopping.

b. Provide information on Spanish culture to assist personnel to adjust successfully to a new cultural environment and to enable them to respond appropriately in situations requiring cultural awareness.

c. Facilitate effectiveness of newly arrived personnel in the Spanish environment.

2. Course Materials.

a. Each student package consists of a binder containing the text which includes a Spanish-English and English-Spanish Cumulative Glossary and 7 tapes.

b. Each administrative package consists of:

(1) Two copies of the Manual of Administration.

(2) A test package containing:

i) Ten copies of the test booklet for the End-of-Course Test.

ii) Two copies of the End-of-Course Test tape.

iii) Two stencil scoring keys for the End-of-Course Test.

iv) A one-page printed key provided as a double check against the stencil key.

v) An initial issue of answer sheets (DLIFLC Form 104) for the End-of-Course Test.

vi) Certificates of Completion (DLIFLC Form 122), which will be issued by the Education Services officer, the course manager, or the unit commander, as appropriate.

### 3. Course Content.

The Spanish Headstart for Spain program consists of four modules.

#### Module I. GETTING TO KNOW YOU

Unit 1. Greetings and Introductions.

Unit 2. Have you been here long?

Unit 3. What does your husband do?

#### Module II. GETTING AROUND

Unit 1. At the Train Station.

Unit 2. Is there a gas station near here?

Unit 3. Could you fix my car?

Unit 4. Taxi! Taxi!

#### Module III. SHOPPING

Unit 1. In a Seafood Market.

Unit 2. In an Open-Air Market.

Unit 3. At the Department Store.

#### Module IV. DINING OUT

Unit 1. At a Cafe Counter.

Unit 2. Dinner in a Restaurant.

### B. MANAGEMENT GUIDANCE

#### 1. Logistics.

a. The Education Services Office must determine the appropriate stock level for texts and procure additional copies as needed.

b. To receive materials on a nonreimbursable basis, the Education Services Office must establish an approved language program and project requirements IAW Joint Regulation AR 350-20, OPNAVINST 1550.7A, AFR 50-40, or MCO 1550.4C.

c. Additional answer sheets and Certificates of Completion are available at no cost from DLIFLC, ATTN: ATFL-DIN-N, Presidio of Monterey, CA 93944.

d. Information on End-of-Course Test administration and test security is found in Section III. B. of this manual. A minimum of 40 correct answers out of 50 (80%) qualifies a student for a Certificate of Completion. Pertinent data should be forwarded to the Military Personnel Office for posting on the individual's Educational Development Record. If the examinee scores 39 or lower, he must arrange to take the End-of-Course Test again and pass it in order to receive credit for successful completion of the course.

## SECTION II. INSTRUCTOR GUIDE

### A. COURSE OBJECTIVES

While specific objectives are set forth for each module, a more general statement of the overall skill levels expected might help the instructor enable the students to achieve them. As already mentioned, the student's reading skill in Spanish is incidental to the aims of the Headstart program.

1. Comprehension. This course aims at providing the student with sufficient understanding of spoken Spanish to meet survival needs and travel requirements. He is to be able to understand the essential features of face-to-face speech in standard Spanish relating to basic needs such as food and drink, simple directions, shopping, transportation, money and time. It is to be kept in mind that even if the Spanish expressions in the materials are often repeated on the tape, they are spoken at a nearly normal rate of speech. Therefore, when the students hear these expressions in real-life situations, they will have no problem in understanding them, because they have been exposed to the "real language" during their course.

2. Speaking. At the end of this course the student will be able to ask and answer questions on the topics to which he has been introduced. Thus, all students at this level should be able to make polite, simple conversation, ask for directions, order a meal, and make purchases and travel arrangements. Even though the student's speaking vocabulary is inadequate for expressing more than the most elementary needs, and even though he makes frequent mistakes in pronunciation and grammar, he can be understood by a Spaniard.

3. Reading. The student will be able to identify some street and traffic signs and certain information signs.

## B. COURSE DESIGN

1. Sentence patterns and vocabulary. For the conversations and the exercises of this course, we have selected the most frequently used sentence patterns, words and expressions, and the least complicated phrases and sentences. Instructors should use their judgment in introducing additional words and phrases; however, priority must be given to Headstart sentence patterns.

2. Grammar. Grammar explanations in the Headstart program are minimal. Unless specifically requested by the students, instructors should avoid grammar explanations. When absolutely necessary, in response to a student's question, the description of a grammatical feature should be as short and simple as possible.

3. Instructional modes. One of the advantages of the Spanish Headstart for Spain program is that the materials can be used:

a. In a completely self-instructional mode without an instructor. The students work on their own with their own tapes and texts and take the Self-evaluation Quiz at the end of each unit whenever they are ready.

b. In a group-paced (lockstep) mode. All students progress at the same pace in an instructor-conducted class.

c. In a self-paced mode. The students are in a classroom, lab, or on their own, under the supervision of an instructor. They progress at their own pace with their tapes and texts, but they are free to, and encouraged to, consult the instructor whenever they need assistance, additional explanations, or individual practice. The instructor is responsible for assessing progress, identifying the need for remediation, and for providing the kind of practice that will enable the students to acquire the language.

d. In a modified self-paced mode. The students study at their own pace, but must complete a block (i.e., a module or unit) of instruction by a specified time. This method of implementation allows students to be grouped on the basis of background or ability, and for certain activities to be group-paced (for example, presentation and practice of the dialogue, directed conversations, or review sessions) and still allows the instructor to work with individuals or small groups. The flexibility of these materials to accommodate various learning styles and learning rates can be exploited best in a self-paced or modified self-paced program, and these are the recommended methods of implementation.

4. Implementation. Headstart materials can be used in programs ranging from self-instructional to group-paced. To accommodate individual learning styles and learning rates, however, it is recommended that the course be implemented in a self-paced (instructor-guided and assisted) mode, rather than in a group-paced (lockstep) mode. The program is designed for approximately 40 hours of instruction which, if possible, should be spread over at least two weeks. General guidance for the instructor is found in Section II of this manual. Further information and assistance is available from DLIFLC, Nonresident Training Division (ATFL-DIN-N).

5. Instructor Responsibility. Headstart for Spain is designed for independent study, but role playing with peers and instructors can provide a lively and profitable opportunity to practice and should be encouraged. The instructor's responsibility is to facilitate language acquisition by encouraging students to use what they have learned in real or simulated situations. For this reason, the instructor must be thoroughly familiar with the text and tapes of each module.

6. Module Format. The length of modules varies, both in estimated study time and amount of material covered. Each module is divided into units (2 to 4 per module), each a complete lesson in itself. The learning activities for each unit are the following:

- Conversation
- Notes on the Conversation
- Exercises
- Self-evaluation Quiz

Module objectives, by unit, are stated at the beginning of the module; a Spanish-English Glossary and useful expressions and phrases are at the end of each volume. The answers to keyed exercises and the Self-evaluation Quizzes are at the end of the volume.

7. Learning Activities. To the extent necessary to reach the objectives, learning activities are designed to develop

skill in understanding and speaking, and only incidentally in reading. Brief and simple explanations guide students through repetition exercises, substitution and transformation drills, question-and-answer practice, translation exercises, number transcription and role playing exercises appropriate to the situations.

8. Exercise Format. Instructions for most exercises are modeled: the student hears on the tape and sees in his text an example of what he is expected to do; that is, a cue is given followed by the correct sentence. The student then hears another cue followed by a pause on the tape. During that pause he is expected to respond as in the model; after replying, he receives immediate confirmation. The instructor should ensure that the students are doing the exercises correctly and remind them to stop the tape if they need more time to formulate their responses. This is especially important at the beginning of the course to establish correct study habits. The instructor should also make sure that exercises are practiced until the student can respond without stopping the tape. Students should not be expected to work with the tape more than 40 or 50 minutes without a break. Some students will need more frequent breaks; others will be able to work for longer periods.

9. Testing. The course is designed to enable the student to cope with the situations he is likely to encounter, and the real test of what he has learned is whether he can function in those situations. Since this kind of test is generally not practical, Section III.A. contains guidance for the instructor to conduct mini-interviews or simulate "real-world" situations.

If the student has performed satisfactorily on the module simulations, he should have no difficulty with the End-of-Course Test. Successful completion of this test is the basis for issuing a Certificate of Completion.

### C. ROLE OF INSTRUCTOR

In the traditional classroom, the instructor must, of necessity, devote a great deal of time to introducing, explaining, and drilling. Often, meaningful practice in using the language must be sacrificed because there simply isn't enough time. There is neither time to help the slower student nor to provide supplementary or enrichment material to the faster student, because the classroom pace is geared to the average student.

1. In the self-paced classroom the student works with his own tapes and at his own pace, freeing the instructor to provide much more attention to the individual student. The implementation of self-paced instruction significantly changes the teacher's role in the classroom. This does not mean that he will



be replaced by a tape recorder; it means that the instructor is relieved of being the drillmaster and can devote his time to the real business of language: communication.

2. Self-instructional materials allow the student to work at his own pace in learning the language (its phonology, its vocabulary, its structure, and its transformation rules). The instructor is responsible for assisting each student individually in this learning process, and more importantly, for providing the opportunities for the student to acquire the language by actually using it. The student can, for example, practice the phrase, Bien, gracias, hundreds of times with his tapes and learn it extremely well, but there has been no "acquisition" until someone else says to him, ¿Como esta usted? in a real situation, and he responds correctly. The drills are necessary; the rules must be learned. However, learning the rules is not the objective; the objective is using the language.

3. The most effective way to enhance language acquisition is to involve the student in using the language in meaningful communicative activities. It is the instructor's responsibility to see that the student is actively involved in communicating. His foremost concern is to ensure that the student understands spoken Spanish and can express himself in Spanish in situations related to the objectives of each module. Therefore, the most important aspect of classroom time is to give the student--individually or in small groups--as much opportunity as possible to practice speaking and understanding Spanish. Since the student's knowledge of the language is limited, these activities will naturally take place under controlled circumstances. It is up to the instructor to set the direction and limits of these controls.

4. To make the most efficient use of training time, the instructor should, if possible, have the students work individually with their tapes. When they have completed a unit, the instructor can have the students practice with each other, or the instructor can work with individual students, taking the role of a taxi driver, ticket agent, waiter, sales clerk, or whatever part is appropriate to the objectives of the module.

### SECTION III. TESTING

#### A. END-OF-MODULE SIMULATIONS

1. Purpose. The End-of-Module Simulation has a dual objective.

a. First, it is used as an end-of-module check to determine whether a student has mastered the material and whether he is ready to start the next module. The instructor will make this determination; it is up to the instructor to identify and reme-

diate any problems the student might be having by directing the student to review certain parts of the module, or by providing the student with additional exercises or remedial drills, if necessary.

b. Second, the End-of-Module Simulations can be used as guides for the preparation of an end-of-course review. As part of this review, students should become involved in role playing situations. This will be an excellent warm-up session and will allow the students to interact in simulations of real life situations (see the Appendix).

2. Test. The students will be checked one at a time by the instructor. This oral interview should take about 15 minutes per student and should be conducted in as relaxed an atmosphere as possible.

## B. END-OF-COURSE TEST

1. Test Security. The End-of-Course Test is a controlled item. All test materials will be:

- a. Stored in a locked container when not in use.
- b. Inventoried quarterly by the Education Services officer.
- c. Logged in and out each time used.
- d. Controlled to ensure that only authorized personnel are permitted access to them.
- e. Properly disposed of when no longer needed, used answer sheets included.

### 2. Test Administration.

a. The use of standardized procedures for administration and scoring of the End-of-Course Test is required. DLI Form 104 will be used by the examinee to mark his responses. It is important that the test monitor familiarize himself with test materials and administration and scoring procedures before administering any test.

b. The examinee is not permitted to bring anything into the test area. The directions to the examinee for filling out the answer sheet and marking responses to test questions are on the master tape. The test is controlled by this tape.

c. The following test materials are required for administration and scoring:

- (1) One test booklet for each student taking the test.
- (2) One No. 2 pencil for each student.
- (3) One DLI Form 104 answer sheet for each student.
- (4) One master tape for the test.
- (5) One stencil scoring key.

d. The test monitor should:

(1) Prepare the test material and required equipment prior to examination time.

(2) Ensure that all test materials are associated with the proper test.

(3) Insert the master tape into the recorder and advance the tape until the name of the tape is heard.

e. After the examinees are seated, the test monitor should:

(1) Make sure that all examinees are able to hear the tape by replaying the name of the tape.

(2) Tell the students to raise their hands if they cannot hear the instructions on the tape.

(3) Correct any problems necessary, rewinding the tape to the beginning and replaying as required until all students can hear clearly.

(4) Pass out the pencils, the answer sheets, and test booklets.

(5) Tell the examinees to silently read the Privacy Act Statement and instructions along with the tape.

(6) Start the tape.

(7) At the end of Part III (Side 1), turn the tape over. Begin again on Side 2 for Part IV of the test.

f. Stop the tape at the end of Part IV (Side 2), the listening portion of the test. Tell the examinees to go on to Part V, Reading Comprehension. When they have finished reading the instructions and the example, give the signal for the examinees to begin the test simultaneously. Only five minutes will be allowed to complete this portion.

g. Collect and grade the tests. A minimum score totaling 40 points (80%) is required for the student to pass the course and receive a Certificate of Completion.

3. Test Description. The test consists of 50 items in five sections.

a. The first section consists of five recorded Spanish sentences containing numbers (prices, time, and so forth). From among three choices printed in the test booklet, the student selects the appropriate English translation and marks his answer sheet accordingly.

b. The second section consists of 15 sentences recorded in Spanish and three printed English translations for each sentence from which the student selects the most accurate translation.

c. The third section consists of 10 questions recorded in Spanish and three recorded responses. The student selects the most appropriate response to the question.

d. The fourth section consists of 15 situations described in English on tape and printed in the test booklet. Three responses are recorded in Spanish for each situation, and the student selects the most appropriate response.

e. The fifth section consists of five signs printed in Spanish and three English equivalents. The student selects the best English equivalent.

APPENDIX

End-of-Module Simulations

MODULE I

The following material should help you conduct interviews to determine whether the student has achieved the module objectives. The sequence and questions are only suggestions and can be varied for individual students. For example, if you know the student is not married, have him introduce a friend. Whenever possible, make the questions and situations realistic and relevant to each student.

Maintain a relaxed atmosphere to keep the student at ease to prompt his/her best performance.

Mistakes in grammar that do not interfere with communication are not counted against the student. If he/she can be understood, the student has achieved the objectives.

Module I

Instructor: Buenos días. ¿Cómo está usted?

--- Buenos días. Muy bien, gracias. ¿Y usted?

Instructor: Muy bien. ¿Hace mucho que está usted aquí?

--- Hace ....

Instructor: ¿Te gusta Madrid/Rota?

--- Sí, me gusta. OR ¡Oh! Nos encanta (mucho).  
OR No, no me gusta.

Instructor: ¿De dónde es usted?

--- Soy de (followed by place of origin).

Instructor: ¿Tiene usted hijos?

--- Sí, tengo hijos/ un hijo y una hija/ etc.  
OR No, no tengo hijos.

Instructor: ¿En qué trabaja usted?

--- Soy (followed by profession).

Instructor: ¿Dónde trabaja usted?

--- Trabajo en (followed by place).

Instructor: Now suppose that you are at a party with your wife/  
husband. I am Captain García. Introduce your wife/  
husband to me.

--- Capitán García, mi mujer (NAME)/ mi marido  
(NAME). OR Capitán García, quiero presentarle  
a mi mujer (NAME)/ mi esposo (NAME).

Instructor: Introduce yourself to me.

--- Soy ....

Instructor: Suppose that you have just been introduced to Mrs.  
Alvarez. What do you say to her?

--- Mucho gusto, señora. OR Encantado/a, señora.

Instructor: Say that you're sorry, but that you must leave.

--- Lo siento, pero tengo que irme.

End-of-Module Simulations

MODULE II

Instructor: You are in Madrid and want to go by bus to Zaragoza. Ask me where the bus station is located.

--- ¿Dónde queda la estación de autobuses?

Instructor: You have arrived at the bus station and need to buy a ticket to Sevilla. Tell the ticket seller, "A round-trip ticket to Sevilla, please."

--- Un billete de ida y vuelta para Sevilla, por favor.

Instructor: Ask me how much the ticket is.

--- ¿Cuánto cuesta el billete? OR ¿Cuánto cuesta?

Instructor: How do you ask the ticket seller what time the bus leaves?

--- ¿A qué hora sale el autobús? OR ¿Cuándo sale el autobús?

Instructor: You've asked when the bus leaves and I tell you, "Sale a las siete y media." What did I say?

--- It leaves at 7:30.

Instructor: I'm a policeman. Ask me if there's a gas station nearby.

--- Perdona, guardia. ¿Hay una gasolinera cerca de aquí?

Instructor: You are lost. Ask me which way to la Avenida de las Américas.

--- ¿Por dónde se va a la Avenida de las Américas?

Instructor: While giving directions, I say to you, "Gire a la izquierda en la próxima esquina. Entonces siga derecho hasta encontrar la gasolinera." What did I tell you?

--- Turn left at the next corner. Then continue straight ahead until you find the gas station.

Instructor: You are at the gas station. Tell the attendant to fill the tank and to check the oil for you.

--- Llene el tanque y mire el aceite, por favor.

Instructor: You go to a gas station and want the attendant to put in five dollars' worth of gas. What do you say to him?

--- Póngame cinco dólares de gasolina, por favor.

Instructor: Tell the attendant that the tires need air, also.

--- Las llantas necesitan aire, también.

Instructor: Ask how much it is.

--- ¿Cuánto es?

Instructor: I'm the gas station attendant. After you ask how much it is, I respond, "Seiscientas cincuenta pesetas." What did I say?

--- Six hundred fifty pesetas.

Instructor: You have been told that the Puértolas Auto Shop is on Highway 3. How do you ask, "Is that far?"

--- ¿Queda lejos?

Instructor: You have asked a man for the whereabouts of a certain auto shop, and he says to you, "Queda a dos o tres kilómetros de aquí." What does that mean?

--- It is (located) two or three kilometers from here.



Instructor: You are at an auto shop. Ask the mechanic, "Could you fix my car?"

--- ¿Me podría arreglar el coche?

Instructor: You've just gone to a mechanic to see about having your car fixed. He says, "Le echo un vistazo." What did he say?

--- I will take a look.

Instructor: I am a mechanic. I ask you what is wrong with your car. Tell me you think it is the spark plugs.

--- Creo que son las bujías.

Instructor: A mechanic has checked the engine in your car and he says to you, "Señor, hay que poner a punto el motor." What did he say?

--- It needs a tune up. OR The engine needs to be tuned up.

Instructor: Tell the mechanic who has asked you what's wrong with your car that it sometimes overheats and stalls.

--- A veces se recalienta y se para.

Instructor: You need to get your car fixed, but you can only bring it in on a certain day. Ask the mechanic, "Can I bring it in Tuesday morning?"

--- ¿Puedo traerlo el martes por la mañana?

Instructor: You've agreed with a mechanic that you will bring your car in to be fixed the next day. Tell him, "That's fine. I'll see you tomorrow, then."

--- Está bien. Entonces hasta mañana.

End-of-Module Simulations

MODULE III

Instructor: I'm the fish seller. Ask me how much a kilo of hake is.

--- ¿A cómo está el kilo de merluza?

Instructor: I sell fish. Tell me to give you two kilos of shrimp.

--- Deme dos kilos de gambas.

Instructor: I work at a fish stand and I say, "¿Qué más quiere?" What did I ask you?

--- What else would you like?

Instructor: I work at a vegetable stand. Ask me to give you a kilo of potatoes and three heads of lettuce.

--- Deme un kilo de patatas y tres lechugas.

Instructor: I work at a souvenir store. Ask me, "How much does that ashtray cost?"

--- ¿Cuánto vale ese cenicero?

Instructor: I have quoted you a price for a table linen set, but you consider it too high. Ask, "Why so expensive?"

--- ¿Por qué tan cara?

Instructor: I'm selling souvenirs. Ask, "What are those sandals [made] of?"

--- ¿De qué son esas sandalias?

Instructor: You have asked me what a certain item is made of and I respond, "De plata." What did I say?

--- Of silver.

Instructor: I'm the salesperson at a department store and I say, "¿Qué desea?" What does that mean?

---What would you like?

Instructor: I work at a department store. Tell me that you would like a long-sleeved shirt.

---Quisiera una camisa de manga larga.

Instructor: I'm a clerk at a department store. You want to buy a shirt or blouse and I say to you, "¿Qué talla usa usted?" What does that mean?

--- What size do you wear?

Instructor: I'm the clerk at a department store. Referring to a shirt or blouse that you want to buy, how do you say, "I like that green one. May I try it on?"

--- Me gusta ésa verde. ¿Puedo probármela?

Instructor: I'm helping you in the clothing department. You have tried on some pants and they don't fit you. How do you say, "They don't fit me. They're too big."

--- No me quedan bien. Son muy grandes.

Instructor: I'm the salesperson. After choosing the items you want to buy, ask me if you can pay with VISA.

--- ¿Puedo pagar con VISA?

Instructor: I'm the salesperson. After you have selected an item you want to buy, I say "Pague en la caja, por favor." What does that mean?

--- Pay at the register, please.

End-of-Module Simulations

MODULE IV

Instructor: In a restaurant the waiter asks "¿Qué va a tomar?"  
What does he say?

--- What are you going to have?

Instructor: At a restaurant you ask "What kind of hors d'oeuvres  
do you have?" I say, "Las que ustedes ven." What  
did I tell you?

--- The ones you see.

Instructor: At a bar, the bartender asks you "¿Mas tapas?"  
What did he say?

--- More hors d'oeuvres?

Instructor: At a bar you want to order another beer.  
What do you say?

--- Otra caña, por favor.

Instructor: You and a friend are at a restaurant where I'm the  
waiter/waitress. I ask you, "¿Que van a beber?"  
What does that mean?

--- What are you going to drink?

Instructor: I'm the waiter/waitress and ask you if you're going  
to have something to drink. Tell me, "Bring us a  
bottle of white wine."

--- Traíganos una botella de vino blanco.

Instructor: I'm taking the drink order for you and your friend.  
Tell me, "For my friend, fresh orange juice."

--- Para mi amigo/a, naranja natural.

Instructor: I'm your waiter/waitress. You want a drink before dinner and you like scotch and soda. Place that order.

--- Tráigame un güisqui con soda, por favor.

Instructor: I'm waiting at your table. How do you tell me you want some appetizers?

--- Unos entremeses, por favor.

Instructor: I'm the waiter/waitress at a restaurant where you and your spouse are going to eat. I ask you, "¿Qué van a pedir?" What does that mean?

--- What are you going to order?

Instructor: I'm taking down your order. Ask me what the soup of the day is.

--- ¿Cuál es la sopa del día?

Instructor: I'm your waiter/waitress. I have suggested callos a la madrileña to you, but you don't know what it is. Ask me, "What is callos a la madrileña?"

--- ¿Qué son callos a la madrileña?

Instructor: You're ordering your meal at a restaurant. Tell me to bring you fried hake.

--- Tráigame merluza frita.

Instructor: You're ordering for your friend. Tell me, "Pork chops for my friend."

--- Chuletas de cerdo para mi amigo/a, por favor.

Instructor: You're just about to finish your main dish. I'm your waiter/waitress and I say to you, "¿Postre?" What did I ask you?

--- Dessert?

Instructor: I'm taking your dessert order. How would you say,  
"Bring us rice pudding."

--- Tráiganos arroz con leche, por favor.

Instructor: You have finished eating. Ask me to please bring  
you the check.

--- La cuenta, por favor.