

Spanish 1 Summer Assignment – Srta. Mannarino

The Summer Assignment is intended to help you learn about Hispanic Culture in English over the summer. You will read the section titled The Spanish Speaking World and complete Exercise A on page 5 filling in the blanks. Then you will read Hispanic Influence in the United States & on page 10 you will do Exercise A - the Matching Column.

In order to receive full credit for this assignment, it must be completed by the first full week of classes. You will be graded on completion.

Enjoy your summer and may God bless you.

The Spanish-Speaking World

1. The Hispanic World

The Difference Between "Hispanic" and "Spanish"

The word *Hispanic* refers to any person whose native language is Spanish or to anything that is characteristic of the people or culture of the Spanish-speaking world. The word *Spanish*, on the other hand, refers only to the people and culture of *Spain*. Many Americans mistakenly call any Spanish-speaking person "Spanish" regardless of his or her country of origin. It makes no more sense to call someone "English" because of his or her native language—though that person might be an American, Australian, Canadian or Irish! *Keep in mind that only Spaniards are Spanish.*

El Mundo Hispano

The Hispanic world consists of Spain, the 19 Spanish-speaking countries of the Western Hemisphere and the Hispanic communities of the United States. Spanish is the native language of about 20 million Americans. The Hispanic population of the world is about 250 million.

La América Española

The countries of Spanish America can be grouped as follows:

A. México

B. Centroamérica. The republics of Central America are:

<i>Guatemala</i>	<i>Nicaragua</i>	<i>Costa Rica</i>
<i>Honduras</i>	<i>El Salvador</i>	<i>Panamá</i>

C. Las Antillas (the islands of the Caribbean). The Hispanic countries in this group are:

Puerto Rico (a self-governing commonwealth of the United States)

Cuba

la República Dominicana (the Dominican Republic). This republic shares the island of Hispaniola with the republic of Haiti. (Since the language of Haiti is French, it is not part of the Hispanic world.)

D. Sudamérica. The Spanish-speaking countries of South America are:

<i>Venezuela</i>	<i>el Perú</i>	<i>la Argentina</i>
<i>Colombia</i>	<i>Chile</i>	<i>el Uruguay</i>
<i>el Ecuador</i>	<i>Bolivia</i>	<i>el Paraguay</i>

Although these countries differ from one another in some important ways, they have a common language and many cultural similarities that reflect their common Spanish heritage.

Some Aspects of Hispanic Civilization

1. *The Spanish Language.* The English language as spoken in the United States differs slightly from the language spoken in Britain: a truck is a *lorry* in England, where gasoline is called *petrol*, an elevator a *lift* and all Americans are *Yanks*.

Like English, the Spanish language also has its varieties. Spoken Spanish differs slightly from one Hispanic country to another. There are, for instance, differences in pronunciation. Most Spaniards (but not those of southern Spain) pronounce *cinco* as "theenko" and *zapato* as "thapato"; they also pronounce the *J* in *José* more harshly than do their Spanish-American cousins. The Argentinians (and other Hispanic Americans) pronounce *ll* and *y* like the sound of *s* in the English word "pleasure"; if we use *zh* to represent that sound, then *yo me llamo Pepilla* sounds like "zho me zhama Pepizha." Many people in southern Spain and Spanish America do not pronounce the final *s* or *d*, the *s* preceding a consonant, or the *d* in the endings *-ado* and *-ido*. For example, *los mismos estados* becomes "lo mímimo e'ta-o." Despite such variations in pronunciation, *hispanos* of different countries generally have no difficulty in understanding one another.

There are also differences in vocabulary. The word for potato is *patata* in Spain but *papa* in most of Spanish America. The word for orange is *naranja* everywhere but in Puerto Rico, where that fruit is called a *china*. The Spanish word for bus is *autobús* in most of the Hispanic world, but not in Cuba, Puerto Rico, and the Canary Islands, where a bus is a *guagua*.

Words that mean one thing in one country may mean something else in another country. In Chile, a *guagua* is a baby; in Mexico, the word for bus is *camión*, which means "truck" in the rest of the Hispanic world. A *bodega* is a wine cellar in Spain but a grocery store in many parts of Spanish America.

And, as we shall learn: in most of Spain the plural of *tú* is *vosotros*, whereas most Spanish Americans use *ustedes* as the plural of both *tú* and *usted*.

2. *Names (nombres y apellidos).* Many *hispanos* are named after saints—Pedro, José, Juan, María, Teresa, etc.—and they generally celebrate their saint's day rather than their birthday.



A game of *fútbol* in Mexico City. *El fútbol*, or soccer, is the most popular sport in the Spanish-speaking world.

You may have noticed that many Hispanic people have more than one last name, or *apellido*; for example, Ramón López Rodríguez. Ramón has taken his mother's maiden name (Rodríguez) and added it to his father's name (López).

Another example: María Rodríguez Molina marries Pedro Vargas Vélez. She now calls herself María Rodríguez de Vargas, since she is now *of* señor Vargas. Of course, she may carry her name further if she wishes: María Rodríguez Molina de Vargas Vélez. But this could become confusing. Suppose that María and Pedro have a daughter named Carmen. Her complete name would be Carmen Vargas Rodríguez—the father's name followed by the mother's. She would be formally addressed as "señorita Vargas," for short.

3. Sports (los deportes). El fútbol, the Spanish word for *soccer*, should not be confused with *football*, the American game. Soccer is very popular throughout the Hispanic world.

La corrida de toros, or bullfight, has been the most popular sport in Spain and in a few Spanish-American countries for the last two centuries. In recent years, however, its popularity has been declining in favor of soccer. During the season of corridas, the bullfight takes place on Sunday at about five o'clock in the afternoon. On special occasions, bullfights may be held on other days of the week.

Jai alai, a sport similar to our handball, originated in the Basque Provinces of Spain. It is played on a court called a frontón. The game is played at great speed and requires much skill.

Baseball (el béisbol) is very popular in Puerto Rico, Cuba, the Dominican Republic, Mexico and Venezuela.

4. The Siesta. In the early hours of the afternoon, when the intense heat of the sun discourages physical activity, people take a rest period, la siesta. Business people shut their doors at about one o'clock and go home, returning to work at about four o'clock. During this period, they eat their midday meal, generally the heaviest of the day, and take a nap or rest.

In the past few years, however, the custom of taking a siesta has been disappearing in many Hispanic cities. Nowadays, many shops remain open for business during the siesta period. One often finds the streets and cafés as crowded during that period as at any other time of day.

5. Meals (las comidas). In Hispanic countries, the meals of the day are generally as follows: Breakfast (el desayuno) usually consists of a cup of coffee and a small roll or sweet cake. The coffee is much stronger than American coffee and is often taken with a great deal of boiled milk.

Lunch (el almuerzo) is a second breakfast in some countries, where it is eaten at about 10 o'clock. In other countries, it corresponds more closely to an American lunch and is eaten at about 1:30—that is, just before the siesta begins. Also called la comida in many places, it is usually a heavy meal consisting of several courses.

La merienda, an afternoon snack, is taken at the end of the siesta and may consist of coffee, hot chocolate, rolls or cakes, and perhaps an aperitivo, which may be any alcoholic beverage.

Dinner (la cena) is often a light meal eaten fairly late in the evening, sometimes as late as 11 o'clock.

6. Las Fiestas Patronales. Every Hispanic country, town, and city is dedicated to a patron saint who has been adopted as its protector. For example, the patron saint of Madrid is San Isidro (Saint Isidore) and that of San Juan, Puerto Rico, is, of course, San Juan (Saint John).

In honor of their patron saint, people hold annual fiestas patronales. These are festivals

that may last as long as a week. Fireworks and parades, food and drink, merry-go-rounds and various games all contribute to the festive atmosphere.

A spectacular highlight of the *fiesta patronal* in Pamplona, a city in northeastern Spain, is the charge of wild bulls through the streets of the town. The celebration of San Fermín, patron saint of Pamplona, begins on July 7 and lasts eight days.

Every morning at 7 o'clock the sound of a rocket exploding above the town announces the moment when the doors of the corral are opened and the bulls are turned loose. The bulls run through the streets to the bullring, led by hundreds of daring and high-spirited people who run ahead of the beasts, dodging the horns as best they can. This spectacle is followed by various day-long festivities, including a bullfight.

The Pamplona festival is one of the most exciting of the *fiestas patronales* that occur throughout the Hispanic world.

7. Schools. Boys and girls of Hispanic countries generally begin their schooling in an *escuela primaria* or *escuela elemental*, which they attend for six years. Then they go to a secondary school that is called either an *instituto* or a *liceo* or a *colegio* or some other name, depending on the country. They attend this school for five or six years.

Upon graduating from the secondary school, they receive a diploma called a *bachillerato*, after which they may go to the *universidad*. (Do not confuse a *colegio* with an American college. The *colegio* is a type of senior high school, whereas college would be translated as *universidad*.)

In Hispanic countries, the school day is generally longer than ours, and Hispanic students take more courses per semester than American students do. Boys and girls usually go to separate schools. In the Hispanic world, the primary purpose of going to the university is to prepare for a career or profession.

8. Holidays (los días de fiesta). La Navidad (Christmas), Pascua de Resurrección (Easter) and el Día de la Raza (which celebrates Columbus's discovery of America) are celebrated in all Hispanic countries.

Until recently it was the custom for Hispanic boys and girls to receive gifts on January 6 instead of Christmas. January 6, called el Día de los Reyes Magos, is celebrated as the day on which the Three Wise Men (called los Reyes Magos in Spanish) brought gifts to the infant Jesus. In recent years, however, there has been a growing tendency (especially in Spanish America) to distribute gifts at Christmastime, as in the United States.

Every Hispanic country has its own holiday commemorating its discovery or its independence from Spain. For example, Puerto Rico celebrates its discovery by Columbus on November 19. Mexican Independence Day is September 16.

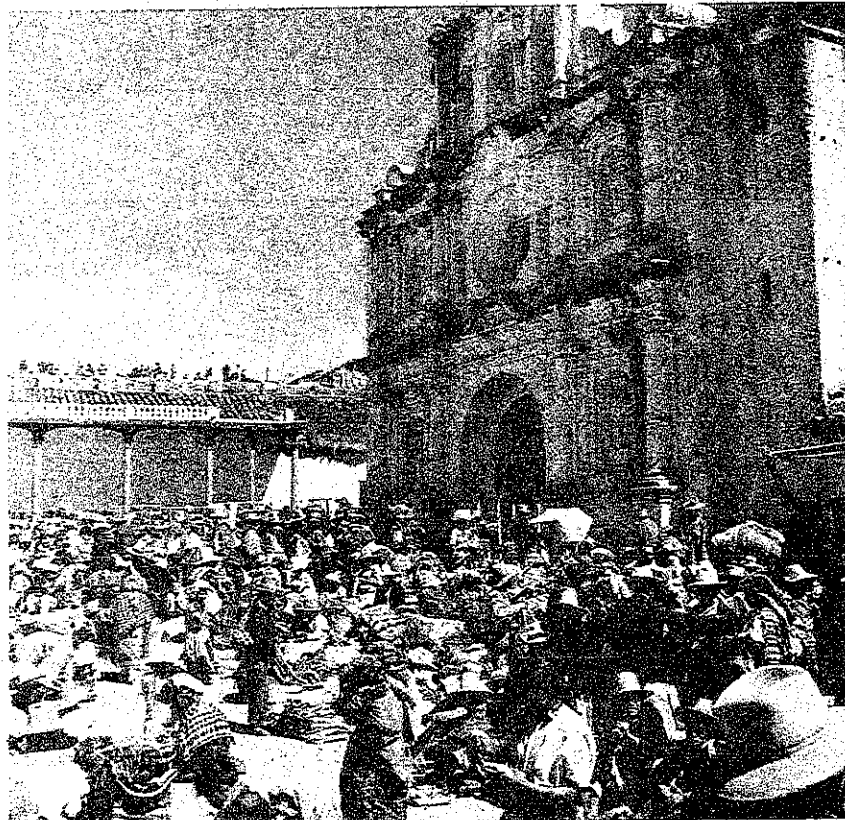
9. El Mercado. The marketplace in Spain and in Spanish-American countries is a lively and colorful place. Many towns and villages have outdoor markets that are assembled once a week, each town having its own market day. The numerous stands and booths sell every kind of merchandise: food and drink, clothing, souvenirs, etc. The customer is often expected to reject the first price that is asked and to haggle (*regatear*) with the vendor until he reduces the price.

All towns have at least one market situated inside a building. This market is generally open every day but Sunday. Here, too, everything is sold, including groceries. The housewife can often be seen going from stand to stand, comparing prices. Since many homes in small towns do not have adequate refrigeration, shopping each morning for the day's meals is a common practice.

EXERCISES

A. Complete the sentences.

1. "Hispanic" and "Spanish" should not be used as synonyms; for example, people from Costa Rica, Mexico and Spain are all _____, but only citizens of Spain are _____.
2. Argentina and Chile are countries of _____.
3. The Dominican Republic and Cuba are countries of the _____.
4. Most Spaniards pronounce the *z* of *azul* as we pronounce _____ in English.
5. *Guagua* means _____ in Puerto Rico.
6. The pronoun *vosotros* and its corresponding verb forms are used only in _____.
7. The maiden name of *Ana Molina de Vega* is _____.
8. _____ is played on a *frontón*.
9. The last meal of the day in Hispanic countries is called _____ in Spanish.
10. *San Fermín* is the patron saint of the city of _____.
11. After finishing a secondary school, a student in a Hispanic country receives a diploma called a _____.
12. Columbus Day in Spanish is called _____.



Market day in San Francisco,
Guatemala

2. Hispanic Influences in the United States

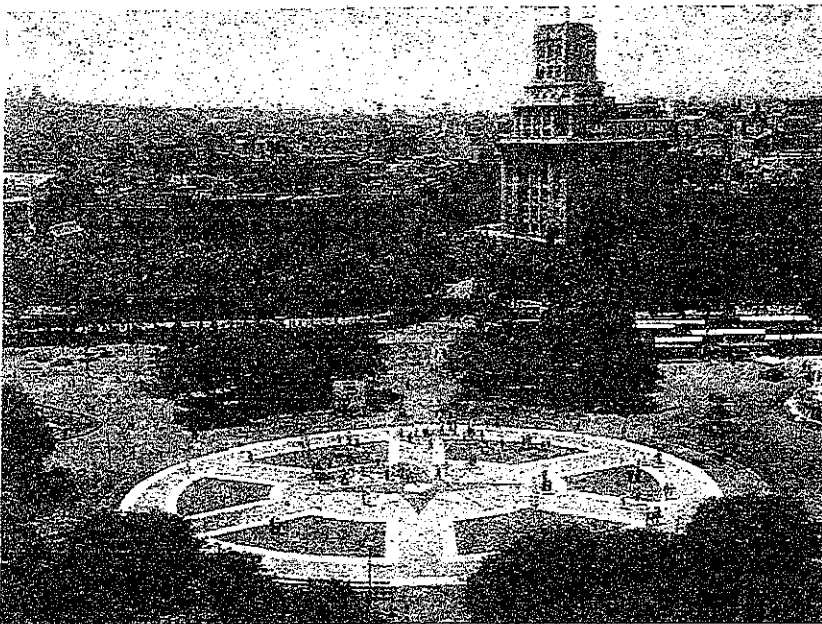
If we glance at a map of the United States, we can see many signs of Spain's impact on the development of our country. The names of seven states are Spanish, and the entire Southwest is studded with Spanish names for cities, towns, parks, rivers, and other geographic features. Some of these names are especially prominent: Los Angeles, San Diego, San Francisco, Sacramento, the San Joaquín Valley, in California; the Mesa Verde National Park and the Sangre de Cristo mountain range, in Colorado; Las Vegas, in Nevada; Santa Fe and Los Alamos, in New Mexico; El Paso, San Antonio, and the Río Grande, in Texas; and many others.

Other signs of Hispanic influence can be found in our language. Popular films and stories about the "Wild West" have made us all familiar with many cowboy expressions that are of Spanish origin: lasso (from *lazo*), lariat (*la reata*), "vamoos!" (*¡vamos!*), hoosegow (*juzgado*), sierra, mesa, rodeo, etc.

Explorations in the New World

Names on a map, a few words of cowboy-talk: these are only the barest clues to the important role played by Spain and Mexico in American history. This role is part of a long and interesting story that can be summarized as follows:

After Columbus discovered the New World, in 1492, he was followed by many Spanish explorers and conquistadores (conquerers). In April, 1513, Juan Ponce de León arrived at



The Plaza de Cataluña in Barcelona, Spain

the mouth of a river near the present site of Jacksonville, Florida, and took possession of the entire peninsula—which he mistook for an island. He named it **La Florida** because of its abundance of pretty flowers (*florida* means "flowery") and because he had discovered it during the Easter season (*la Pascua Florida*).

In 1519, Hernán Cortés and some 550 soldiers landed on the Gulf of Mexico near present-

day Veracruz. In two and a half years of intermittent warfare, he subdued the Aztec Indians, killed their ruler, Montezuma, and captured their capital city, Tenochtitlán (the site of Mexico City today). After this victory, the Spaniards gradually conquered all of Mexico. The vast area of this conquest included most of the American Southwest, which had been an integral part of Mexico until the Mexican War (1846–48).

In the year 1528, an expeditionary force commanded by Álvar Núñez Cabeza de Vaca started out from Tampa Bay, Florida, and sailed up the coast of the peninsula. On reaching the mouth of the Mississippi River, the ship was blown by a violent storm all the way to Galveston Island, off the coast of Texas. Crossing to the mainland, Cabeza de Vaca and three other survivors trudged hundreds of miles through Texas till they reached San Miguel de Culiacán in what is now Sinaloa, Mexico. During this expedition into Mexico, Cabeza de Vaca was captured by the Sioux Indians and lived among them for a time, serving as their medicine man.

In 1539, Hernando de Soto, governor of Cuba, journeyed to Florida and the Carolinas, turned westward and discovered the Mississippi River. In Mexico, Francisco Vázquez de Coronado, a conquistador, led an expedition northward in search of the fabled cities of Cibola. These "seven cities of gold" were supposed to lie somewhere in the region now called New Mexico. Coronado never found those legendary cities, but his expedition discovered the Grand Canyon instead.

Two other important Spanish conquerers should be mentioned here, although the story of their exploits falls outside the scope of this chapter: Vasco Núñez de Balboa, who discovered the Pacific Ocean on the shores of Panama, and Francisco Pizarro, conqueror of Peru.

When California was part of the Spanish Empire, missions were founded there to convert the Indians to Christianity. This task was assigned to the Franciscan missionaries of Mexico, who were led by Father Junípero Serra. Between 1769 and 1823, the missionaries built 21 missions along the *Camino Real* ("the King's Highway"), which extended from San Diego to San Francisco.

In 1824, Mexico achieved its independence from Spain—an event that opened a new chapter in the history of the Southwest.

Hispanic Communities in the United States

Spanish-speaking Americans can be found in all parts of our country, but most *hispanos* live in the following areas:



At the "marqueta" in New York City In Spanish Harlem a Puerto Rican vendor of tropical fruit displays his wares beneath signs in Spanish.

1. *The Southwest.* Most Hispanic residents of California, Texas and other southwestern states are descendants of the Spanish settlers who had lived in those areas when they were still parts of Mexico. To their number must be added the many thousands of Mexicans who have been traveling back and forth across our southern border since the turn of the century. In search of jobs, these migrants came to the U.S. as *braceros*, or farm workers. Many of them eventually settled permanently in California and other states.

Mexican-Americans are popularly called *chicanos*, a word derived from *mexicano*. Chicanos are proud of their Mexican origin and emphasize such values as strong family loyalty, personal honor, and *machismo* (manliness). Many Chicanos live in sections of American cities called *colonias* or *barrios*.

Mexican-Americans are also proud of a linguistic heritage they share with all other Hispanic communities: the Spanish language. In 1968, an act of Congress provided funds for the support and encouragement of bilingual education in public schools that are attended by large numbers of Spanish-speaking schoolchildren. Programs have been introduced in many school districts and have helped pupils develop skill in using both English and Spanish.

2. *Florida.* After the Cuban Revolution of 1959, many Cubans who did not wish to live under a Communist government sought refuge in the United States. About 500,000 Cubans settled in the vicinity of Miami, Florida. Most of these refugees were high school or college graduates who had been in business or the professions before leaving Cuba. Although they had to start their lives over again in Florida, many eventually established new businesses or resumed their former careers. Today the Cuban *colonia* in Miami is one of the most prosperous Hispanic communities in the United States.

3. *New York City.* Spanish-speaking New Yorkers come from all parts of the Hispanic world. Most of them, however, are from the island of Puerto Rico. There are about a million people of Puerto Rican origin in New York City.

Puerto Ricans have been coming to the mainland ever since the United States took possession of the island in 1898, at the end of the Spanish-American War. They have been able to enter the country in large numbers because, as citizens of the United States, they are not subject to immigration quotas.

The greatest influx of Puerto Ricans occurred in 1945 and in 1951. Most of them settled in New York, where they had friends and relatives. New York also offered a wide variety of employment opportunities, especially to unskilled and semiskilled workers.

Many Puerto Ricans who arrived in the 1940's and 1950's have become assimilated Americans. Some of their children can hardly speak Spanish at all. Most *borinqueños*,* however, continue to speak Spanish among themselves and reside in their own communities: sections of Brooklyn, the South Bronx, and a district in Manhattan that they call *el Barrio*.

In the 1950's, a group of young *borinqueños* created the Puerto Rican Forum to promote the interests of Puerto Ricans in New York City. In 1961, the Forum founded an organization called *Aspira*—a word meaning "strive," or "aspire." The purpose of *Aspira* is to promote higher education for Puerto Ricans. *Aspira* encourages them to have faith in their ability to achieve a better future for themselves through education.

Aspira has played an important role in the development of bilingual school programs, which are designed to help Hispanic students who do not have an adequate knowledge of English. Some classes are conducted in Spanish. Bilingual programs also provide intensive training in English. *Aspira* now has branches in several states and offers its services to all Spanish-speaking Americans, not only Puerto Ricans.

*Puerto Ricans call themselves *puertorriqueños*, *borinqueños*, or *boricuas*. The last two are derived from an Indian name for the island of Puerto Rico.

4. *Other Hispanic Groups.* As we have seen, the majority of *hispanos* in the United States are of Mexican, Cuban or Puerto Rican origin. But there are also large numbers of immigrants from Spain, the Dominican Republic and the countries of Central and South America. Like all other immigrants, whatever their nationality, these people have come to our shores for the same basic reasons: to escape from hopeless poverty or from political oppression, to improve the quality of their lives and to secure a better future for their children.

EXERCISES

A. Next to each item in column A, write the letter of the item in column B that best describes it.

Column A	Column B
_____ 1. rodeo	a. founded missions in California
_____ 2. Ponce de León	b. section of a city in which Mexican-Americans live
_____ 3. de Soto	c. section of New York City in which many Puerto Ricans live
_____ 4. Tenochtitlán	d. promotes higher education for Puerto Ricans
_____ 5. padre Junípero Serra	e. discovered the Mississippi River
_____ 6. bracero	f. subjects are taught in two languages
_____ 7. colonia	g. a Spanish word used in English
_____ 8. "el Barrio"	h. Mexican farm laborer
_____ 9. Aspira	i. discovered Florida
_____ 10. bilingual classes	j. old name of Mexico City
