THE TEACHING OF ENGLISH TO NON-ENGLISH-SPEAKING MIGRANTS.
BY- VITO, LAWRENCE
COLLIER COUNTY BOARD OF PUBLIC INST., NAPLES, FLA.
EDRS PRICE MF-$0.09 HC-$1.40 35P.


THIS PROVISIONAL GUIDE FOR TEACHING ENGLISH TO NON-ENGLISH SPEAKING MIGRANTS PRESENTS THE USUAL ENGLISH LINGUISTIC PROBLEMS OF SPANISH-SPEAKING LEARNERS--CONSONANT SOUND PROBLEMS, VOWEL SOUND PROBLEMS, CONSONANT CLUSTER PROBLEMS, LANGUAGE RHYTHM PROBLEMS, AND INTONATION PROBLEMS. AIDS TO SPANISH USAGE AND PRONUNCIATION, INCLUDING VOWEL SOUNDS, CONSONANTS, SYLLABLE STRESS AND DIVISION, AND DIPHTHONGS, ARE DISCUSSED, AND TEACHING MATERIALS AND TEACHER GUIDELINES ARE RECOMMENDED. INCLUDED ARE ENGLISH-SPANISH COMPARISONS FOR NAMES OF CHILDREN, FAMILIAR CLASSROOM EXPRESSIONS, AND FORMAL EXPRESSIONS USED WITH ADULTS. BOOKS I AND II OF FRIES AMERICAN ENGLISH SERIES IN IDENTIFICATION OF PATTERNS ARE OUTLINED. A SHORT BIBLIOGRAPHY IS INCLUDED. (RB)
THE TEACHING OF ENGLISH TO
NON-ENGLISH-SPEAKING MIGRANTS

by Lawrence P. Vito, Chairman
Foreign Languages Committee
Collier County, Florida

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE
PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION
POSITION OR POLICY.
THE TEACHING OF ENGLISH TO NON-ENGLISH SPEAKING MIGRANTS*

By Lawrence P. Vito, Chairman
Foreign Languages Committee
Collier County, Florida

A PROVISIONAL GUIDE

INTRODUCTION:

Collier County, especially in the Immokalee area, expects the greatest influx of Non-English speaking migrants that it ever had before. Because these migrants and their children have educational needs that are quite different from those of the native English speakers, it is important that their needs be recognized and that the necessary provisions be made for meeting them. The challenge of making these provisions requires an informed and understanding attitude toward their language and a strong concern for their welfare, adjustment, and growth, before there can be any effective teaching and learning.

The educational goals of the non-English speaking children are also quite different from those of the English speaking pupils. As the primary need for these migratory young people is verbal communication, then the main emphasis at first is placed on their learning to speak, and soon they may know enough English to enable them to participate as much as possible, for the time they are here, in the regular school program, and at their particular elementary or secondary level. The goal for the adult students should be quite the same, although it might be less attainable, because of their small amount of time spent in school, and also because of their proneness to miss school for various economic reasons. To be sure, some children, as well as some adults may already have more or less competence in the use of English, but whatever the degree of their ability to understand and use English, they should not be held responsible for content in areas such as science, and social studies. They can, however, be expected to achieve a more satisfactory success in art, music, mathematics, shop, home economics, and physical education in which demonstration and evaluation can be made through performance rather than verbalization.

*The English speaking migrant children can profit from the same program since they also are constantly on the move, and their language and cultural background may be very poor.
Generally, non-English speaking pupils will have the same range of emotional and learning problems as do the English speaking children. Ordinarily, these new pupils would require between one and two years to learn English well enough to do the regular work of the grade in which they belong, but only the very young can be expected to learn to speak English without an accent and without some of the errors that are characteristic of foreign speakers. This is because language learning, like teething, is a normal function of childhood. Like a sponge, the young child absorbs all habits, attitudes and activities. However, since we are dealing with the problem of the ever shifting migrant, it is difficult to predict how long it would really take these youngsters to learn to handle the expected minimum of their new language. It will depend a great deal on whether their new destination has a similar program and whether these same pupils return to us year after year. We do know, however, that if these children happen to go to such places as New York, Texas, Arizona, Colorado, California, and Puerto Rico, they will have the same type of program, namely, the Miami Linguistic Readers Series, and perhaps also the Fries American English Series.

Before we attempt to teach English as a foreign language, it must be shown how English compares with, or mainly how it differs from other languages, and how the learner may react toward it. The English Language, having evolved from so many other tongues, both ancient and modern, has posed countless problems with its phonology throughout its developmental changes to modern times. So vast is its lexical range that even as far back as Shakespeare's time it contained some 400,000 words. The present estimate, according to lexicographers, is 5,000,000 and, of course, still growing with our continuing coinage of terms in all fields of endeavor. "Our Queer Lingo" is the only popular modern language that cannot be taught by means of the International Phonetic System. In a purely phonetic language there are as many letters in the alphabet as there are elementary sounds. Since this is so, then sounds and letters do agree and, therefore, there is no need for formal spelling in reading and writing. Written dictation takes its place. English however has 44 elementary sounds, but only 23 alphabet letters with which to indicate them, the letters C, Q, and X being superfluous and variable in their use.*

*For an array of interesting statistical figures on English phonology see Reading with Phonics by Hay & Wingo (Revised Teachers' Edition), J.B. Lippincott Co.
In spite of these figures and irregularities, the basic speaking vocabulary can be mastered by any child by the age of five. To quote Dr. Richard N. Krogh in the last verse of his poetic spoof on the English language (New Mexico Foreign Language News),

"English, a dreadful language? Why, man alive,
I'd learned to talk it when I was five,
And yet to write it, the more I tried,
I hadn't learned it at fifty five."

However, to understand the linguistic problems the non-English speaking children will be facing in learning the new language, we must realize that they will have to cope with not only the irregular phonology* that befuddles our own English speaking children when they are introduced to reading, but also with problems related to culture, grammatical order, and a limited Spanish phonetic range. The usual difficulties of Spanish speaking learners are as follow:

CONSONANT-SOUND PROBLEMS

1. The th, as in thumb, thin, path. The Spanish-speaker, in attempting to approximate this sound, will usually produce an s sound, as sing, sin, pass. But he can be helped by comparing this sound to the Castilian "C" in Cinco.

2. The j, as in the word judge. In attempting to pronounce this sound, the Spanish-speaker will say chuch. Still others pronounce it as "y" in you.

3. The th, as in the words the, though, and this. The Spanish-speaker will usually pronounce this sound as a soft d, as de, dough and dis.

4. The sh, as in the words she and shoe. The sound is often produced by Spanish-speakers as s, as see and sue. Others will pronounce it as "ch" in chair.

5. The voiced s sound, as in zinc, rise, and zoo. This sound is produced by the Spanish-speaker as a voiceless s, as sink, rice, and Sue.

* : an "illuminating" discussion on the many phonetic transcriptions of the same key word see Gleason's Introduction to Descriptive Linguistics, Chap. 16. Here is an example of three transcriptions for the same key word----beat: byit----bit----bet.
7. The **k** sound, as in **bar**, **rabbit**, and **cap**. In attempting to approximate this sound the Spanish-speaker may say the **p** sound as in **par**, **rapid**, and **cap**.

8. The **y** sound, as in **vote**, **veil**, and **vest**. In attempting to approximate this sound the Puerto Rican learner of English will say **boat**, **bail**, and **best**.

9. The **g** sound, as in **din** and **den**. The Spanish-speaker will usually pronounce this sound as a **t** in **tin** and **ten**. Others may sound it as "th" in **this**.

10. The **ch** sound, as in **watch**, **catch**, and **chew**. In attempting to approximate this sound, the Spanish-speaking learner of English will say the **sh** sound as in **wash**, **cash**, and **shoe**. With a little patience, however, the learner can be shown that it is the same sound as in **mucho**.

11. The **y** sound, as in **use** and **yellow**. The Spanish-speaker will usually pronounce this as **juice** and **jello**. Here again, he can be shown that Spanish has the same sound in the "**y**" in **yuca**.

12. The **n** sound when it appears in final position in words like **thin**, **run**, and **ton**. The Spanish-speaking pupil will usually say **thing**, **rung**, and **tongue**.

13. The **m** sound when it appears in final position in words like **comb**, **dime**, and **some**. The Puerto Rican pupil in attempting to approximate this sound will say **cone**, **dine**, and **son**.

14. The **g** sound in such words as **dug**, **goat**, and **pig**. This sound is usually produced by the Spanish-speakers as **duck**, **coat**, and **pick**.

15. The sound **w** as in **way**, **wash**, and **woman**. Spanish-speaking pupils will usually say **qwash**, **qway**, and **qwoman**, because in Spanish the "**w**" sound is generally preceded by the "**g**" sound: **"água"**, **"guante"**, **"guapo"**.

**VOWEL SOUND PROBLEMS**

1. The **a** as in **hat**, **cat**, and **map**. This sound is usually pronounced by the Spanish speaker as the vowel in **hot**, **cot**, and **mop** (or after many attempts to approximate the sound, as **het**, **ket**, and **mep**).
2. The vowel sound in the words done, sung, and cut. The Puerto Rican pupil will tend to produce this sound as in dawn, song, and caught.

3. The ee sound as in leave, feel, and sheep. This sound is usually pronounced by the Spanish-speaker as the i sound in live, fill, and ship.

4. The i sound in live, fill, and ship. This sound when attempted by the Spanish-speaker is produced as the ee sound in leave, feel, and sheep.

5. The ey sound in late, mate, and gate. The Spanish-speaking pupil may produce this sound as the e sound in let, met, and get.

6. The e sound in let, met, and get. The Puerto Rican pupil will tend to produce this sound as the ey sound in late, mate, and gate.

7. The oo sound in pool and fool. The Spanish-speaking pupil, in attempting to approximate this sound, will pronounce it as the u sound in pull and full.

8. The u sound as in pull and full. This sound will be produced by the Spanish-speaking pupil as the oo sound in pool and fool.

9. The o sound as in coal, bowl, and hole. The Spanish-speaking pupil in attempting to approximate the English sound will say it like the vowel sound in call, ball, and hall.

10. The sound aw in dawn, song, and caught. The Spanish-speaking pupil may, after practice in other English vowel sounds, produce it as the o of done, sung, and cut.

11. The o sound in hot, cot, and mop may approximate the a of hat, cat, and map.

CONSONANT CLUSTER PROBLEMS*

In addition to the problems of understand and producing the significant consonant and vowel sounds of English just indicated, the Puerto Rican learner is also faced with problems of consonant clusters. Many English clusters do not exist in Spanish, or, if

they do exist, do not occur in the same positions. For example, the kt cluster appears in Spanish in such words as acto, tacto, octavo, etc., but does not appear in final position in Spanish words. Hence, the Spanish-speaking person has difficulty in pronouncing the kt combination in such words as act, walked, talked, liked, etc., The sp cluster appears in the Spanish in such words as espanol, espeso, esposa, etc. Since it is always preceded by the e sound in Spanish, the Spanish-speaker will tend to hear and say the e sound as preceding the initial sp in English. Hence, he will say espeak, for speak, estudy for study, etc., and the older he is the more difficulty he will have in pronouncing and espeaking English

The sound clusters underlined in the following words illustrate the basic consonant clusters that do not appear in final position in Spanish words: store, speak, small, snow, sky, sleep, screw, spring, square, street.

The sound clusters underlined in the following words illustrate the basic consonant clusters that do not appear in final position in Spanish words: land, hunt, fast, fence, old, box, world, sink, act, change, melt, desk, help, milk, health, first, ask, bench, left, film, tenth, hands, fifth, eighth, clubs, bags, breathes, lifts, walks, lived, raised, pushed, pulled, touched, watched, danced, cashed, helped.

The teacher must expect her Spanish-speaking pupil to require special help with consonants and consonant combinations like those listed in the two preceding paragraphs.

FOR PROBLEMS IN RHYTHM

Rhythm in language is a matter of stress and speed. In English, stress is rather regularly spaced in terms of time interval between accented syllables. For example, in the following sentence each of the three sections takes about the same time to say:

The cow/ lives on the farm / next to my uncle's house.

that is "the cow" (2 syllables) takes about as long to say as "Lives on the farm" (4 syllables) and"next to my uncle's house" (6 syllables).

In order to maintain this regular rhythm, we accelerate our production of unaccented syllables between stressed syllables.

The Spanish-speaker can not, when first encountering English, reproduce this steady language rhythm or understand it because of the tendency in Spanish to produce all syllables at about the same rate of speed.
In addition, there are some features of stress in Spanish which tend to carry over into English and to contribute to what some may consider a characteristic "Puerto Rican accent." For example, the Spanish-speaker tends to stress the following language elements which the English-speaker never stresses in everyday matter-of-fact speech:

1. The articles *a*, *an*, and *the*. The Spanish-speaker will say: *a peach* for *a peach*; *an apple* for *an apple*; *the grapes* for *the grapes*.

2. The possessive adjectives *my*, *your*, *his*, *her*, *its*, *our*, and *their*.

3. The prepositions *in*, *on*, *off*, *under*, *to*, etc.

4. The Puerto Rican is likely to stress the pronouns *I*, *me*, *we*, *us*, *he*, *him*, *you*, *they*, *them*, *she*, *her*, and *it*.

5. The Spanish-speaking pupil will frequently stress such conjunctions as: *although*, *and*, *or*, *as*, *that*, etc.

6. The Spanish-speaker will usually stress any form of the verb *be* and the auxiliary verbs. The Puerto Rican will say: *I am walking* for *I am walking*; *He is a monitor* for *He is a monitor*; *We are here* for *We are here*; etc.

**MAJOR PROBLEMS IN INTONATION**

The rise and the fall of the voice make up the intonation or melody patterns of the language. The intonation patterns of English differ from those of Spanish. As in the case of the sounds and the rhythm, the Spanish-speaking person will tend to carry over into English the intonation patterns of his original language. For example, in English the polite request pattern uses a falling intonation: *Please open the door*. In Spanish, however, the polite request uses a rising intonation.

Features of intonation are complicated and do not lend themselves to simple generalizations. For a more complete discussion of intonation, the reader is referred to: Kenneth L. Pile, *The Intonation of American English* (Ann Arbor: University of Michigan Press, 1945).
However, for our own purpose and guide, examples of intonation may be found in the index of every manual in the Miami Readers Series of every Teachers' Guide in the Fries American English Series.

TEXTS TO BE USED:

1. Bulletin 1-C (Revised) - Dade County Plan - For The Teaching of English as a Second Language. This manual contains the entire plan: Administration, orientation, classification, grade placement, scheduling, guidance, library services, evaluation and testing, promoting and grading, record cards, qualifications for regular teachers and Cuban or Puerto Rican Aides, in-service education methods and procedures, and other useful information.

2. The Miami Linguistic Readers Series - with teachers manuals. Grades 1-3

3. The Fries American English Series (Revised) - with Teachers' Guides, including an appendix on pronunciation and intonation. Grades 4 and up.

4. Teaching English to First and Second Grade Latin-American children - (possibly revised) Bulletin #2-G, Dade County, Florida.

These texts, manuals, guides and materials all adhere to the basic philosophy for the sequence of language teaching: modeling, listening, (mimicking and repeating the model until absorbed, by the class, the group, the individual, and back to the class), speaking, and reading and writing the same materials.

GUIDELINES FOR TEACHERS:

1. The primary instructional goal is to teach the non-English speaking children to understand and to speak English so that they will develop an adequate oral command of the English language before they are taught to read and write. Only after listening and speaking have been mastered may the printed word be used. Mastery is defined as instantaneous and immediate response (response without hesitation) to the words used in varying language situations.
2. The special qualities of a teacher who will work with the non-English speaking child include patience, kindness, understanding and sincerity. The child needs to be accepted. Acceptance of the child is reflected by the teacher's attitude, a smile, gestures. The child's school environment must be one of trust, understanding and security. Human relationships will determine the willingness of the child to speak.

3. Praise all efforts to speak English. Criticism, not carefully directed, may drive the child into silence and back into Spanish.

4. Voice has a very important effect upon pupils. The intonation and inflection are imitated by children even before they can express themselves adequately. Speak clearly and distinctly. Pronunciation must be correct.

5. Work with whatever system is adopted and the words common to the child's environment and experiences, within the framework of the most useful grammatical patterns of the language.

6. Continuous repetition and drill in listening, speaking and repeating English is needed.

7. Use objects, pictures and more pictures as well as your hands and motions to get ideas across.

8. When you seem to have a problem in getting across an understanding use a child who understands to explain in the first language.

9. Frequent variation of learning activities will break the monotony of needed verbal repetition.

10. Spanish should be spoken only in emergency situations.

11. Plan a good day, involving the children as much as possible. Let them know what is to be done, and what is expected.

12. Have a set routine and do not deviate from it anymore than necessary.

13. Set definite and consistent behavior limitations within which all pupils must work so that an understanding is quickly developed regarding what they can and cannot do. This should be started the first day of school.
14. Keep in mind that these children differ among themselves in their capacities for learning. The levels of intellectual achievement will vary. Some children who are successful in other areas of work may find learning through English most difficult. Therefore, teachers must present the lessons with interest and enthusiasm.

15. Speak at a normal speed and use the contractions that English speaking people normally use in speaking colloquial English.

16. Some knowledge of the Spanish language will help. If you can pronounce their names, and can use some expressions when necessary, your new adventure will be more rewarding right from the start.

17. In the following section, for your information and convenience, you have:

1. Minimal Aids to Spanish Usage and Pronunciation.
2. A list of Spanish names.
3. A list of Spanish familiar expressions.
4. A list of formal expressions used with adults.
5. A list of unit pattern drills for the Fries American English Series - Books I and II.
6. A bibliography

MINIMAL AIDS TO SPANISH USAGE AND PRONUNCIATION

1. Nouns

Nouns in Spanish are masculine or feminine.

All nouns ending in o are masculine -- el libro, el muchacho, el sombrero, (Exception -- la mano (f) -- the hand.)

All nouns ending in a, ion, or d are feminine -- la casa, la muchacha, la misión, la lección, la pared, la ciudad. (Exceptions -- el día (m) -- the day; el policía (m) -- policeman.)

A noun having some other ending should be learned with the article which indicates the gender --

el lápiz (m), el papel (m), el pan (m),
la carne (f), la calle (f), la miel (f).
2. **Articles**

The definite article -- *the*

<table>
<thead>
<tr>
<th>sing.</th>
<th>plur.</th>
</tr>
</thead>
<tbody>
<tr>
<td>el (m)</td>
<td>-los (m)</td>
</tr>
<tr>
<td>la (f)</td>
<td>-las (f)</td>
</tr>
</tbody>
</table>

**Example:**

el libro  
la pluma  
los libros  
las plumas

The indefinite articles -- *a, an un*

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>un (m)</td>
<td>una (f)</td>
</tr>
</tbody>
</table>

**Example:**

un amigo  
una casa

3. **Plurals (nouns, etc.)**

A **noun** ending in a vowel adds **s** to form plural --

<table>
<thead>
<tr>
<th>sing.</th>
<th>plur.</th>
</tr>
</thead>
<tbody>
<tr>
<td>el amigo</td>
<td>los amigos</td>
</tr>
<tr>
<td>la niña</td>
<td>las niñas</td>
</tr>
</tbody>
</table>

A noun ending in a consonant adds **es** to form plural --

<table>
<thead>
<tr>
<th>sing.</th>
<th>plur.</th>
</tr>
</thead>
<tbody>
<tr>
<td>el papel</td>
<td>los papeles</td>
</tr>
<tr>
<td>la lección</td>
<td>las lecciones</td>
</tr>
</tbody>
</table>

A noun ending in a "z"--- change "z" to "c" and add **es**:  

<table>
<thead>
<tr>
<th>sing.</th>
<th>plur.</th>
</tr>
</thead>
<tbody>
<tr>
<td>la luz</td>
<td>las luces</td>
</tr>
</tbody>
</table>

4. **Adjectives** (descriptive words)

All adjectives agree in gender and number with the noun they describe.

Adjectives **ending in o, change the o to a in the feminine.**

**Example:**

el papel blanco (m)  
la casa blanca (f)

Adjectives **not ending in o have the same form in the masculine and the feminine.**

**Example:**

el libro grande (m)  
la casa grande (f)  
el lápiz azul (m)  
la blusa azul (f)

Adjectives **form plurals like nouns, adding s or es.**

**Example:**

el papel azul  
los papeles azules  
la puerta grande  
las puertas grandes
Adjectives generally follow the noun they describe, as las casa blanca, etc.

5. **Verbs** (Action words)

In Spanish the verb ending indicates the subject and tense of the verb.

Subject pronouns, I, he, she, etc., are therefore not necessary and are usually omitted.

**Usted** (Ud.) -- you, and **ustedes** (uds.) -- you are retained:

| **I speak** | **Yo** | **hablo** |
| **He, she speaks** | **El, Ella** | **habla** |
| **You speak (singular)** | **Ud.** | **habla** |
| **You speak (plural)** | **Uds.** | **hablan** |
| **We speak** | **Nosotros** | **hablamos** |
| **They speak** | **Ellos** | **hablan** |

Summary of verb endings in present tense; the following are the three types of regular verbs in Spanish:

<table>
<thead>
<tr>
<th><strong>I</strong></th>
<th><strong>You</strong></th>
<th><strong>You</strong></th>
<th><strong>You</strong></th>
<th><strong>We</strong></th>
<th><strong>They</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(yo)</strong></td>
<td><strong>(tu)</strong></td>
<td><strong>(Ud.)</strong></td>
<td><strong>(él, ella)</strong></td>
<td><strong>(nosotros)</strong></td>
<td><strong>(ellos, ellas)</strong></td>
</tr>
<tr>
<td><strong>hablo</strong></td>
<td><strong>hablas</strong></td>
<td><strong>habla</strong></td>
<td><strong>habla</strong></td>
<td><strong>hablamos</strong></td>
<td><strong>hablan</strong></td>
</tr>
<tr>
<td><strong>como</strong></td>
<td><strong>comes</strong></td>
<td><strong>come</strong></td>
<td><strong>come</strong></td>
<td><strong>comemos</strong></td>
<td><strong>comen</strong></td>
</tr>
<tr>
<td><strong>escribo</strong></td>
<td><strong>escribes</strong></td>
<td><strong>escribe</strong></td>
<td><strong>escribe</strong></td>
<td><strong>escribimos</strong></td>
<td><strong>escriben</strong></td>
</tr>
</tbody>
</table>

**AIDS TO PRONUNCIATION**

1. **Vowel Sounds** -- Stress underlined syllables.

   *a* -- as in **father** -- **ala, Ana, casa, sala**

   *e* -- as in **let** -- **el, papel, pared**

   *i* -- as in **machine** -- **si, silla, tinta, sin**

   *o* -- as in **obey** -- **donde, flor, pongo, sombrero**

   *u* -- as in **soon** -- **una, pluma, mula, burro**

2. **Consonants** -- Most Spanish consonant sounds are similar to English

   *b* and *v* are pronounced alike in Spanish, with lips pressed lightly together -- **Habana, vida, voy, vamos, habo**
c -- (before e or i) -- like s -- centavo, cinco, centro
   like k -- camino, como, cura, clase

d -- Pronounced softer in Spanish

g -- (before e or i) -- like h -- gente, general, gitana

g -- (in any other combination) -- like q in go -- gato,
   gorra, gusto, guerra (u is silent in gue), guitarra,
   (u is silent in gui), ingles

h -- is always silent -- hora, hablo, hoy, hasta

j -- like h in He! -- bajo, junto, hijo, Jose

l -- like y in yes -- silla, me llamo

n -- like ny in canyon -- mañana, año, niño

q -- always followed by u -- pronounced like k -- qué --
   quien, quiero

r -- trilled slightly -- para, tres, treinta

rr -- trilled strongly -- perro, carreta

x -- (before vowel) *---as in English* -- examen, exacto, éxito

x -- (before consonant) -- like s -- Taxco, explicar, extra

y -- like Spanish i -- y, muy, hay

z -- like s -- diez, lápiz, feliz, zapato, cabeza

* Mexico -- x pronounced like h (Aztec word).

3. Stressing of syllables

All words ending in a consonant, except n or s, stress the
last syllable of the word, as -- papel, azul, capaz, pared,
mujer.

All words ending in a vowel, or n or s stress the next to
the last syllable, as -- niño, muchacho, grande, papeles,
Estados Unidos.

All words having written accent stress the syllable thus
accented as -- esta, José, inglés, creyón.

Words not stressed according to first two rules given above,
have a written accent over the syllable to be stressed.
4. **Syllable Division**

In Spanish there are as many syllables in a word as there are vowel sounds or diphthongs -- fi-lo, So-fi-a, Es-ta-dos U-ni-dos.

A single consonant between two vowels always goes with the following vowel -- ma-lo, ma-na-na, a-mo, u-til.

Two consonants coming together are separated -- ac-to, don-de, tin-ta, cin-co, car-ne. (ll, rr, ch, are considered single consonants and are never separated -- si-lla, pe-rro, mu-cha-cho.)

When the second of two consonants is l or r, the two are not separated -- ha-blo, a-bre, le-tra, li-bro.

5. **Diphthongs**

When a strong vowel (a, e, o) and an weak vowel (i, u) come together, they are not separated; they form one syllable; both vowels are sounded, but as one sound -- bue-no, Jai-me, oi-go, puer-ta, hay, sie-te, cu-a-tro, ai-re, bien.
<table>
<thead>
<tr>
<th>MUCHACHAS</th>
<th>GIRLS</th>
<th>MUCHACHOS</th>
<th>BOYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adela (Adelita)</td>
<td>Adele</td>
<td>Alberto</td>
<td>Albert</td>
</tr>
<tr>
<td>Alicia</td>
<td>Alice</td>
<td>Alejandro (hah)</td>
<td>Alexander</td>
</tr>
<tr>
<td>Amalia</td>
<td>Amelia</td>
<td>Alfonso</td>
<td>Alphonso</td>
</tr>
<tr>
<td>Ana</td>
<td>Ann</td>
<td>Alfredo</td>
<td>Alfred</td>
</tr>
<tr>
<td>Anita</td>
<td>Anita</td>
<td>Andres</td>
<td>Andrew</td>
</tr>
<tr>
<td>Azucena</td>
<td>Lily</td>
<td>Antonio</td>
<td>Anthony</td>
</tr>
<tr>
<td>Beatriz (Belita)</td>
<td>Beatrice</td>
<td>Arturo</td>
<td>Arthur</td>
</tr>
<tr>
<td>Berta</td>
<td>Bertha</td>
<td>Bartolome</td>
<td>Bartholomew</td>
</tr>
<tr>
<td>Carlota</td>
<td>Charlotte</td>
<td>Benjamin (hah)</td>
<td>Benjamin</td>
</tr>
<tr>
<td>Carolina</td>
<td>Caroline</td>
<td>Carlos</td>
<td>Charles</td>
</tr>
<tr>
<td>Carmen</td>
<td>Carmen</td>
<td>Cristobal</td>
<td>Christopher</td>
</tr>
<tr>
<td>Catalina</td>
<td>Catherine</td>
<td>Diego</td>
<td>James</td>
</tr>
<tr>
<td>Delia</td>
<td>Delia</td>
<td>Eduardo</td>
<td>Edward</td>
</tr>
<tr>
<td>Dolores</td>
<td>Dolores</td>
<td>Emilio</td>
<td>Emil</td>
</tr>
<tr>
<td>Dorothea (teh-ah)</td>
<td>Dorothy</td>
<td>Enrique (Keh)</td>
<td>Henry</td>
</tr>
<tr>
<td>Elena</td>
<td>Helen</td>
<td>Ernesto</td>
<td>Ernest</td>
</tr>
<tr>
<td>Elenita</td>
<td>Nell</td>
<td>Federico</td>
<td>Frederic</td>
</tr>
<tr>
<td>Elisa</td>
<td>Elizabeth</td>
<td>Francisco</td>
<td>Francis</td>
</tr>
<tr>
<td>Estela</td>
<td>Estelle</td>
<td>Gregorio</td>
<td>Gregory</td>
</tr>
<tr>
<td>Ester</td>
<td>Esther</td>
<td>Gualterio</td>
<td>Walter</td>
</tr>
<tr>
<td>Eva</td>
<td>Eva</td>
<td>Guillermo (yeh)</td>
<td>William</td>
</tr>
<tr>
<td>Francisca</td>
<td>Frances</td>
<td>Hernando</td>
<td>Hernando</td>
</tr>
<tr>
<td>Gertrudis</td>
<td>Gertrude</td>
<td>Ignacio</td>
<td>Ignatius</td>
</tr>
<tr>
<td>Gloria</td>
<td>Gloria</td>
<td>Jaime</td>
<td>James</td>
</tr>
<tr>
<td>MUCHACHAS</td>
<td>GIRLS</td>
<td>MUCHACHOS</td>
<td>BOYS</td>
</tr>
<tr>
<td>-----------------</td>
<td>------------</td>
<td>-----------------</td>
<td>------------</td>
</tr>
<tr>
<td>Inés (E-nehs)</td>
<td>Inez</td>
<td>Jesus</td>
<td>Jesus</td>
</tr>
<tr>
<td>Irene (E-reh-neh)</td>
<td>Irene</td>
<td>Joaquín</td>
<td>Jonquín</td>
</tr>
<tr>
<td>Isabel</td>
<td>Isabel</td>
<td>Jorge</td>
<td>George</td>
</tr>
<tr>
<td>Josefine (Josefa)</td>
<td>Josephine</td>
<td>José</td>
<td>Joseph</td>
</tr>
<tr>
<td>Juana</td>
<td>Jane</td>
<td>Juan</td>
<td>John</td>
</tr>
<tr>
<td>Leonor</td>
<td>Leonora</td>
<td>Juanito</td>
<td>Johnny</td>
</tr>
<tr>
<td>Lucia</td>
<td>Lucy</td>
<td>Julio</td>
<td>Jules or Juluis</td>
</tr>
<tr>
<td>Luisa</td>
<td>Louise</td>
<td>Luis</td>
<td>Louis</td>
</tr>
<tr>
<td>Margarita (Rita)</td>
<td>Margaret</td>
<td>Manuel (noo)</td>
<td>Manuel</td>
</tr>
<tr>
<td>Maria</td>
<td>Mary</td>
<td>Miguel (ghehl)</td>
<td>Michael</td>
</tr>
<tr>
<td>Marta</td>
<td>Martha</td>
<td>Pablo</td>
<td>Paul</td>
</tr>
<tr>
<td>Mercedes (Mehr-seh-dehs)</td>
<td>Mercedes</td>
<td>Pancho</td>
<td>Frank</td>
</tr>
<tr>
<td>Ortensia</td>
<td>Hortense</td>
<td>Pedro</td>
<td>Peter</td>
</tr>
<tr>
<td>Paula</td>
<td>Pauline</td>
<td>Pepe</td>
<td>Joe</td>
</tr>
<tr>
<td>Perla</td>
<td>Pearl</td>
<td>Rafael (Rah-fah-ehl)</td>
<td>Rafael</td>
</tr>
<tr>
<td>Rosa</td>
<td>Rose</td>
<td>Ramón</td>
<td>Raymond</td>
</tr>
<tr>
<td>Sra</td>
<td>Sarah</td>
<td>Ricardo</td>
<td>Richard</td>
</tr>
<tr>
<td>Silvia</td>
<td>Sylvia</td>
<td>Roberto</td>
<td>Robert</td>
</tr>
<tr>
<td>(Ehs-teh-lah)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sofia</td>
<td>Sophia</td>
<td>Ronaldo</td>
<td>Ronald</td>
</tr>
<tr>
<td>Teresa (Teh-reh-sah)</td>
<td>Theresa</td>
<td>Rodolfo</td>
<td>Thomas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Salvador</td>
<td>Rudolph</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Stéfano (Esteban)</td>
<td>Salvador</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teodoro</td>
<td>Stephan</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Theodore</td>
</tr>
</tbody>
</table>
# Familiar Classroom Expressions for Use with Children

## Directions

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please look.</td>
<td>Mira (mirad), por favor.</td>
</tr>
</tbody>
</table>

(For favor may be added at the end of each of the following if desired.)

- **Look**
  - SINGULAR: Mira
  - PLURAL: Mirad

- **Listen**
  - SINGULAR: Escucha
  - PLURAL: Escuchad

- **Sit down**
  - SINGULAR: Síntate
  - PLURAL: Sentaos

- **Come here**
  - SINGULAR: Ven acá
  - PLURAL: Venid acá

- **Come In**
  - SINGULAR: Entra
  - PLURAL: Entrad

- **Forward**
  - SINGULAR: Adelante
  - PLURAL: Adelante

- **Be quiet**
  - SINGULAR: Silencio - Callate
  - PLURAL: Silencio - Callaos

- **More slowly**
  - SINGULAR: Más despacio
  - PLURAL: Más despacio

- **Faster**
  - SINGULAR: Más aprisa
  - PLURAL: Más aprisa

- **Pay attention**
  - SINGULAR: Pon atención
  - PLURAL: Poned atención

- **Walk slowly**
  - SINGULAR: Anda despacio
  - PLURAL: Andad despacio

- **Don't run**
  - SINGULAR: No corras
  - PLURAL: No corrais

- **Raise your hand before speaking.**
  - SINGULAR: Levanta la mano antes de hablar
  - PLURAL: Levantad la mano antes de hablar

- **Pass out the paper**
  - SINGULAR: Pasa el papel
  - PLURAL: Pasad los papeles.

- **Sharpen your pencil**
  - SINGULAR: Saca punta al lápiz
  - PLURAL: Sacad punta a los lápices.

- **Return to your seat.**
  - SINGULAR: Regresa a tu asiento
  - PLURAL: Regresada a los asientos

- **Open your book (books) to page ______.**
  - SINGULAR: Abre el libro a la página ______.
  - PLURAL: Abrid los libros a la página _____.
Close your book
Cierra el libro
Close your books.
Cerrad los libros.

Stand up.
Levantate
Levantaos

Careful, look out
Cuidado
Cuidado

Write this.
Escribe esto
Escribid esto

Bring me your paper (papers)
Trae tu papel
Traedme los papeles

Tell me.
Dime
Decidme

Show me.
Muéstrame
Mostradme

I don't know
Yo no sé

Repeat
Repite
Repetid

Do you understand?
¿Entiendes?
¿Entendeis?

Go to the blackboard
Ve a la pizarra
Id a la pizarra

Very good!
¡Muy bien!

That's all
Eso es todo.

That's enough
Es bastante.

Are there any questions?
¿Hay preguntas?

What does ____ mean?
¿Qué quiere decir ____?

How do you say ____ in Spanish?
¿Cómo tú dices ____ en español?
¿Cómo decís (dicen) ____ en español?
¿Cómo se dice ____ en español?

It is your turn to read. Es tu turno para leer
(te toca a ti)

What's the matter with you? ¿Qué te pasa? ¿Qué hay?

Who is your teacher? ¿Quién es tu maestra? (maestro)?

We will go to the bathroom
Nosotros iremos al baño (lavatorio)
We will go to lunch.
Nosotros iremos a almuerzar.
<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get your lunch (lunches)</td>
<td>Coge tu almuerzo</td>
</tr>
<tr>
<td>Get your lunch money</td>
<td>Coge el dinero del almuerzo</td>
</tr>
<tr>
<td>We will rest, put your heads down.</td>
<td>Descansaremos, pon la cabeza abajo.</td>
</tr>
<tr>
<td>Now we are going to play.</td>
<td>Ahora, vamos a jugar.</td>
</tr>
<tr>
<td>Would you like to help me? ¿Quieres ayudarme?</td>
<td>Queréis ayudarme?</td>
</tr>
<tr>
<td>Open the door</td>
<td>Abre la puerta.</td>
</tr>
<tr>
<td>Close the window</td>
<td>Cierra la ventana.</td>
</tr>
<tr>
<td>Sing with me</td>
<td>Canta conmigo</td>
</tr>
<tr>
<td>Thank you very much.</td>
<td>Muchas gracias.</td>
</tr>
<tr>
<td>It is time to go home.</td>
<td>Es hora de ir a casa.</td>
</tr>
<tr>
<td>Get ready to leave.</td>
<td>Prepara to salir.</td>
</tr>
</tbody>
</table>
FORMAL EXPRESSIONS USED WITH ADULTS

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hello!</td>
<td>¡Hola! (Buenos Días)</td>
</tr>
<tr>
<td>Welcome</td>
<td>Bienvenido (s) Bienvenida (S)</td>
</tr>
<tr>
<td>Please come in</td>
<td>Adelante, (Entre) (Entren), por favor</td>
</tr>
<tr>
<td>What is your name?</td>
<td>¿Cómo se llama usted?</td>
</tr>
<tr>
<td>My name is ________</td>
<td>Yo me llamo ________</td>
</tr>
<tr>
<td>How are you?</td>
<td>¿Cómo está (Están)?</td>
</tr>
<tr>
<td>Very well, thank you.</td>
<td>Muy bien, gracias.</td>
</tr>
<tr>
<td>Please be seated.</td>
<td>Favor de sentarse.</td>
</tr>
<tr>
<td>Pardon me, please.</td>
<td>Perdóneme, por favor.</td>
</tr>
<tr>
<td>It's all right</td>
<td>Está Bien.</td>
</tr>
<tr>
<td>I'm pleased to know you.</td>
<td>Mucho gusto en conocerle. (a)</td>
</tr>
<tr>
<td>The pleasure is mine.</td>
<td>El gusto es mío.</td>
</tr>
<tr>
<td>Do you understand English?</td>
<td>¿Entiende el inglés?</td>
</tr>
<tr>
<td>Do you speak English?</td>
<td>¿Habla inglés?</td>
</tr>
<tr>
<td>Very little.</td>
<td>Muy poco.</td>
</tr>
<tr>
<td>Just a moment, please.</td>
<td>Un momento, por favor.</td>
</tr>
<tr>
<td>Please come into my office.</td>
<td>Favor de entrar en mi oficina.</td>
</tr>
<tr>
<td>Let's go to the office.</td>
<td>Vamos a la oficina.</td>
</tr>
<tr>
<td>Please go to the office.</td>
<td>Favor de ir a la oficina.</td>
</tr>
<tr>
<td>Tell me.</td>
<td>Dígame.</td>
</tr>
<tr>
<td>Show me.</td>
<td>Muestreame.</td>
</tr>
<tr>
<td>I don't know.</td>
<td>Yo no sé.</td>
</tr>
<tr>
<td>I don't understand.</td>
<td>You no entiendo.</td>
</tr>
<tr>
<td>Please repeat.</td>
<td>Repita, por favor.</td>
</tr>
<tr>
<td>Speak more slowly, please.</td>
<td>Hable más despacio, por favor.</td>
</tr>
</tbody>
</table>
FORMAL EXPRESSION USED WITH ADULTS

Are there any questions?
¿Hay preguntas?

Where do you work?
¿Donde trabaja?

What a pity (shame)!
¡Qué lástima!

I'm very sorry.
Lo siento mucho.

I hope so.
¡Espero que sí (Ojalá)! 

I hope not.
Espero que no.

What is your address?
¿Cómo es su dirección?

My address is ________.
Mi dirección es ________.

What is your phone number?
¿Cuál es su teléfono?

Thank you very much.
Muchas gracias.

You're welcome.
De nada. (Por nada)

I'm pleased to have met you.
Yo he tenido mucho gusto.

The pleasure was mine.
El gusto ha sido mío.

Goodbye
Adiós.

See you again.
Hasta la vista.
UNIT 1.

IDENTIFICATION OF PATTERNS IN FRIES AMERICAN ENGLISH SERIES
BOOK I

1. My name's (Juan)_.
   I live in (Miami)_.
   I'm (ten) years old.

2. I'm a (pupil)_.
   (Juan) (Garcia)_.
   My (father) 's name is (Thomas)_.
   I'm in the (fourth) grade.

3. (Mr. Jones) is a (n) (teacher)_.
   (Mrs. Smith) 's a (n) (housewife)_.
   (he's, she's) a (n) (mechanic)_.

4. (Tom) isn't a (policeman)_.
   Is (Tom) a (n) (farmer) ?
   Yes, (Tom) (He) is.
   No, (Tom, he) isn't.

5. The (teacher's) name is (Mrs. Wilson)_.

6. (Juan) 's (ten) years old.
   (Juan) 's (ten)_.
   Is (Juan) ten?

7. What's your name?
   What's your (mother) 's name?
   What's your (brother) 's ?
   How old are you?
   Where do you live?
   What grade are you in?
   What school are you in?
   How old is (Juan) ?

8. Are you (ten) ?
   Yes, I am.
   No, I'm not.

9. I'm (walk) ing.
   Are you (walk) ing?

VOCABULARY

pupil, teacher, father, mother, sister, brother, grade, school

Mr., Mrs., Miss, nurse, mechanic, housewife, carpenter, doctor, actor, actress, salesman, lawyer, fireman, plumber, farmer, dentist, janitor, policeman

one, two, three, four, five, six seven, eight, nine, ten, eleven, twelve.

walking, reading, writing, running

For the purposes of this outline new structures are listed under the heading patterns though in the strictest sense they are not new patterns.
<table>
<thead>
<tr>
<th>UNIT</th>
<th>PATTERN</th>
<th>VOCABULARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.</td>
<td>The (boy) 's (read) ing.</td>
<td>boy, girl, man, woman, jumping, eating, drinking</td>
</tr>
<tr>
<td></td>
<td>(Juan) 's (read) ing.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Maria) isn't (read) ing.</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>What are you doing?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What's (Maria) doing?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Is (Maria) (read) ing?</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>This is a (n) (pen).</td>
<td>book, pen, pencil, ruler, notebook, eraser.</td>
</tr>
<tr>
<td></td>
<td>Is this a (n) (ruler)?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yes, it is.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No, it isn't.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>That's a (n) (book).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Is that a (n) (book)?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>That is your (notebook).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This is my (pencil).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Is (this, that) (my, your) (book)?</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>What's (this) (that)?</td>
<td>blackboard, desk, table, bookcase, chair, flag, piece of chalk, piece of paper.</td>
</tr>
<tr>
<td></td>
<td>A (n) (book).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>It's a (n) (book).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(This, That) isn't a (n) (notebook).</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>(These, Those) are (pencils)</td>
<td>(plurals of nouns taught)</td>
</tr>
<tr>
<td></td>
<td>What are (these, those)?</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>(These, Those) are (your, my) (books).</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>Are (these, those) (doors)?</td>
<td>door(s), window(s), flower(s), picture(s), boss(es), basket(s)</td>
</tr>
<tr>
<td></td>
<td>Yes, they are.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No, they aren't.</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>They're (children).</td>
<td>children, men, women, salesmen, firemen, policemen, housewives</td>
</tr>
<tr>
<td></td>
<td>They're (men) and (women).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>These are (men) and those are (boys).</td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>Is this a (n) (chair) or a (n) (table)?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Are these (chairs) or (tables)?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Is (this) (that) a (n) (chair) or a (n) (table)?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What is it?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What are they?</td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>We're (wash) ing.</td>
<td>washing, ironing, cooking, working, baking, playing, sweeping, sleeping, dusting.</td>
</tr>
<tr>
<td></td>
<td>We aren't (iron) ing.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>They're (sweep) ing.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What are the (boys) doing?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What are (Juan) and (Maria) doing?</td>
<td></td>
</tr>
</tbody>
</table>
UNIT 20.  

21. I want (apples).  
I don't want (oranges).  
Thank you.  
You're welcome.  

22. What do you (want, see, need, have)?  
Do you (have, see, need, want) a (n) (banana)?  
Yes, I do.  
No, I don't.  
We have (crackers).  
I (want, see, have, need) a (n) (orange).  

23. (He, She) (reads) every (day).  
What does (Juan)'s mother do every (day)?  

24. What do you do every (Sunday)?  
I (cook) every (Saturday).  
Does (Juan) (read) every (night)?  
Yes, (she) does.  
No, (she) doesn't.  

25. When do you (study)?  
When does (Juan) (study)?  

26. 

27. Review Lesson  

28. He (reads) (stories) every day.  
She doesn't (read) (stories) every day.  

29. Review Lesson  

30. The (book) is (red).  
(This, That) is a (red) (book).  
(This, That) (pencil) is (yellow).  
(These, Those) are (blue) (books).  
(These, Those) (books) are (blue).
UNIT  PATTERN

They're ____(red)__.  
What color is the ____(book)___?  
(It's, They're) ____(red)__.  
It isn't ____(yellow)__.  

31. Is the ____(cat)___ ____(brown)___?  
Are the ____(dog)___'s ____(black)___?  

32. Review Lesson

33. The ____(boy)___'s in the ____(kitchen)__.  
Is the ____(boy)___ in the ____(bedroom)___?  
The ____(book)___ is on the ____(sofa)__.  
Is the ____(book)___ on the ____(sofa)___?  

34. The ____(book)___ is on the ____(table)___ now.  
now, before, was, were,  
The ____(book)___ was on the ____(table)___ before.  
house, street, car,  
bicycle, garage, yard,  
park, sidewalk.  

35. It's ____(ten)___ o'clock.  
What time is it?  
It's ____(ten)___-thirty.  
It's ____(twenty)___ minutes ____(to, after)____(ten)___ o'clock.  

36. Where ____(was)___ ____(Juan)___ at ____(ten)___ o'clock?  
at home, at school  

37. Who ____(iron)___ ed ____(yesterday)___?  
____(Maria)___ did.  

38. ____(Maria)___ is ____(sick)___ today.  
present, absent, sick, well,  
hungry, thirsty, tired,  
sleepy, wet, dry, cold, warm.  

39. I see ____(ten)___ ____(yellow)_____ ____(chicken)___ s,  
____(two)___ ____(black)___ ____(dog)___ s, and a  
____(white)___ ____(cat)_.  

40. Who ____(ran)___ ____(before)___?  
sang, read, drew, ran,  
wrote, swept, water, drank,  
ate, slept, hours, saw.  

VOCABULARY

-4-
## IDENTIFICATION OF PATTERNS IN FRIES AMERICAN ENGLISH SERIES - BOOK II

### VOCABULARY

<table>
<thead>
<tr>
<th>Unit</th>
<th>Pattern</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>PATTERN</td>
<td>porch, roof, basement, wall, bed, dresser, rug, closet, sink, pan(s), plate(s), fork(s), knife (knives), spoon(s), glass(es), cup(s)</td>
</tr>
<tr>
<td>2.</td>
<td>Did (Maria) (dust) the (chairs) yesterday? Yes, (he, she) did. No, (he, she) didn't. What did you do (last night)? When did you (read)?</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>What else did (Juan) do yesterday? Where does (Juan) (eat lunch)? Where did (the boys) (play) (ball) (yesterday)?</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>How much is (the book, it)? How much are (the books, they)?</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>(A dollar) a piece.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Whose (purse) is (this, that)? (This, That) (book) is (ours). (These, Those) (books) are (ours). This is (Juan)'s (book). This (book) is (Juan)'s.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>ribbon, cap, large, small, baseball, bat, mitt, glove, under, old, new, clean, dirty.</td>
<td></td>
</tr>
</tbody>
</table>
UNIT 22412

(We) are going to (study).
What are you going to do?
What are you going to (study)?
What is (Maria) going to do?
Is (Maria) going to (read)?
What are you going to do (this) (afternoon)?

10.

What were you doing (last night)?
(He, She) was (reading).
What was (Maria) doing (yesterday)?
They were (working).
What were (Juan) and (Maria) doing (yesterday)?
I was (studying).
Yes, (he, she) was.
No, (he, she) wasn't.
Was (Juan) (ironing) (last night)?
Yes, they were.
No, they weren't.
Were they (reading) (yesterday)?
Yes, I was.
No, I wasn't.
Were you (reading) (yesterday)?
Yes, we were.
No, we weren't.
Were you (reading) (yesterday) at (nine) o'clock?

11. (He, She) was (reading).
What was (Maria) doing (yesterday)?
They were (working).
What were (Juan) and (Maria) doing (yesterday)?
I was (studying).
Yes, (he, she) was.
No, (he, she) wasn't.
Was (Juan) (ironing) (last night)?
Yes, they were.
No, they weren't.
Were they (reading) (yesterday)?
Yes, I was.
No, I wasn't.
Were you (reading) (yesterday)?
Yes, we were.
No, we weren't.
Were you (reading) (yesterday) at (nine) o'clock?

12. Come to (the desk).
(He, She) came to (the desk).
Go to (the window).
(He, She) went to (the window).
I'm (coming, going).
Run to (the door).
Walk to (the door).
(He, She) (ran to) (walked to)
(tired)
(He) (walked) from (the door)
to (the desk).

VOCABULARY

tomorrow, day after tomorrow, tomorrow afternoon, tomorrow night, this morning,
this afternoon, this evening, tonight, next Monday (Tuesday, etc.)
head, face, ears, arms, hands, legs, feet, big, little, long, short, its,
eyes, mouth, hair, nose, teeth, brush
store, storekeeper, clerk, open, close, sell, sold, buy, bought,
coat, hat, belt
seat, run, walk
UNIT  PATTERN  VOCABULARY

14.  (The man is) going up the (stairs).  factory, hotel, room  
    (The man is) going down the (street).  dining room, stairs,  
    (Thomas) is (walking, running,  
    going) (up, down) (the stairs.)  hill, road, elevator,  
    first, second, third,  
    fourth, fifth, sixth,  
    seventh, please

15.  (Juan) is (Mrs. Garcia)'s (son).  son, daughter, uncle, aunt,  
    (I live) on (fifth) street.  grandfather, grandmother,  
    (He lives) at (1510) (Fifth) Street.  nephew, niece, cousin,  
    baby, family, friend

16.  Open (the door).  showed, gave, put,  
    Close (the window).  opened, closed, erased  
    Erase the (board).  
    Bring me the (book).  
    Thank you.  
    You're welcome.  
    Give (me) the (pencil).  
    Show (me) (paper).  

17.  Don't (open) (the door).  take, took, brought

18.  Who was (read) ing (yesterday)?  
    Who were (work) ing (last night)?  
    When (was) (Juan) (read) ing (yesterday)?

19.  (Juan) was born in (May).  (12 months of year)  
    (He) was born in (1955).  eighth, ninth, tenth,  
    What month was (Juan) born in?  eleventh, twelfth  
    What year was (Maria) born in?  
    I was born in (May).  
    I was born in (1955).  
    When was (Maria) born?  
    When were you born?

20.  Who's that?  
    It's (Juan).

21.  It's a (sunny) day.  sun, shining, sunny,  
    It's (sunny).  cloudy, wind, blowing,  
    windy, clear, raining,  
    rainy, cold, hot, snowing,  
    snowy.
UNIT PATTERN

22. What season is it?  
What season is (May) in?  
(May) is in (spring).  
(June), (July), and (August) are the (summer) months in the United States.  
What kind of day (is, was) (today)?  
What kind of (season, month, week) (is, was) (fall) (May)?

23. The (third).  
What day is today?  
What's the date?  
(Christmas) is in (December).  
(Juan) was born on (May the 15th).  
What day was (Maria) born on?  
When is your birthday?  
When were you absent?  
What month is (Thanksgiving) in?  
What day is (Lincoln's Birthday)?

24. What (town, city) do you live in?  
What street do you live on?  
What number do you live at?

25. (My uncle) (gave, sent) (me) presents.  
Who (gave, sent) (Maria) presents on (her) birthday?

26. What did (Juan) lose?  
(He) lost (a) (book).  
What did (Maria) (find, borrow)?  
What did (Juan) lend (Maria)?

27.  

28.  

VOCABULARY  
season, spring, summer,  
fall, winter, cool  
(ordinal numbers thirteenth to thirty-first)  
town, city  
party, present, him, her, them, us, you, sent, send  
found, find, borrow, borrowed, lend, lent  
ask, asked, question, tell, told, age, address, telephone number  
baker, bakery, milkman, dairy, job, foreman, post office, mailman, letter, package, post card, loaf, of, bottle of, pair of
UNIT PATTERN VOCABULARY

29. Ask a question of (Maria).
(He, She) asked a question of (Maria).
(His mother) bought a (shirt) for (him).
Did (Juan) buy a (shirt) for (Thomas)?
(Maria) gave the (green) (book) to you.

30. (Juan) borrowed a (pencil) from (Maria).
What did (you) borrow from (Thomas)?

31. My (desk) is (three) (feet, inches) long, wide.
How (long) is the (pencil)?
The (desk) is (three) feet (four) inches (long).

32. (Juan) is (thinner) than (Thomas).
These (dog)'s are (young) er than those. young, old, pretty, ugly

33. (This book) is as (interesting) as (that book).
(That book) isn't as (beautiful) as (this book).
Is (Tom Sawyer) as (interesting) as (Huck Finn)?

34. Review Lesson

35. Is (this book) more (expensive) than (that one)?

36. 

37. (This dress) is the (cheap) est (of all, the three).
Which is the (cheap) est?
(That) is the most (beautiful) of the (three).
Which (book) is the (cheap) est?

38. The (church) is on the corner of (5th Street) and (7th Avenue). 

-9-
<table>
<thead>
<tr>
<th>UNIT</th>
<th>PATTERN</th>
<th>VOCABULARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>39.</td>
<td></td>
<td>come, any, food, meat</td>
</tr>
<tr>
<td></td>
<td></td>
<td>vegetables, juice, sugar,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>gas, oil</td>
</tr>
<tr>
<td>40.</td>
<td></td>
<td>police station, airplane,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>movies, game, after, school</td>
</tr>
</tbody>
</table>
BIBLIOGRAPHY

The Miami Linguistic Readers Series
D. C. Heath and Co.

The Fries American English Series
D. C. Heath and Co.

Bulletin 1-C - Teaching English to Non-English Speaking People
Dade County Schools

Bulletin 2-G - Teaching English to First and Second Grade Latin-American Children

Helping People Learn English
Earl W. Stevick, Abingdon Press, N. Y.

Reading with Phonics
Hay and Wingo (Revised Teachers' Edition)
J. B. Lippincott, Co.

Reading Disability
Florence Roswell Basic Books - 1954

Bilingual Books:

Ramon Makes A Trade
Barbara Ritchie - Parnassus Press

Peter Pelican
Anina Roa - Island Press, Ft. Myers, Florida

The Wise Rooster
Marian Priento - The John Day Co. - N. Y.

Let's Speak Spanish
Materials

New York Puerto Rican Program