

To a noble soul,
Harry J. Fisher

PREFACE

"SPANISH THROUGH READING", a grammar intended for graduate students who wish to acquire a reading knowledge of Spanish, was produced when no work adequate for a two-semester course, which had been added to the curriculum, could be found.

The time available for the completion of the present work was so short that it could not have been done but for the kindness of my colleague Professor Newton S. Bement who permitted me to use his French Grammar, "French Preparatory Reader", for graduates and undergraduates, as the basis for this work. I am indebted to Professor Bement for the good qualities of this grammar. Any errors of presentation of facts or of content are my own.

However, due to difference of language and purpose this work departs considerably from that of Professor Bement. I believe that, since "uso hace maestro", the student should be introduced to original texts as early in the course as possible; texts such as he will encounter in Spanish books in his field of concentration. I also believe that the texts should be chosen from a variety of authors and contain repetition of similar content. Therefore, somewhat modified extracts have been taken from the following works:

- (1) Echeverría, L. Martin: España - El País y los Habitantes, Madrid, 1936.
- (2) Altamira, Rafael: Manual de Historia de España, Madrid, 1934.
- (3) Menéndez - Pidal, Ramón: Manual de Gramática Histórica Española, 7ª edición, Madrid, 1944.
- (4) Santillán, Diego Abad de: Psicología del Pueblo Español, Madrid, 1917.

For permission to make use of their excellent works, I thank the respective authors.

Two other works were used for reference:

- (1) Ramsey, M.M.: A Text Book of Modern Spanish, 3rd edition.
- (2) Navarro, Tomás: Manual de Pronunciación Española, 4ª edición.

To my friend and colleague Professor Federico Sánchez y Escribano for his kindness and aid in reading and criticism of the many texts, I am grateful. Any adverse criticism of these will be due to the fact that for pedagogical or other reasons I often failed to follow his advice.

To Dean Ralph A. Sawyer for his friendly interest in this work and to the Board of the Graduate School for its kindly attitude toward me, I extend my thanks.

TO THE TEACHER

"SPANISH THROUGH READING" has been used several times in mimeographed form. Some innovations are the results of the comments I have received from my students.

In the first semester approximately thirty lessons may be covered. When a text fills a page or slightly more, it may be read as a single assignment, but a longer text should be divided as the instructor deems best. If this division be followed, a page or more of easy material should be added; e.g., such as is available in the "Alternate Series" of the Chicago-Heath Booklets. This method has two advantages: first, since the texts of this Grammar are by no means simple for the beginner, it eases his task; and, secondly, it increases his basic vocabulary without great effort on his part.

I have discovered that the student ultimately reads with greater facility if he commands an active knowledge of the following elements:

- (1) prepositions,
- (2) conjunctions (simple and compound),
- (3) adverbs and adverbial phrases,
- (4) idiomatic phrases,
- (5) verb conjugation, especially that of the irregular and the radical changing verbs.

In the second semester lessons 31-36 are completed, followed, if necessary, by a review of the entire grammar. Two other works may be read in class, such as Pattee's "Introducción a la Civilización Hispano-americana" and a good Hispanoamerican literary text.

After the second week of the second semester, the student reads extensively outside of class 150 pages in works dealing with his field of concentration. I have observed that the student gains a better grasp of such reading by perusing fifty pages in each of three books by different authors than by limiting himself to one book only. This method, which acquaints the student with a variety of styles, constructions, and terminologies, was the basis for the selection of the texts of this grammar. The repetitious material is intentional.

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LESSON ONE

1. The sounds [a] [e] [i] [o] [u]
2. Syllables. Pronunciation stress. Accent mark.
3. The sounds [p] [t] [k] [f] [s] [j]
4. Practice

1. The sounds [a] [e] [i] [o] [u]. In American Spanish there are twenty-four phonemic sounds; i.e., sounds which are, in Spanish, meaningfully important.¹ To understand Spanish as a spoken or reading medium, these sounds must be mastered at the outset. Fluent reading in any given language is done by grouping words together in units which make sense, not by reciting word by word. These "sense groups," whole groups of words each conveying a unit of sense, should be read at one glance.

The writer, before writing such a group of words, composes it orally or silently, in either case thinking in terms of sounds and their meanings. For this reason, the "sense group" and the "sound group" are inseparable in language. The reader who attaches incorrect sounds to the words read by him makes his performance thereby painfully slow since these incorrect sounds do not fall as readily as do the correct into groups, so that his perception of each "sense group" is thus delayed. In reading Spanish his task would have been eased by first learning the correct phonemes, preferably from his teacher, noting at the time in what way their production differed from that of the sounds used in English.

Spanish has five vowel sounds, none of which is long or short. They are of medium length. They are represented and described as follows:²

<u>Representation by symbol³</u>	<u>Nearest English sound</u>	<u>Position of vocal organs.</u>
[a]	a as in <u>lark</u>	Lips open, corners slightly drawn back; jaws open fairly wide (wider than for the English a); tongue low, with its edges touching the lower molars on both sides

¹In Castillian speech there are two additional phonemes.

²All positional variants of the above phonemes are described in lessons 2 and 3.

³By "symbol" we mean "Phonetic symbol". A phonetic symbol is a character which represents one sound, and only one sound, irrespective of the letters of the alphabet used to represent that sound. Each symbol has but one sound and each sound but one symbol.

<u>Representation by symbol</u>	<u>Nearest English sound</u>	<u>Position of vocal organs.</u>
[<u>e</u>]	<u>e</u> as in <u>met</u>	Lips open, corners drawn back as in smiling; jaws open wider than for the English <u>e</u> ; tongue low, but tip touching lower incisors more gently than for the following sound; front of tongue slightly arched.
[<u>i</u>]	<u>i</u> as in <u>machine</u>	Lips close together, corners drawn back farther than for <u>e</u> ; jaws open less than for English <u>i</u> , but more than French <u>i</u> ; tongue tip pressed firmly against lower incisors; back raised against the hard palate (the sound of <u>i</u> as in <u>it</u> does not exist in Spanish).
[<u>o</u>]	<u>o</u> as first <u>o</u> in <u>coroner</u>	Lips rounded; jaws slightly less open than for the English <u>o</u> ; tongue drawn back to the bottom of the mouth, the back portion arched upward and backward.
[<u>u</u>]	<u>oo</u> as in <u>boot</u>	Lips pushed forward to form a rather small circle; jaws less open than for the English <u>oo</u> ; back of tongue arched against the velum even more than in the case of the <u>o</u> (the sound of <u>u</u> as in <u>put</u> does not exist in Spanish).

Be careful to place the vocal organs in position before making the sound, and to make position changes between sounds but not, as in English, during their production. Practice these sounds until you can make them accurately in rapid succession:

[a] [e] [i] [o] [u]

2. Syllables. Pronunciation stress. Accent.

In Spanish silent letters are exceedingly rare. Whenever such a case occurs, the recognition of them is facilitated, in this book, by printing them underlined as reloj [reló], los reyes [lo reyes]. This has been done throughout the book. The sound symbols, enclosed in [], must not be confused with Spanish spelling. The symbols which represent but one sound are used, especially in the

first ten lessons, whenever doubt as to the pronunciation of a letter may arise.

A syllable (the smallest unit of a word or group of words other than a simple sound), contains not more than one simple vowel sound, as la, les; a diphthong (a combination of two vowels uttered closely together as a single unit), as, bailes, estudias; a triphthong (a combination of three such vowels), as, rieis, averigüais. With the exception of nn there are, in reality, no double consonants in Spanish orthography.

If any one of the above three combinations of vowels is preceded by a single consonant (or two similarly pronounced consonants in a group), the pronunciation of the syllable begins with the sound of the consonant, as, difficil [di fi sil], los santos [lo san tos], although in writing, if it should be necessary to divide a word at the end of a line, it is correct to split such a combination, as innumerable [in nu me ra ble], a word which in speech is pronounced as [i nu me ra ble].

If the before mentioned vowel combinations are preceded by br, bl, cr, cl, dr, fr, fl, gr, gl, pr, pl, sl, tr, (the only possible combinations of a consonant followed by l or r), the pronunciation of the syllable begins with the sound of the above groups of consonants, as, grande [gran de], opresión [o pre syon], controversia [kon tro ber sya]. As may be deduced from the above, pronunciation of all other groups of consonants is divided between the preceding and following syllables.

Spanish, like English, has stressed and unstressed syllables, but the English overemphasis on the stressed syllables and almost total neglect of the unstressed has no parallel in Spanish. Each of the syllables of a given word, or group of words pronounced in one exhalation of breath, is pronounced distinctly, but with slightly more emphasis on the stressed syllable, which is usually one of the last three syllables of the group. This stressed syllable, for the hearer, marks the imminent or actual end of the "sense group"; i.e., the point at which the idea conveyed by the preceding series of sounds is completed.

There is but one accent mark in Spanish, the so-called acute (´) accent. It is written above the vowel to be stressed whenever, for one of several reasons, it becomes necessary to do so. The reasons for its use are discussed in lesson five.

3. The sounds [p] [t] [k] [f] [s] [j].

The first three sounds [p] [t] [k] are pronounced approximately as in English (with less force, however), but are not followed by the final "breath" characteristic of the similar English sounds.

The sounds [f] [s] are produced as in English.

The symbol [j] represents a sound foreign to the English language. It approximates the sound made in trying to clear the throat of some particle which is irritating it, but without the rasping sound which accompanies such an effort. It is a smooth sound made by narrowing the opening of the glottis and pushing breath upward through this aperture. It resembles the German sound of ch in ach, a very strong h sound.

<u>Representation by symbol</u>	<u>Nearest English sound</u>	<u>Position of vocal organs.</u>
[p]	p as in <u>spin</u>	Lips slightly pressed against each other; less breath following release than in English. Written <u>p</u> .
[t]	t as in <u>stun</u>	Point of tongue against edges of upper teeth; lips spread apart as in smiling; less breath following release than in English. Written <u>t</u> .
[k]	k as in <u>skin</u>	Contact slightly weaker than in English, but less breath follows its release. Written k (before <u>a</u> , <u>o</u> , <u>u</u> or consonants), <u>qu</u> (before <u>e</u> or <u>i</u>), <u>k</u> (in a few foreign words; <u>k</u> is not a native Spanish letter).
[f]	f as in <u>fun</u>	Upper incisors against lower teeth. Written <u>f</u> .
[s]	s as in <u>sun</u>	Tongue farther forward than in English, sound is hissed, not buzzed. Lips spread apart as in smiling. Written (in American Spanish) <u>s</u> , <u>c</u> (before <u>e</u> or <u>i</u>), <u>z</u> (before <u>a</u> , <u>o</u> , <u>u</u> , or consonant).
[j]	None	Jaws open rather wide; glottis almost closed; air forced upward and out. Written <u>g</u> (before <u>e</u> or <u>i</u>), <u>j</u> (in all cases as well as before <u>e</u> or <u>i</u>).

4. Practice: The accented vowel is underlined when necessary.

[a]	[e]	[i]	[o]	[u]
!ah! ah!	esta this (f)	hija [ija] daughter	hoja [oja] leaf	púa sharp point, prickle

[a]	[e]	[i]	[o]	[u]
pasa raisin	pena pain	pica pike	poca little small (f)	u or
taza [tasa] cup	testa forehead, face	hita [ita] stub-nail	oca goose	tú you (thou)
casa [kasa] house	que [ke] that, who	iza [isa] hoists	pasto pasture	cúpula cupola dome
papa potato	peseta name of a coin	pista trace, footprint	coco cocoa-tree cocoa-nut	pupa pimple, pustule
afaca yellow vetch	peste plague	física physics	fofo spongy, soft	fusca a dark- colored duck
jaca [jaka] nag, pony	fez [fes] fez	jisca [jiska] kind of sugar cane	fosa burial grave	futeſa trifle, bagatelle
faja [faja] belt, sash	aje [aje] kind of tuber	tía aunt	queso [keso] cheese	huta [uta] hut, hunter's shed
hasta [asta] until, as far as	gesta [jesta] geste (obs.)	típica typical (f)	oso bear	susto fright, terror
casta caste, race	hez [es] scum, dross	hipica relating to horses (f)	zocato [sokato] overripe	justo [justo] just, fair

LESSON TWO

5. The sounds [ay] [ey] [oy] [aw] [ew] [ow]
6. The sounds [b] [b̄] [d] [d̄] [g] [ḡ]
7. Practice.
8. The sounds [ĉ] [l] [m] [n] [ñ] [y] [gz]
9. Practice.

5. The sounds [ay] [ey] [oy] [aw] [ew] [ow].

Of the five Spanish vowel sounds, three (a, e, o) are said to be strong; i, u are called weak. Any combination of a weak vowel and a strong vowel (which bears the stress in an accented syllable) forms a diphthong. So also does that of two weak vowels; i.e., iu, ui (of which the second only bears the stress). The weak (unaccented) vowel i in such a combination has approximately the sound of y as in you; u, in such a combination, has approximately the sound of w as in watt, how.

Practice the pronunciation of ai [ay], ei [ey], oi [oy], au [aw], eu [ew], and ou [ow] until you can make them accurately in rapid succession.

[ay] [ey] [oy] [aw] [ew] [ow]

6. The sounds [b] [b̄] [d] [d̄] [g] [ḡ]

In all parts of the Spanish-speaking world the letters b or v (v is but a written variant for b), d, g, each represents for us two different sounds. The closure of the lips for b, v, the tongue and teeth for d, and the tongue and soft palate for g, is not as tense as for the related English sounds. At the beginning of a "sense group" they have the sounds of the English b, d, g, as in bat, do, go, though softer. The groups mb (nv), nd, ld, ng are pronounced practically as the English mb, nd, ld, ng, as in member, and, held, finger. Be sure not to make the closure too tense; let the organs barely touch each other.

Representation by symbol	Nearest English sound	Position of vocal organs
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[b]

b as in bat

Lips together, but weakly; above all, do not press them together as firmly as in English; release not too sharp. Written b or v.

<u>Representation by symbol</u>	<u>Nearest English sound</u>	<u>Position of vocal organs</u>
[b]	None	Lips slightly apart, allowing breath to escape, thus forming a bilabial <u>v</u> sound; vibration not too strong. Written <u>b</u> or <u>v</u> .
[<u>d</u>]	<u>d</u> as in <u>do</u>	Point of tongue slightly touching edges of upper teeth; lips spread apart as in smiling; release not too sharp. Written <u>d</u> .
[<u>ḏ</u>]	<u>th</u> as in <u>then</u>	Point of tongue weakly touching edges of upper teeth; lips spread apart as in smiling; vibration not too strong. Written <u>d</u> .
[<u>g</u>]	<u>g</u> as in <u>go</u>	Less explosive than in English, but with the following sound pronounced with, not after, the explosion. Written <u>g</u> , <u>gu</u> ¹ .
[<u>ḡ</u>]	None	The closure as in the above, but formed more weakly, thus allowing air to escape; vibration not too strong. This sound resembles, but less strongly, the German <u>g</u> in <u>Wagen</u> and the Parisian French <u>r</u> in <u>le roi</u> . Written <u>g</u> , <u>gu</u> ¹ .

7. Practice:

[b]	[b]	[d]
bajo	abajo	doy
[bajo]	[abajo]	[doy]
under,	under,	I give
below	downward	
vaca	haba	dando
[baka]	[aba]	[dando]
cow	bean	giving
un vaso	avena	falda
[umbaso]	[abena]	[falda]
a glass	oats	skirt

¹The sounds [gi] [ḡi] are written gui; the sounds [ge], [ḡe], gue.

[b]	[b]	[d]
bambú bamboo	abeja [abeja] bee	¿ dónde? [donde] where?
bajeza [bajesa] meanness, a mean act	evita [ebita] he avoids, escapes	des [des] thou give
vasco [basko] Basque	¡ qué voto! [ke boto] what a vow!	dejando [dejando] leaving (behind)
[d̄]	[g]	[ḡ]
dado [dado] given	gaceta [gaseta] gazette	hago [ago] I do, make
te doy [te doy] I give thee	ganga [ganga] bargain	caigo [kaygo] I fall
¿ adónde? [adonde] whither? where . . to?	gaita [gayta] bagpipe, hand-organ	¡ qué gozo! [ke goso] what joy! what cheer- fulness!
cada [kada] each	goce [gose] enjoyment, possession	agudo [agudo] - sharp- pointed; smart
tú dejas [tu dejas] thou leavest (behind)	godo [godo] Gothic, a Goth	egoísta [egoísta] selfish
sed [sed] thirst	guía ¹ [gia] a guide	pague ¹ [page] pay; (that he pay

¹The sounds [ḡi] [ḡi] are written gui; the sounds [ge], [ḡe], gue.

8. The sounds [ç] [l] [m] [n] [ɲ] [y] [gz].

Aside from the consonant groups mentioned in paragraph 2 (Lesson 1) the Spanish speaker finds it very difficult to pronounce words containing many consonant clusters. Such a word as "strangled", with its series of seven consonants broken by a single vowel a (the e is actually not pronounced), is, for him, almost impossible. (He would tend to say [es tran gled] since, in Spanish, no word begins with s plus consonant.) This holds true because he is less accustomed to glide over consonant sounds than we. Although some consonants in Spanish seem much weaker than the approximate sounds in English, they are, with very few exceptions, distinct and, in most cases, clean cut. This fact is something to be kept in mind and imitated by an English-speaking person beginning the study of Spanish.

The English sound of h in how does not exist in Spanish. The letter h, except in the combination ch, has no phonetic meaning whatever. Be very careful not to pronounce an h in Spanish, especially in initial position; e.g., in hace [ase]. Seven more consonant sounds in Spanish are represented and described as follows:

<u>Representation</u> <u>by symbol</u>	<u>Nearest</u> <u>English sound</u>	<u>Position of vocal organs</u>
[ç]	<u>ch</u> as in <u>chin</u>	Lips somewhat tense and drawn back as in smiling; tip of tongue against edge of upper teeth; release neither too sharp nor forced. Written <u>ch</u> .
[l]	<u>l</u> as in <u>let</u>	Lips slightly tense and drawn back as in smiling; tip of tongue close to edge of upper teeth; upper surface of tongue <u>convex</u> in all positions, never concave as in English <u>hall</u> , <u>swelter</u> ; release not too sharp. Written <u>l</u> .
[m]	<u>m</u> as in <u>met</u>	Approximately as in English. Written <u>m</u> , or <u>n</u> before <u>v</u> .
[n]	<u>n</u> as in <u>net</u>	Lips slightly tense and drawn back as in smiling, tip of tongue close to edge of upper teeth; dorsal surface <u>convex</u> . Written <u>n</u> .
[ɲ]	<u>ny</u> as in <u>canyon</u>	Lips slightly tense and drawn back as in smiling; tip of tongue against edge of upper teeth; dorsal surface <u>convex</u> and against upper palate; release not too sharp. Written <u>ɲ</u> .

<u>Representation</u> <u>by symbol</u>	<u>Nearest</u> <u>English sound</u>	<u>Position of vocal organs</u>
[<u>y</u>]	<u>y</u> as in <u>yen</u>	Lips slightly tense and drawn back as in smiling; tip of tongue against edge of upper teeth; dorsal surface convex and against upper palate; release fairly sharp so that when stressed it resembles English <u>j</u> in <u>joy</u> . Written <u>i</u> , <u>y</u> , <u>ll</u> . ²
[<u>gz</u>]	<u>x</u> as in <u>example</u>	Approximately as in English. Written <u>x</u> .

9. Practice:

[<u>ĉ</u>]	[<u>l</u>]	[<u>m</u>]
chico [<u>ĉiko</u>] small	aula [<u>awla</u>] lecture room	Jaime [<u>jayme</u>] Jacob
hacha [<u>aĉa</u>] axe, hatchet	alza [<u>alsa</u>] he lifts, erects	cama bed
cha tea	caldo [<u>kaldo</u>] broth	afeitamos [<u>afeytamos</u>] we shave
choza [<u>ĉosa</u>] hut, cottage	bolsa pur <u>ge</u>	poema [<u>poema</u>] poem
caucho [<u>kawĉo</u>] rubber	loza [<u>losa</u>] glazed earthenware	loma hillock, height
fecha ³ [<u>fĉe</u> <u>ĉa</u>] date of letter, etc	falaz deceitful	adapt <u>able</u> <i>amable</i> [<u>adapt<u>able</u></u>] (<i>amable</i>) adapt <u>able</u> <i>Kind</i>
ducha douche	fila row, line	bamboleo [<u>bamboleo</u>] reeling, staggering

²In many parts of Spain and in some regions of Hispano-America ll has approximately the sound of English ly as in Holyoke. The position of the lips and tongue are the same as for [y]. The symbol for this variant is [λ].

³See p. 16 e)

[ĉ]	[l]	[m]	
ace <u>cha</u> ³ [a <u>ŝeĉa</u>] act of lying in ambush	ja <u>ula</u> [ja <u>wla</u>] cage	ci <u>ma</u> summit; top of trees	
e <u>cha</u> ³ he throws	lu <u>cha</u> struggle	si <u>ma</u> cavern; abyss	
ga <u>cho</u> curvated, bent downward	go <u>lpe</u> [go <u>lpe</u>] blow	si <u>ple</u> simple, silly	
[n]	[ñ]	[y]	[gz]
a <u>un</u> [a <u>wn</u>] yet, as yet	a <u>ño</u> [a <u>ño</u>] year	yo I	au <u>xilio</u> [a <u>wgzilyo</u>] aid, help
a <u>unque</u> [a <u>wnke</u>] although, even if	ba <u>ño</u> bath, bathing	ha <u>llan</u> [a <u>yan</u>] they find	exa <u>men</u> [e <u>gzamen</u>] examination
co <u>n</u> [ko <u>n</u>] with	u <u>ña</u> finger- nail, toe nail	lla <u>ma</u> [ya <u>ma</u>] he calls	inexo <u>rable</u> [ine <u>gzorable</u>] inexorable, hard-hearted
co <u>munista</u> communist	ca <u>ña</u> cane, reed	en <u>vi</u> amos [em <u>by</u> amos] we send	inexa <u>cto</u> [ine <u>gzakto</u>] inaccurate
eufo <u>ña</u> [e <u>wfonia</u>] euphony	da <u>ño</u> harm, damage	allá [a <u>ya</u>] there, yonder	má <u>xima</u> [ma <u>gzima</u>] a maxim, axion
po <u>nen</u> they put place	cu <u>ñado</u> [ku <u>ñado</u>] brother- in-law	sollo <u>za</u> [so <u>yosa</u>] he sobs	ne <u>xo</u> [ne <u>gzo</u>] knot, union

³See p. 16 e)

[n]	[ñ]	[y]	[gz]
noche [noche] night	doña lady (a title of honor	medio [medyo] middle, means	oxidación [ogzidasyon] oxidation
agonía [agonia] agony	lino row of trees or plants	pollo [poyo] rooster	óxido [ogzido] oxide
tonto foolish	moñudo [moñudo] crested, tufted	quilla [kiya] keel of a ship	sexenio [segzenyo] space of six years
tantos so many	taño I play (an in- strument)	nación [nasyon] nation	sexo [segzo] sex