

A Spanish Readability Formula

SOME years ago the author carried on a study designed to isolate factors which influence relative reading difficulty of Spanish prose writing.¹ Out of this research came a Readability Formula, or *Formula de "Lecturabilidad,"* which, by a simple measure of vocabulary and sentence structure, accurately predicts the relative difficulty of reading material.²

The Formula was first presented to language specialists at the Chicago meeting of the Central States Modern Language Teachers Association in 1951, and since then several hundred requests have been received asking for copies of the instructions and Word List for using the Formula. The Formula has been used by the Pan American Union in establishing the relative reading difficulty of fundamental education materials prepared for Latin American adults of limited reading ability.³ It has been used by Dr. James B. Tharp in evaluating the text passages of the foreign language tests reviewed in the Buros' *Fourth Mental Measurement Yearbook* and also in assuring comparable difficulty of materials used from quarter to quarter in the Ohio State Graduate School foreign-language examinations. Officers of the Department of Agriculture with responsibility for overseas extension, and U. S. Information Service program officers have taken interest in the Formula. The Inter-American Institute of Agricultural Sciences with headquarters at Turrialba, Costa Rica, has trained agricultural extension editors from several Latin American countries in the use of the Formula. Early in 1956, educational media specialists in an International Cooperation Administration training program in Panama were introduced to the Formula. Also, graduate students under Professor Herminio Almendros at Universidad de Oriente in Cuba are experimenting with the Formula in establishing reading difficulty levels of school textbooks.

In foreign language education, the Formula should be exceptionally useful in helping

evaluate the relative reading difficulty of textual materials used in classroom instruction. We have for many years accepted the principle that students should be moved from the simple to the difficult in easy stages. When choosing basic and supplementary materials in foreign language classes, however, it is at best subjective business to attempt to decide what reading material is compatible with the language development of the students, unless a readability formula is used.

The Construction of the Formula

In studying factors which influence the reading difficulty of Spanish, two factors were found to have high correlation with reading difficulty and low correlation with each other, thus showing that they measure different aspects of reading difficulty. These two factors were combined into a multiple regression equation which measures relative reading difficulty in Spanish with a reliability of .87, high compared to most English formulas.

The two components of the Formula used are word usage, as measured by a *Density* calculation, and sentence complexity, as measured by *Average Sentence Length*. The *Density* or word usage calculation, is based on the relative number of words in the passage not appearing among the most frequently used

¹ Seth Spaulding, *Reading Difficulty of Passages Used in Spanish Ph.D. Language Examinations*, Columbus: The Ohio State University (Unpublished M.A. Thesis), 1950.

² Seth Spaulding, "Two Formulas for Estimating the Reading Difficulty of Spanish," *Educational Research Bulletin*, XXX, V (May 16, 1951) pp. 117-124. The formulas given on p. 124 of this 1951 article must be multiplied by a constant of 10 to produce difficulty ratings ranging from 20-200, as described in the present article. The instructions and Density Word List are now published for the first time and refer only to Formula 2 of the 1951 research summary.

³ See Seth Spaulding, "Fundamental Education and the Foreign Language Teacher," *Hispania*, XXXVI, 2 (May, 1953), pp. 158-163.

words in Spanish as indicated by the Buchanan count.⁴ The *Average Sentence Length* figure is an index to sentence complexity. Involved complex sentences, on the average, are longer than short sentences.

The *Density* and *Average Sentence Length* calculations, of course, do not suggest criteria to be followed blindly by authors intending to make their writing readable. Some long sentences are easier than other short ones, and many easy words do not appear on the Density Word List. However, as averages, these calculations are accurate measures of sentence complexity and vocabulary difficulty.

How to Use the Formula

1. *Choosing Samples*: Passages of 500 words or so should be measured in their entirety. Longer materials may be measured by choosing random samples of about 100 words each. For short stories or articles, mark off three to six such 100-word samples, and for books, mark off 100-word samples every tenth page. Start samples at the beginning of a paragraph and end each sample at the end of the sentence nearest the 100th word. Thus, most samples will actually be a few words more or less than 100 words.

For measuring anthologies or collections of articles, apply the Formula to each story or section separately. Otherwise, for books and manuscripts entirely by the same author, add the figures of the samples together and compute the over-all readability of the material.

2. *Average Sentence Length*: After having marked off the samples to be used, the next step is to count the number of words and the number of sentences in the sample. Arrive at the *Average Sentence Length* figure by dividing the total number of sentences in the samples into the number of words.

3. *Density or Index of Vocabulary Difficulty*: The *Density*, or vocabulary usage figure, is arrived at by counting the number of words in the samples that *do not appear* on the Density Word List at the end of this article.⁵ The total number of words in the samples is then divided into the number of words that do not appear on the Density Word List, resulting in a decimal figure ranging from zero to

.21. This is the *Density* rating of the passage, and is, in essence, the *decimal percentage of words* in the samples that are *outside* the 1,500 most frequent words of the Buchanan count.

4. *Rules for Computing*: In computing *Average Sentence Length* and *Density* figures, these rules should be followed:

- (a) In noting words that do not appear on the Density Word List, simple diminutives or augmentatives (*chiquito, grandote*), or simple adverbs (*rápidamente*) are considered as appearing on the list *if* parent forms appear (*chico, grande, rápido*). Feminine forms of nouns and adjectives are counted as appearing if the masculine form appears on the List, and plurals are considered under the singular forms.
- (b) Verb tenses do not appear in the Density Word List. Accordingly, the value of the infinitive form of the verb is used in noting verbs that appear or do not appear on the List. Adjectives and past participles ending in -ado, -ido, are listed under the parent infinitive form (*considerado* under *considerar*). Derivations used as nouns are listed on their own (*vestido, hecho, corredor*). Irregular participles are listed on their own (*supuesto*).
- (c) Numbers, names of months and days of the week do not appear on the Density Word List. Count them as appearing, however, when computing the *Density* figure. Also, count numbers *when written as numerals* as one word in computing Average Sentence Length (ex. "1956" is counted as one word).
- (d) Proper and geographic names are counted as appearing on the Density Word List, whether the individual words of the name do or not. Names of organizations, books, motion pictures, and the like, receive no special consideration, unless one or more words of the title can be counted as familiar under the Proper Name rule.
- (e) Initials are not counted as separate words, but rather are considered a part of the name which they

⁴ Another method of applying the formula uses an average of individual frequency ratings of every word in the passage. This cumbersome measure of vocabulary usage gives approximately the same ratings as the *Density* measure.

The nature of the *Density* measure (as an index of vocabulary complexity) makes it unlikely that the use of the newer Rodríguez-Bou frequency count would give any more accurate figures, even if the Formula values were re-weighted accordingly. Also, the Buchanan count is of reading vocabulary only, and it is reading difficulty which the Formula measures.

⁵ As the Density Word List is used, the process of noting words not appearing becomes quite rapid. It is soon obvious that most structural words, pronouns, common adjectives, adverbs, and so on, appear on the List, and need not be searched for each time they are used in the passage.

accompany. Initials used as a word (OEA, for *Organización de Estados Americanos*) are counted as one word, however, and this word is considered as appearing on the Density List. Abbreviations are considered as full words and looked up on the Density List under the unabbreviated form.

- (f) A word which does not appear on the Density Word List, but which is obviously being repetitively used in a passage, should not be counted as unknown after its third usage. This rule applies only when such repetition becomes obvious to the tabulator in the normal course of counting, and such words should be relatively infrequent, except in technical materials or in carefully graded materials where there is planned vocabulary repetition.⁶
- (g) In instances where grammatically complete units of thought are separated by a colon or semi-colon instead of a period, count each unit of thought as a complete sentence in computing *Average Sentence Length*. This rule does not apply where commas or conjunctions are used, and applies to colons and semi-colons only when a period could grammatically be substituted.

5. Calculation of the Formula: After the *Average Sentence Length* and vocabulary *Density* of the passage have been computed, the figures may be substituted in the following statistical formula:

$$\text{Difficulty} = 1.609 (A.S.L.) + 331.8 (\text{Density}) + 22.0$$

where *A.S.L.* equals *Average Sentence Length*, and *Density* is the decimal percentage of words in the passage not appearing on the Density Word List.

In order to facilitate computation of Formula figures, the Readability Graph (Table I) may be used. Plot the *Average Sentence Length* on the first column and the *Density* figure on the third column. Connect the two columns in a straight line and the Difficult Rating will appear where the line crosses the center column.

6. Sample Calculation: Let us assume that we are measuring a 500-word passage. In the passage there are 50 sentences. We have looked up each word on the Density Word List (except for those words we soon find unnecessary to check because of our growing familiarity with the List) and we find that 20 words do not appear.

We divide the total sentences (50) into total words (500), giving an *Average Sentence Length* of 10.

We next divide total words in the passage (500) into total words not appearing on the

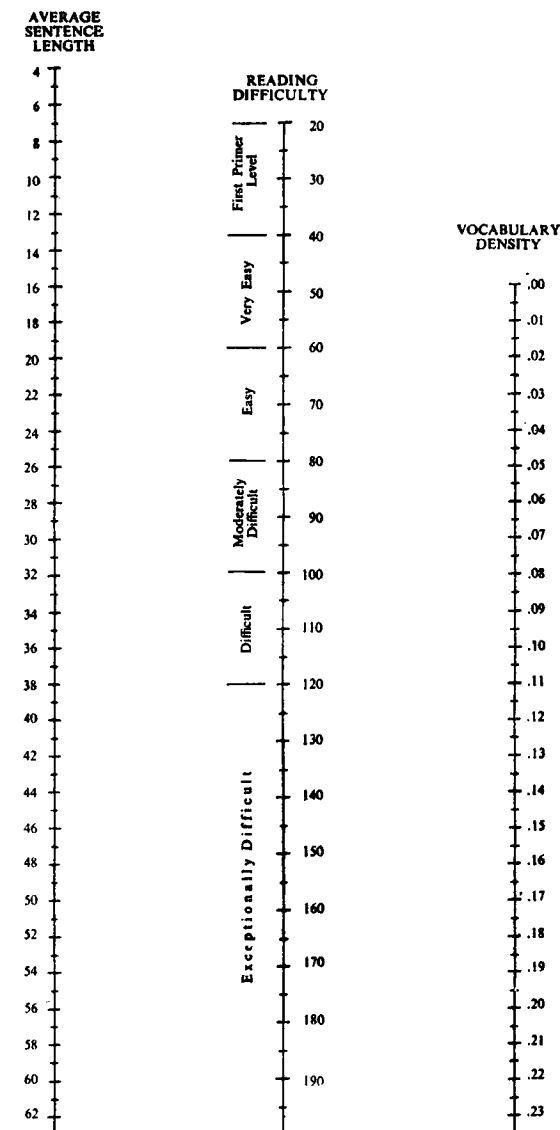


FIG. 1. Readability graph. Plot *Average Sentence Length* on the Left Column and *Density* on the Right Column. Connect the two plottings with a ruler or a straight line. The point at which the line crosses the Center Column indicates the Relative Reading Difficulty of the material being measured.

Density Word List (20), giving a *Density* figure of .04 (indicating, actually, that 4% of the words in the passage are not on the Density List).

⁶ Theories of word repetition are reviewed by the author in "Three Dimensional Word Repetition in Reading Material," *Modern Language Journal*, XXXVII, 5 (May, 1953), pp. 226-230.

The *Average Sentence Length* (10) and *Density* (.04) figures are substituted in the Formula as follows:

$$\text{Difficulty} = 1.609 (A.S.L.) + 331.8 (\text{Density}) + 22.0$$

$$\text{Difficulty} = 1.609 (10) + 331.8 (.04) + 22.0$$

$$\text{Difficulty} = 16.09 + 13.272 + 22.0$$

$$\text{Difficulty} = 51.362$$

For rapid calculation, the *Average Sentence Length* and *Density* figures can be plotted on the appropriate columns of the Readability Graph (Table I). If, in our example, the *Average Sentence Length* of 10 is plotted on the first column and the *Density* figure of .04 is plotted on the third column, a line connecting the two plottings will cross the middle "Difficulty" bar at slightly above 50.

In calculating the over-all readability rating of several samples chosen from a long passage, first, add up the number of words in all samples, second, add up the total sentences in all samples, and third, add up the number of words in all samples not appearing on the Density Word List. Using these totals calculate over-all *Average Sentence Length* and *Density*, and apply the Formula as outlined above.

7. *Ratings*: Although the Formula provides for ratings ranging from 20 (exceptionally easy) to 200 (exceptionally difficult), most general reading material will rate somewhere between 40 and 140. The following qualitative evaluation of the ratings is suggested in terms of material destined for Spanish-speaking audiences:

<i>Formula Rating</i>	<i>Type of Material</i>
Below 40	First Primers and other extensively simplified materials
40-60	Very Easy
61-80	Easy
81-100	Moderately Difficult
101-120	Difficult
121 and above	Exceptionally Difficult

In research with adult beginning readers in Latin America, it has been found that passages rating between 40 and 60 can be understood with maximum comprehension.⁷ Passages rating between 61 and 80 are in the questionable zone for this audience. Materials above 80 are too difficult for most rural readers with limited schooling. We have not established comparable ratings in terms of grade placement of materials

destined for Spanish speaking students, but we are hoping to establish such norms from research being started in Cuba at the present time.

The author has not had opportunity to measure large numbers of foreign language text materials using the Formula and cannot suggest norms. The Formula has been shown to be valid, however, in measuring relative reading difficulty, and as such the foreign language teacher may feel confident in using the Formula in rating his own classroom materials so that the materials progress logically in order of presentation from easy to difficult. If basic classroom instructional materials measure 60, on the average, supplementary reading materials measuring 100 would be inappropriate for use at the present stage of the students' language development. Inversely, after students have mastered materials with a rating of 100 or better, it would be marking time to present materials rating 50 or 60. It is probably more important, however, not to introduce excessively difficult materials until the students have progressively mastered easier materials than it is to guard against relatively easy materials in advanced classes. Even in a person's own tongue, one enjoys most that type of reading material which can be read easily without exercise of total abilities and complete concentration.

Other Factors Influencing Publication Effectiveness

The Formula, of course, measures only the structural difficulty of the language used. Physical factors such as the way the printed word is placed on the page, the type size used, the format and presentation of the publication in question, and so on, also affect a publication's over-all education potential. Textual material rating easy using the Formula could be cast in six-point type and printed on a page with no margins and no leading (space between the lines) and be very unreadable indeed.

In English, for the average mature reader,

⁷ Seth Spaulding, *An Investigation of Factors Influencing the Effectiveness of Fundamental Education Reading Materials for Latin American Adults*, Columbus: The Ohio State University (Unpublished Ph.D. Dissertation), 1953, pp. 112 ff.

10-point type size and a line length of 80 mm. ($2\frac{1}{8}$ ") seems to offer maximum reading ease. Similarly, research has shown that leading (space between the lines) is as significant in determining physical readability as is type size.⁸ For less than mature readers, of course, type size and leading must be increased. The author's research in rural areas of Latin America shows that type of 16–18 point with considerable leading is needed to assure maximum readership of reading materials prepared for adult semi-literates.

Pictorial illustrations can be a communication medium much as is the printed word. They also add to readability in that they hold interest. Illustrations, in general, should be bold, realistic, to the point, including only the essential points of the concept which they are meant to portray. In research the author has carried out in Latin America, it was found that adults reading Spanish booklets which included full page pictorial illustrations for every major idea in the text, remembered an average of 67% more than comparable adults reading the same booklets without illustrations.⁹

Foreign-language teachers and Spanish-speaking educators, of course, must also be extremely critical in evaluating the subject content and conceptual style of the publication in terms of aims and objectives of the instructional or communication program. A jumble of words se-

lected from the Density Word List can be punctuated into sentences so as to measure easy on the Readability Formula but still say nothing. The Readability Formula must be used intelligently.

All other factors considered, however, readability of the language used is a prime factor in determining what people read. Of publications available, people choose first what is easy to read and of those items that are easy to read they choose according to subject matter interest. Thus, whether the intended audience of a book is an adult semi-literate in rural Peru, a highly-literate businessman in Mexico City, or a student in a first-year Spanish course in Wabash, U.S.A., the Spanish Readability Formula, or *Formula de "Lecturabilidad,"* should be a useful tool in helping select appropriate instructional, educational and informational materials.

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⁸ See D. G. Paterson and M. A. Tinker, *How to Make Type Readable*, New York: Harper and Brothers, 1940, 209 pp.

⁹ See (1) Seth Spaulding, "Research on Pictorial Illustration," *Audio-Visual Communication Review*, III, 1 (Winter, 1955), pp. 35–45.

(2) ———, "An Investigation of Factors Influencing the Communication Potential of Pictorial Illustrations," *Audio-Visual Communication Review*, IV, 1 (Winter, 1956).

DENSITY WORD LIST*

a	acerca	adiós	agradar	alegre	allí	ancho
abajo	acercar	admirable	agradecer	alegría	amable	andar
abandonar	acertar	admiración	agregar	alejar	amante	ángel
aborrecer	acompañar	admirar	agua	algo	amar	angustia
abrazar	aconsejar	admitir	aguardar	alguien	amargo	animal
abrir	acordar	adonde	ahí	algún (-o)	amargura	animar
absoluto	acostumbrar	adorar	ahogar	aliento	ambos	ánimo
abuelo	actitud	adquirir	ahora	alma	amenazar	anterior
acá	acto	advertir	aire	alrededor	americano	antes
acabar	actual	afán	ajeno	alterar	amigo	antiguo
acaso	acudir	afecto	al	alto	amistad	anunciar
acción	acuerdo	afirmar	ala	altura	amo	añadir
aceite	adelantar	afligir	alcalde	alumbrar	amor	año
acento	adelante	agitar	alcanzar	alzar	amoroso	apagar
aceptar	además	agradable	alegrar	allá	anciano	aparecer

* In computing the Density factor of the Spaulding Spanish Readability Formula, consider all proper names, numbers, days of the week and months of the year as appearing on the list. Appreciation is expressed for the kind permission of Henry Grattan Doyle and the Committee on Foreign Language Teaching of the American Council on Education to use the data in the Buchanan study (*A Graded Spanish Word Book*, University of Toronto Press, 1941) in the preparation of this list.

apartar-efecto

apartar	bajo	campana	cólera	constituir	culpa	determinar
aparte	balcón	campo	colgar	contruir	culto	detrás
apenas	bañar	cansar	colocar	consuelo	cumbre	día
aplicar	barba	cantar	color	consumir	cumplir	diablo
apoyar	base	cantidad	columna	contar	cura	diario
aprender	bastante	canto	combatir	contemplar	curiosidad	dicha
apretar	bastar	capa	comedia	contener	curioso	dicho (s.)
aprovechar	batalla	capaz	comenzar	contento	curso	dichoso
aquel, aquél	batir	capital	comer	contestar	chico	diente
aquí	beber	capitán	cometer	contigo		diferencia
árbol	belleza	capítulo	comida	continuar	dama	diferente
arder	bello	cara	como, cómo	continuo	daño	difícil
ardiente	bendecir	carácter	compañero	contra	dar	dificultad
arma	bendito	cárcel	compañía	contrario	de	difunto
armar	besar	cargar	comparar	contribuir	debajo	digno
arrancar	beso	cargo	complacer	convencer	deber (v. o s.)	dinero
arrastrar	bestia	caridad	completo	convenir	débil	dios
arreglar	bien (s., adv.)†	carifio	componer	conversación	decidir	dirección
arriba	blanco	carne	comprar	convertir	decir	directo
arrojar	blando	carrera	comprender	convidar	declarar	dirigir
arte	boca	carro	común	copa	dedicar	discreto
artículo	boda	carta	comunicar	corazón	dedo	discurrir
artista	bondad	casa	con	corona	defecto	discurso
asegurar	bonito (adj.)	casar	concebir	correr	defender	disgusto
así	bosque	casi	conceder	corresponder	defensa	disponer
asiento	bravo	caso	concepto	corriente	dejar	disposición
asistir	brazo	castellano	conciencia	cortar	del	distancia
asomar	breve	castigar	concluir	corte	delante	distinguir
asombrar	brillante	castigo	conde	corto	delicado	distinto
aspecto	brillar	causa	condenar	cosa	demás	diverso
aspirar	buen (-o)	causar	condesa	costa	demasiado	divertir
asunto	burla	ceder	condición	costar	demonio	dividir
atar	burlar	celebrar	conducir	costumbre	demonstrar	divino
atención	buscar	célebre	conducta	crear	dentro	doblar
atender		centro	confesar	crecer	derecho (-a)	doble
atento	caballero	ceñir	confianza	creer	derramar	doctor
atrás	caballo	cerca	confiar	criado	desparecer	dolor
atravesar	cabello	cercano	conforme	criar	descansar	dominar
atreverse	caber	cerebro	confundir	criatura	descanso	don, D.
aumentar	cabeza	cerrar	confusión	cristal	desconocer	donde, dónde
aun, aún	cabo	cesar	confuso	cristiano	describir	doña, Da.
aunque	cada	ciego	conjunto	cruel	descubrir	dormir
ausencia	cadena	cielo	conmigo	cruz	desde	drama
autor	caer	ciencia	conmover	cruzar	desear	duda
autoridad	café	cierto (-a-mente)	conocer	cuadro	deseo	dudar
auxilio	caída		conocimiento	cual, cuál	desesperar	dueño
avanzar	caja	circunstancia	conque	cualquiera	desgracia	dulce
ave	c(u)alidad	citar	conquista	cuando, cuándo	desgraciado	dulzura
aventura	calma	ciudad	consagrar	cuanto, cuánto	deshacer	durante
avisar	calor	civil	consecuencia	cuarto (s.)	desierto	durar
ay	callar	claridad	conseguir	cubrir	despedir	duro
ayer	calle	claro	consejo	cuello	despertar	
ayudar	cama	clase	consentir	cuenta	despreciar	e
azúcar	cambiar	clavar	conservar	cuento	después	echar
azul	cambio	cobrar	considerar	cuerpo	destinar	edad
	caminar	cocer	consigo	cuestión	destino	edificio
bailar	camino	coche	consistir	cuidado	destruir	educación
bajar	campana	coger	constante	cuidar	detener	efecto

† s. = sustantivo (noun); *adv.* = adverbio; *adj.* = adjetivo; *v.* = verbo; *prep.* = preposición; *pron.* = pronombre.

						ejecutar-meter
ejecutar	eso	fe	gracia	humor	izquierdo	luego
ejemplo	espacio	felicidad	gracioso	hundir		lugar
ejercer	espada	feliz	grado		jamás	luna
ejército	espalda	fenómeno	gran (-de)	idea	jardín	luz
el, él	español	feo	grandeza	ideal	jefe	
elegir	esparcir	fiar	grave	idioma	joven	llama
elemento	especial	fiel	griego	iglesia	juego	llamar
eleva	especie	fiesta	gritar	ignorar	juez	llano
ella	espejo	figura	grito	igual	jugador	llanto
emoción	esperanza	figurar	grupo	iluminar	juicio	llave
empeñar	esperar	fiar	guapo	ilusión	juntar	llegar
empezar	espeso	fijo	guardar	ilustre	junto	llenar
emplear	espíritu	fin	guerra	imagen	jurar	lleno
emprender	esposo	final	guiar	imaginación	justicia	llevar
empresa	establecer	fingir	gustar	imaginar	justo	llorar
en	estado	fino	gusto	imitar	juventud	
enamorar	estar	firme		impedir	juzgar	madre
encantador	estatua	físico	haber	imperio		maestro
encanto	este, éste	flor	habitación	imponer	la	magnífico
encargar	estilo	fondo	habitar	importancia	labio	majestad
encender	estimar	forma	hablar	importante	labor	mal (-o) (<i>adj.</i> , <i>s.</i> o <i>adv.</i>)
encerrar	estrecho	formar	hacer	importar	labrador	mandar
encima	estrella	formidable	hacia	imposible	lado	manera
encontrar	estudiar	fortuna	hacienda	impresión	ladrón	manifestar
encuentro	estudio	francés	hallar	impreso	lágrima	mano
enemigo	eterno	franco	hambre	imprimir	lance	mantener
energía	evitar	frase	harto	impulse	lanzar	mañana
enfermedad	exacto	frecuente	basta	inclinarse	largo	máquina
enfermo	examinar	frente	he aquí	indicar	lástima	mar
engañar	excelente	fresco	hecho (s.)	indiferente	lavar	maravilla
engaño	exclamar	frío	helar	individuo	lazo	marcar
enojo	exigir	fruto	herida	industria	lector	marchar
enorme	existencia	fuego	herir	infeliz	lecho	marido
enseñanza	existir	fuerza	hermano	infierno	leer	mas, más
enseñar	experiencia	fuera	hermoso	infinito	legua	masa
entender	experimentar	fuerte	hermosura	influencia	lejano	matar
enterar	explicar	fuerza	hervir	ingenio	lejos	materia
entero	exponer	función	hierro	inglés	lengua	materia
entonces	expresar	fundar	hijo	inmediato	lento	material
entrada	expresión	futuro	hilo	inmenso	letra	matrimonio
entrar	extender		historia	inocente	levantar	mayor
entre	extensión	galán	hogar	inquieto	leve	me
entregar	extranjero	gana	hoja	inspirar	ley	médico
entusiasmo	extrañar	ganar	hombre	instante	libertad	medida
enviar	extraño	gastar	hombro	instrumento	librar	medio
envolver	extraordinario	gato	hondo	inteligencia	libre	medir
época	extremo	general	honor	intención	libro	mejor
error		género	honra	intentar	ligero	mejorar
escapar	fácil	generoso	honrar	interés	limitar	memoria
escaso	facultad	genio	hora	interesante	límite	menester
escena	falda	gente	horrible	interesar	limpio	menos
esclavo	falso	gesto	horror	interior	lindo	mentir
escoger	falta	gitano	hoy	interrumpir	línea	mentira
esconder	faltar	gloria	huerta	íntimo	líquido	menudo
escribir	fama	glorioso	hueso	introducir	lo	merced
escritor	familia	gobernar	huevo	inútil	loco	merecer
escuchar	famoso	gobierno	huir	invierno	locura	mérito
escuela	fantasía	golpe	humanidad	ir (-se)	lograr	mes
ese, ése	favor	gota	humano	ira	lucha	mesa
esfuerzo	favorecer	gozar	humilde	isla	luchar	meter

mezcla-silencio

mezcla	niño	padre	pie	pronto	regalar	ruido
mi, mí	no	pagar	piedad	pronunciar	región	ruina
miedo	noble	página	piebra	propiedad	regla	rumor
mientras	noche	país	piel	propio	reina	
mientras	nombrar	pájaro	pieza	proponer	reinar	saber (<i>v.</i>)
militar	nombre	palabra	pintar	proporción	reino	sabio
ministro	norte	palacio	pisar	proporcionar	refr	sacar
minuto	nota	pan	placer	propósito	relación	sacerdote
mío	notable	papel	planta	perseguir	relativo	sacrificio
mirada	notar	par	plata	protestar	religión	sacudir
mirar (<i>v.</i>)	noticia	para	plato	provincia	religioso	sagrado
misa	novio	parar	plaza	próximo	remedio	sal
miserable	nube	parecer (<i>v.</i>)	pluma	prueba	remoto	sala
miseria	nuevo	pared	población	publicar	rendir	salida
mismo	número	parte	pobre	público	reñir	salir
misterio	numeroso	particular	poco	próximo	reparar	saltar
misterioso	nunca	partida	poder (<i>v. o s.</i>)	prueba	repartir	salud
mitad		partido	poderoso	publicar	repetir	saludar
moderno	o	partir	poeta	público	replicar	salvar
modesto	obedecer	pasado	política	pueblo	reposar	sangre
modo	objeto	pasar	político	puerta	reposo	sano
molestar	obligación	pasear	polvo	puerto	representar	santo
momento	obligar	paseo	poner	pues	república	satisfacer
montaña	obra	pasión	poquito	punta	resistir	satisfecho
montar	obscuridad	paso	por	punto	resolución	se
monte	oscuro	patria	porque, porqué	puro	resolver	seco
moral	observación	paz	porvenir		respe(c)tar	secreto
morir	observer	pecado	poseer	que, qué	respe(c)to	seguida
mortal	obtener	pecho	posesión	quedar (-se)	respirar	seguir
mostrar	ocasión	pedazo	posible	queja	responder	según
motivo	ocultar	pedir	posición	quejarse	respuesta	segundo
mover	oculto	pegar	precio	quemar	resto	seguridad
movimiento	ocupación	peligro	precioso	querer	resultado	seguro
mozo	ocupar	peligroso	preciso	querido	resultar	semana
muchacho	ocurrir	pelo	preferir	quien, quién	retirar	semejante
mucho	odio	pena	pregunta	quienquiera	retrato	sencillo
mudar	ofender	penetrar	preguntar	quitar	reunión	seno
muerte	oficial	pensamiento	premio	quizá, quizás	reunir	sensación
mujer	oficio	pensar	prenda		revolver	sentar
mundo	ofrecer	peor	prender	rama	rey	sentido (<i>s.</i>)
murmurar	oído	pequeño	preparar	rápido	rico	sentimiento
música	oír	perder	presencia	raro	ridículo	sentir
muy	ojo	perdón	presentar	rato	riesgo	seña
	olor	perdonar	presente	rayo	rigor	señal
nacer	olvidar	perfecto	presidente	raza	rincón	señalar
nación	opinión	periódico	prestar	razón	río	señor (-a)
nacional	oponer	permanecer	pretender	real	riqueza	señorito (-a)
nada	oración	permitir	primero	realidad	risa	separar
nadie	orden	pero	primo	realizar	robar	ser (<i>v. o s.</i>)
natural	ordenar	perro	principal	recibir	rodar	sereno
naturaleza	ordinario	perseguir	príncipe	recién	rodear	serio
necesario	oreja	persona	principio	reciente	rodilla	servicio
necesidad	orgullo	personaje	prisa	reclamar	rogar	servir
necesitar	origen	personal	privar	recoger	rojo	severo
necho	orilla	pertenecer	probar	reconocer	romper	si, sí
negar	oro	pesar (<i>v. o s.</i>)	proceder	recordar	ropa	siempre
negocio	otro	peseta	procurar	recorrer	rosa	siglo
negro		peso	producir	recuerdo	rostro	significar
ni	paciencia	picar	profundo	reducir	rubio	siguiente
ninguno	padecer	pico	prometer	referir	rueda	silencio

silla-yo

silla	sonido	tabla	tienda	través	variar	vida
simple	sonrefr	tal	tierno	triste	vario	viejo
sin	soñar	tal vez	tierra	tristeza	varón	viento
sin embargo	sordo	talento	tío	triunfar	vaso	vino
sincero	sorprender	también	tipo	triunfo	vecino	violencia
singular	sorpesa	tampoco	tirano	tropezar	vela	violento
sino	sospechar	tan	tirar	tu, tú	velar	virgen
siquiera	sostener	tanto	título	turbar	vencer	virtud
sistema	suave	tardar	tocar		vender	visión
sitio	subir	tarde (<i>adv.</i> o <i>s.</i>)	todavía	u	venganza	visita
situación	suceder	te (<i>pron.</i>)	todo	último	venir	visitar
situar	suceso	teatro	tomar	un, uno (-a)	venta	vista
soberano	suelo	tema	tono	único	ventana	visto
soberbio	suelto	temblar	tonto	unión	ventura	viudo
sobre (<i>prep.</i>)	sueño	temer	torcer	unir	ver	vivir
sobrino	suerte	temor	tornar	usar	verano	vivo
social	suficiente	templo	torno	uso	veras	volar
sociedad	sufrir	temprano	toro	usted	verbo	voluntad
sol	sujeto	tender	torre	útil	verdad	volver
soldado	suma	tener	total		verdadero	voto
soledad	sumo	terminar	trabajar	vacío	verde	voz
soler	superior	término	trabajo	vago	vergüenza	vuelta
solicitar	suplicar	terreno	traer	valer	verso	
solo, sólo	suponer	terrible	traje	valiente	vestido	y
soltar	supremo	terror	tranquilo	valor	vestir	ya
sombra	supuesto	tesoro	tras	valle	vez	yo
sombrero	suspenso	testigo	trasladar	vanidad	viaje	
someter	suspender	ti	tratar	vano	vicio	
sonar	suspirar	tiempo	trato	vapor	víctima	

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"The facts are these: No language can be easily or quickly mastered, whatever the method and whoever the master. A language is something infinitely subtle and difficult. In the language of any civilized people there are many thousands of words and idiomatic constructions. Most of these have many meanings and shades, the exact understanding of which is crucial. . . . It is easy enough to teach students to read some non-consequential material, to talk about the weather, to ask for a drink or for a meal, or to ask the time. But to read with complete understanding a book or a serious article written in an FL, or to carry on a conversation with an educated foreigner, is by no means easy. For the former, the reader must have become familiar with at least five or six thousand words and with as many hundreds of idiomatic constructions; for the latter, the speaker must be able to use at least two or three thousand words in grammatically and phonetically correct sentences and to understand many more—quite evidently not a program to be mastered in a few weeks or even a few months. . . . The acquisition of an FL cannot be easier than the acquisition of one's own native tongue! It is infinitely harder; for to learn a new language means to acquire a new set of speech habits, different word-thought associations, new and profound mental adjustments *in the face of the powerful opposition of those already acquired*. . . .

—M. S. PARGMENT

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