

## INTRODUCTION

We present in this brochure the list of the 6500 words most frequently used in conversation. With this it will be possible to carry on idiomatic conversation.

This listing is an important part of the General Vocabulary of our study, PLURILINGUA, which includes 50,000 words with certain affinity with the neolatin languages.

The peculiar aspect of this study is that the initial and basic material was suggested by the latin origin of a great part of the English colloquial and scientific vocabulary. (See Webster's New Collegiate Dictionary, 2nd Edition, 1953. G & C Merriam Co., Springfield, Mass., USA)

From the whole bulk of this voluminous terminology, we selected 11,000 words (a great part of them of latin etymological origin) with their equivalence in several romanic languages, such as: Latin, Spanish, Portuguese, Italian and French.

We added, later on, due to their affinity with the Spanish language, the vocabularies of Tagalog (Manila), Chabacano (Zamboanga-Cavite) and Chamorro (Guam).

As a complement of this compilation, we added some synthetic paradigms of the grammatical structure of each language and a selection of colloquial topics of conversation.

The finality of this work is to facilitate the rapid mastery of the modern languages, based on the common etymology of many words (up to 60% in English).

We think that in two or three months of intensive work of teacher and student, the latter could master the essential elements of a language for a fruitful conversation. The required materials are: essential vocabulary, grammatical synthesis, and colloquial conversation. Five are the conditions suggested for the rapid and efficacious acquisition of a language: 1) Exclusive dedication to this study during two or three months 2) Two daily classes and three or four hours of private study; the first class to know the grammatical structure, and the second class for exercises of phraseology, conversation, translation and composition. 3) One textbook containing the three mentioned elements 4) One student really interested and dedicated to the study of the chosen language, and 5) A teacher likewise dedicated to his job, offering to the student as much knowledge of the language as he (the student) can assimilate. Our personal experience in teaching language was completely satisfied on three occasions: with two Chinese students, with two Filipinos, and with two Americans.

All of them got the necessary skill to express themselves in Spanish after two months of intensive training.