

A SELECTED VOCABULARY OF ANGLICISMS USED BY  
THE SPANISH-SPEAKING FIRST-GRADE STUDENTS  
OF THE ELEMENTARY SCHOOLS OF  
DEL RÍO, TEXAS

THESIS

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By

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## TABLE OF CONTENTS

|                                                    | Page |
|----------------------------------------------------|------|
| ACKNOWLEDGEMENTS . . . . .                         | ii   |
| ABBREVIATIONS AND SYMBOLS USED IN THIS STUDY . . . | iv   |
| Chapter                                            |      |
| I. INTRODUCTION . . . . .                          | 1    |
| The Objectives of this Study . . . . .             | 1    |
| Historical Background . . . . .                    | 2    |
| Sources and Methodology . . . . .                  | 11   |
| Order of Presentation of the Materials .           | 15   |
| II. VOCABULARY . . . . .                           | 18   |
| III. CONCLUSIONS . . . . .                         | 63   |
| BIBLIOGRAPHY . . . . .                             | 68   |

## ABBREVIATIONS AND SYMBOLS USED IN THIS THESIS

|         |       |                                  |
|---------|-------|----------------------------------|
| adj.    | ----- | adjetivo                         |
| Am.     | ----- | American                         |
| Amer.   | ----- | América                          |
| angl.   | ----- | anglicismo                       |
| ant.    | ----- | anticuado                        |
| c.      | ----- | como                             |
| desus.  | ----- | desusado                         |
| EE. UU. | ----- | Estados Unidos                   |
| etc.    | ----- | etcétera                         |
| f.      | ----- | substantivo femenino             |
| form.   | ----- | formal                           |
| indic.  | ----- | indicativo                       |
| interj. | ----- | interjección                     |
| intr.   | ----- | intransitivo                     |
| jerig.  | ----- | jerigonza                        |
| m.      | ----- | substantivo masculino            |
| m.y.f.  | ----- | substantivo masculino y femenino |
| Méj.    | ----- | Méjico                           |
| pág.    | ----- | página                           |
| pers.   | ----- | persona                          |
| pl.     | ----- | plural                           |

p.p.-----participio pasado  
 pres.-----preposición  
 pron.-----pronombre  
 pron. pers.-----pronombre personal  
 r.-----verbo reflexivo  
 sing.-----singular  
 t.-----también  
 tr.-----verbo transitivo  
 U.-----úsase  
 U.S.A.-----United States of America  
 v.-----véase

#### LEGEND OF SYMBOLS

##### The term

Most of the words recorded in this thesis are not found in the Diccionario de la lengua española, 1970 edition. Excluded from our list are those terms that are found in the Diccionario (1) with the same form, (2) the same meaning and (3) no geographical designation.

1A. indicates that the term in question is not found in the Diccionario de la lengua española of the Real Academia Española, (1970 edition).

2A. that it is found in the Diccionario de la lengua española (1970 edition) with a meaning other than

that given to it in Del Río.

- 3A. that it is found in the Diccionario de la lengua española with or without similar meaning, but with geographical designation.
- 4A. that it is found in the Diccionario de la lengua española with an identical meaning, but designated as antiquated, archaic, or slang expression.
- 5A. that it is found in the Diccionario de la lengua española but with a different pronunciation than that given to it in Del Río.

## CHAPTER I

### INTRODUCTION

#### Objectives

The objectives of this study are twofold: (1) to elicit, assemble, examine, analyze, classify and record the more popular and significant anglicisms found in the speech of the Spanish-speaking children enrolled in the first year of the elementary schools in the San Felipe Del Río Consolidated Independent School District of Del Río, Texas; (2) to provide the first grade teacher with a language inventory of the limitations and interference the Mexican-American child brings to the classroom, all with an end to helping her to prepare more practical, meaningful and effective teaching methods and materials.

### Historical Background

Del Río, Texas, is the county seat of Val Verde County and is located on the Río Grande River on the U. S. border. Across the river is Ciudad Acuña, México. San Antonio is 150 miles to the east, El Paso 406 miles to the northwest, Odessa 247 miles to the north, San Angelo 150 miles to the north and Eagle Pass 54 miles to the south.<sup>1</sup>

Del Río's population according to the 1970 census data of the Texas Almanac, 1972-73 edition, is 21,330.<sup>2</sup> The present manager of the Del Río Chamber of Commerce estimates that of this total, 55 per cent is Mexican-American.

San Felipe Del Río, as the city of Del Río was formerly known, had its true beginning during the early part of the nineteenth century. By this time, a small community of Mexicans was in existence in what was then an area called "Las Sapas" or "El Salto." This community was located approximately half a mile away from where the San Felipe creek empties into the Río Grande River.

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<sup>1</sup>Texas Industrial Commission, "Community Profile, Del Río, Texas" (Austin, Texas: State Printing Office, 1972).

<sup>2</sup>H. A. Belo Corporation, Texas Almanac and State Industrial Guide, 1972-73 (Dallas, 1972), p. 339.



This community never experienced any growth because its inhabitants were merely using it as a stepping stone. New residents kept moving in, but at the same time others kept moving out, working their way into other well-established communities.

The "Las Sapas" name was given to this migratory community because the homes of these early inhabitants consisted entirely of holes dug in the ground, these covered with branches, brush and mud to form roofs. "Sapas" is the original Spanish word for "underground shelter."<sup>3</sup>

In 1808, a missionary priest founded a mission on the west bank of the San Felipe creek near its juncture with the Río Grande. The mission was named San Felipe Del Río for St. Phillip's Day, the day of the arrival of the priest at the mission site. As Spanish rule in México was on the wane at this time, the mission was soon abandoned.<sup>4</sup> On October 8, 1865, Jerome Strickland, James H. Taylor, Randolph Pafford, and John Perry formed the San Felipe Agricultural, Manufacturing and Irrigation Company. In 1868, these four men settled in San Felipe Del Río and began to clear the land for farming and to build

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<sup>3</sup>Antonio E. Gutiérrez, "A History of the Community of San Felipe" (unpublished manuscript, Del Río, Texas, 1969).

<sup>4</sup>George O. Perkins, "Early History of Val Verde County" (unpublished Master of Arts Thesis, Sul Ross State College, 1953), p. 5.

irrigation ditches. In 1871, they completed the construction of two main irrigation ditches known as the San Felipe Ditch and the Madre Ditch (Acequia Madre).<sup>5</sup>

It should be noted that by the time this settlement was made, two young ladies, doña Refugia Paula de Rivera and her sister doña Refugia Losoya de Rivera had already established themselves in San Felipe and had a thriving hacienda. Doña Paula later married James H. Taylor, one of the founders of the San Felipe Agricultural, Manufacturing and Irrigation Company.

In 1874, the following persons and families lived in San Felipe: Randolph Pafford, John Perry, James H. Taylor, J. Strickland, Orlando Strickland, W. B. Hudson, W. H. Pulliam, W. R. Scriers, W. B. Reagan, Charles Bochat, James Griner, and H. M. Block.<sup>6</sup>

Some of the Mexican-American families living in Del Río at the same time were the Losoya sisters, doña Paula and doña Refugia, Félix León Chapoy, Pablo Calderón, don Felipe Ortiz, Dionicio Charles and Lorenzo Galindo.<sup>7</sup>

On September 28, 1877, the San Felipe Agricultural, Manufacturing and Irrigation Company deeded to the government

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<sup>5</sup>Joseph Jones, "History of the City of Del Río," Sheep and Goat Raisers' Magazine, February, 1922, p. 10.

<sup>6</sup>Perkins, "Val Verde County," p. 19.

<sup>7</sup>Gutiérrez, "San Felipe," pp. 7-8.

of the United States 200 acres of land for the purpose of a military garrison which they felt was needed to insure the settlement's safety against Indian uprisings.<sup>8</sup> Only one company of cavalry was stationed at Camp Del Río through 1883 under the command of Captain Randlett. As the Indian menace no longer existed in what is now Val Verde County after the railroad was built, the post of Del Río was abandoned, marking an end to the influence of the military in the early history of the county.<sup>9</sup>

In 1876, at the end of the Grant administration, H. M. Block succeeded W. H. Pulliam as Postmaster at San Felipe, but due to the existence of another post office with the name of San Felipe and the length of the name San Felipe Del Río, Mr. Block recommended that the town's name be shortened to Del Río. Although referred to locally as San Felipe for some time afterward, the official name of the settlement thus became Del Río.<sup>10</sup> At present there is a segment of the city called San Felipe which consists mostly of Mexican-American population.

Del Río's educational history has been an interesting and a controversial issue in the history of the city.

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<sup>8</sup>George O. Perkins, "Val Verde County," San Antonio Weekly Express, March 18, 1880, p. 17.

<sup>9</sup>Ibid.

<sup>10</sup>Ibid.

The first school district was created in 1885. The county common school district in 1908 was composed of seven districts under the jurisdiction of the County School superintendents. These districts were #1, Jones; #2, San Felipe; #3, Pandale; #4, Juno; #5, Star Route; #6, Langtry; and #7, Dolan.<sup>11</sup>

In June, 1928, the Del Río Independent School District made an application to the County School Board in which they expressed the desire to annex a large portion of the San Felipe District. At this time there were two schools in the San Felipe District. The seventh grade was the highest grade taught in the San Felipe schools. The pupils that desired to continue their education had to transfer to the Del Río Independent School District.

On June 29, 1928, a meeting was held in which the discussion led to a motion made and seconded to the effect that the San Felipe School District would be annexed to the larger Del Río Independent School District. This led to very strong objections on the part of the San Felipe District Board members, these being composed of Santos S. Garza, Hernán Cadena, and Andrés Cortinas. The objections resulted in legal proceedings which led to the forming of

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<sup>11</sup>J. B. Pena, "A History of the San Felipe Independent School District and its Influence on the Community" (unpublished Master of Arts Thesis, Sul Ross State College, 1951), p. 11.

the San Felipe Independent School District in 1929.

As mentioned before, the highest grade taught in the San Felipe School District was the seventh grade. The seventh grade classes were small, being on an average of eight to fifteen pupils, and out of these, only two or three had the desire to continue with their high school education.

There were several reasons for this. In the first place the importance of an education had not been emphasized; second, most of the students that finished the seventh grade were old and were ready to go to work; third, the Del Río schools were much further away and required more walking; fourth, the pupils for some reason, did not feel that they were welcome at this neighboring school.<sup>12</sup>

During this period, the student enrollment of the San Felipe schools was almost, if not entirely, Mexican-American.

It is interesting to note that there would be two independent school districts in a town of not more than 10,000 population.

The San Felipe Independent School District and the Del Río Independent School District continued to exist and grow until 1971 when again, ironically, legal proceedings

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<sup>12</sup>Ibid., p. 12.

brought the two schools together into a consolidated district.

On August 6, 1971, Judge Wayne Justice of the Eastern District Court of Texas ruled that any school having a minority group enrollment of 66 per cent or better had to be desegregated.<sup>13</sup> At this time, the San Felipe Independent School District student population was approximately 98 per cent Mexican-American.

A sizeable percentage of Del Río's population, mostly Mexican-American, follows the migrant stream every year. Every spring, around April or May, entire families pack up and head West and Northwest to work in the agricultural fields of California, Idaho, Washington, Wisconsin, Illinois and Michigan. Some of them leave Del Río in May to work in the cotton fields of Texas, especially in the Panhandle. These migrant families usually return by November or at the latest by December.

It is estimated that of the entire Del Río school population of 7,500, 1,026 students leave with their families to follow the migratory movement. Of these, approximately 125 are first grade children. Migrants going out of Texas work on numerous crops, such as sugar beets, vegetables, fruits and cotton, all of

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<sup>13</sup>Homero Sigala, personal interview with Assistant Superintendent of Del Río Consolidated Independent School District, June, 1973.

which involve arduous labor in their harvesting. More than 37 states are involved in the annual worker plan covering these Texas migrants and about 62,000 Texans, of whom 44,000 are workers, are registered under the plan. It is estimated that in addition as many as 10,000 to 15,000 workers move as free workers, making their own arrangements.<sup>14</sup>

As a border city, Del Río experiences a constant influx of Mexican people who come to buy, to work, or to stay. Some of these people establish residence legally, but others neglect to do so, a fact that is evidenced by the reports of illegal entrants which are caught by the United States Immigration officers every day.

Many Mexican-American citizens in Del Río have relatives and friends in Ciudad Acuña, and this creates a continuous usage of the Spanish language which perpetuates it for the Mexican-American living in Del Río.

Del Río, in its entirety, is a progressive city with a present labor force of about 19,000 employees. Laughlin Air Force Base, a pilot training base, is located six miles from Del Río. This base employs about 700 civilian personnel from Del Río and the surrounding area.

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<sup>14</sup>U. S. Department of Labor, Farm Labor Fact Book (New York: Greenwood Press Publishers, 1969), pp. 127-128.

The main sources of income for the Del Río population are Hicks-Ponder Company, manufacturer of clothing, Laughlin Air Force Base, San Felipe Del Río Consolidated Independent School District, ranching, and commercial businesses which cater to the trade from México and to the tourist attraction created by the new Amistad Dam and lake.

With the recently completed Amistad Dam and lake, and with Ciudad Acuña only four miles from the city limits, Del Río is fast becoming a major tourist attraction and a gateway to the interior of México.

Del Río's transportation facilities are more than adequate with major bus lines, daily railroad passenger runs and Amistad Airlines providing air transportation to nearby cities and major air terminals.



### Sources and Methodology

Even though Del Río would be considered a community where the dominant language spoken is English, more than 50 per cent of its inhabitants speak English.

In a survey taken by the present writer as evaluator of the Bilingual Program of the San Felipe Del Río Consolidated Independent School District, of 529 first grade students tested with the Peabody Picture Vocabulary Test in September, 1972, 287 or 40 per cent proved to be Spanish dominant, and 181 or 25 per cent proved to be bilingual. The test administered was the standard Peabody test in English and translation in Spanish by the present writer. Form A was administered in English and Form B in Spanish. The outcome of the test prompted this writer to examine the speech and sentence structure of these children, and it was found that a good portion of the vocabulary employed are English words hispanicized to fit communication needs.

This leads back to the influence that the English language has had on the Spanish-speaking community through the means of the Spanish news media--newspapers, radio and especially television. In order to determine the extent of anglicisms employed by the news media, this writer listened to Spanish-speaking radio and television

commentators for approximately thirty minutes each day for several weeks. This included listening to regular daily news, sports, and weather reports.

Del Río has three radio stations: KDLK, KWMC, and KWDR. Of these three radio stations, two have Spanish programs five days a week. Ciudad Acuña, Del Río's neighboring city in México, has five radio stations: XEAE, XEKD, XEDH, XHPL(FM), and XERF. The programs presented by these five radio stations are conducted completely in Spanish.

There is one television station that telecasts in Spanish, and that is channel 41 from San Antonio, Texas.

The writer in his entries determined that the majority of anglicisms employed by commentators are in the sports area. The most common of these anglicisms are béisbol, sóftbal, vólibol, básquetbol, fútbol, sóquer, golf, tenis, boxin, yeb, tim, fláibol, and faul.

**The** second most common source of anglicisms was in regular news reporting. These included boycotear, helicópter, supersónicos, ástronot, base, bacteria, reporter, intersección, audencias, minutas and suburbias.

The newspaper articles did not influence the children unless they were read out loud by their parents.

It should be pointed out that the anglicisms of the first grade student at this stage are limited, but the

extent of this vocabulary increases immensely as the child increases in age and enters into adulthood. The writer will limit the study to first grade students.

The linguistic materials studied, collected and compiled in this thesis came from several sources. In the classroom the collector listened to and recorded, in writing in notebook and on tape, spontaneous and controlled dialogues of the elementary school children of the San Felipe Del Río Consolidated Independent School District in Del Río, Texas. He also engaged the informants in conversation to elicit the necessary material and to confirm the meaning and form of the expressions in question.

The conversation that occurred between the writer and the informants was spontaneous but leading to words that the writer knew these children used with definite frequency. Four groups of children from four different classes in three different campuses provided the bulk of the material collected.

Additional information was obtained by listening to informants on the playground, in the street, in business establishments and in their homes. This information was recorded in writing in a notebook by indicating the terminology used and its frequency.

Personal interviews with some of the parents of the children in the study were made to determine the linguistic influence exerted in the home environment. The

information came from interviews with two families that have children in the first grade classes in the school district. The conversations were spontaneous but parents were told of the purpose of the interview. Many of the terms (anglicisms) employed by parents are not yet in the children's vocabularies.

The collector used visual aids (magazine pictures, illustrations from books), direct and indirect questions to elicit linguistic material from the informants and to confirm the frequency of its usage. The children were shown pictures and asked to tell what the items were called in Spanish. The responses were recorded on tape and also in writing.

All anglicisms employed by the children were culled to delete those classified and adopted without geographical designation by the Diccionario de la lengua española (20th ed., 1970), the official dictionary of the Royal Spanish Academy.

### Order of Presentation of Materials

The parts that normally constitute the main entry and the order in which they will appear:

1. the main entry (the anglicism) and its variant(s) in capital letters, the latter in parentheses
2. the part of speech, except in the case of nouns and verbs; verb usage will be indicated as tr. (transitive), intr. (intransitive) or r. (reflexive) in this part\*
3. the gender for single terms; no gender is given for verbs; see 2. above for an explanation\*
4. the etymon, if it is known, will be given in parentheses with the meaning(s) with which it was borrowed
5. the standard equivalent and/or its definition;
6. other parts of speech with which the expression may be used
7. the anglicism, underlined in context; if another regionalism appears in context, the main one is underlined twice and the incidental one, once
8. a diagonal bar to separate the Spanish and the English

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\*No numbers will be indicated in the actual work.

## sections

9. the English equivalent and/or its definition
10. the translation of the Spanish sentence with the main entry underlined
11. geographic distribution as it is indicated by the Royal Spanish Academy, e.g. (Amér., Méj., etc.)

## Examples

\*1) BOS. 2) 3) m. 4) (de bus 'ómnibus, autobús')  
 5) autobús, ómnibus: 6) 7) ¿ya paso el bos? 8)  
 9) bus (Local or otherwise): 10) Has the bus  
 gone by yet?

1) TROSTIAR (TROSTEAR). 2) 3) \*tr./ 4) (del  
 inglés to trust 'tener confianza, confiar en' + -iar,  
 -ear, sufijos españoles) 5) tener confianza,  
 confiar en: yo no te trosteo. 8) 9) to trust:  
 10) I do not trust you.

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\*No numbers will be indicated in the actual work.

Informants  
 San Felipe Del Río Consolidated  
 Independent School District  
 First Grade

| <u>Student's Name</u>                                                                                    | <u>Campus</u>        | <u>Teacher's Name</u> |
|----------------------------------------------------------------------------------------------------------|----------------------|-----------------------|
| Reymundo Cruz<br>Sabino Rivero<br>Dorcen Pérez<br>Cathy Peña<br>Martin Ozuna<br>Secundino Segura         | Lamar Elementary     | Miss Villarreal       |
| Roberto Delgado<br>Rene Calvetti<br>Licinda Meza<br>Reynaldo Salinas<br>Ramón Flores<br>Verónica Cuellar | Guadalupe Elementary | Sr. Angelina          |
| David Castellanos<br>Debbie García<br>Manuel Arteaga<br>Armando Rentería<br>Miguel Mercado               | Austin Elementary    | Mrs. A. Cárdenas      |
| Sandra García<br>María Elena Zamora<br>Marta Cruz<br>Raúl Ortiz<br>Mónica Hernández                      | Austin Elementary    | Mrs. E. Domínguez     |

## CHAPTER II

### VOCABULARY

#### A

- 1A. AIGRE ACONDICIONADO. m. (traducción literal de air conditioned, 'clima artificial') clima artificial: No tienen aigre acondicionado en su casa. /air conditioning: They don't have air conditioning in their house.
- 1A. ¡ALÓ! interj. (de hello! '¡hola!')  
¡Hola!: Aló! ¿cómo has estado?  
/Hello!' Hello! How have you been?
- 1A. ¡A MÍN! (de I mean--'Quiero decir')  
quiero decir: ¡A mín! ¡No, no fui!  
/I mean: I mean, no, I didn't go!
- 1A. ÁNTIFRIS. m. (de antifreeze, 'anticongelante')  
anticongelante: Papá no le puso ántifris al carro. (v. carro)  
/antifreeze: Father didn't put anti-freeze in the car.
- 1A. APLICACIÓN. f. (préstamo de significado de application, 'solicitud, petición')



Nos dieron ésta aplicación. /applica-  
tion: They gave us this application.  
(Amér.)

2A. APLICAR. tr. (préstamo de significado  
(de [to] apply, 'solicitar') solicitar:  
Todos tienen que aplicar para el  
trabajo. /to apply: Everybody has  
to apply for the job.

1A. ÁSTRONOT. m. (de astronaut, 'astronauta')  
astronauta: Yo voy a ser un ástronot  
cuando crezca. /astronaut: I'm  
going to be an astronaut when I grow  
up.

1A. AUT. m. (de out, 'estar fuera de un juego  
por haber perdido') estar fuera de  
un juego por haber perdido: El  
ompáyer (v. ompáyer) dijo que  
estaba aut. /umpire: The umpire  
said that I was out.

## B

1A. BAIC. f. (de abb. de bicycle, bike,  
'bicicleta') bicicleta: Santo Clos  
(v. Santo Clos) me trajo una baic  
pá crismes (v. crismes). /bike,

bicycle: Santa Claus brought me a  
bike for Christmas.

1A. BAQUEAR. tr. v. BAQUIAR.

1A. BAQUIAR. (baquear) tr. (de [to] back [up]  
+-iar, -ear, sufijos españoles,  
'hacer retroceder, mover hacia atras')  
hacer retroceder: Vas a tener que  
baquiar el carro. /to back up: You  
will have to back up the car. //2.  
apoyar: Lo vamos a tener que baquiar.  
/to support: We're going to have to  
back him up.

1A. BATE. m. (de bat, 'mazo de madera de forma  
cilíndrica que se usa en el juego de  
béisbol para pegar a la pelota').  
Mazo de madera de forma cilíndrica  
que se usa en el juego de béisbol  
para pegar a la pelota: Ese bate  
está quebrado. /bat. That bat is  
broken. (Amér.) (Méj.)

1A. BATEAR. tr. BATIAR.

1A. BATIAR. (batear) tr. (de [to] bat +  
-iar, -ear, sufijos españoles, 'dar  
a la pelota con un mazo de madera  
de forma cilíndrica en el juego de

béisbol' Amér.) Le toca batiar  
a Juan. /to bat: (baseball) It's  
Juan's turn to bat.

2A. BATERÍA. f. (préstamo de significado de [car]  
battery 'acumulador') acumulador:  
Tuve que comprar una batería. /battery  
(car): I had to buy a battery.

1A. BEBITO. m. (de baby, 'niño pequeño, nene'+-ito,  
sufijo español) niño pequeño, nene:  
El bebito se parece a mi mamá.  
/baby: The baby looks like my mother.

1A. BEIBI. m. (de baby, 'niño pequeño, nene') niño  
pequeño, nene: Tícher, (v. tícher)  
tenemos un beibi boi (v. boi).  
/baby: Teacher, we have a baby boy.

1A. BÉISBOL. m. (de baseball, 'juego de pelota')  
juego de pelota: Ese muchacho no  
sabe jugar al béisbol. /baseball:  
That boy doesn't know how to play  
baseball.

1A. BEIS. m. (de base, 'campo, instalación militar')  
campo, instalación militar: Mi papá  
trabaja en el beis. /base: My father  
works at the base. //2. 1A. m. (de  
base, 'una especie de saco que se usa

en el juego de pelota (béisbol) para anotar las metas a que debe llegar el jugador para ganar o avanzar en el juego: El muchacho está aut (v. aut) porque no pisó el beis. /base: The player is out because he didn't step on the base.

1A. BIL. m. (de bill, 'cuenta') cuenta: Mamá me mandó pagar el bil del agua. /bill: Mother sent me to pay the water bill.

1A. BINGO. m. (de bingo, 'un juego en el cual el anfitrión llama números en voz alta a los participantes; éstos colocan una bolita, sea frijol o ficha, sobre el número en cuestión; ganan un premio los que llenan por completo los espacios vertical, diagonal o horizontalmente) A mí me gusta jugar al bingo. /bingo: I like to play bingo.

1A. BIÚRICHOP. m. (de beauty shop, 'salón de belleza') salón de belleza: Mamá se va a peinar al biúrichop. /beauty shop: Mother goes to have her hair done (fixed) at the beauty shop.

1A. BÍSQUETE. m. (de biscuit, 'bizcocho')

bizcocho: Mamá hizo bisquetes esta mañana. /biscuit: Mother made biscuits this morning.

- 1A. BLÍCHER. m. (de bleacher, 'gradas donde se sientan los espectadores en el juego de pelota [béisbol, fútbol, etc.]'.)  
gradas donde se sientan los espectadores durante el juego de pelota (béisbol, fútbol, etc.): A mí me gusta sentarme en los blíchers de arriba. /bleachers: I like to sit on the top bleachers.

- 1A. BLOÁUT. m. (de blowout, 'reventón de llanta') reventón de llanta: El carro tuvo dos bloáuts cuando fuimos para California. /blowout: The car had two blowouts when we went to California.

- 1A. BLOQUE. m. (de block, 'el lado de una manzana que abarca la distancia de una bocacalle a otra'.) el lado de una manzana que abarca la distancia de una bocacalle a otra: Yo vivo a dos bloques de aquí. /block: I live two blocks from here. //2. /2A. m. (de block [cement], 'cubo de cemento')

cubo de cemento: Mi casa está hecha de bloque. /block: My house is made of block (cement).

1A. BÓBIPIN. m. (de bobby pin [trademark] 'alfiler doblado que se usa para sujetar el pelo') alfiler doblado que se usa para sujetar el pelo: Juanita no usa bóbipins. /bobby-pins: Juanita doesn't use bobbypins.

1A. BOI. m. (de boy, 'muchacho joven') muchacho: Tenemos un beibi (v. beibi) boi. /boy: We have a baby boy.

2A. BOLA. f. (¿préstamo de sentido de ball, 'pelota'?) pelota: Tírame la bola. /ball: Throw me the ball.

1A. BÓMPER. m. (de bumper, 'tope para amortiguar los choques, parachoques') parachoques: Ese carro no tiene bómpers. /bumper: That car does not have a bumper.

1A. BONCHE. m. (de bunch + -e, español, 'grupo de personas o manojo de objetos' etc.) grupo: Había un bonche de muchachos en las vistas el sábado. /bunch: There were a bunch of kids at the movies Saturday.

- 1A. BONQUE. jerig. m. (de bunk+ -e, español, 'cama') cama: A mí me gusta dormir en el bonque cuando vamos al rancho. /bunk: I like to sleep on the bunk (bed) when we go to the ranch.
- 1A. BOS. m. (de bus, 'ómnibus') ómnibus: El bos es amarillo. /bus: The bus is yellow.
- 2A. BOX. m. (de box, 'boxeo') boxeo: Mi hermano y yo miramos el box todos los sábados. /box: My brother and I watch boxing every Saturday.
- 1A. BREIC. m. (de break, 'breve pausa de descanso') breve pausa de descanso: Los maestros están tomando un breic. /break: The teachers are taking a break. //2. /1A. pl. f. (de brake, 'freno') freno: Le pisó las breics cuando vio el tren. /brake (automotive). He stepped on the brakes when he saw the train.
- 2A. BROCHE. m. (¿préstamo de significado de broach 'horquilla para sujetar el pelo'?) horquilla para sujetar el pelo: Se te cayó el broche. /broach: Your

broach (hairpin) fell off. //2. /2A.

m. (¿préstamo de significado de broach,  
'terraja prendedor'?) prendedor:

Mi abuelita tiene un broche muy bonito.

/broach: My grandmother has a very  
beautiful broach.

1A. BRODA. m. (de brother, 'hermano') hermano:

¡Oyes broda! /brother: Hey, brother!

1A. BON. m. (de [bread] bun, 'bollo forma de  
panecillo') bollo, forma de panecillo:

A mí no me gustan los bons con semillas.

/bun: I don't like buns with seeds.

### C

1A. CABINETE. m. (de cabinet +-e, español,

'gabinete de cocina para guardar  
utensilios') gabinete de cocina para  
guardar utensilios: Las tazas están  
en el cabinete. /cabinet: The cups are  
in the cabinet.

2A. CAFETERÍA. f. (¿Préstamo de significado  
de un hispanismo inglés cafeteria,

'despacho de comidas ya listas para  
que se sirva el cliente a si mismo'?)  
despacho de comidas ya listas para  
que se sirva el cliente a si mismo'?)  
despacho de comidas y listas para que



se sirva el cliente a sí mismo:

Nosotros comemos en la cafetería.

/cafeteria: We eat in the cafeteria.

1A. CAMPEAR. tr. CAMPIAR.

1A. CAMPIAR. (campear) tr. (de camp+ -ear, -iar, sufijos españoles, 'cazar')  
cazar: Fuimos a campiar a la loma.  
/to hunt: We went to hunt in the hill. (Amér.) (Méj.)

1A. CAQUI. m. (de khaki, 'tela de algodón o de lona, cuyo color varía desde el amarillo hasta al verde gris') tela de algodón o de lona cuyo color varía desde el amarillo hasta al verde gris:  
Los muchachos de la academia usan uniformes color caqui. /khaki:  
The boys at the academy wear khaki uniforms.

2A. CARRO. m. (¿de car 'coche, automóvil?')  
automóvil: Papá compró un carro nuevo. /car: Dad bought a new car.

1A. CATÁLAGO. m.v. (¿de catalog, 'catálogo?')  
catálogo: Nosotros tenemos un catálogo de Sears. /catalog: We have a Sears catalog.

1A. CELOFEIN. m. (de cellophane, 'celofán')

celofán: Quítale el célofein!

/cellophane: Take the cellophane off!

1A. CLINERS. m. (abb. de [dry] cleaners,  
'establecimiento donde se limpia y  
se plancha la ropa a vapor') estable-  
cimiento donde se limpia y se plancha  
la ropa a vapor: Yo llevé la ropa al  
cliners. /dry cleaners: I took the  
clothes to the dry cleaners.

1A. CLÍNEX. m. (de Kleenex [trademark], 'papel  
absorbente') papel absorbente: La  
maestra tenía una caja de clínex  
amarillos. /Kleenex: The teacher  
had a box of yellow Kleenex.

1A. CLIP. m. (abb. de [paper] clip, 'sujetapa-  
peles') sujetapapeles: Dame un clip  
de ahí. /clip: Give me a (paper)  
clip from there.

1A. CLIPAS. f. (de clippers, 'trasquilador')  
trasquilador: El barbero usa las  
clipas cuando me corta el pelo.  
/clippers: The barber uses the  
clippers when he cuts my hair.

1A. CLIPIN. m. (de [newspaper] clipping,  
'recorte') recorte: Mamá tiene un  
clipin mío. /newspaper clipping:

My mother has a newspaper clipping  
of mine.

- 1A. CLOCHE. m. (de clutch, 'embrague')  
embrague: No podía alcanzar el  
cloche del carro (v. carro) de Papá.  
/clutch: I couldn't reach the clutch  
on Dad's car.

- 1A. CLÓSET. m. (de closet, 'cuarto pequeño  
para guardar ropa, guardarropas,  
ropero') armario, guardarropas: Yo  
tengo toda mi ropa en un clóset.  
/closet: I've got all my clothes in  
a closet.

- 1A. COK. f. (de coke, [Coca, Cola--trademark]  
'bebida gaseosa') bebida gaseosa:  
Vamos a comprar una cok. /coke:  
Let's go buy a coke.

- 2A. CONO. m. (de cone [ice cream] 'barquillo  
de helado') barquillo de helado:  
Mamá nos va a comprar un cono de  
nieve. /(ice cream) cone: Mother  
is going to buy us an ice cream cone.

- 1A. CORDERRÓI. m. (de corduroy, 'pana') pana:  
Yo y mi hermano tenemos pantalones  
de corderrói. /corduroy: My brother  
and I have corduroy pants.

- 1A. CRANQUE, DAR. tr. (de crank, 'virar')  
 virar: No arranca si no le das  
cranque. /crank: It won't start  
 if you don't crank it.
- 1A. CRISMES. m. (de Christmas, 'Navidad')  
 Navidad: ¿Qué te dieron pá Crismes?  
 /Christmas: What did they give you  
for Christmas?
- 1A. CROM. m. (de chrome, 'cromo') cromo:  
 Ese carro (v. carro) tiene rines  
 (v. rin) de crom. /chrome: That  
car has chrome rims.
- 1A. CUQUEAR. tr. CUQUIAR.
- 1A. CUQUIAR. tr. (de cook +-iar, -ear,  
 sufijos españoles, 'cocinar) cocinar:  
 ¿Quién va a cuquiar hoy? /cook:  
 Who's going to cook today?
- 1A. CUQUI. f. (de cookie, 'galleta dulce')  
 galleta dulce: Nos dieron cuquis  
 y leche. /cookie: They gave us  
 cookies and milk.

# CH

- 1A. CHAIN. m. (de shine, shoe polish, 'líquido  
 para lustrar los zapatos'.) líquido  
 para lustrar los zapatos: ¿Tienes

chain café? /shoe polish: Do you  
have brown shoe polish?

- 1A. CHAINERO. m. (de shine +-ero, sufijo  
español, 'limpiabotas') limpiabotas:  
Yo vi muchos chaineros en Acuña.  
/shoeshine boy, bootblack: I saw  
a lot of shoeshine boys in Acuña  
(México).

- 1A. CHAINEAR. tr. CHAINIAR.

- 1A. CHAINIAR. tr. (de shine +-iar, -ear,  
sufijos españoles, 'lustrar zapatos')  
lustrar zapatos: Yo tengo que  
chainiar mis zapatos todas las noches.  
/to shine: I have to shine my shoes  
every night.

- 1A. CHAMPIÓN. m. (de champion, 'campeón')  
campeón: Nosotros fuimos los cham-  
piones de béisbol el año pasado.  
/champion: We were the baseball  
champions last year.

- 2A. CHANZA. adv. (de chance, 'quizá') quizá:  
Chanza que vaya a las vistas (cine)  
el sábado. /perchance, perhaps,  
maybe: Maybe I'll go to the movies  
Saturday. //2. /2A. f. (de chance,

'oportunidad') oportunidad: La (el) agua (lluvia) no me dio chanza de llegar a la casa/ /chance: The rain didn't give me a chance to get home.

1A. CHAUER. m. (de shower, 'baño de regadera') baño de regadera: Voy a darme un chauer. /shower: I'm going to take a shower.

1A. CHELF. m. (de shelf, 'estante') estante: Los juguetes están en el chelf de arriba. /shelf: The toys are in the upper shelf.

1A. CHEQUEAR. tr. CHEQUIAR.

1A. CHEQUIAR. (chequear) tr. (de check + -iar, -ear, sufijos españoles, 'examinar, comprobar, verificar') comprobar: Anda a chequiar a ver si ya es hora de salir. /check: Go and check to see if it's time to leave.

1A. CHERIF. m. (de sheriff, 'alguacil mayor') alguacil mayor: ¿Viste el carro (v. carro) nuevo del chérif? /sheriff: Did you see the sheriff's new car?

1A. CHOK. m. (de chalk, 'tiza') tiza: ¿Dónde está el chok, mis? /chalk: Where's the chalk, Miss?

- 1A. CHORE. m. (de shorty, 'persona baja de estatura') persona baja de estatura: Ese muchacho está muy chore para que juegue al bésquetbol. /shorty: That boy is too short to play basketball.
- 1A. CHOT. m. (de shot, 'inyección') inyección: A mí nunca me han dado un chot. /shot: They have never given me a shot (injection).
- 1A.CHUS. m. (de shoes, 'zapatos') zapatos: Me compraron chus nuevos. /shoes: They bought me new shoes. //2. /1A. v. (de choose, 'escoger') escoger: ¿A quién vas a chus? /choose: Who are you going to choose?
- 1A. CHUCEAR. tr. CHUCIAR.
- 1A. CHUCIAR, (CHUCEAR) tr. v. (de choose + -iar, -ear, sufijos españoles, 'escoger') escoger: Me toca chuciar. /choose: It's my turn to choose.

# D

- 1A. DAILEAR. tr. DAILIAR.
- 1A. DAILIAR. (DAILEAR) tr. (de dial + -iar, -ear, sufijos españoles, 'marcar el número del teléfono'). marcar el

número del teléfono: Tienes que

daillar a la operadora. /dial:

You have to dial the operator.

1A. DICHE. m. (de ditch +-e española, 'zanja')

zanja: El carro se cayó en el diche.

/ditch: The car fell in the ditch.

1A. DÍLER. m. (de dealer, 'agente vendedor')

agente vendedor: El díler de carros

(v. carro) nos dio dulces. /dealer:

The car dealer gave us candy.

1A. DIPO. m. (de depot, train 'estación de ferrocarril'.) estación de ferrocarril:

Fuimos al dipo a esperar a mi tío.

/depot: We went to the depot to wait for my uncle.

1A. DOMPE. m. (de dump, +-e, española, 'basurero')

basurero: Yo vivo cerca del dompe de

la suidá. /dump: I live close to the city dump.

1A. DOMPEAR. tr. v. DOMPIAR.

1A. DOMPIAR. tr. v. (de dump +-iar or -ear,

sufijos españoles, 'arrojar basura, tierra, o cemento por medio de

volguete') arrojar basura, tierra,

o cemento por medio de volguete:



¿Viste la troca (v. troca) que vino a dompiar el cemento? /to dump: Did you see the truck that came to dump the cement?

1A. DONA. f. (de doughnut, 'panecillo en rosca en forma de anillo') Fuimos a comprar donas. /doughnuts: We went to buy doughnuts.

1A. DRAIVER. m. (de driver, 'conductor de coche') El bos (v. bos) draiver no vino esta mañana. /driver: The bus driver didn't come this morning.

### E

1A. ESCOR. m. (de score, 'la anotación de un partido') la anotación de un partido: ¿Cuál fue el escor en el juego de anoche? /score: What was the score in last night's game?

1A. ESCRÍN. m. (de screen, 'pantalla de cine') pantalla de cine: Comenzó a llover y no podíamos ver el escrín. /screen: It started to rain, and we couldn't see the screen (of the movie).

1A. ÉSHTREI. m. (de ash tray, 'cenicero') cenicero: Le compré un cenicero a

Papá para el día de los padres.

/ash tray: I bought Dad an ash tray  
for Father's Day.

1A. ✓ ESPAGUERI. m. (de sphagetti, 'macarrones  
delgados con salsa de tomate: ¿Te  
gusta el espagueri? /sphagetti: Do  
you like sphagetti?

1A. ✓ ESPÉLIN. m. (de spelling, 'ortografía')  
ortografía: A mí no me gusta el  
espélin. /spelling: I don't like  
spelling.

1A. ✓ ESPICH. m. (de speech, 'oración, discurso')  
discurso: El señor que vino nos dio  
un espich. /speech: The man that  
came gave us a speech.

1A. ✓ ESPÍNICH. m. (de spinach, 'espinaca')  
espinaca: A mi hermano le gusta  
el espínich, pero a mí no. /spinach:  
My brother likes spinach, but I don't.

1A. ✓ ESPREI. m. (de [hair] spray, 'rocío para  
el pelo') rocío para el pelo:  
Mamá usa esprei en el pelo. /spray:  
Mother uses spray (hair) on her hair.

1A. ✓ ESPRÍNG. m. (de spring, 'resorte') resorte:  
Ese carro (v. carro) necesita

esprings. springs: That car needs  
springs.

1A. ESQUIPEAR. tr. v. ESQUIPIAR.

1A. ESQUIPIAR. (ESQUIPEAR). tr. v. (de  
skip<sup>†</sup>-iar, -ear, sufijos españoles,  
'faltar a') faltar a: Bobby esquipió  
sus clases esta mañana. /skip: Bobby  
skipped his classes this morning.

1A. ✓ ESTEIC. m. (de steak, 'tajada de carne')  
tajada de carne: Nos dieron esteic  
para la comida. /steak: They gave us  
steak for lunch.

## F

1A. ✓ FAIN. adj. (de fine, 'bien') bien:  
¿Cómo estás? estoy fain. /fine:  
How are you? I'm fine.

1A. ✓ FAUL. m. (de foul, 'en el juego de béisbol  
golpe que lanza la pelota fuera de las  
líneas del juego') en el juego de  
béisbol, golpe que lanza la pelota  
fuera de las líneas del juego: Ese  
fue un faul. /foul: That was a foul  
(ball).

1A. ✓ FIUS. m. (de fuse, 'tapón fusible') tapón  
fusible: Se fundió (quemó) el fius.

/fuse: The fuse blew.

- 1A. ✓ FLAIBOL. m. (de fly-ball, 'en el juego de béisbol un golpe a la pelota por el aire a cualquier parte del campo dentro de las líneas del juego) en el juego de béisbol un golpe a la pelota por el aire a cualquier parte del campo dentro de las líneas del juego: ¡Es un flaíbol! /fly-ball: It's a fly-ball!

- 1A. ✓ FLECHLAIT. f. (de flashlight, 'linterna eléctrica de mano') linterna eléctrica de mano: ¿Tienes una flechlait? /flashlight: Do you have a flashlight?

- 1A. ✓ FLET. m. (de flat tire, 'llanta desinflada') llanta desinflada: El carro estaba flet esta mañana. /flat: The car was flat (the tire was flat) this morning.

- 1A. FLIPEAR. tr. FLIPIAR.

- 1A. ✓ FLIPIAR. (FLIPEAR). tr. (de flip + -iar, -ear, sufijos españoles, 'echar a cara o cruz') echar a cara o cruz: Vamos a flipiar otra vez. /to flip: Let's flip again.

1A. ✓ FLOCHAR. tr. (de flush +-ar español, 'rebosar, sufijos españoles lavar con agua a presión) lavar con agua a presión: Lo flocho en el excusado. /to flush: He flushed it down the commode.

4A. FLONQUEAR. tr. FLONQUIAR.

4A. ✓ FLONQUIAR. (FLONQUEAR). tr. (de flunk +-iar, -ear, sufijos españoles, salir reprobado, suspendido) salir reprobado: Mi hermano flonquió dos cursos. /flunk: My brother flunked two courses.

1A. ✓ FLU. m. (de flu, 'gripe') gripe: No vine a la escuela porque tenía el flu. /flu: I didn't come to school because I had the flu.

1A. FULEAR. tr. v. FULIAR.

1A. ✓ FULIAR. tr. v. (de fool +-iar or -ear, sufijos españoles, 'engañar') engañar: No creas que puedes fuliar-me. /to fool: Don't think that you can fool me.

2A. ✓ FÚTBOL. f. (de football, 'juego americano en que dos partidos opuestos traten de marcar llevando la pelota al otro

lado de una meta') juego americano  
 en que dos partidos opuestos tratan  
 de marcar llevando la pelota al otro  
 lado de una meta: Vamos a jugar a  
 la fútbol. /football: Let's play  
football. //2. /2A. f. (de  
football, 'pelota ovalada de cuero  
 que se usa en el juego de fútbol'  
 americano) pelota ovalada de cuero  
 que se usa en el juego de fútbol:  
 Tirame la fútbol! /football:  
 Throw me the football. (Amér.)

# G

- 2A. GANGA. f. (de gang, 'cuadrilla, pandilla')  
 pandilla: Toda la ganga fue a las  
vistas (cine). /gang: The whole  
gang went to the movies.
- 1A. GARACH. m. (de garage, 'garaje') garaje:  
 El carro (v. carro) está en el  
garach. /garage: The car is in  
 the garage.
- 2A. GAS. m. (de gas [gasoline] 'gasolina')  
 gasolina: Se le acabó el gas al  
carro (v. carro). /gasolina: The  
car ran out of gas.
- 1A. GASELÍN. m. GAS.

- 1A. GASELINA. m. GAS.
- 2A. GREID. m. (de grade, 'nota, calificación')  
 calificación: ¿Qué greid te sacaste  
 en espelin (v. espelin)? /grade:  
 What grade did you get in spelling?
- 1A. GUACHA. f. (de washer, 'disco de goma o  
 zapatilla para una llave o grifo:  
 La pipa (v. pipa) necesita una  
guacha. /washer: The faucet needs  
 a washer.)
- 1A. GÜINE. (HUINE). m. (de weiner, 'salchicha')  
 salchicha: A mí no me gustan los  
güines. /weiner: I don't like  
weiners.

## H

- 1A. HELICÓPTER. m. (de helicopter, 'heli-  
 cóptero') helicóptero: El año  
 pasado fuimos al beis (v. beis)  
 y nos subieron a un helicóptero.  
 /helicopter: Last year we went to  
 the base (Air Force) and they put us  
 aboard a helicopter.
- 1A. HUACHAR. tr. (de watch + -ar, sufijos  
 españoles, 'observar, mirar, ver')  
 observar: Vamos a huachar tivi

(v. tivi). /to watch:

Let's go watch T.V.

1A. HUELDEAR. tr. HUELDIAR.

1A. HUELDIAR. (HUELDEAR). tr. (de weld

+ear, -iar, sufijos españoles,

'soldar') soldar: Vas a tener que

hueldiar esos dos pedazos. /weld:

You're going to have to weld those  
two pieces.

1A. HUÍNCHIL. m. (de windshield, 'parabrisas')

parabrisas: Este es el huínchil

que compramos ayer. /windshield

(car): This is the windshield

that we bought yesterday.

1A. HUINE. m. v. GÜINE.

# I

2A. INSTANT. adj. (de instant [coffee, tea,

etc.] 'instantáneo') instantáneo:

A mí Papá no le gusta el instant

cofi (v. cofi). /instant (coffee):

My father doesn't like instant

coffee.

1A. ÍSTER. m. (de Easter, 'Las Pascuas Floridas')

Las Pascuas Floridas: En veces vamos

de pícnic (v. picnic) en íster.



/Easter: Sometimes we go on a picnic  
on Easter.

J

1A. JAÍSCUL. f. (de high school, 'escuela  
secundaria') escuela secundaria:  
Mi hermana va a graduar de jaíscul.  
/high school: My sister is going  
to graduate from high school.

1A. JÁIGUEY. m. (de highway, 'carretera')  
carretera: Yo vivo cerca del  
jáiguey. /highway: I live close  
to the highway.

1A. JÍTER. m. (de heater, 'calentador')  
calentador: No sé cómo encender  
el jíter. /heater: I don't know  
how to light the heater.

L

1A. LAQUEAR. tr. LAQUIAR.

1A. LAQUIAR. (LAQUEAR). tr. (de lock + -iar,  
-ear, sufijos españoles, 'cerrar  
con llave') cerrar con llave: Se le  
olvidó laquiar la puerta. /to lock:  
He forgot to lock the door.

1A. LÍPSTIC. m. (de lipstick, 'lápiz labial')  
lápiz labial: Mi Mamá no me deja usar

lípstic. /lipstick: My mother  
doesn't let me use lipstick.

1A. LONCHAR. intr. (de lunch +-ar, sufijo  
español, 'almorzar') almorzar: Vamos  
a lonchar algo antes de irnos al  
juego. /lunch: Let's have lunch  
before we go to the game.

1A. LONCHE. m. (de lunch, [hamburger]  
'especie de emparedado al cual se  
le pone carne molida cocida, lechuga,  
tomate, mostaza y cebolla') especie  
de emparedado al cual se le pone  
carne molida cocida, lechuga,  
tomate, mostaza, y cebolla: Vamos  
a comprar un lonche. lunch (ham-  
burger): Let's go buy a lunch  
(hamburger).

1A. LONCHERÍA. f. (de lunch +-eria, sufijo  
español, 'lugar donde se venden  
'antojitos' de comida') Lugar donde  
se venden 'antojitos' de comida:  
Cuando vamos a México siempre comemos  
en la lonchería. /lunch stop: When-  
ever we go to México, we always eat  
at a lunch stop (stand).

- 1A. LUP. m. (de loop, [highway] 'carretera que en forma de lazo rodea las afueras de una población grande a fin de aliviar la congestión de tránsito de otras partes más céntricas de dicha población') 'carretera que en forma de lazo rodea las afueras de una población grande a fin de oliviar la congestión de tránsito de otras partes más céntricas de dicha población:  
Dimos la vuelta por el lup.  
 /loop: We went riding around the loop.

M

- 1A. MAGAZÍN. (MAGASÍN). m. (de magazine, 'revista') revista: Dame ese magazín. /magazine: Give me that magazine.
- 1A. MAPIADOR. m. v. MAPA.
- 2A. MAPA. (MAPIADOR). m. (de mop, 'aljofifa') aljofifa: Trae el mapa (mapiador) para acá. /mop: Bring the mop over here.
- 2A. MARQUETA. f. (de [meat] market 'carni-

cería') carnicería: Mi Mamá siempre compra la carne en la marqueta.

/meat market: My mother always buys meat at the meat market.

- 1A. MARQUETERO. m. (de [meat] market +-ero, sufijo español, 'hombre que vende carne en la carnicería, carnicero'.)  
 carnicero: El marquetero de esa tienda es mi tío. /butcher (meat market): The butcher in the store is my uncle.

- 1A. MAYOR. m. (de mayor, 'alcalde mayor')  
 alcalde: El mayor vino a visitar la clase. /mayor: The mayor came to visit the class.

- 1A. MECHA. f. (de match, 'fósforo') fósforo:  
 No juegues con esas mechas.  
 /matches: Don't play with those matches.

- 1A. MÉIKOP. (MÉICOP). m. (de make-up 'maquillaje') maquillaje: Cosméticos para el rostro: Mi hermana usa méikop.  
 /make-up: My sister uses make-up.

- 2A. MIRA. f. (de meter, 'medidor') medidor:  
 Tienes que ponerle dinero a la mira;  
 el hombre vino y chequió la mira.

/meter (parking): You have to  
 put money in the parking meter;  
 The man came and checked the water  
meter.

1A. MIS. f. (de Miss, 'señorita') señorita:  
 Dijo mis que mañana no íbamos a  
 salir a jugar. /Miss: Miss . . . .  
 said that tomorrow we weren't going out  
 to play.

1A. MISTEAR. v. MISTIAR.

1A. MISTIAR. (MISTEAR) tr. (del inglés [to]  
miss, 'fallar'+ -iar, -ear, sufijos  
 españoles) perder(se): Juan se  
 levantó tarde y mistió el autobús.  
 /to miss: John got up late and  
missed the bus.

1A. MÍSTOR. m. (de mister, 'señor') señor:  
 Místor, vamos a tener un test  
 (v. test) mañana? /Mister: Mister  
 . . . , are we going to have a test  
 tomorrow?

1A. MIXTEAR. v. MIXTIAR.

1A. MIXTIAR. (MIXTEAR) tr. (de [to] mix,  
 + -iar, -ear, sufijos españoles,  
 'mezclar') mezclar: Los pintores  
 no sabían mixtiar las pinturas.

/to mix: The painters did not know  
how to mix the paints.

1A. MOFLE. m. (de muffler, 'silenciador')  
silenciador: Ese carro (v. carro).  
no tiene mofle. /muffler: That  
car does not have a muffler.

1A. MUVI. f. (de movie, 'película') película:  
¿Ya viste esa muvi? /movie: Have  
you already seen that movie? //2.  
f. pl. (de movies, 'cine') cine:  
Vamos a las muvis. /movies: Let's  
go to the movies.

# N

1A. NOQUEAR. tr. v. NOQUIAR.

1A. (NOQUEAR). intr. (de [to] knock +-iar,  
-ear, sufijos españoles, 'llamar a  
la puerta, tocar') llamar a la puerta,  
tocar: Noquió a la puerta dos veces.  
/to knock: He knocked on the door  
twice. //2. tr. rendir inconsciente  
a una persona con un golpe: No lo  
pudo noquiar en quince rauns (v.  
raun). /to knock out: He was unable  
to knock him out in fifteen rounds.

O

- 1A. OMPÁYER. m. (de umpire, 'árbitro') árbitro:  
El ompáyer dijo que estaba aut (v.  
aut). /umpire: The umpire said  
he was out.

P

- 1A. PAI. m. (de pie, 'pastel') pastel: Mi  
mamá hizo un pai de limón. /pie:  
My mother made a lemon pie.
- 1A. PAYAMAS. (PALLAMAS). f. pl. (de pajama,  
'ropaje holgado con pernils que se  
usa para dormir: Yo no duermo en  
payamas. /pajamas: I don't sleep  
in pajamas.
- 2A. PAPEL. m. (de [news]paper 'periódico')  
periódico: Hoy no recibimos el  
papel. /newspaper: We didn't  
receive the newspaper today.
- 1A. PARQUEAR. intr. y tr. PARQUIAR. (Amér.)  
(Méj.)
- 1A. PARQUIAR. (PARQUEAR) r. (de [to] park,  
'estacionar' + -iar, -ear, sufijos  
españoles) estacionar: ¿Dónde te  
vas a parquiar? /to park: Where  
are you going to park? (Amér.)

(Méj.) v. t. c. tr. e intr.

1A. PENI. m. (de penny, 'centavo' EE. UU.)  
centavo: Dame un peni para la mira  
(v. mira). /penny: Give me a penny  
for the meter.

1A. PICAR. tr. (de [to] pick [on] 'molestar,  
provocar, buscar pendencia sin  
provocación', +-ar, sufijo español)  
molestar, provocar: No me vengas  
a picar. /to pick on: Don't come  
and pick on me.

1A. PICHAR. tr. (de [to] pitch +-ar, sufijo  
español, 'tirar, echar, o lanzar, la  
pelota en un juego de béisbol') lanzar  
la pelota: ¿Quién va a pichar? /to  
pitch: Who's going to pitch?

1A. PICKLE. m. (de pickle 'encurtido')  
encurtido: Cada vez que voy a las  
vistas compro un picle. /pickle:  
I buy a pickle every time I go to  
the movies.

1A. PÍCNIC. m. (de pícnic 'día de campo, jira  
campestre') día de campo, jira  
campestre: Toda la clase va ir  
de pícnic. /picnic: The whole



class is going on a picnic.

- 1A. PÍCOP. f. (de pickup, 'camión pequeño de carga') camión pequeño de carga:  
 Papá tiene una pícop. /pickup  
 (auto): Dad (father) has a pickup  
 (truck).
- 2A. PIPA. f. (de pipe 'tubo de cañería')  
 grifo: Cierra esa pipa. /faucet:  
 Close that faucet. //2. 2A. f.  
 (de pipe, 'tubo de cañería') tubo  
 de cañería: El plomero vino a poner  
 la pipa del agua. /pipe: The  
 plumber came to lay the water pipe.
- 1A. PIPEN. m. (de pigpen, 'jaula de cerdos')  
 jaula de cerdos: Nos fuimos a bañar  
 al pipen. /swimming pool: We went  
 swimming at the pigpen (festive  
 for swimming hole).
- 1A. PLOG. m. (de plug, 'enchufe') enchufe:  
 Saca el plog de allí. /plug: Pull  
 the plug from there.
- 1A. PLOGUEAR. tr. PLOGUIAR.
- 1A. PLOGUIAR. (PLOGUEAR). tr. (de [to] plug  
 + -iar, -ear, sufijos españoles,  
 'enchufar') enchufar: ¿Dónde lo  
 vas a ploguiar? /to plug: Where

are you going to plug it?

1A. PONI. m. (de pony, 'jaca, caballo pequeño que no ha llegado a madurez') jaca, caballo pequeño que no ha llegado a madurez: Yo vi un poni en el rancho. /pony: I saw a pony at the ranch.

1A. POPCORN. m. (de popcorn, 'palomitas, rosetas de maíz reventado') palomitas: Cuando vamos al cine siempre compramos popcorn. /popcorn: Whenever we go to the movies we always buy popcorn.

1A. POPEAR. tr. POPIAR.

1A. POPIAR. (POPEAR). tr. (de [to] pop+-iar, -ear, sufijos españoles, 'reventar') reventar: ¿Cuándo las vamos a popiar? /to pop: When are we going to pop them?

1A. PORE. m. (de party, 'fiesta') fiesta: Vamos a tener un pore pa (para) Crismes (v. Crismes). /party: We're going to have a party for Christmas.

2A. POSTA. f. (de post, 'poste') poste: Papá tuvo que poner diez postas

para la cerca. /post: Dad had to put  
up ten posts for the fence.

- 2A. PRINCIPAL. m. (de principal, 'director  
de escuela') director de escuela:  
El principal de nuestra escuela es  
Míster Flores. /principal: The princi-  
pal of our school is Mr. Flores.

- 1A. PUCAR. tr. (de [to] push, 'empujar'+ -ar,  
sufijo español) empujar: ¡No me vayas  
a puchar! /to push: Don't you push me!

### Q

- 1A. QUECHAR. m. (de catcher, 'parador,  
receptor de la pelota, en el juego de  
béisbol o de sóftball) parador,  
receptor de la pelota, en el juego  
de béisbol o de sóftball: ¿Quién va a  
ser el quéchar? /baseball or softball  
catcher: Who's going to be the catcher?

- 1A. QUECHAR. tr. (de [to] catch+ -ar, sufijo  
español, 'agarrar, coger la pelota  
que lanza el pícher (v. pícher)  
en el juego de béisbol o de sóft-  
ball') coger la pelota que lanza el  
pícher (v. pícher) en el juego de

béisbol o de softball: No pudo  
quechar la bola. /to catch: He  
 couldn't catch the ball.

1A. QUÉCHUP. m. (de ketchup 'salsa de tomate')  
 salsa de tomate: Pásame el quéchup.  
 /ketchup: Pass me the ketchup.

1A. QUEIK. m. v. QUEQUE.

1A. QUEQUE. (QUEIK). m. (de cake, 'torta  
 endulzada') torta endulzada: Mamá  
 nos hizo un queque. /cake: Mother  
 made a cake for us. /(Amér., Méj.)

1A. QUINDERGARDEN. m. (de kindergarten,  
 'jardín de niños, escuela de párvulos')  
 jardín de niños, escuela de párvulos:  
 Yo tengo un hermanito en el quinder-  
garden. /kindergarten: I have a  
 little brother in kindergarten.

# R

1A. RAUN. m. (de round, 'en el deporte de  
 boxeo, un período de tiempo de tres  
 minutos en el cual pelean los pugilis-  
 tas') En el deporte de boxeo, un  
 período de tiempo de tres minutos  
 en el cual pelean los pugilistas:  
 Sólo pelearon diez rauns. /round:

They fought only ten rounds.

1A. REC. m. (de wreck, 'choque automovilístico')

choque automovilístico: Vimos un  
rec cerca de la casa. /wreck: We  
saw a wreck close to our house.

//2. /1A. RECA. f. (de wrecker,  
'automóvil de auxilio') automóvil de  
auxilio: La reca levantó el carro  
(v. carro) y se lo llevo. /wrecker:  
The wrecker picked up the car and  
towed it away.

1A. RECORD. f. (de record, 'disco fonográfico')

disco fonográfico: Yo tengo ese récord.  
/record: I have that record. //2.

/2A. m. (de record, 'documento  
auténtico, registro, historia')  
documento auténtico: Me mandaron  
a traer mis records. /records:  
They sent me to get my records.

1A. RIN. m. (de rim, 'aro de hierro al cual  
se le pone la llanta) aro de hierro  
al cual se le pone la llanta: El  
carro (v. carro) tiene rines de crom.  
(v. crom). /rim: That car has chrome  
rims.

1A. RULA. f. RULOR.

RÚLOR. f. (de ruler, 'regla') regla: Préstame  
tu rúlor. /ruler: Lend me your  
ruler.

S

1A. SAIN. m. (de sign, 'letrero') letrero:  
Ese señor hace sains. /sign: That  
man makes signs.

1A. SÁNHUICH. m. (de sandwich, 'emparedado')  
emparedado: Hoy nos dieron sán-  
huiches para la comida. /sandwich:  
They gave us sandwiches for lunch  
today.

2A. SANTA. m. SANTO CLOS.

1A. SANTO CLOS. m. (de Santa Claus, 'San  
Nicolás') San Nicolás: ¿Qué te trajo  
Santo Clos pa (para) Crismes (v.  
Crismes)? /Santa Claus: What did  
Santa Claus bring you for Christmas?

1A. SINC. m. (de sink, 'fregadero') fregadero:  
Pon los platos en el sinc. /sink:  
Put the plates in the sink.

2A. SODA. f. (de soda, 'bebida gaseosa,  
refrescante, refresco') bebida  
gaseosa, refrescants, refresco:  
Cómprame una soda. /soda: Buy me  
a soda.

- 1A. SODERO. m. (de soda, 'refresante +-ero, sufijo español') hombre que distribuye bebidas gaseosas, refrescantes: El sodero no ha venido en toda la semana. /soft drink distributor: The soda man has not come all week.
- 1A. SÓQUET. m. (de socket, 'hueco donde se instala una bombilla') hueco donde se instala una bombilla': Pon este foco en ese sóquet. /socket: Put this light bulb in that socket.
- 1A. SUERA. f. (de sweater, 'suéter, jersey') suéter, jersey: Dame esa suera colorada. /sweater: Give me that red sweater.
- 1A. SUICHE. f. (de switch, 'conmutador eléctrico') conmutador eléctrico: El suiche está allí cerca de la puerta. /switch: The switch is there close to the door.

T

- 1A. TAUN. m. (de downtown, 'centro de negocio de un pueblo o de una ciudad') centro de negocio del pueblo o de la ciudad: Se fueron al taun. /downtown: They went downtown.

- 1A. TEIP. m. (de tape, 'cinta adhesiva')  
 cinta adhesiva: Ponle un pedazo de  
teip aquí. /tape: Put a piece of  
tape here. //2. /1A. m. (de tape,  
 'cinta grabada o para grabar')  
 cinta grabada o para grabar: Nosotros  
 tenemos un teip de Javier Solís.  
 /tape (recording): We have a tape  
 of Javier Solís.
- 1A. TELEFÓN. m. (de telephone, 'teléfono')  
 teléfono: Contesta el teléfono.  
 /telephone: Answer the telephone.
- 1A. TENIS. m. (de tennis [shoes] 'zapatos de  
 lona con suela de goma') zapatos de  
 lona con suela de goma: ¿Qué tal te  
 gustan mis tenis? /tennis shoes:  
 How do you like my tennis shoes?
- 1A. TEST. m. (de test, 'examen, prueba') examen,  
 prueba: Nos van a dar un test en  
 español. /test: They're going to give  
 us a test in Spanish.
- 1A. TEX. m. (de tax, 'impuesto') impuesto:  
 La soda costaba quince centavos,  
 pero me cobraron dos centavos de  
tex. /tax: The soda was fifteen  
 cents, but they added a two cent tax.



- 1A. TEXTI. m. (de taxi, 'taxi, coche de alquiler, coche de sitio') coche de alquiler:  
Yo nunca me he paseado en un taxi.  
/taxi: I have never ridden in a taxi.
- 1A. TICHAR. tr. (de [to] teach + -ar, sufijo español, 'dar clases, enseñar') dar clases, enseñar: Voy a tichar en San Antonio. /to teach: I'm going to teach in San Antonio.
- 1A. TÍCHER. m. y f. (de teacher 'maestro, profesor, instructor') maestro, instructor: El (la) tícher me mandó para la casa. /teacher: The teacher sent me home.
- 1A. TIM. m. (de team, 'equipo deportivo') equipo deportivo: Este año vamos a tener un buen tim de fútbol.  
/team: We're going to have a good football team this year.
- 1A. TÍQUETE. m. (de ticket, 'billete') billete: No tengo tíquete de cafetería. /ticket: I don't have a cafeteria ticket.
- 1A. TIQUETERA. f. (de ticket taker, 'persona que recoge billetes') persona que

recoge billetes: La tiquetera  
es mi prima. /ticket taker: The  
ticket taker is my cousin.

- 1A. TIVI. f. (de T. V. abb. 'de televisión  
o televisor') televisión o televisor:  
Anoche vimos a Drácula en la T. V.  
/T. V.: Last night we saw Dracula  
on T. V.

- 1A. TOCHAR. tr. (de [to] touch+-ar, sufijo  
español, 'tocar') tocar: No me  
toches. /to touch: Don't touch  
me.

- 1A. TRAQUES. m. (de tracks, 'rieles') rieles:  
Mi papá trabaja al otro lado de los  
traques. /tracks: My father works  
on the other side of the tracks.

- 1A. TREILA. f. (de trailer, 'vehículo habita-  
ción que se usa como vivienda')  
vehículo habitación que se usa como  
vivienda: Mi prima vive en una  
treila. /trailer (house): My cousin  
lives in a trailer (house).

- 1A. TROCA. f. (de truck, 'camión de carga')  
camión de carga: El nos presta su  
troca para que váyamos a tirar la  
basura. /truck: He lends us his

truck so that we may go to throw away  
our trash.

V

- 1A. VELÍS. m. (de valise, 'maleta') maleta:  
Pusimos todos los juguetes en un  
velís. /valise: We put all the  
toys in one valise (suitcase).

Y

- 1A. YAQUE. m. (de [auto] jack, 'gato') gato  
(auto): Préstame tu yaque. /car  
jack: Lend me your car jack.
- 2A. YARDA. f. (de yard, 'patio') patio:  
Limpiamos la yarda los sábados.  
/yard: We clean the yard on  
Saturdays.
- 1A. YONQUE. m. (de junk [yard], 'desecho de  
coches dañados y abandonados')  
desecho de coches dañados y abandona-  
dos: Papá y yo fuimos al yonque.  
/junkyard: Dad and I went to the  
junkyard.

Z

- 1A. ZÍPER. (SÍPER). m. (de zipper, 'cierre,  
cremallera') cierre, cremallera:  
Déjame ayudarte con el zíper. /

zipper: Let me help you with the  
zipper.

- 1A. ZU. (SU). m. (de zoo, 'jardín zoológico')  
jardín zoológico: Papá nos llevó al  
zu la semana pasada. /zoo, zoological  
garden: Dad (father) took us to  
the zoo last week.

## CHAPTER III

### CONCLUSIONS

In analyzing the materials collected, the following salient features were evident:

1. The borrowed terminology came from several sources of daily living and generally falls into the following categories:

- a. household items: aigre acondicionado, cabinetete, bonque, catálagu, clínex, etc.
- b. sports: box, bate, aut, béisbol, fútbol, quéchar, ompáyer, sóquer, fláíbol, etc.
- c. transportation and vehicle items: carro, baic, bos, bómper, huínchil, batería, bloaut, rin, baquear, breic, crom, cranque, dráíver, parquear, etc.
- d. persons: beibi, boi, broda, mis, místor, mayor, etc.
- e. food and supplies: bísquete, bon, dona. cuqui, célofein, cok, cono, espagueri, etc.
- f. business terminology: bil, catálagu, biurichop, aplicar, cafetería, cliners, clipas, chequiar, díler, etc.

- g. recreation: campiar, muvis, bonque, bon, cuquiar, campeón, huine, pícnic, etc.
- h. school: chok, mis, místor, rúlor, grado, greid, espelin, jáiscul, etc,
- i. clothing: caqui, corderrói, chaqueta, suera, zíper, etc.
- j. holidays: crismes, íster
- k. science: ástronot, helicópter
- l. greetings: alo'

2. Most of the anglicisms recorded by the compiler were hispanicized to conform with the vernacular pronunciation, morphology and semantics of Del Río Spanish.

a. pronunciation:

- 1) Both the English sh (shine) and ch (champion) are hispanicized as ch's.
- 2) On English -ing verbs the anglicism maintains the stress on the next to the last syllable. The final g is dropped:  
ex. spelling > espelin
- 3) Since the s + consonant is a difficult combination to pronounce in Spanish, an e is always placed before the s in the anglicism:  
ex. score > escor

- 4) Most English words ending in -ch  
are given a final -e when hispanicized.

ex. bunch > bonche

lunch > lonche

- 5) English words beginning with the  
sound of [ʃ] (jack, junk) are given  
a y sound [y] in the anglicism.

ex. yaque, yonque

- b. morphological: Every verb in Spanish  
is adopted as a verb of the first conjuga-  
tion; this produces a hybrid product in  
which the root is derived from the  
English and the suffix from the Spanish.

ex. watch > huach + -ar = huachar

catch > quech + -ar = quechar

pitch > pich + -ar = pichar

- c. lexical: borrowing of meanings:

ex. batería (from English battery  
'acumulador' de coche')

aplicar (from English apply  
'solicitar')

- d. syntactical: Sentence translation from  
English to Spanish does not affect the word  
order of Spanish.

ex. We had a good time.

Tuvimos un buen tiempo.

3. Some anglicisms are retained totally in their English pronunciation. These were not included in this work for they reveal no linguistic change other than their use as a totally English form in the Spanish vernacular of Del Río.

4. One sentence may contain two or more anglicisms.

ex. Santo Clos me trajo una baic para Crismes.

5. The same speaker may alternate between the English pronunciation and the hispanicized version.

ex. show cho = cine

Christmas Crismes = Navidad

ketchup quechup = salsa de tomate

6. The same child will generally use the correct Spanish term when he is aware that the teacher or teacher's aide is paying attention to him in the classroom but will revert to the corresponding anglicism when he is out in the school yard.

7. Both the Spanish and English spoken are generally purer in the classroom than they are in the school yard.



8. Most of the forms used by the school children are used by their parents and by their peer groups.
9. No attempt was made here to trace the geographical and social distribution of the anglicisms recorded beyond what the Diccionario de la lengua española (RAE) indicates, but the present compiler has seen and heard many of them far beyond the boundaries of Del Río and Texas itself.

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