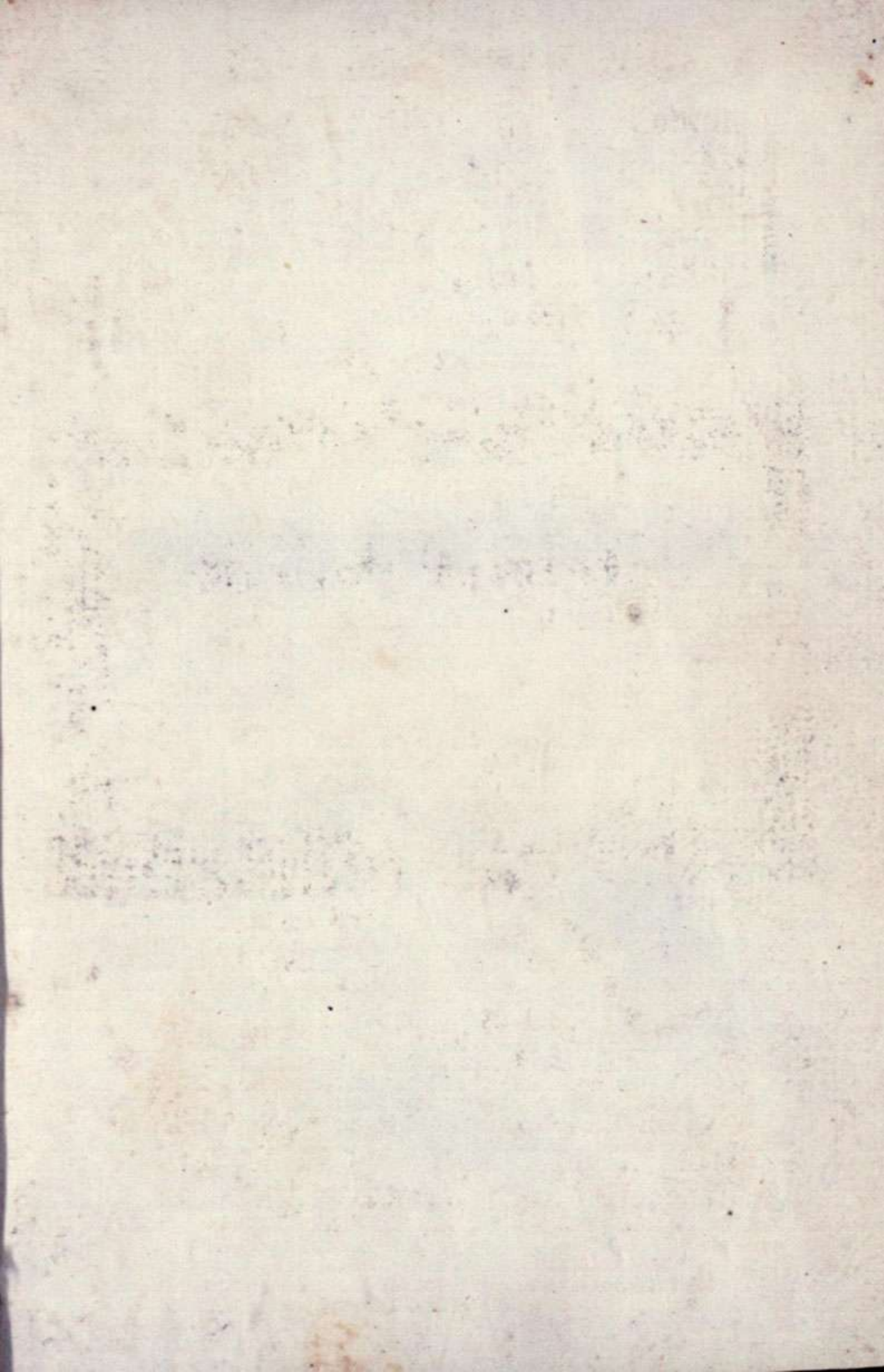
A decorative rectangular border in black ink, featuring a repeating pattern of stylized floral and geometric motifs. The border is composed of a top and bottom row of repeating floral designs, with a central horizontal band of diamond shapes and a vertical band of repeating floral designs on the sides.

Pertenece al Aspirante

D. *A Leon*

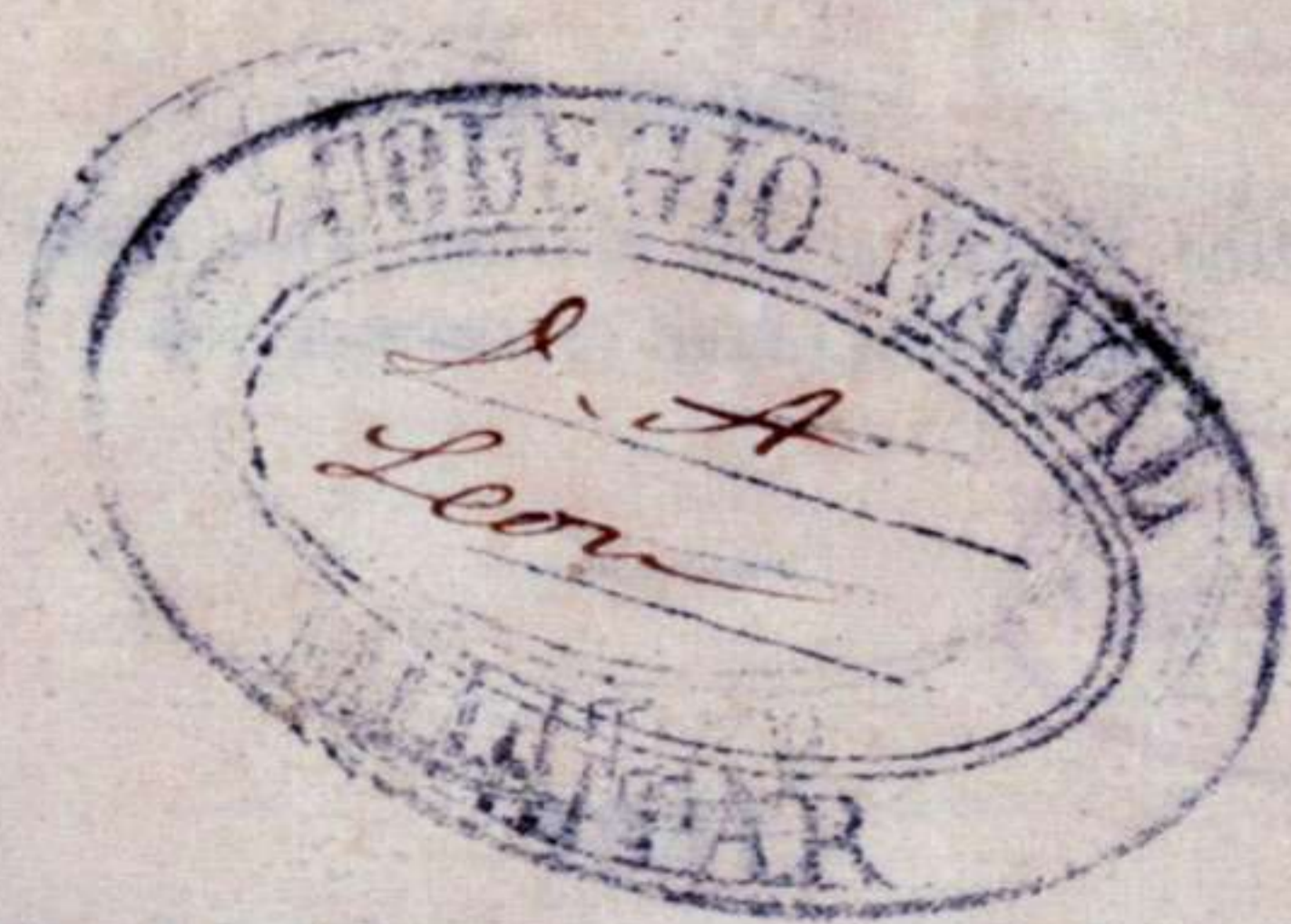


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SPELLING BOOK
FOR THE PEOPLE

EL
SPELLING BOOK ILUSTRADO.



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ET

SPELLING BOOK METHOD



EL SPELLING BOOK ILUSTRADO,

CON REGLAS FIJAS, CLARAS Y SENCILLAS PARA
LEER EN INGLÉS; AL QUE SIRVE DE TESTO
LA BIEN CONOCIDA CARTILLA

DE

LINDLEY MURRAY,

con un sistema original que establece preceptos exactos
y sucintos para fijar la difícilísima acentuación de las palabras
inglesas, y otros no menos fáciles para la ortografía y deletreo.

Por D. Pedro A. Crowley,

profesor de idioma inglés

EN CADIZ.

El testo está tomado de la XLIII edición
del espresado SPELLING-BOOK.



1841.

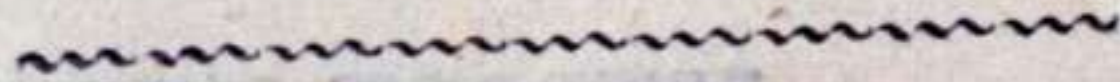
Imprenta de la REVISTA MEDICA, plaza de la Constitucion,
número 11.

1884

THE SPELLING BOOK

ILLUSTRATED

FOR THE USE OF THE YOUNG
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BY MISS MARY MORRIS



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1884

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Introduccion.

Desde el momento que me dediqué á la enseñanza de idiomas, conocí esta verdad: que era preciso al profesor de una lengua estrangera haberla estudiado á fondo, y tener al mismo tiempo un conocimiento mas que mediano de la suya propia. Contrayéndome á la inglesa, me llamaron particularmente la atencion las muchas dificultades que ofrecia su lectura, por la diversidad de sonidos que afectaban en ella las vocales, y mas que todo por la acentuacion de las sílabas. Registré cuantos artes se han escrito sobre la materia, así en nuestra patria como en tierras estrañas, y cada método hacia para mi mas complicada la investigacion. Comparando esta perplejidad en la lengua inglesa con el muy simple mecanismo de la nuestra en asunto igual, se me ocurrió de que así como el sistema de lectura en el idioma castellano estaba sugeto á reglas invariables y fijas ¿por qué no habia de estarlo el ingles? A fuerza de años, de observaciones y de larga y pe-

nosa práctica en la enseñanza, logré establecer un sistema de pronunciacion tan sencillo y verdadero, que he visto en aquellos alumnos, que se han interesado en estudiar con zelo y constancia los rudimentos de la lengua inglesa, un aprovechamiento tan rápido como satisfactorio.

Este descubrimiento, alambicado durante veinte años, me atrevo á ofrecer hoy á los demas profesores de este idioma, pues estoy seguro de que conseguirán con su adopcion unos frutos mucho mas precoces que los que hasta aqui han logrado á fuerza de repeticiones sin fundamento, ó de normas elementales basadas en una vacilante rutina, y desmembradas con escepciones incalculables.

Considero que un maestro hace un papel muy triste cuando no sabe dar razon de las dificultades que á su discipulo se ofrecen, y contesta á ellas apelando al uso. Vergonzoso pareceria por cierto achacar á la autoridad de la costumbre las escepcionalidades, para mayor parte de las cuales existe una razon positiva, y permitir que el alumno siga cojeando, tal vez para siempre, en un laberinto de cavilaciones en que le introdujera la falta de libros, y de preceptos elementales.

La imitacion de los defectos agenos no creo sea una disculpa para atenuar los que nosotros cometamos, y asi, porque la cartilla inglesa ó SPELLING BOOK encierre un sistema de enseñanza poco correcto en sí, y menos adecuado para la instruccion de un extranjero, no veo que debemos seguirlo á ciegas y sin el auxilio de aquellas acla-

raciones que pudieran hacernoslo útil. El SPELLING BOOK carece de reglas para la lectura, aplicables á un alumno español ; porque este solo aprenderá decentemente una lengua estraña por comparaciones que haga con los precepto de la suya propia. Estos preceptos deberá saberlos el maestro, que le instruye, y de ahí la verdad que solo debe enseñar bien una lengua estrangera quien la profese á par de la suya.

El SPELLING BOOK, tal como hoy se halla, puede servirnos de única ventaja para ejercitarnos en la lectura de vocablos, cuya pronunciacion aprende el alumno en él á fuerza de repetirlos mil veces; mas como carece de regla que le guie, al cabo de un fastidioso trabajo se encuentra que, saliendo de su *misal*, todas las palabras que desconoce le presentan otras tantas dificultades.

Respecto á los ingleses, como esa rutina la aprenden cuando niños, y en su propio idioma, llegan á leer maquinalmente para el tiempo adecuado, y la práctica de años les sirve en lugar de reglas, que les prestarian tambien muy poca utilidad en los dias mas tiernos de la niñez.

Para enseñar á los españoles, sin embargo, es el espresado libro del todo insuficiente, porque la mayor parte de los alumnos que se dedican al estudio de esta lengua, han salido de la edad tierna, y necesitan otros conocimientos á mas de la práctica de leer sílabas y palabras, tambien indispensable á su vez en esta enseñanza.

Se deja caer pues de su peso, que si los ejer-

cicios de lectura de MURRAY están acompañados de reglas, llenarán completamente su fin.

Este ha sido mi objeto en la redaccion de las siguientes planas, que al mismo tiempo que conservan intactos los temas originales del SPELLING BOOK, van ilustrados con reglas tan sencillas como exactas. Aun estas pudieran haberse reducido á un número menor, si no me hubiese visto precisado á seguir los ejercicios del original ingles, á fin de no privar á los discipulos de su utilísima práctica, y por tanto á estenderme algo mas en los preceptos, á fin de que cada seccion llevase su guia.

Las instrucciones que se refieren á la acentuacion ó apoyo de la voz en ciertas sílabas, ramo tan difícil en este idioma, pueden pretender á lo menos al mérito de ser completamente originales, pues no creo se hayan ocurrido hasta ahora á ningun gramático inglés.

Veinte años de continua enseñanza en este idioma, y diez pasados preliminarmente en la estu-
diosa reclusion de un severísimo colegio en Inglaterra, me disculparán por el atrevimiento de avanzar teorías nuevas en una materia que tanto ha dado que cavilar á los mas hábiles filólogos de aquella nacion.

Finalmente, he traducido para la parte tercera el inmejorable tratadito de Lindley Murray sobre la ortografia y deletreo, en el que he hecho muy poca variacion.

Con esto me parece queda completa esta obra, la cual, si corresponde á mis deseos, será mas

que suficiente para facilitar un estudio tan des-
sacreditado hasta aqui por los numerosos obstá-
culos que parecian hallarse aglomerados en sus
umbrales mismos.

¡Dichoso yo si he conseguido allanar para mis
compatriotas un solo estorbo!

SECCION 1.^a

Alfabeto común.—Explicacion de los soni-
dos simples de la lengua inglesa.

Aa	Bb	Cc	Dd	Ee	Ff
(1) ei-ai	bi	si	di	i-e	ef
Gg	Hh	Ii	Jj	Kk	Ll
je	whi	di-i	yo	ya	el
Mm	Nn	Oo	Pp	Qq	Rr
em	en	ou	pi	quie	ar

(1) Cuando se quiere designar por una
símbolo que dos sonidos son de pronunciación
mucha rapidez, se los pone en un solo
símbolo de letras.

Según indica el punto de la vocal en el
de las de pronunciación es, como en francés.

Parte 1.^a

Letras, — Monosilabos de facil pronunciacion:
Ejercicios correspondientes de lectura.

CAPITULO 1.^o

SECCION 1.^a

Alfabeto comun, — Explicacion de los sonidos simples de la lengua inglesa.

Aa	Bb	Cc	Dd	Ee	Ff
(¹) <u>ei</u> -a	bi	si	di	i-e	ef
Gg	Hh	Ii	Jj	Kk	Ll
yi	eich	ai-i	ye	que	el
Mm	Nn	Oo	Pp	Qq	Rr
em	en	<u>ou</u> -o	pi	qui <u>u</u>	ar

(1) Cuando se quiere demostrar en esta obra que dos vocales han de pronunciarse con mucha rapidez, se les señala con un tilde — por encima de ambas.

Igual marca se ha puesto á la vocal eu cuando ha de pronunciarse eu, como *eu* francesa.

[2]

Ss Tt Uu Vv Ww Xx

es ti iu-eu⁽¹⁾ vi deūbliu ecs

Yy Zz

uai zed⁽²⁾

VOCALES.

Āa Ee Ii Oo Uu Ww Yy

ei-a i-e ai-i ou-o iu-eu u ai-i

La *w* y la *y* son consonantes cuando empiezan un vocablo, y vocales en los demas casos; á pesar de que en el alfabeto se les nombra *deūbliu* y *uai*, suenan en la lectura: la *w* como *u* española, y la *y* como *ai* ó *i*, segun las reglas que veremos despues.

Las demas letras son consonantes.

(1) *Eu* como *eu* frances, pero muy breve.

(2) Como *z* francesa.

Me he valido de la voz *eu* francesa, *z* francesa, porque la mayor parte de los alumnos de ingles suelen tener principios de aquella lengua: para los que nó, suplirá este sonido la viva voz del maestro.

Letras dobles y triples que suelen hallarse en las ediciones de algunas obras inglesas.

ff	fi	fh	ffi	fl	ffl
<i>ff</i>	<i>fi</i>	<i>sh</i>	<i>ffi</i>	<i>fl</i>	<i>ffl</i>



El alfabeto que precede, como se pronuncia por lo general, no contiene todos los sonidos simples elementales de la lengua inglesa; mas á fin de que el alumno forme algun punto de apoyo, de donde pueda partir con certidumbre para hacerse cargo de las diversas inflexiones que son propias de las vocales con especialidad, deberán tener sumo cuidado los señores maestros en hacer que consiga mucha soltura en el abecedario comun antes de pasar á los sonidos que discrepan de aquellos á que se ha acostumbrado con la sencilla y uniforme pronunciacion de las letras en la lengua española.

Esta divergencia en los sonidos se advierte desde luego en el alfabeto mismo, y una ligera esplicacion de ellos facilitará al discipulo un progreso admirable, siempre que se tenga con él un esmero muy prolijo, á fin de que

desde luego no empiece á viciársele la pronun-
ciacion; todo descuido en esta leccion prelimi-
nar acarrea defectos incorregibles.

VOCALES.

Todas estas excepto la *w*, considerada co-
mo tal, y que se pronuncia invariablemente
como *u* española, tienen dos sonidos fundamen-
tales.

Aa	Ee	Ii	Oo	Uu	Yy
\overline{ei} ó <i>a</i>	<i>i</i> ó \overline{e}	\overline{ai} ó <i>i</i>	\overline{ou} ó <i>o</i>	\overline{iu} ó \overline{eu}	\overline{ai} ó <i>i</i>

Al primero de estos sonidos llamaremos IN-
GLES, y al segundo ESTRAÑO; este último es
parecido al de las vocales españolas, solo que
se emite con mayor rapidez; en la *a* se abre
muy poco la boca, y el de la *u* es igual al de
 \overline{eu} en frances, con la diferencia de ser en es-
tremo breve; así:

a	e	i	o	u	y
\grave{a}	\grave{e}	\grave{i}	\acute{o}	\overline{eu}	\acute{i}

constituyen los sonidos *extraños* de las voca-
les, y

a	e	i	o	u	y
\overline{ei}	\acute{i}	\overline{ai}	\overline{ou}	\overline{iu}	\overline{ai}

forman los sonidos ingleses de las mismas.

Diremos de paso, que toda vocal pronunciada como inglesa es larga, y como estraña, breve; cuyo sencillo principio establece desde luego una de las principales bases de la prosodia inglesa.

Respecto á las consonantes, debe tenerse muy presente que la *d* y *t* se pronuncian apoyando la lengua contra el cielo de la boca, y evitando tocar con su punta los dientes como hacemos en castellano.

C suena *s* clara delante de la *e* la *i* y la *y*: delante de *a*, *o*, *u*, tiene el sonido fuerte que en español: v. g.

	<i>ce</i>	<i>ci</i>	<i>cy</i>
Pron.:	<i>sí</i>	<i>sai</i>	<i>sai</i>

ó bien

<i>se</i>	<i>si</i>	<i>si</i>
-----------	-----------	-----------

segun la regla que le corresponda.

	<i>ca</i>	<i>co</i>	<i>cu</i>
Pron.	<i>quei</i>	<i>cou</i>	<i>quiú</i>

ó bien

<i>ca</i>	<i>co</i>	<i>queú</i>
-----------	-----------	-------------

segun la regla que le corresponda.

F. Suena como en castellano, escepto en las palabras que terminan en una *f*; pues entonces se pronuncia *v*: v. g., *of*, pronúnciese *ov*.

G. Tiene dos sonidos: uno fuerte delante de *a*, *o*, *u*:

	<i>ga</i>	<i>go</i>	<i>gu</i>
Pron.	<i>ga</i>	<i>go</i>	<i>gueu</i>
		ó bien	
	<i>gue</i>	<i>gou</i>	<i>guiu</i>

segun la regla que le corresponda.

El otro suave delante de la *e*, *i*, *y*: v. g.

	<i>ge</i>	<i>gi</i>	<i>gy</i>
Pron.	<i>yi</i>	<i>yai</i>	<i>yai</i>
		ó bien	
	<i>ye</i>	<i>yi</i>	<i>yi</i>

segun la regla que le corresponda.

R. Es un sonido entre la *r* y la *rr* nuestra, cual la pronuncian los que tienen un poco de frenillo; es decir, en extremo suave, y evitando el sonido gutural que dan los franceses por lo comun á la misma.

S. Delante de consonante, y cuando está

doble ó principia vocablo, suena como en español; á fin de diction ó entre dos vocales como *z* inglesa ó francesa.

H. Es una aspiracion; en algunos casos es muda del todo, como veremos á su tiempo.

Las demas letras suenan como en español, y las consonantes dobles como sencillas: v. g. *ll* como *l*.

Estos preliminares son suficientes para la inteligencia del alfabeto ingles; las peculiaridades de cada letra se anotan en las reglas de pronunciacion que encabezan á las lecciones de silabeo, con el auxilio de la siguiente tabla de sonidos simples elementales.

Nótese para la inteligencia de esta respecto á las vocales, que la *a*, ademas de los sonidos manifestados en el alfabeto, tiene el de *a* larga española cuando está delante de la *r* siempre que á esta no le siga una *e*: v. g. *mar*, *bar*: *pron.* *maar* *baar*. delante de *ll* y *ld* y despues de *w* suena o ancha.

La *o* se convierte en *u* española en las palabras *move* *prove*, que se *pron.* *muv.* *pruv*,

La *e* final en ingles es muda.

La *u* tiene el sonido de *u* española breve en los vocablos *bull*, *puss*, *full*.

TABLA DE LOS SONIDOS ELEMENTALES.

VOCALES.

A inglesa	como en	bla, da.
A estraña	como en	mat, bat.
A ancha	como en	mar, bar,
A como O ancha	como en	ball, was.
E inglesa	como en	me, be.
E estraña	como en	met, net.
I inglesa	como en	pine, pie.
I estraña	como en	pin, tin.
O inglesa	como en	no, toe.
O estraña	como en	not, lot.
O como U	como en	move, prove
U inglesa	como en	mule, tune.
U estraña	como en	but, nut.
U española corta	como en	bull, full.

CONSONANTES.

B suena como en castellano	bat, tub.
D con la lengua contra el cielo de la boca	dog, sod.
F como en castellano	far, off.
F como v.	of.
G fuerte.	go, egg.
G suave	gem.
H aspirada.	hop, ho.

H muda	heir(1).
K como en castellano	kill, keg.
L idem	lap, tall.
M idem	my, man.
N idem	nod, on.
P idem	pit, map.
R como con algo de frenillo	tar, bar.
S clara	so, lass. system.
S como Z inglesa ó francesa	his, as.
T con la lengua contra el cielo de la boca	top, hot.
V como en castellano	van, vat.
W como u española	wo, will.
X como en castellano	xa, xi.
Y como <i>ie</i> cuando es consonante	ye, yes.
Z como <i>z</i> francesa ó <i>ds</i> .	zed, buzz.

Algunos de los sonidos elementales, que preceden, tienen mucha relacion entre sí. La frecuente repetición de ellos, haciendo la diferencia debida, facilitará al alumno su pronta adquisición. La *b* y la *p*, la *d* y la *t*, la *f* y la

(1) *Prou* ear. Las voces que empiezan con *h* muda son: *heur*, *herb*, *honest*, *honour*, *hospital*, *hour*, *humble*, *hostler*, y sus derivados.

v, la *g* y la *k*, la *s* y la *z*, denotan sonidos bastante análogos. El ejercicio esmerado de los vocablos siguientes, pronunciándolos en rápida sucesion, conseguirá que se diferencien sin dificultad. Es muy recomendable para todos estos temas la repetición de la voz viva.

SONIDOS QUE DEBERAN DISTINGUIRSE.

La *b* se diferencia de la *p* v. g. bat, pat, sob, sop.
 " *d* " " de la *t* " dip, tip, mad, mat.
 " *f* " " de la *v* " fan, van, leaf, leave.
 (pron.) *lif. liv.*
 " *g* " " de la *k* " gun, kin, dog, duck.

Seccion segunda.

Silabas y palabras de dos letras.

REGLA PRIMERA.

Toda vocal que viene despues de consonante, y termina silaba, se pronuncia inglesa, y es larga.

	ba	be	bi	bo	bu	by
<i>Pron.</i>	<i>bei</i>	<i>bi</i>	<i>bai</i>	<i>bou</i>	<i>biu</i>	<i>bay</i>
	ca	—	—	co	cu	—
	da	de	di	do	du	dy
	fa	fe	fi	fo	fu	fy
	ga	=	=	go	gu	=

ha	he	hi	ho	hu	hy
ja	je	ji	jo	ju	—
la	le	li	lo	lu	ly
ma	me	mi	mo	mu	my
na	ne	ni	no	nu	ny

ra	re	ri	ro	ru	ry
sa	se	si	so	su	sy
ta	te	ti	to	tu	ty
va	ve	vi	vo	vu	vy
wa	we	wi	wo	—	—
ya	ye	yi	yo	yu	—
—	ce	ci	—	—	cy
—	ge	gi	—	—	gy

REGLA SEGUNDA.

Toda vocal que viene delante de consonante, la cual termina sílaba, suena estraña, y es breve; v. g. :

	ab.	eb.	ib.	ob.	ub.
<i>Pron.</i>	ab	eb	ib	ob	<u>eb</u>
	ac	ec	ic	oc	uc
	ad	ed	id	od	ud
	af	ef	if	of	uf
	ag	eg	ig	og	ug

ak	ek	ik	ok	uk
al	el	il	ol	ul
am	em	im	om	um
an	en	in	on	un
ap	ep	ip	op	up

ar	er	ir	or	ur
as	es	is	os	us
at	et	it	ot	ut
ax	ex	ix	ox	ux

VOCABLOS DE DOS LETRAS.

by	do	he	go	be
or	to	me	lo	ye
my	so	we	no	who
am	if	at	of	
an	in	it	on	us
as	is	up	ox	

Escepcion á las reglas antecedentes.

Las palabras TO, DO, WHO, se pronuncian TU, DU, HU, *h aspirada*.

EGERCICIO DE LECTURA.

Go up. Is he up? We do so.

Go in, So am I, Do so to us.
Go on. Do go on. Do as we do.

Sonidos de dos consonantes pronunciadas como una sola.

Ph	suena	f	
Sh	"	ch francesa.	
Th	"	z esp. y d esp. suave.	} Segun la regla que se vera despues.
Ch	"	ch y k suave.	
Ss	"	ch francesa.	

Seccion tercera.

Silabas y palabras de tres letras, que siguen las reglas anteriores.

bla	ble	bli	blo	blu	
bra	bre	bri	bro	bru	
cla	cle	cli	clo	clu	
cra	cre	cri	cro	cru	cry
dra	dre	dri	dro	dru	dry

fra	fre	fri	fro	fru	fry
gla	gle	gli	glo	glu	
gra	gre	gri	gro	gru	
pla	ple	pli	plo	plu	ply
pra	pre	pri	pro	pru	pry

sma	sme	smi	sno	smu	
sna	sne	sni	sno	snu	
spa	spe	spi	spo	spu	spy
the	thy	fli	shy	sky	try
aft	eft	ift	oft	uft	
alp	elp	ilp	olp	ulp	
amp	emp	imp	omp	ump	
and	end	ind	ond	und	

ang	eng	ing	ong	ung
ank	enk	ink	onk	unk
ant	ent	int	ont	unt
apt	ept	ipt	opt	upt

arm	erm	irm	orm	urm
ask	esk	isk	osk	usk
ast	est	ist	ost	ust
add	egg	ill	odd	uff
ant	ass	ell	inn	

EGERCICIO DE LECTURA.

A fiy.	An inn.	My arm.
An ant.	The ink.	An egg.
An ass.	The sky.	The end.

Go to Ann. Go and ask.

She is ill.

By and by.

Is she up?

Try to do it.

«Los niños,» dice el doctor Beattie, «hablan por lo comun oraciones cortas y separadas.» Semejantes oraciones son por lo tanto mas á propósito para su comprension, y para que eviten el resabio de mazzúllar los periodos, cuando estos son mas largos que los que acostumbran usar en la conversacion comun. Si se les enseña, pues, á repetir con exactitud y fluidez las sentencias concisas que contiene la primera parte de esta obrita, se coseguirá mucho para que adquirieran una pronunciacion en extremo correcta.

Sistema de vocales compuestas.

ai o ay	se pronuncia	ei,	v. g.	maid—may.
au ó aw	”	o,	”	maw.
ea	”	i,		mead.
ee	”	i,		reed.
eo	”	i,		people.
ei ó ey	”	i,		eilher.—key.
ie	”	i,		field.
oa	”	o ing.		coat.
oo	”	u esp.		mood.

Diptongos simples.

Eu ew se pronuncia	iu, v. g.	feud—jew.
Oi	oi breve,	boil.
Oy	oi idem,	boy.
Ou	au,	spout.
Ow	au,	cow.

Diptongos compuestos.

Eau se pronuncia	iu, v. g.	beauty.
Eou)	ieū breve	hideous.
Iou)		tedious.
Uoy	uoy	buoy.

Escepciones á las vocales compuestas y diptongos.

Ai suena e en *again, said.*
a en *plaister, raillery.*

i breve, en las voces de mas de una silaba acabadas en ain: v. g. *captain*, pron. *quiaptin*.

Au suena a espanola delante de n seguida de otra consonante: v. g. *aunt*.

Ea suena e en las voces que tienen r delante, ó despues de ea: v. g. *bread, earn*, excepto en *dream, treat, grease, read*; y tambien en los vocablos *head, weather, lead, measure, stead, pleasant, pheasant, jealousy, leather, health*, y sus derivados,

Ei suena ei delante de g: v. g. *deign* y en los vocablos *rein*, *heir*, *veil*.

Eo suena è breve en *leopard*.

Oo suena eu francesa en *blood*, *flood*, y o, en *floor*, *door*.

Iieu suena Ief en la palabra *lieutenant*.

Ew suena ou en *sew*: pron. sou.

Ou es el diptongo mas irregular de todos: por lo comun suena eu francesa delante y despues de r en las palabras de mas de una silaba: v. g. *nourish*, *trouble*, y en los vocablos *country*, *double*, *young*, *touch*.

Suena u en *wound*. *you* y sus derivados y en palabras francesas; *route*, *routine*.

Pronúnciase ó delante de las palabras acabadas en ght; v. g. *bought* (*).

Suena ou, breve, en *though*, *court*, *foar*, *course*, *mould*, *soul*, *skoulder*, *mourn*, *poultry*.

Ow suena ou comunmente despues de r, l, t, y en los vocablos *own*, *show*, *bow*, arco, *sow*, sembrar: (*bow*, cortesía, y *sow*, cochina, suenan au).

Como he dicho que la e es muda á fin de

(*) La gh no suena en las palabras puestas como ejemplos.

diccion, no se la considera como parte de una vocal compuesta en este caso; por eso *die* suena *dai*, y *subdue*, *seubdiu*.

En los diptongos y vocales compuestas, que vienen delante de la *r*, se advierte una particularidad que ha dado margen á que se consideren como escepciones numerosas: la siguiente regla, sin embargo, probará que están sugetos á un precepto harto fácil.

Se nota por la nomenclatura de la letra *r*, que en el abecedario ingles se la nombre *ar*; pues bien, en composicion conserva esa *a* de su denominacion, y la enlaza con el sonido de la vocal ó diptongo que la precede: v. g. *air* suena *ear*, porque *ai* hace *e*, y la *a* de la *r* pronunciada rápidamente con ella, producirá el enlace *ear*; lo mismo *fear*, *here*, *far*, *fewer*, *four*: cuya pronunciacion será; *fiar*, *hiar*, *saar* *fiuar*, *soar*.

Ve precedido de *g* ó *q* al fin de palabras, no suena; como

Rogue	Colléague	Catalogue
Plague	Intrigue	Dialogue
Cinque	Mosque	Opaque
Pique	Oblique	Grotesque

Hay otras cuantas escepciones de las vocales

compuestas y diptongos; pero como estas se encuentran esparcidas en los ejercicios siguientes, las iré señalando en su lugar para que las anote el alumno, el cual hallará que con eso han desaparecido á los primeros pasos de su enseñanza ese número infinito de dificultades, que hasta ahora se han querido aglomerar en la carrera del estudio de la lengua inglesa.

CAPITULO 2.º

Sonidos breves de las vocales y diptongos.

SECCION 1.ª

PALABRAS DE TRES LETRAS.

REGLA 2.ª (*véase*)

a

	bad	can	had	fat	mat	rag
<i>Pron.</i>	<i>bád</i>	(1) <i>quian</i>	<i>hád</i>	<i>fát</i>	<i>mád</i>	<i>rág</i>
	bag	cap	has	lad	man	wag
	bat	cat	hat	sad	mat	wax

e

	bed	den	get	met	peg	red
	beg	hen	leg	net	pen	vex

(1) La *a* despues de *c* ó *g*, en el caso de la regla actual sue na *ia* breve.

fed	men	let	set	pet	wet
-----	-----	-----	-----	-----	-----

i

bid	did	fig	him	lip	rid
big	dig	fin	his	pig	sit
bit	dim	fit	hid	pin	tin

o

box	fog	mop	pop	rob	sob
fox	hop	nod	pod	rod	sop
dog	hot	not	pot	rot	top

eu

bud	cup	hum	mud	rub	sun
bun	cut	hug	mug	rug	sup
but	gun	hut	nut	run	tub

EGERCICIO DE LECTURA.

A pin.	The dog.	I had.
A cup.	The cat.	He has.
A top.	The pig.	We can.

A bad lad.

A red bud.

A mad dog.

A dry flg.

A fat pig.

A tin box.

He can dig.

It is hot.

I can hop.

Get my hat.

We can run.

Let us go.

Seccion segunda.

PALABRAS DE CUATRO LETRAS.

Sigue la regla anterior.

a

band	glad	have	lass	sash
bank	flat	hand	fast	sand
damp	flax	land	last	span

e

bell	fret	nest	mend	tell
best	left	rest	send	well
desk	lent	west	sell	when

i

dish	hill	milk	sing	spin
fish	fill	mist	silk	swim
give	kiss	pink	ship	will
live	king	ring	skip	wish

o

blot	fond	gone	pond	soft
doll	frog	long	shop	spot
drop	from	lost	song	stop

burn	dust	jump	plum	spun
dull	hurt	lump	purr	sung
drum	hush	must	shut	tusk

EGERCICIO DE LECTURA.

A nest.	The king.	I wish.
A frog.	The ship.	I skip.
A pond.	The desk.	We jump.
A red spot.		Ring the bell.
A pink sash.		Shut the box.
The left hand.		Mend my pen.
A dish of fish.		Give me a pin
A cup of milk.		Do not hurt me.

NOTA. *have* se pron. hav; *give*, guive, y *live*, liv.

Seccion tercera.

PALABRAS DE CINCO Y SEIS LETRAS.

Signe la regla anterior.

glass	shall	bless	fresh
grass	stamp	dress	shelf
plant	stand	flesh	shell
smell	bring	frisk	cross

spell
spend

brisk
drink

spring
stiff

tongs
strong

EGERCICIO DE LECTURA.

A shell.

The grass.

I spell.

A brush.

The tongs.

He drinks

A crust.

The shelf.

We stand.

A long string.

Brush my hat.

A strong man.

Bring the cup.

A brisk lad.

Drink the milk.

Seccion cuarta.

Palabras que contienen vocales compuestas breves.

Nótese que cuando estas se apartan de la regla general, se pronuncian cortas: v. g. *ea* hace *i* larga por norma; pero sonando *é* por escepcion será breve.

ea, ai, ay, ue, ie con el sonido de

e

dead
deaf
head

death
breath
earth

pearl
tread
spread

said
says
guess

bread learn thread friend

ui con el sonido de

i

porque la *u* despues de la *b* y de la *g* es muda, cuando le sigue la *i*; pero no despues de la *q*.

guild build guilt quill

oo, oe, ou con el sonido de
eu francesa.

blood does young
flood touch scourge

EGERCICIOS DE LECTURA.

The earth.	A deaf man.
My head.	A dead fly.
A friend.	A young frog.
I guess.	A crust of bread.
He said.	A bit of thread.
We learn.	A long quill.

CAPITULO TERCERO.

Sonidos largos de las vocales y diptongos; lo que sucede cuando siguen las reglas.

Seccion primera.

Sonido de la a, ai ó ay como ei.

REGLA 3.^a

La *e* es muda á fin de diction, y su objeto es dar el sonido inglés á la vocal que tiene ya inmediatamente delante, ya separada de ella por una sola consonante: por la regla primera, *ma*, sonará *mei*; por la segunda, *mat*, sonará *mát*, y agregándole la *e* final volverá á su primer sonido de *ei*: v. g. *mate*, *pron*, *meit*.

cake	face	haste	take
care	Jane	made	tape
gave	James	make	grape
air	clay	may	break
fair	day	maid	great
hail	hay	way	frail
tail	gain	play	snail
rain	gray	say	they
vain	hair	stay	their

NOTA. *Break, great, they, their*, suenan *breik, greit, dhey, dheir*.

EGERCICIO DE LECTURA.

It rains. Take care.
It hails. Make haste.

A long tail. May I go?
A great cake, Stay by me.
A fair day, Let us play.

Seccion segunda.

Sonido de la e, ee, ea, ie como i.

Sigue la regla anterior.

Eve	she	here	these
ear	read	steal	week
eat	bleat	wheat	geese
east	clean	bee	green
pea	mean	see	sheep
tea	leave	feed	sleep
dear	sheaf	feet	sweet
fear	shear	keep	sleeve
leaf	speak	tree	field
neat	squeak	weed	piece

EGERCICIO DE LECTURA.

A green field. The sheep bleat.
A sweet pea. The pigs squeak.

A piece of bread, Feed the geese.
A cup of tea, Eat the grapes.

Seccion tercera.

Sonido de la *i*, *ie*, como *ai*.

Ice	kind	nice	blind
bite	kite	rice	wipe
dine	like	ripe	shine
fine	mice	side	smile
fire	mild	time	quite
line	mind	wine	spice
die	pie	tie	buy
lie	rie	vie	eye

Nótese que *ind*, *ild* hacen *aind*, *aild* y la palabra *eye*, se pronuncia *ai* tambien; *wind*, viento, suena *uind*.

EGERCICIO DE LECTURA.

A sweet smile. The sun shines.
A nice pie. It is a fine day.
A ripe plum. Bring the line.
A glass of wine. Fly the kite.
A blind man. It is time to read.

A kind friend. I like to read.

Seccion cuarta.

Sonido de *o*, *oa*, *ow* como *ou*.

Regla: la anterior.

old	home	roll	bone
cold	hope	rose	stone
gold	mole	told	smoke
hold	most	tone	stroke
coat	cloak	low	grow
load	toast	mow	show
road	door	blow	snow
roar	floor	crow	sew

Nótese que *sew* se pronuncia *sou*; aunque hoy, para evitar esta irregularidad, escriben algunos *sow*: el motivo de esta rareza seria sin duda para no confundir en lo escrito *sew*, *co-*ser, con *sow*, sembrar: tal vez antiguamente se pronunciaria la primera de estas dos voces *siu*: *o* delante de *ld* es inglesa ó larga.

EGERCICIO DE LECTURA.

A hot roll.

Shut the door.

A red cloak.

The fire smokes.

A sweet rose.

It is a cold day.

A load of hay.

It snows fast.

A bad road.

Bring my coat.

A clean floor.

Let us go home.

Seccion quinta.

Sonido de *u, eu, ue* como *iu*.

Regla: la anterior.

use	fume	mute	tube
cure	lute	pure	tune
duke	mule	puke	plume
cue	dew	new	slew
due	clew	pew	ewe
hue	few	blew	lieu
blue	mew	flew	vieu

EGERCICIO DE LECTURA.

The sky is blue.

In a few weeks, I hope

The cat mews.

to read well.

The mule frisks.

I will make the best

The new road.

use of my time.

CAPITULO CUARTO.

*Sonidos irregulares de varias vocales simples
y compuestas.*

Como a ancha.

are	cart	harm	part
art	card	lark	tart
bark	far	large	sharp
dark	hard	star	smart
ha	jaunt	heart	launch
aunt	guard	hearth	haunch

Heart suena bart, y la u que precede á la a y viene despues de la g es muda: v. g. gard.

Como u española.

lose	prove	whom	do
move	who	whose	Rome
coo	noon	broom	shoe
cool	poor	goose	you
too	root	shoot	true
food	room	spoon	fruit
moon	soon	stool	your

La palabra Rome que incluye MURRAY en esta seccion, y quiere darle el sonido *Rum*, se debe pronunciar *Róum*; *ui* suena como u esp.

Como *u* española breve.

bush	full	puss	bull
push	pull	put	
book	look	good	foot
cook	rook	hood	wood
hook	took	stood	wool

EJERCICIO DE LECTURA.

Good fruit.

A fat goose.

A poor rook.

A dark room.

I hurt my foot.

I lost my shoe.

Is it true?

Who said so?

Look at me.

The full moon.

The dog barks.

The bull roars.

Puss purrs.

Put by the stool.

Do not push me.

Whose book is it?

I shall soon learn
to spell.

CAPITULO QUINTO.

Sonidos anchos de las vocales y diptongos.

Seccion primera.
REGLA 4.^a

La *a* delante de la *ll*, despues de la *w*, y de-

ante de *ld, ls, lt* suena como *o* ancha.

ball	tall	warm	scald
call	wall	wart	small
fall	salt	false	swarm
daub	daw	claw	shawl
fault	paw	draw	straw
gauze	raw	lawn	broad
caw	saw	crawl	George

Nótese que tambien suenan como *o* ancha *oa* en *broad*, y *eo* en *George*.

EGERCICIO DE LECTURA.

A soft ball.

A broad band.

A gauze cap.

The rooks caw.

The snails crawl.

Puss has sharp claws.

A straw hat.

A tall man.

A warm shawl.

The snow falls.

My ball is lost.

Who calls me?

Seccion segunda.

Ejercicio sobre varios diptongos de pronunciaci-
cion regular.

oi, oy, suenan *oi*; *ou, ow*, suenan *au*,

oil

joy

thou

ground

boil	toy	cloud	cow
moist	our	found	how
noise	out	house	now
spoil	loud	mouse	owl
voice	shroud	pound	growl
boy	sour	round	down
coy	flour	sound	gown

EGERCICIO DE LECTURA.

How do you do?

Sit down. Read to me.

Now leave your books.

Do not make a noise.

Owls fly in the dark.

Moles live in the ground.

CAPITULO SESTO.

Otras particularidades de las vocales.

REGLA 5.^a

La *i* delante de la *r* cuando esta es final, ó va seguida de otra consonante, suena *eu* francesa.

dirt	flirt	first	bird
shirt	spirt	stir	squirt
birth	firm	girl	skirt
mirth	gird	girt	whirl

Igual sonido tiene la o en las palabras siguientes:

come	glove	some	work
done	love	son	worm
dove	none	word	world

Como o ancha.

cord	fork	born	for
lord	horse	corn	nor
cork	storm	horn	shorn

Como o breve.

was	wash	want
wast	wasp	what

Como u española.

crude	rule	prude	truce
rude	brute	prune	spruce

	There	where	yes	her
<i>Pron.</i>	<i>Dhear</i>	<i>uear</i>	<i>iés</i>	<i>hēur</i>

EGERCICIO DE LECTURA.

Has Ann done her work?

Yes she has.

She is a good girl. I love her.

I have been ill. Come to me.

Give me some drink.

I love to learn. Where is my book?

What shall I read?

CAPITULO SEPTIMO.

Seccion primera.

REGLA 6.^a

La *b* final es muda despues de la *m*: v. g. *lamb*, pron. lam: la *k* final despues de la *c*: v. g. *dock*, pron. doc: la *l* delante de la *f* final: v. g. *half* pron. haf. La *g*, la *w* y la *k* á principios de diction, seguidas de otra consonante tambien se callan: v. g. *gnat*, *vvren*, *knife*, suenan nat, ren, naif. La *g* es tambien muda en las palabras *sign*, *reign*, que se pronuncian *sain rein*: igualmente lo es la *l* delante de *k*: v. g. *talk*, pron. tok: *svord* suena *sord* y *ansver* *anseur*.

Finalmente, la *gh* lo es tambien, y si la precede una *i*, esta suena *ai*, v. g. *night* pron. *nuir*.

<i>lamb</i>	<i>back</i>	<i>cock</i>	<i>half</i>
<i>limb</i>	<i>black</i>	<i>clock</i>	<i>calm</i>
<i>dumb</i>	<i>quack</i>	<i>mock</i>	<i>could</i>
<i>thumb</i>	<i>neck</i>	<i>duck</i>	<i>should</i>

crumb	pick	knit	would
gnat	sick	knock	wrist
gnash	quick	calf	wrong

NOTA. Should, would, could, suenan *shud, ud, cud.*

EGERCICIO DE LECTURA.

A fat calf.

Pick up the crumbs.

A hard knot.

Who knocks at the door?

The ducks quack.

The cock crows.

Ann should learn to knit and sew.

The gnats bite.

Seccion segunda.

Otras palabras con letras mudas: climb (pron. *claim*).

b muda	knead	fight	bought
climb	l	light	ought
comb	talk	might	thought
g	walk	night	bough
sign	stalk	sight	plough
reign	yolk	thigh	dough
gnaw	folks	eight	though

k	gh	neigh	w
knife	high	straight	write
know	sigh	caught	wrote
knee	bright	taught	sword

Nótese que *eight*, *neigh*, suenan *eit*, *nei*.

Ya he dicho que *ou* delante de *ght* hace o ancha: cuando no hay *t*, suena *ou* como *au*, escepto en *dough* y *though*, que se pronuncian *dó* y *dhó*.

EGERCICIO DE LECTURA.

A new comb.

A sharp knife.

A high wall.

A fine sight.

A bright star.

A light night.

The horse neighs.

The dogs fight.

The bough of a tree.

The stalk of a rose.

The yolk of an egg.

Dogs gnaw bones.

Jane kneads the dough

George ploughs the field.

Puss can climb trees.

I know how to read.

I wish I could write.

Come let us walk.

What o'clock is it?

It is eight o'clock.

I thought so.

CAPITULO OCTAVO.



Ejercicios de palabras de sonidos mistos.

Seccion primera.

cash	crum	clash	scar
crab	curb	cling	purse
cane	cold	creep	count
call	cool	crawl	crown
dance	pence	since	hence
dunce	fence	prince	whence
lace	nice	cease	juice
place	price	piece	voice
glad	gasp	glass	grand
grin	gust	grass	grunt
gem	gin	age	hedge
sand	dress	brisk	nurse
send	gloss	trisk	purse
seed	haste	goose	seat
side	waste	straw	sweet
his	rags	birds	beds

hers	ribs	doves	heads
keys	hares	pears	please
ease	wares	praise	croaks

Nótese que *ui* hace *u* española: v. g. *juice*, *fruit* suenan *jús*, *frút*; las palabras en *aste* suenan *eist*: v. g. *waste*, pron. *weist*; pero la *t* se calla cuando le precede la *s*, y le sigue la terminación *en*, ó *le*, como

Hasten	thistle	castle
Listen	epistle	bristle
Moisten	apostle	bustle

Tambien es muda la *t* en las voces siguientes:

Often	Christmas	mortgage
Soften	Chestnut	bankruptcy
Currant	Hostler	mistletoe

EGERCICIO DE LECTURA.

Jane has made a nice plum tart. I hope I shall not be a dunce.

Take a piece of it. Bricks are made of clay.

George gave me a book. Glass is made of sand,

I am glad I can read it. Wine is the juice of grapes.

Seccion segunda.

Consonantes dobles, que aunque distintas, sue-
nan como una sola.

Ya dije cuales eran los sonidos de estas mas arriba, á fin de que no tuviese tropiezo el alumno, al hallarlas en las lecciones antecedentes; ahora seré mas esplicito en su notificacion.

Th suena como z española en los nombres y verbos de la lengua inglesa, escepto los que terminan en *ther*, y *ths*, v. g. *brother*, *paths*. En las demas partes de la oracion, se pronuncia como *d* española suave, es decir, poniendo la lengua entre los dientes. Este sonido aparece denotado asi: *dh*, en esta obrita.

TH como Z.

thank	thick	breath	cloth
think	thin	health	thing
three	throw	teeth	north
throne	throat	mouth	south

TH como DH.

than	this	that	baths
then	thus	them	paths
they	these	thy	clothes
theirs	those	thine	smooth

CH suena como CH castellana.

Church	chin	much	rich
charge	chick	such	which
chair	cheese	coach	peach
child	choice	couch	reach
inch	bench	tench	French
pinch	bunch	stench	chess

Nótese que en *Charles* y *chaise* suena como *eh* francesa.

CH como K.

chart	chasm	scheme	schoo
-------	-------	--------	-------

y en las palabras análogas que en castellano acaba en *quia* y sus primitivas, como *monarchy*, *de monarch*, *monarquía* de *monarca*.

En las palabras siguientes, *gh* suena *f*, *rough* (*rēuf*) *cough* (*cof*) *tough* (*tēuf*) *lough* (*laf*).

PH suena F.

phiz	nymph	phrase	soph
------	-------	--------	------

SH suena CH francesa.

Shield

shire

short

hush

EGERCICIO DE LECTURA.

Clean your teeth.

Wash your mouth.

Then your breath will
be sweet.

Do not throw stones.

Come in.

Reach a chair.

Take some bread and
cheese.Who gave you these
pears?James gave them to
us.

Thank him for them.

I have a fine peach,
and a bunch of
grapes.I will give you some
of them.

CAPITULO NOVENO.

De los signos de puntuacion con su nomenclatu-
ra en ingles.

Una coma (<i>comma</i>) se marca	asi	,
Punto y coma (<i>semicolon</i>)	asi	;
Dos puntos (<i>colon</i>)	asi	:
Punto final (<i>full stop, ó period</i>)	asi	.
Interrogacion (<i>interrogation</i>)	asi	?
Admiracion (<i>admiration</i>)	asi	!
Parentesis (<i>parenthesis</i>)	asi	()

Las pausas en la lectura deben ser iguales á lo siguiente:

En la coma, deberá pararse el lector un tiempo igual al que echaria para contar	uno.
En el punto y coma	dos.
En los dos puntos	tres.
Y en el punto final	cuatro



CAPITULO DECIMO.

VARIOS EJERCICIOS DE LECTURA.

Seccion primera.

Breakfast.

The sun shines.

It is time to get up.

Jane, come and dress Charles.

Wash his face, and neck, and make him quite clean.

Comb his hair. Tie his frock.

Now, Charles, we will go down stairs.

Fetch that stool. Sit down.

Here is some milk; and here is a piece of bread.

Do not spill the milk.

Hold the spoon in the right hand.

This is the right hand.

The crust is hard: do not leave it; sop it in the milk.

Do not throw the bread on the floor.

We should eat bread, and not waste it.

There is a poor fly in the milk.

Take it out. Put it on this dry cloth. Poor thing! It is not quite dead. It moves; it shakes its wings; it wants to dry them: see how it wipes them with its feet.

Put the fly on the floor, where the sun shines.

Then it will be dry and warm.

Poor fly! I am glad it was not dead.

I hope it will soon be well.

Seccion segunda.

Puss.

Where is puss?

There she is.

Do not pull her by the tail: that will hurt her.

Charles does not like to be hurt: and puss

does not like to be hurt.

I saw a boy hurt a poor cat; he took hold
of her tail: so she put out her sharp claws,
and made his hand bleed.

Stroke poor puss.

Give her some milk.

Puss likes milk.

Now that Charles is so kind, to her, she
will not scratch, nor bite him.

She purrs, and looks glad.

Seccion tercera.

Reading.

Come to me Charles. Come and read.

Here is a new book.

Take care not to tear it.

Good boys do not spoil their books.

Speak plain.

Take pains, and try to read well.

Stand still.

Do not read so fast.

Mind the stops.

What stop is that?

It is a full stop.

Charles has read a whole page now.

This is a page. This is a leaf.

A page is one side of a leaf.

Shut the book. Put it by.

Now give me a kiss.

Seccion cuarta.

Rain.

Shall we walk?

No; not now. I think it will rain soon.

Look how black the sky is!

Now it rains! How fast it rains!

Rain comes from the clouds.

The ducks love rain.

Ducks swim, and geese swim?

No. Charles is not a duck, nor a goose: so he must take care not to go too near the pond, lest he should fall in. I do not know that we could get him out: if we could not, he would die.

When Charles is as big as James, he shall learn to swim.

Seccion quinta.

A walk.

It does not rain now.

The sky is blue.

Let us take a walk in the fields; and see the sheep, and the lambs, and the cows, and trees, and birds.

Call Tray. He shall go with us.

He wags his tail. He is glad to see us, and to go with us.

Stroke poor Tray.

Tray likes those who stroke him, and feed him, and are kind to him.

Do not walk on the grass now. It is too high; and it is quite wet.

Walk in this smooth, dry path.

There is a worm. Do not tread on it.

Can Charles climb that high stile?

O what a large field!

This is not green. It is not grass.

No; it is corn. It will be ripe soon.

Bread is made of corn. I dare say Charles does not know how bread is made. Well, some time I will tell him.

Now let us go home.

Shall we look at the bees in their glass
hive?

Will the bees sting us?

No; they will not sting us, if we do not
hurt them.

Wasps will not sting us, if we do not hurt
them.

There is a wasp on my arm.

Now it is gone.

It has not stung me.

Seccion sesta.

Dinner.

The clock strikes.

It is time to go in, and dine.

Is the cloth laid?

Where are the knives, and forks, and plates?

Call Ann.

Are your hands clean?

Sit down.

Do not take the broth yet; it is too hot: wait
till it is cool.

Will you have some lamb, and some peas?
Do not smack your lips, or make a noise,
when you eat.

Take some bread. Break the bread: do not
bite it.

I do not put the knife in my mouth, for fear
I should hurt my lips. Knives are sharp: they
are to cut with, and not to put in one's mouth,
or to play with.

Jane must shake the cloth out of doors.

The birds will pick up the crumbs.

Now let us go and play with George.

Seccion séptima.

The poor blind man.

There is a poor blind man at the door.

He is quite blind. He does not see the sky
nor the ground, nor the trees, nor men.

He does not see us, though we are so near
him. A boy leads him from door to door.

Poor man!

O! it is a sad thing to be blind!

We will give the blind man some bread and cheese.

Now he is gone.

He is a great way off.

Poor blind man!

Come in Charles. Shut the door.

I wish the poor blind man had a warm house to live in, and kind friends to take care of him, and to teach him to work. Then he would not beg from door to door.



Advertencia interesante para las secciones siguientes.

Las agregaciones iniciales de las palabras son: *un, dis, in, im, ir, mis, re, com, con, ab, ad, at, ap, e, ex, ante, sub, sus, ob, obs,* y otras semejantes, las que constituyen preposiciones que entran en composicion, y por la mayor parte son tomadas del latin.

Las preposiciones inglesas, que con mayor frecuencia se hallan en composicion, son las siguientes: *for, before, after, under, with, over,* y la sílaba *be*.

Las agregaciones finales ó terminaciones son: *y, ly, ice, ile, ive, ine, er, or, our, ous, age, ant,*

ment, ble, ful, ion, tial, ier, ness, less, ish, ed, ing, est, edst, eth, en.

El apoyo ó acento no carga jamas sobre la terminacion, cuyo sonido es siempre extraño y breve.

Si de una palabra se quita la inicial y terminacion, quedará la radical ya simple, ya compuesta; v. g. en *defenceless*, quitando la *de* y la *less*, queda el vocablo *fence*, radical.

PARTE SEGUNDA.



Palabras fáciles de dos y tres letras, con sus ejercicios adecuados de lectura.

CAPITULO PRIMERO.

Ya hemos visto que las letras vocales pronunciadas como inglesas, son largas, y como extrañas, breves. Al apoyo de la voz que carga sobre las sílabas largas ó sobre una de las cortas, cuando ambas lo son, da Murray el nombre de acento: mas se me permitirá prescindir de este método, por amor á la claridad, y me sirva del mas sencillo de sílabas breves, y largas, y de la voz apoyo, que será lo suficiente para poner

corriente al alumno de las facilísimas reglas que le doy; el apoyo en las vocales estrañas es rápido.

Partiendo pues de este principio, siempre que una palabra de dos sílabas tenga la una inglesa y la otra estraña, será larga la inglesa, y sobre ella se apoyará la voz: si ambas fueren inglesas, se cargará en la segunda; y si una y otra fueren estrañas, en la primera.

Seccion primera.

Las dos sílabas estrañas: apoyo en la primera.

Ab sent	pack thread	branch es
ac cent	Nap kin	cab bage
bad ness	ac tive	pas sage
flan nel	bas ket	stand ing
grav el	blan ket	rag ged
Mat ter	ver mine	chil dren
af ter	Chest nut	cyg net
an ger	beg gar	Shil ling
an swer	bet ter	build ing
back wards	en ter	civ il
chap ter	ev er	chick en

mat ter
 da mask
 ga tber
 lad der
 ra ther
 sam pler
 Bel man
 break fast
 phea sant
 plea sant
 ser vant
 Biess ing
 hed ges
 learn ing
 self ish
 ser vice
 whet ting
 whi ther
 win ter
 Cob web
 know ledge
 non sense
 Bob bin
 gos ling
 bou net
 cot tage

fea ther
 lem on
 let ter
 mel on
 nev er
 pep per
 sel dom
 Shep herd
 tem per
 ten der
 weat her
 Brick bat
 dis tance
 in fant
 in stant
 Ill ness
 in sect
 in step
 Con duct
 blos som
 cob bler
 com mom
 doc tor
 pro per
 pros per
 scho lar

fin ish
 kit chen
 li nem
 mis chief
 sing ing
 swim ming
 tim id
 wick ed
 Hic ckup
 bit ter
 din ner
 fil bert
 fin ger
 riv er
 scis sors
 sil ver
 sis ter
 twit ter
 Mur mur
 broth er
 col our.
 com fort
 flut ter
 fur ther
 huck ster
 hus band

o live	Mus lin	mo ther
o range	cur tain	num ber
pro mise	nurs es	o ther
quar rel	pu nish	puck er
ro bin	some thing	sto mach
stock ings	sul len	suf fer
squat ting	tur nip	sum mer
cer tain	wor ship	sup per
ob ject	no thing	thun der

EGERCICIO DE LECTURA.

A basket of figs.	A huckster sells fruit
A fine melon,	and cakes,
Pleasant weather.	A cobbler mends
Good children.	shoes.
A cold winter.	Linen is made of
A warm cottage.	flax,

Seccion segunda.

La primera inglesa: la segunda estraña: apo-
yo en la primera.

Nótese que la final en *y* en palabras de mas
de una silaba, suena i breve

Ba by

scarce ly

lea ky

day ly	scarce ly	mea ly
dain ty	va ry	neat ly
dai ry	Hail stone	nee dy
dai sy	may pole	slee py
fair ly	rain bou w	sweet ly
hai ry	sa go	wea ry
ha sty	scare crow	Kind ly
gra vy	where fore	bright ly
la dy	Clear ly	fine ly
late ly	dear ly	high ly
la zy	drea ry	i vy
pa stry	ea sy	like ly
rai ny	fee bly	live ly.
safe ly	gree dy	migh ty
mi ry	grea sy	sto ry
spi cy	low ly	whol ly
ti dy	most ly	Beau ty
ti ny	no bly	du ty
Bo ny	on ly	du ly
cro ny	po ny	fu ry
glo ry	ro sy	new ly
ho ly	slow ly	pure ly
home ly	smo ky	sure ly

EGERCICIO DE LECTURA.

A sweet baby.

Charles is a lively boy.

A tidy girl.	The rainbow has
A dairy maid.	fine colours.
A lazy boy.	The robin sings
A rainy day.	sweetly.
A long story.	

Seccion tercera.

Regla la misma que para la seccion primera.

Al ley	mea dow	Bor row
an gry	yel low	fol low
car ry	there fore	hol low
hap py	Sil ly	swal low
Mer ry	fil thy	Tur key
cher ry	pi ty	dus ky
ve ry	pret ty	fui ry
a ny	quick ly	hun gry
ma ny	fel low	sul try
en vy	prim rose	stu dy
plen ty	wi dow	ug ly
ear ly	win dow	ho ney
hea vy	Bo dy	mo ney
rca dy	col fee	mon key
Bel low	co py	coun try
fel low	sor ry	jour ney

Nótese que la o delante de la n suena *eu* francesa breve; v. g. monkey, pronúnciese *meunky*:

EGERCICIOS DE LECTURA.

The bull bellows.

The monkey chatters.

The swallows twitter.

The turkey struts.

Bees make wax and
honey.

How sweet the meadows
smell.

Seccion cuarta.

Nótese que la e que termina la primera sílaba es muda por ser compuesto el disílabo de dos monosílabos: v. g. *shane—ful*: pron. *sheim—ful*.

Téngase presente que las vocales *io*, *ia*, *iu*, en palabras de dos sílabas, se separan, agregándose cada una á la consonante que tiene al lado; v. g. *li-on*, *tri-umph*, *vi-al*, y por tanto la *i* sonará *ai*.

Por lo comun, la terminacion *ger* ó *get* suena *guer*, ó *guet*.

Blame less

care less

pa rent

pave ment

peel ing

pier cing

Fe ver

rea der

vi al

wi ser

Cro cus

glow worm

pa per	reap er	old er
dra per	ei ther	e ver
fa vour	nei ther	whole some
ueigh bour	Blind ness	Pew ter
tai lor	bright ness	hu mour
Feel ing	kind ness	tu mour
be ing	qui et	tu tor
creep ing	si lent	Mu sic
hear ing	Li on	fu el
freez es	bri er	gru el
glean ing	ti ger	jew el
mean ing	tire some	stu pid

EGERCICIO DE LECTURA.

The lion roars.	Tailors make
The tiger growls.	clothes.
Paper is made of	Drapers sell
rags.	cloth.

Seccion quinta.

Ambas sílabas con vocales estrañas: el apoyo con preferencia en la primera. En las palabras compuestas, se carga la radical.

Nótese que la terminacion *our* suena *eu* breve.

Art less	car pet	mas ter
dark ness	far thing	par lour
harm less	mar ket	Fool ish
har vest	par tridge	bloom ing
scar let	spark ling	choos es
Char ming	Fa ther	stoop ing
arch ing	bar ter	do ing
card ing	lar ger	cruel
Ar my	Gloo my	Bul ly
bar ley	roo my	ful ly
pars ley	smooth ly	pul ley
part ly	ru by	woo dy
laun dry	rude ly	woo ly

EGERCICIO DE LECTURA.

A field of barley.

A fine harvest.

A charming walk.

A green carpet.

A kind master.

A good father.

A blooming boy.

A foolish trick.

Seccion sexta.

REGLA 8.^a

Si una sílaba tiene una vocal ancha ó un dip-
tongo regular, se apoyará en ella la voz.

Wal nut	wa ter	moun tain
al ter	warm er	tow el
au tumn	or der	Coun ter
daugh ter	or chard	floun der
draw er	Cow slip	flow er
hal ter	clown ish	show er
sau cer	foun tain	cow ard
Gau dy	sau cy	Boun ty,
haugh ty	for ty	clou dy
naugh ty	lord ly	drow sy
pal try	stor my	proud ly

EGERCICIO DE LECTURA.

A cup and saucer,

A pretty flower,

A cloudy day,

A naughty boy,

Get some cowslips,

Water the plants.

A mountain is a very

high hill.

Seccion septima.

Palabras en que apenas se percibe el sonido de la vocal de la última silaba.

REGLA 9.^a

Cuando la última silaba termina en e con dos

consonantes delante, ó bien en *on, en, in, ain, vil, an,* se hace muda la vocal cuando se puede, v. g. *cotton,* pron. *cotn.*

Ap ple	per son	Bot tle
an cle	hea ven	coc kle
cac kle	rec kon	gob ble
can dle	Lit tle	eot ton
daz zle	kin dle	oft en
han dle	gi ven	soft en
fas ten	lis ten	Buc kle
hap pen	pri son	bun dle
rat tle	mid dle	crum ble
Gen tle	nim ble	dou ble
ket tle	sic kle	do zen
les son	sin gle	glut ton
med dle	thim ble	pur ple
net tle	whis tle	sho vel
peb ble	wrio kle	trou ble
A ble	Nee dle	fright en
ba con	ea gle	light en
ba sin	e ven	ri pen
cra dle	e vil	i dle
fa ble	peo ple	tri file
ma son	rea son	No ble
ta ken	sea son	bro ken

rai sin	stee ple	cho sen
ra ven	trea cle	fro zen
sta ble	Bi ble	o pen
ta ble	bri dle	wo ven

EGERCICIO DE LECTURA.

An idle girl.

A nimble boy.

A little child.

A black pebble.

A sweet apple.

A double daisy.

The goose cackles

The turkey gobbles.

The raven croaks.

Open the door.

Snuff the candles.

Do not trouble me.

CAPITULO SEGUNDO.

Dos sílabas estrañas, con el apoyo en la última: la razón es, porque prefiriéndose para el apoyo de la voz la radical, en las palabras que siguen se halla esta en la última sílaba, constituyendo la primera una preposición como *dis, ex, con, un,*

El vocablo *lament* carga también en la última.

Nótese además que los ingleses hacen breves los pronombres personales, por cuya razón *them selves,* ellos mismos, tiene la fuerza en la

última sílaba: la e muda no cuenta como sílaba.

At tend	ex pect	ins trucct
am end	neg lect	in trust
at tempt	per verse	Con fess
lam ent	them selves	con sent
a gain	Dis tress	con tent
a gainst	him self	of fence
Abs urd	it self	pos sess
af front	in tend	Sub mit
a mong	in vent	un fit
a mongst	Dis turb	un til
Ex cel	in dulce	un twist

EGERCICIO DE LECTURA.

When you have done wrong, confess it.	Be content with what you have.
Try to excel others in learning.	Attend to what the master says.
Do not affront me.	Do not disturb us.

REGLA 10.

En fin, para fijar del todo las reglas del apoyo en las palabras de dos sílabas; se tendrá presente, que cuando hay dos voces de igual orto-

grafia, una de las cuales es nombre, y la otra verbo, en el primer caso tienen larga la primera sílaba y en el segundo la última; v. g. *absent*, *ausente*, se apoya así: áb-sent; y *to absent*, *ausentarse*, se carga la contraria: to absént.

Seccion segunda.

Ambas sílabas inglesas; alarguese la última con preferencia, porque la primera es una preposición ó sílaba insignificante.

Be have	de ceive	Be fore
de clare	re ceive	be hold
pre pare	re peat	be low
re late	Be hind	re pose
de lay	be sides	re store
re frain	de light	Mo rose
re main	di vide	pro pose
Se rene	de ny	pro voke
se vere	de sign	De mure
be lieve	de sire	pre sume
be tween	re mind	re buke
de ceit	re quire	re fuse

EJERCICIO DE LECTURA.

Behave well.

Think before you speak.

Do as your parents desire you to do.

Repeat your lesson.

Do not provoke any body.

Deceive no one.

A good boy delights his friends.

 Seccion tercera.

Compuestos de preposicion y radicales: el apoyo en la última por consiguiente.

A wake

ac quaint

a fraid

a way

Ad mire

a live

a rise

ar rive

be have

A dore

a go

afford

a lone

ac cuse

a muse

tra duce

Em brace

ex plain

main tain

per suade

Dis grace

mis take

dis dain

mis laid

Dis creet

dis please

sin cere

Dis like

dis guise

in cline

in quire

in vite

Un kind

un ripe

un tie

sur prise

Sup pose

sup port

un bolt

A buse in deed un known

EGERCICIO DE LECTURA.

Unripe fruit is not whole- some.	Bees will not sting us, if we let them alone.
Awake, it is time to get up.	Go away now, but come again.
If the dog barks, be not afraid.	Be sincere in all you say or do.

Seccion cuarta.

Compuestos de preposicion y radical, en los cuales, á pesar de ser inglesa la silaba de la preposicion, y estraña la del radical, se apoya con preferencia en la última.

De camp	pre tend	be yond
re pass	pre vent	re solve
re past	re fresh	re volve
se dan	re gret	Re turn
De fend	re spect	be come
de pend	re quest	e nough
de serve	Be gin	pre judge
di rect	de sist	Fo ment

di vert
pre fer
pre serve

re sist
re build
Be long

fore ten
pro fess
pro tect

EGERCICIO DE LECTURA.

Come, begin your work.

Go on. Now you have
done enough.

To whom does this book
belong?

To Charles. He lent it
to us.

We must return it to
him.

James is not well.

We must try to divert
him.

He deserves favour.

I respect and love him.

Seccion quinta.

Concurrencia de una preposicion en primera sílaba, ó una vocal estraña con una ancha ó compuesta en la segunda: esta lleva la preferencia de apoyo.

A larm

a part

Dis arm

dis card

Em bark

en large

ap prove

ba boon

bal loon

dra goon

rac koon

shal loon

Dis prove

im prove

in trude

Buf foon

un do

un truth

REGLA 11.

Cuando la vocal es inglesa en una sílaba, y ancha ó compuesta en la otra, esta lleva la preferencia de apoyo.

De part

be calm

re gard

remark

Remove

be hoove

re prove

re cruit

EJERCICIO DE LECTURA.

The work is ill done:
undo it.

To depart, is to go away
from a place.

Try to improve.

To embark, means to

Never tell an untruth,

enter a ship.

Seccion sesta.

La primera sílaba corta, la segunda larga por ser ancha, compuesta ó diptongo.

A dorn

ab hor

a broad

ap plaud

Ex hort

In form

mis call

with draw

A noint

ap point

ac counts

a loud

al low

a round

En joy

ex tort	a void	em ploy
per form	A bout	em broil

La primera larga; pero como la segunda es ancha, compuesta ó diptongo, tiene preferencia de apoyo.

Be cause	De coy	De vour
de fraud	de stroy	de vout
de form	re coil	re nounce
re call	re joice	re nown
re ward	re join	re sound

EGERCICIO DE LECTURA.

That boy is happy, be- cause he is good.	Read aloud, but not too loud.
He performs his work quickly and well.	Take care to avoid a singing tone.
Shall we go abroad to- day?	Do not misceal the words.

CAPITULO TERCERO.

Palabras de dos sílabas, á las que es aplicable, ademas de las anteriores, la siguiente

REGLA 12.

Cuando un disilabo está compuesto de dos radicales, se hace el apoyo en la primera.

Nótese que entre los siguientes vocablos se han mezclado muchos que estan sugetos á los preceptos antecedentes, por via de egercicio.

La terminacion *ture* se pronuncia *cheur*; *sure* suena *sheur* y la final *ach*, se nombra *ek*.

Can not	bot tom	fear ful
rag man	sor row	fe male
thank ful	hunts man	cry ing
spar row	some times	i ron
emp ty	up per	light ning
hepe less	ut most	li lach
lei sure	work house	ri ses
plea sure	care ful	wri ting
sen tence	grate ful	mo ment
chil blain	ta king	mourn' ful
in to	crea ture	no tice
wis dom	cheer ful	ro ses
wo men	wo man	use ful
gar den	wor sted	hors es
par don	al most	scorch es
spar kle	al so	tor ture
bush es	al ways	talk ing
cuc koo	fall en	walk ing
look ing	for tune	hous es
pud ding	for wards	out side

su gar
wood en

morn ing
cur rants

loi ter
noi sy

REGLA 13.

Si dos sílabas fuesen estrañas ó inglesas, mas la primera una preposicion ó agregado inicial, se hará el apoyo sobre la estraña ó la inglesa.

as sist	up on	o blige
fa tigue	un less	o bey
com mand	pur sue	pro vide
con fine	per haps	for give
in crease	her self	for get
with in	be come	our selves
with out	fire side	your selves

EGERCICIO DE LECTURA.

I love to hear the cuckoo,	many things for
How sweet the garden	me.
smells!	I should always be
Lilachs are pretty trees.	grateful to them.
Roses are very sweet.	I will obey their com-
My good parents provide	mands.



Seccion segunda.

Contiene las voces terminadas en *ed*.

REGLA 14.

En la terminacion *ed* se calla la *e*, y aun se omite, si se quiere, sustituyéndola con un apóstrofe; v. g. *loved* ó *lov'd*; cuando esta terminacion viene despues de *s*, *ch*, *sh*, *x*, *c*, *p*, y *k*, la *d* suena como *t*: v. g. *crossed*, se pronuncia *crost*.

Pero si la *e* viene entre dos *d*, ó entre *t* y *d*, es preciso pronunciarla muy clara: v. g. *mended*, *ttempted*, suenan *ménded*, *tétempted*.

La D con su sonido natural.

beg ged	lov ed	pleas ed
swell ed	rub bed	seal ed
fledg ed	scrub bed	seem ed
kill ed	pray ed	bri bed
liv ed	rais ed	ti red
mov ed	sa ved	mow ed
prov ed	call ed	show ed
crown ed	warm ed	mu sed
drown ed	form ed	u sed

La D pronunciada como T.

ask ed	fix ed	nurs ed
--------	--------	---------

hatch ed	mix ed	work ed
scratch ed	miss ed	pla ced
thatch ed	wish ed	ra ked
thrash ed	whip ped	scorch ed
dress ed	cross ed	talk ed
press ed	drop ped	reach ed
perch ed	hop ped	preach ed
stret ched	lock ed	crouch ed

La ED que suena como silaba aparte.

dread ed	ha ted	fold ed
tempt ed	sha ded	load ed
mend ed	tast ed	mould ed
gild ed	wait ed	roast ed
sift ed	wast ed	scold ed
last ed	feast ed	count ed
pat ted	seat ed	shout ed
card ed	treat ed	pound ed
cart ed	mind ed	halt ed
part ed	slight ed	want ed

EGERCICIO DE LECTURA.

James has thatched his little cottage. The hen has hatched some very pretty chickens. He has worked hard to-day. We counted more than a dozen. He is very much tired. than a dozen.

He should be kindly treated. We are all much pleased with them

CAPITULO CUARTO.

VARIOS EJERCICIOS DE LECTURA.

Seccion primera.

Hay making.

Hark! what noise is that? It is the mower whetting his sithe. He is going to cut down the grass, and the pretty flowers. The sithe is very sharp. Do not go too near it!

Come into this field. See, all the grass is cut down. There is a great number of men and women, with their forks, and rakes. They toss, and spread, and turn the new-mown grass. Now they are making it into cocks. How hard they work! Come, let us help to make hay.

O it is very hot!

No matter; we must make hay while the sun shines. How sweet the hay smells! When the hay is quite dry, it must be made into stacks.

Hay is for sheep, and cows, and horses, to eat, in winter, when grass does not grow.

Seccion segunda.

Thunder and lightning.

There has not been any rain for a great while. The ground is very dry, and hard. The grass does not look green as it used to do. It is brown: it is scorched by the sun. If it do not rain soon, we must water the trees and flowers, else they will die.

The sun does not shine now: but it is very hot: It is quite sultry. There is no wind at all. The leaves on the trees do not move. The sky looks very black; and how dark it is! Ha! what a bright light shone through the room! Now it is gone. It did not last long. What was it? It was lightning.

Lightning comes from the clouds.

Now it lightens again.

What a noise there is in the air, just over our heads!

That is thunder.

How loud the thunder is!

It begins to rain. O, what large drops! Now it rains very fast.

Seccion tercera.

Harvest.

The storm is over. It is very pleasant now. It is not so hot as it was before the rain came, and the thunder, and the lightning. How sweet the flowers smell! The trees, and the hedges, and the grass, look fresh and green.

Let us go into the corn fields to see if the corn is ripe. Yes, it is quite brown: it is ripe. There are the reapers, with their sharp sickles. They are cutting down the corn.

This is a grain of corn. This is an ear of corn. What grows upon a single stalk, is called an ear. The stalk on which the ear grows, makes straw. This bundle of corn is called a sheaf. This is a shock. There are many sheaves in a shock.

When the corn is dry, it must be taken to the barn, to be thrashed. Then it must be sent to the mill, to be ground. When it is ground, it is called flour.

There are some little boys and girls picking up ears of corn. They are gleaning. There is a

poor old man gleaning. He is very old, indeed. His hair is quite white. His hands shake. He is almost too old to work; but he does not like to be idle. He has come a great way to pick up a few ears of corn; he is very much tired with walking about the fields, and stooping. He has dropped one of his little bundles of corn. Take it up and carry it to him. Speak kindly to the poor old man. Now let us pick up a few ears of corn for him. Take them to him. They will help to make a loaf of bread for him.

Seccion cuarta.

The Partridge.

Hark! there is a gun let off; and a bird has dropped down, just at our feet. Ah! it is bloody. Its wing is broken. It cannot fly any further. Poor thing! how it flutters! It is going to die. Now it does not stir. It is quite dead.

What bird is it? It is a partridge. There is a man with a gun in his hand. He is coming to fetch the partridge. Now he has let off his gun again. He has shot a very pretty bird indeed. It has red, and green, and purple feathers.

What a fine tail it has! This bird is a great deal larger than a partridge. It is a pheasant.

Seccion quinta

The Orchard.

Let us go into the orchard. The apples are ripe. We must gather them. Fetch that little basket. There is a man in that tree. He will gather all the apples that grow on those high branches. Do not climb up the ladder. Gather the apples that are on the ground.

Look at those poor little girls standing at the gate. They want to come in. They want some apples. Their fathers and mothers have no fields, nor orchards, nor gardens.

Poor little girls! Shall we give them some apples?

Yes; fill that basket with fine, ripe apples, and give them to the little girls. O, now they are glad. How kindly they thank us! They are gone home. Perhaps, they will give some of their apples to their fathers and mothers, and little brothers and sisters.

Seccion sesta.

The Robin,

Scrape your shoes. Do not bring any dirt into the room.

Come in. If your hands are very cold, rub them. if you hold them to the fire, you will have chilblains, which are very painful indeed.

Shut the window, Ann.

Ha! there is a pretty little robin flyng about the room. We must give him something to eat. Fetch some bread for him. Throw the crumbs on the floor.

Eat, pretty robin, eat.

He will not eat: I believe, he is afraid of us.

He looks about, and wonders where he is!

O, he begins to eat! He is not afraid now.

He is very hungry.

How pretty it is to see him pick up the crumbs, and hop about upon the floor, the table, and the chairs! Perhaps, when he has done eating, he will sing us a song.

But we must not keep him here always.

Birds do not like to be shut up in a room, or in a cage. They like to fly about in the air, and to pick up seeds and worms in the fields, and to hop about on the grass, and to sing perched upon the branches of high trees. And in spring, how busy they are building their nests, and taking care of their young ones!

Robin has flown against the window: he wants to get out. Well, we will open the window, and, if he chooses, he may fly away.

There, now he is gone.

When he is hungry, he may come again. We will give him some more crumbs.

Seccion séptima.

The seasons.

It is winter now, cold winter. It freezes. The pond is frozen, and the river is frozen. We can walk upon the river now. Do not be afraid; the ice is very thick, and hard. There is a man skating; and there are some boys sliding,

It snows. How fast it snows! We cannot see the grass, nor the gravel walk, nor the road. There

is thick snow upon the trees, and the hedges. How pretty the snow is! Snow comes from the clouds.

Bring some snow to the fire. See, how it melts! It is all gone now: there is nothing but water. When the sun shines, and the weather is warmer, the snow that is on the ground will melt; and it will sink into the earth as the rain does.

When winter is quite over, spring will come again. O spring is very pleasant! there will be daisies, and cowslips, and a great many pretty flowers; there will be blossoms and green leaves upon the trees; and there will be young lambs, and chickens, and goslings. The birds will sing sweetly; and they will be very busy picking up bits of hay, and moss, and wool, to build their nests with: and the cuckoo will sing cuckoo, cuckoo. The days will be longer than they are in winter, and the weather will be warmer.

When spring is over, it will be summer. Then the weather is hot, and the days are long. There will be hay time and harvest, and thunder, and lightning. The fruit will be ripe; cherries, currants, peaches, and plums, and a great many other kinds of fruit; and there will be moss roses that smell so sweet, and fine pinks.

When summer is over, the days will become short; there will be very few flowers left, in the fields, and in the gardens; the leaves on the trees, will begin to fade, and they will fall off. The weather will be cold, and there will be thick fogs. But it will not be winter as soon as summer is over. No; it will be autumn. Then apples and pears, filberts and walnuts, will be ripe.

When autumn is over, winter, cold winter, will come again; and frost, ice, and snow, and short, dark days, and long nights.

Spring, summer, autumn, winter. And what are these called?

They are called seasons.

Seccion octava.

The Lamb.

It is very cold. And how high the wind is! There is a tree blown down.

What has that man in his arms?

It is a young lamb.

Poor thing! how it bleats! It wants its mother. It is crying for her. I wish she could hear it: but she cannot hear; she is dead.

Pray, shepherd, take good care of the little lamb, and give it nice new milk to drink, and keep it warm; and when it can take care of itself, and the weather is pleasant, let it sport and frisk about in the fields and be very merry.

We must not go any further now. The sky looks very black. I think there will be a heavy shower soon.

Seccion novena.

Sheep shearing.

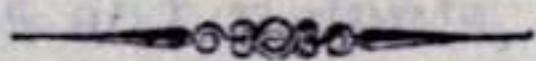
What is that man doing to the sheep?

He is cutting off their soft, thick wool. He is shearing them. The large scissors that he has in his hand, are called shears. It does not hurt the sheep to have their wool cut off. They can do without it now, the weather is so warm.

And will the wool be thrown away? Charles's coat is made of wool. Blankets are made of wool: and so are carpets, and flannel, and a great many things. But the wool must be carded first, and spun, and woven, and died.

There is a woman spinning. She has a very large wheel. That is wool which she has in her hand. She is spinning for her husband, and her children.

That little girl is carding the wool. She is making it ready for her mother to spin.



Seccion décima.

Boys looking for Birds' nests.

What are those boys looking for, in the hedges, and among the bushes?

Little boys, what do you want?

We are looking for birds' nests. We want some eggs, and some young birds.

But why should you take the eggs, and the young birds? They will do you no good; and the old birds, who have taken so much pains to build their nests, will be very sorry, indeed, to lose their eggs, and their young ones. You cannot feed the young birds so well as they can; nor take so good care of them, nor keep them warm at nights.

Some little boys who steal young birds from their soft, warm nests, and from the parent birds, soon grow tired of them, and forget to feed them, then the little birds die! The old birds are never tired of their young ones; and never leave off feeding them, till they can fly, and take care of themselves.

A little boy took a young bird from its nest; but very soon he was tired of it, and did not like the trouble of feeding it, and wanted to get rid of it. He asked some little boys, whom he met, if they would have it; but they said they did not want it. They told him to carry it back to the nest whence he had taken it; but he would not: he threw the bird into the water, and drowned it. O what a cruel boy!

Little boys, if you find any nests, do not rob the poor birds of their eggs, and their young ones. You may look at the little birds, in their nests: but do not frighten them, do not hurt them; do not take them away from their kind parents, and from their soft, clean, warm nests. You would not like, (would you?) that any body should take you from your fathers

and mothers, and your, own homes; and keep you always shut up, quite alone, in a very small place, and feed you in a very strange way, or almost starve you to death.

PALABRAS DE TRES SILABAS.

Seccion primera.

REGLA 14.

Cuando todas las silabas son cortas, se apo-
ya la voz en la primera.

Nótese que muchas palabras que guardan ana-
logía con las nuestras, tienen las silabas de en-
medio estrañas, aunque por la colocacion de las
vocales deberian ser inglesas: v. g. *avarice*, ava-
ricia, se pronuncia *avaris*, sin hacerse caso del
puesto que en ella ocupa la a.

Al pha bet

a va rice

bash ful ness

blun der er

ca bi net

can die stick

ca nis ter

car pen ter

ca ta logue

cha rac ter

ein na mon

cot ta ges

dif fer ence

em pe ror

ex cel lent

Fa ther less

fish er man

fri vo lous

gar den er

ga ther ing

ge ne rous

gen tle man

gin ger bread

go vern ess

co vet ous
 grand fa ther
 grand mo ther
 grass hop per
 hand ker chief
 hus band man
 ka len dar
 jes sa mine
 la ven der
 le ve ret
 li be ral
 mid sum mer
 mil li ner
 mi nis ter
 nec ta rine
 nut crack ers
 o ran ges
 pil fer er
 pri son er

go vern or
 pros per ous
 pu nish ment
 quar rel some
 quick sil ver
 ra ven ous
 rot ten nes
 se ve ral
 se pa rate
 shut tle cock
 sil ver smith
 spec ta cles
 ten der ness
 tra vel ler
 trou ble some
 va ga bond
 web foot ed
 wick ed ness
 won der ful

Las que tienen larga la última, apoyan en ella.

Crucify
 deviate
 la dy fly

butterfly
 columbine
 evergreen

exercise
 moderate
 paradise

Nótese que la y final despues de f suena ai:

y tambien en otras voces de dos ó mas sílabas, siempre que pertenezca á un monosílabo que entra en composicion: v. g. *ply, to apply*, se pron. *plai, tu aplai*.

REGLA 15.

Cuando la de enmedio es corta y las de los extremos son largas, se hace apoyo en una de estas indiferentemente.

nightingále

tableclóth

chámbermaid

whéel barrow

górmandize

pláy fellow

En las palabras que tienen analogia con nuestra lengua, casi siempre se apoya en la primera; si no tienen analogia, guardan las reglas ya dadas para la pronunciacion y el apoyo: v. g. *accident* suena *áccident*; pero *gunpowder* se pronunciará *guēūn páuder*.

Sin embargo de lo dicho, la *i* suena larga y con apoyo en muchas palabras tomadas de lenguas estrangeras, como:

antíque

roulíne

magazine

Brazil

fatigue

marine

Caprice

intrigue

police

Chagrín

Invalid

profile

Quarantine machine recitative
 (ch fr.)

Ac ci dent	in do lent
an i mal	ig no rant
ar ro gant	in no cent
brick lay er	in so lent
clean li ness	me di cine
con so nant	mer ci ful
das fo dil	me ri ment
di li gence	mis chiev ous
dif fi cult	of fi cer
e le phant	plen ti ful
gun pow der	pro vi dence
hap pi ness	quad ru ped

EGERCICIO DE LECTURA

adaptado á la seccion precedente.

White and black mulberries.

A fine large apricot.

Yellow jessamine.

Pink, and blue, and white hyacinths.

How sweet the violets smell!

A silk handkerchief.

A damask or diaper tablecloth.

Muslin, calico, and dinity, are made of
 cotton.

Cotton grows in a pod, on a small tree, in warm countries.

A quadruped is an animal with four feet. Cows, and sheep, and horses, are quadrupeds.

An elephant is the largest of quadrupeds. Ivory is the tusk, or teeth, of elephants.

A leveret is a young hare.

Nobody, that is able to work, should be idle.

Learn something useful every day.

Beautiful animals are not the most useful.

Seccion segunda.

REGLA 16.

Palabras de tres sílabas cortas, cuya primera es una preposicion, tienen el apoyo en la segunda.

A bun dance

ad van tage

a mend ment

a no ther

ap pren tice

at ten tive

in debt ed (1)

in dul gence

in struct er

mis con duct

neg lect ful

of fen sive

(1) La *b* delante de la *t* es muda.

com mand ment
con si der
con tent ment
dis trust ful
en dea vour

sub mis sive
um brel la
un pleasant
when e ver
what e ver

Si las dos primeras son largas y la tercera cor-
ta, se carga la voz en la segunda.

de mure ly
hu mane ly
polite ly

po ta to
se rene ly
se vere ly

Si hay dos cortas y una larga, se hará el
apoyo en la larga, donde quiera que se encuentre.

Ad veu ture
con tem plate
con tinue
dis fi gure
Be tray er
cre a tor
de ceit ful
de co rum
de light ful
de lu sive
de mure ness
de ni al

dis tinot ly
dis tri bute
ex act ly
un clean ly
de stroy er
de vour er
di vi ded
o bli ging
re deem er
re main der
re ward er
se du cer

Bal co ny

sin cere ly

com plete ly	un ea sy
im pure ly	un seem ly
in qui ry	un ti dy
Be gin ning	re sem ble
Be long ing	e le ven
de can ter	e pis tle
de pend ent	me cha nic
for got ten	re sist ance
re luc tant	re venge ful
re mem ber	to ge ther
re miss ness	wher e ver
A bu sive	em broider
ac quaint ance	em ploy ment
a gree ment	en light en
a muse ment	en tice ment
as su rance	for sa ken
con tri vance	in de cent
dis ci ple	in hu man
dis dain ful	un a ble
dis grace ful	un grate ful

EGERCICIO DE LECTURA.

When you read, or speak, pronounce every word distinctly.

Endeavour to improve, and try to remember what you have learned.

Be kind and obliging to every body.
 Let all your amusements be innocent.
 Remember a kindness, and never be ungrate-
 ful.

A revengeful temper shows a bad heart, and
 is very troublesome to him that has it.

Seccion tercera.

REGLA 17.

Palabras de tres sílabas, cuyas dos primeras
 son dos preposiciones, ó una preposicion de dos
 sílabas, cargan la voz sobre la última.

Con tra dict
 dis con tent
 in cor rect

Dis a gree
 dis ap point
 dis en gage
 en ter tain

Dis o bey
 dis o blige
 dis u nite

in ter mix
 re com mend
 un der stand

in ter cede
 be fore hand
 un der take
 in ter lude

mis be have
 re pre sent
 un be lief

O ver hear

o ver take

o ver flow

Com plai sance

com pre hend

con de scend

o ver bear

su per scribe

su per fine

cor re spond

re pre sent

re pri mand

EJERCICIO DE LECTURA

adaptado á la seccion precedente.

Never disagree with your play fellows.

If you disoblige others, they will disoblige you.

Some children are apt to contradict, but every body dislikes such a temper.

When you do not understand a thing, and modestly inquire, your friends will condescend to instruct you.

To superscribe signifies to write on the top or outside. Charles will superscribe or direct his letter.

To reprimand signifies to reprove a person for some fault. James has received a reprimand for neglecting his lesson.

Never try to overhear persons who are speaking privately.

If any thing disappoints you, try to be content.

People who can read well, and who love to read, can entertain themselves with books.

CAPITULO SESTO.

VARIOS EGERCICIOS DE LECTURA.

Seccion primera.

The Sun.

The sun rises in the east; and when he rises, it is day.

He shines upon the trees and the houses, and upon the water; and every thing looks sparkling and beautiful, when he shines upou it. He gives us light and heat; it is he that makes it warm. He makes the fruit ripen, and the corn ripen. If he did not shine upon the fields, and upou the gardens, nothing would grow.

Sometimes he takes off his crown of bright rays, and wraps up is head in thin, silver clouds, and then we may look at him; but when there are no clouds, and he shines with all his brightness

at noonday, we cannot look at him, for he would dazzle our eyes, and make us blind. Only the eagle can look at him then: the eagle with his strong piercing eye can gaze upon him always.

When the sun is going to rise in the morning, and make it day, the lark flies up in the sky to meet him, and sings sweetly in the air; and the cock crows loud to tell every body that he is coming: but the owl and the bat fly away when they see him, and hide themselves in old walls and hollow trees; and the lion and the tiger go into their dens and caves, where they sleep all the day.

He shines in all countries, all over the earth. He is the most beautiful and glorious creature that can be seen in the whole world.

Seccion segunda.

The Moon.

The moon shines to give us light in the night when the sun is set. She is very beautiful, and white like silver. We may look at her always, for she is not so bright as to dazzle our eyes, and

she never scorches us. She is mild and gentle. She lets even the little glow-worms shine, which are quite dark by day. The stars shine all round her, but she seems larger and brighter than the stars, and looks like a large pearl amongst a great many small sparkling diamonds.

When you are asleep, she shines through your curtains with her gentle beams, and seems to say, Sleep on, poor little tired boys, I will not disturb you. The nightingale sings to her, and sings better than all the birds of the air. She sits upon a thorn, and sings sweetly all the night long, while the dew lies upon the grass, and every thing around is still and silent.

Seccion tercera.

The swan.

All birds that swim in the water are webfooted. Their toes are joined together by a skin that grows between them; that is being webfooted; and it helps the birds to swim well, for then their feet are like the fins of a fish.

The swan is a large bird, larger than a

goose. Its bill is red, but the sides of it are black; and it has black about its eyes. Its legs are dusky, but its feet are red, and it is webfooted. Its body is all white, as white as snow, and very beautiful. It has a very long neck. It lives in rivers and lakes; and eats plants that grow in the water, and seeds, and little insects, and snails.

It does not look pretty when it walks upon the ground, for it cannot walk well; but when it is in the water swimming smoothly along, arching its long neck, and dipping its white breast, with which it makes its way through the water, it is the most graceful of all birds.

The swan builds her nest amongst the reeds and rushes. The nest is made of sticks and long grass; and it is very large and high. The eggs which she lays, are white, and very large, larger a great deal than a goose's egg; and she sits upon them for two months: then they are hatched, and the young ones come out. They are called cygnets. They are not white at first, but grayish.

If any body were to come near the swan, when she is in the nest, sitting upon her eggs, or when she has young ones, she would fly at

him; for she is very fierce to defend her young: and if he were to come to take them away, she would beat him down with her strong wings, and perhaps break his arm. The swan lives a very great while.

Seccion quarta.

The Hare.

Ha! what is there amongst the furze? I can see only its eyes. It has very large full eyes. It is a hare. It is in its form, or house, squatting down amongst the bushes to hide itself, for it is very fearful.

The hare is very innocent and gentle. Its colour is brown; but in countries which are very cold, it turns white as snow. It has a short bushy tail; its lip is parted, and very hairy; and it always moves its lips. Its hind legs are very long, that it may run the better. The hare feeds upon herbs, and roots, and the bark of young trees, and green corn; and sometimes it will creep through the hedges, and steal into the gardens to eat pinks and a little parsley; and

it loves to play and skip about by moonlight, and to bite the tender blades of grass, when the dew is upon them; but in the daytime it sleeps in its form.

She sleeps with her eyes open, because she is very fearful and timid; and when she hears the least noise, she starts, and pricks up her large ears. And when the huntsman sounds his horn, and the poor harmless hare hears the dogs coming, she runs away very swiftly straight forward, stretching her legs, and leaves them all behind. But the dogs pursue her, and she grows tired, and cannot run so fast as at first. Then she doubles; and turns, and runs back to her form, that the hounds may not find her; but they run with their noses to the ground, smelling till they have found her out. So when she has run five or six miles, at last she stops, and pants for breath, and can run no further. Then the hounds come up, and tear her, and kill her,

When she is dead, her little limbs which moved so fast, grow quite stiff, and cannot move at all. Her poor little heart, that beat so quick, is quite stiff and cold; and her round full eyes are dull and dim; and her soft furry skin is all torn and bloody.

Seccion quinta.*The good Boy.*

The good boy loves his parents very dearly. He always minds what they say to him, and tries to please them. If they desire him not to do a thing, he does it not; if they desire him to do a thing, he does it. When they deny him what he wants, he does not grumble, or pout out his lips, or look angry; but he thinks that his parents, know what is proper for him, better than he does, because they are wiser than he is.

He loves his teachers, and all who tell him what is good. He likes to read, and to write, and to learn something fresh every day. He hopes that if he lives to be a man he shall know a great many things, and be very wise and good.

He is kind to his brothers, and sisters, and all his little playfellows. He never fights, nor quarrels with them, nor calls then names. When he sees them do wrong, he is sorry, and tries to persuade them to do better.

He does not speak rudely to any body. If he sees any persons who are lame, or crooked, or very old, he does not laugh at them, nor mock them; but he is glad when he can do them any service.

He is kind even to dumb creatures: for he knows that though they cannot speak, they can feel as well as we. Even those animals, which he does not think pretty, he takes care not to hurt. He likes very much to see the birds pick up bits of hay, and moss, and wool, to buil their nests with; and he likes to see the hen sitting on her nest, or feeding her young ones: and to see the little birds in their nest, and hear them chirp. Sometimes, he looks about in the bushes, and in the trees, and amongst the strawberry plants, to find nests: but when he has found them, he only just peeps at them; he would rather not see the little birds, than frighten them, or do them any harm.

He never takes any thing that does not belong to him, or meddle with it, without leave. When he walks in his father's garden, he does not pull flowers, or gather fruit, unless he is told that he may do so. The apples that are fallen on the ground, he picks up, and carries to his mother,

He never tells a lie. If he has done any mischief he confesses it, and says he is very sorry, and will try to do so no more, and nobody can be angry with him.

When he lies down at night, he tries to remember all he has been doing; and learning in the way. If he has done wrong, he is sorry, and hopes he shall do so no more; and that God who is so good, will love and bless him.— He loves to pray to God, and to hear and read about him; and to go with his parents and friends to worship God.

Every body that knows this good boy, loves him, and speaks well of him, and his kind to him: and he is very happy.

PARTE TERCERA.

CAPITULO PRIMERO.

Palabras de tres y mas silabas.

Seccion primera.

REGLA 18.

Las terminaciones de dos silabas solo forman una, y se pone el apoyo en la que las precede inmediatamente, v. g. *Action* pronúnciese ácshēun.

Los sonidos de estas terminaciones son como sigue:

<i>tion, y sion</i>	como	shēun
<i>tions, scions, y cions</i>	como	shēus
<i>science y tience</i>	como	shens
<i>tial y cial</i>	como	shal
<i>Zier y sier</i>	como	zhēur
<i>ion precedido de l ó n</i>	como	ieun

Ac ti on
 cap ti ous
 con sci ence
 con sci ous
 fac ti ous
 fac ti on
 frac ti on
 junc ti on
 lus ci ous
 man si on
 pil li on
 pi ni on
 pre ci ous
 sec ti on
 ses si on
 an ci ent
 auc ti on
 bra si er
 cau ti on
 cau ti ous
 gla zi er
 gra ci ous
 ho si er
 mo ti on
 na ti on

mar ti al
 men ti on
 mil li on
 mi ni on
 mis si on
 nup ti al
 op ti on
 par ti al
 pas si on
 pen si on
 spe ri al
 suet i on
 unc ti on
 ver si on
 vi ci ous
 no ti on
 pa ti ence
 pa ti ent
 por ti on
 po ti on
 quo tient
 so ci al
 spa ci ous
 spe ci ous
 sta ti on

Seccion segunda.

Palabras de tres sílabas para egercitarse en las varias reglas ya dadas sobre el apoyo.

ac cu rate

af fa ble

be ne fit

cha ri ty

com pa ny

cus to mer

e vi dent

her mit age

im pu dent

a li en

co gen cy

di a dem

dra pe ry

du ra ble

fe ver ish

fu ne ral

glo ri fy

grace ful ness

ac com plish

af fect ing

jus ti fy

lux u ry

mas cu line

no vel ty

ob sta cle

per se cute

pos si ble

spee ta cle

tes ta ment

ho li ness

kna vish ly

lu na tic

mu ta ble

no ti fy

pi e ty

re cent ly

va can cy

vi o late

em bel lish

for get ful

at tend ance
 con nect ed
 con sump tive
 de li ver
 de mon strate
 dis co ver
 dis ho nest
 do mes tic
 ad vi ser
 ap pear ance
 at taint ment
 ca the dral
 de ceiv er
 de ci sive
 de lu sive
 dif fu sive
 en vi rons
 ex al ted

im mo dest
 in ha bit
 in ter pret
 oc cur rence
 of fend er
 to bac co
 tri umph ant
 un com mon
 he roic
 ma ture ly
 per su mer
 per sua sive
 po ma tum
 re view er
 se cure ly
 spec ta tor
 tri bu nal
 un time ly

Seccion tercera.

Palabras de cuatro sílabas que se pronuncian como de tres, á causa de la terminacion; y por tanto tienen el apoyo en la sílaba que precede á esta.

Af fec ti on
 at ten ti on
 com pa ni on
 com pas si on
 con di ti on
 con fes si on
 de li ci ous
 de scrip ti on
 e lec ti on

ca pa ci ous
 con clu si on
 con fu si on
 cre a ti on
 de vo ti on
 fal la ci ous
 foun da ti on
 im pa ti ent
 nar ra ti on

es sen ti al
 ex pres si on
 in struc ti on
 li cen ti ous
 ob jec ti on
 per fec ti on
 pro vin ci al
 subs tan ti al
 suf fi ci ent

o ra ti on
 pol lu ti on
 pro por ti on
 ro ta ti on
 sal va ti on
 temp ta ti on
 trans la ti on
 va ca ti on
 vex a ti on

Seccion cuarta.

REGLA 19.

Palabras de cuatro silabas estrañas ó cortas,
 tienen el apoyo en la primera.

ad mi ra ble
 an nu al ly
 ca ter pil lar
 cha ri ta ble
 com fort a ble
 di li gent ly
 ha ber dash er
 ho nour a ble
 in ti ma cy

in te rest ing
 mi se ra ble
 ne ces sa ry
 ob sti na cy
 pro fit a ble
 se cre ta ry
 to le ra ble
 tran si to ry
 ve ge ta ble

Si la primera es larga, claro está que tendrá el apoyo con mayor razon.

a mi a ble
 a vi a ry
 beau ti ful ly
 co pi ous ly
 dan ger ous ly
 for mi da ble
 fraud u lent ly
 hu mour ous ly
 lu mi na ry

mo ment a ry
 mu si cal ly
 nu me rous ly
 or di na ry
 pu ri fi er
 rea son a ble
 right e ous ness
 sea son a bly
 va ri a ble

Las palabras cuya primera sílaba es una preposición, apoyan en la segunda, siendo todas breves; si la segunda es larga con mayor razon.

ab surd i ty
 ad ver si ty

in dus tri ous
 in ha bi tant

bar ba ri ty
 be ne vo lent
 ca pa ci ty
 com mend a ble
 con si der ate
 di mi nu tive
 ex pe ri ment
 ex tra va gant
 ab ste mi ous
 a bu sive ly
 a gree a ble
 cen so ri ous
 con ve ni ent
 de plo ra ble
 de si ra ble
 e lu ci date
 e nu me rate
 er ro ne ous

no bi li ty
 par ti cu lar
 pros pe ri ty
 ri di cu lous
 sin ce ri ty
 so li cit ous
 ty ran ni cal
 un man ner ly
 ex ceed ing ly
 ex cu sa ble
 gram ma ri an
 in ca pa ble
 in de cen cy
 la bo ri ous
 ma te ri al
 obs cu ri ty
 su pe ri or
 va ri e ty (1)

Si las dos primeras forman una ó mas propo-
 siciones, ó la primera parte de un compuesto, el
 apoyo estará en la tercera, siendo todas breves,
 y con mas razon en la misma, cuando esta es
 larga.

(1) Nótese que igual pronunciacion tienen todas
 las voces en *iety*, v. g. *anxiety*, pron. *anxiéti*.

ac ci dent al
 ap pre hen sive
 be ne fac tor
 com pli ment al
 com pre hen sive
 cor re spond ence
 dis ad van tage
 dis con tent ed
 e pi de mic
 in ad vert ence
 af fi da vit
 an no ta tor
 an te ce dent
 ber ri ca do
 bas ti na do
 com ment a tor
 dan de li on
 dis a gree ment
 dis ap point ed
 dis com po sure

in con sist ent
 in of fen sive
 ma le fac tor
 ma nu fac ture
 me mo ran dum
 or na ment al
 pa ra ly tic
 sci en ti fic
 un be com ing
 u ni ver sal
 eu ro pe an
 hy me ne al
 ig no ra mus
 in co he rent
 in ter fe rence
 me di a tor
 mo de ra tor
 op por tune ly
 se mi co lon
 vir tu o so

Seccion quinta.

Palabras con terminaciones en TION &c., que

constando de cinco sílabas, se pronuncian como las de cuatro : el apoyo, segun regla, estará precisamente en la sílaba anterior á la terminacion.

a va ri ci ous

con de scen si on

con sci en ti ous

de fi ni ti on

dis qui si ti on

e qui noc ti al

ex pe di ti on

ex pe di ti ous

im per fec ti on

ab so lu ti on

ad mi ra ti on

ap pli ca ti on

ap pro ba ti on

com pi la ti on

con ver sa ti on

cul ti va ti on

de mon stra ti on

e du ca ti on

in au spi ci ous

in su fi cient

op po si ti on

pe ni ten ti al

pre ju di ci al

pre pos ses si on

re qui si ti on

sa tis fac ti on

su per sti ti ous

ef fi ca ci ous

e mu la ti on

in cli na ti on

in vi ta ti on

ob ser va ti on

pre pa ra ti on

pro vo ca ti on

re sig na ti on

re so lu ti on

Seccion sexta.

REGLA 20.

Palabras de cinco sílabas cortas tienen el apoyo en la segunda; con mayor razon en esta misma si es inglesa ó larga.

a ba mi na ble

a po the ca ry

con si der a ble

con ti nu al ly

dis hou nour able

dis in te rest ed

ex pla na to ry

i ma gin a ry

im prac ti ca ble

cen so ri ous ly

com mu ni ca ble

com mu ni ca tive

fe lo ni ous ly

im me di ate ly

in du bi ta ble

in vi o la ble

in com pa ra ble

in es ti ma ble

pre pa ra to ry

re po si to ry

un cha ri ta ble

un com fort a ble

un go vern a ble

un ne ces sa ry

un par don a ble

ma te ri al ly

mys te ri ous ly

no to ri ous ly

ob se qui ous ness

pe cu ni a ry

re me di a ble

re ma ne ra tive

la bo ri ous ly
lux u ri ant ly

un rea son a ble
vic to ri ous ly

Si las palabras dichas constan de preposicion y radical, ó de dos palabras, se apoyarán en la tercera, siendo breves las silabas; con mayor razon si es larga la tercera.

a ca de mi cal
al pha bet i cal
a ni mo si ty
an ni ver sa ry
chris ti an i ty
con tra dic to ry
cu ri o si ty
ge o gra phi cal
hos pi tal i ty
im mo ral i ty

in ci vil i ty
in dis pen sa ble
in fi del i ty
in sig ni fi cant
ir re sist i ble
li be ral i ty
ma nu fac to ry
sa tis fac to ry
sen si bi li ty
u ni ver si ty

am bi gu i ty
ce re mo ni ous
con tu me li ous
dis a gree a ble
dis o be di ence
ex com mu ni cate
im ma te ri al
im me mo ri al

in con ev ni ent
in de cli na ble
in ex cu sa ble
in ge nu i ty
in ter me di ate
jus ti fi a ble
me ri to ri ous
mis cel la ne ous

im pro pri e ty
in con so la ble

op por tu ni ty
un ac count a ble

Si la palabra consta de un vocablo con alguna sílaba ó sílabas adicionales, el apoyo estará inmediatamente delante de estas últimas.

cha rac ter is tic
ec cle si as tic
en thu si as tic
e pi gram ma tic
cus tom a ri ly
de di ca to ri ly
fi gu ra ti ve ly
la bo ra to ry

ex pe ri ment al
su per a bun dance
ad mi nis tra tor
mul ti pli ca tor
ne ces sa ri ly
or di na ri ly
po ly syl la ble
vo lun ta ri ly

Seccion séptima.

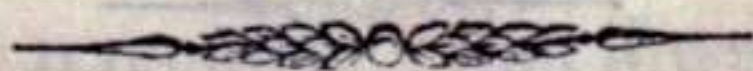
Palabras de seis sílabas terminadas en *tion* &c.:
tienen el apoyo en la que precede á esta.

ab bre vi a ti on
ac com mo da ti on
al le vi a ti on
cir cum lo cu ti on
com mu ni ca ti on
con si der a ti on

e qui vo ca ti on
ex a mi na ti on
in ter pre ta ti on
in ter ro ga ti on
jus ti fi ca ti on
re con men da ti on

con ti nu a ti on
de li ber a tion
de ter mina ti on

sig ni fi ca ti on
sub or di na ti on
ver si fi ca ti on



Seccion octava y última.

Palabras de seis ó siete sílabas, que aunque sugetas á las reglas anteriores, aparecen, por amor á la brevedad, con su apoyo correspondiente marcado, á causa de la diferencia que entre ellas existe.

in vo lún ta ri ly

un reá son a ble

ce re mó ni ous ly

dis o bé di ent ly

em blem á ti cal ly

in consí der ate ly

in con vé ni ent ly

in ter ró ga to ry

me ri tó ri ous ly

re com ménd a to ry

su per án nu a ted

su per nú me ra ry

dis sa tis fá c to ri ly

e ty mo ló gi cal

fa mi li ár i ty

in mu ta bí li ty

in fa li bí li ty

pe cu li ár i ty

pre des ti ná ri an

su per in ténd en cy

u ni ver sál i ty

im ma te ri ál i ty

in cor rup ti bí li ty

va le tu di ná ri an

Seccion novena.

EGERCICIO DE LECTURA

adaptado á las diversas secciones de este capítulo

A kind action gives pleasure, both to ourselves and the person to whom we are kind.

Violent passions make people miserable.

Charles was very ill, but he was patient.

His friends treated him with great attention and compassion.

If we would gain knowledge, we must study very diligently.

A good education is a great blessing.

A caterpillar changes into a butterfly. All the butterflies, which we see flying about, were caterpillars once.

An apothecary sells medicines.

The haberdasher sells tape and thread, and pins and needles, and other small wares.

To think too highly of ourselves, is unbecoming and ridiculous.

If we expect others to love us, without our

being kind and good, we shall be disappointed.

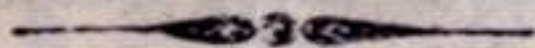
To fret because others are happier than we are, is very unreasonable.

We should remember, that if we let an opportunity of doing good pass away, it will never return.

To do a thing voluntarily, signifies to do it willingly.

To be superannuated is to be unable to do things, on account of old age.

A valetudinarian is one that is sickly.



CAPITULO SEGUNDO.

VARIOS EJERCICIOS DE LECTURA.

Seccion primera.

The Boy and the Looking-glass.

A little boy, when his father and mother were from home, was playing at ball in a room where there was a looking-glass.

Before he began to play, he had turned the back of the looking-glass towards him, for fear he should break the glass. It would have been

better, if he had gone out of doors to play at ball. As he was not a careless boy, I wonder he was not afraid of breaking the windows, as well as the looking-glass; but I suppose he did not think of that.

Whilst he was playing, and, perhaps, not thinking at all about the looking-glass, his ball struck the wooden back, and broke the glass. When he saw the mischief he had done, he was very sorry; and, I believe, he was afraid his father and mother would be displeased with him.

When his parents came home, he went to his father, and said; "Father, I have broken the best looking-glass in the house! and I am very sorry for it." His father looked kindly at him, and said, "I would rather that all the looking-glasses in my house should be broken, than that one of my children should tell an untruth."

The little boy hearing his father say this, and seeing that he was not angry, felt comforted; though, I suppose, he wished very much that he had not broken the looking-glass. After that time, when he met with an accident, he confessed it; and would not, on any account, tell an untruth.

Seccion segunda.



The good Boy whose parents are rich.

The good boy whose parents are rich, has fine clothes to wear; and he rides on a pretty little horse, and in a coach; and has servants to wait on him: but he does not, for all that, think that he is better than other boys whose parents are not rich. He knows that all rich people are not good; and that God gives a great deal of money to some persons, in order that they may assist those who are poor.

He speaks very kindly to all his father's servants. He does not call them to wait upon him, when they are at their meals, or very busy. If he wants them to do him a service, he asks them prettily; and thanks them for what they do for him. He never gives them any trouble that he can avoid; therefore, he is careful not to make dirt in the house, and not to break any thing, or put it out of its place, and not to tear his clothes. When any of the servants, who wait upon him, are ill, he likes to go and see them; and he often thinks of them, and asks how they do.

He likes to go with his father, or his mother, to see poor people, in their cottages; and he gives them almost all the money he has.

When he sees little boys and girls, that are ragged, dirty, and rude, and that have nobody to teach them to read, and to give them good books, he is very sorry for them, and he often says, "If I were a man, and had a great deal of money, I think no person that lived near me should be very poor. I would build a great many pretty cottages for poor people to live in; and every cottage should have belonging to it a garden, and a field, in order that the poor people might have plenty of vegetables, and a cow, and a pig, and some poultry, and they should all learn to read, and to write, and to work, and to be very good."

Seccion tercera.

The good Boy whose parents are poor.

The good Boy whose parents are poor, rises very early in the morning: and all day long does as much as he can to help his father and mother.

When he goes to school, he walks quickly,

and does not lose time on the road. "My parents," says he, "are very good, to save some of their money, in order that I may learn to read and write; but they cannot give much, nor can they spare me long; therefore I must learn as fast as I can: if any body has time to lose, I am sure I have not. I should be very sorry, when I leave my parents, not to be able to read their letters, and to write them word where I am, and how I do. And I must learn accounts, for when I grow up, I shall have many things to reckon about my work, and what I buy: I shall perhaps have bills to make out, as my father has; and perhaps I shall be employed in a shop."

When he has finished his lessons, he does not stay to play, but runs home; he wants to see his father and mother, and to help them, and to nurse the little baby. He often sees naughty boys in the streets, and the fields, fight, and steal, and do many sad things; and he hears them swear, and call names, and tell lies: but he does not like to be with them, for fear they should make him as bad as they are; and that any body who sees him with them, should think that he, too, is naughty.

When he is at home, he is very industrious.

He takes care of the little children; mends his clothes, knits his stockings, and spins worsted: or he weeds his father's garden, and hoes, and rakes it, and sows seeds in it. Sometimes he goes with his father to work; then he is very glad; and though he is but a little fellow, he works very hard, almost like a man. When he comes home to dinner, he says, "How hungry I am! and how good this bread is, and this bacon! Indeed, I think every thing we have, is very good. I am glad I can work: I hope that I shall soon be able to earn all my clothes, and my food too."

When he sees little boys and girls riding on pretty horses, or in coaches, or walking with ladies and gentlemen, and having on very fine clothes, he does not envy them, nor wish to be like them. He says, "I have often been told, and I have read, that it is God who makes some to be poor, and some rich; that the rich have many troubles which we know nothing of; and that the poor, if they are but good, may be very happy: indeed, I think that when I am good, nobody can be happier than I am."

Seccion quarta.

The attentive and industrious little Girl.

She always minds what her father and mother say to her; and takes pains to learn whatever they are so kind as to teach her. She is never noisy or troublesome: so they like to have her with them, and they like to talk to her, and to instruct her.

She has learned to read so well, and she is so good a girl, that her father has given her several little books, which she reads in by herself, whenever she likes; and she understands all that is in them.

She knows the meaning of a great many difficult words; and the names of a great many countries, cities, and towns, and she can find them upon a map. She can spell almost every little sentence that her father asks her to spell; and she can write very prettily, even without a copy; and she can do a great many sums on a slate.

Whatever she does, she takes pains to do it

well; and when she is doing one thing, she tries not to think of another.

If she has made a mistake, or done any thing wrong, she is sorry for it: and when she is told of a fault, she endeavours to avoid it, another time.

When she wants to know any thing she asks her father, or her mother, to tell her; and she tries to understand, and to remember what they tell her: but if they do not think proper to answer her questions, she does not teaze them, but says, "When I am older, they will perhaps instruct me;" and she thinks about something else.

She likes to sit by her mother, and sew, or knit. When she sews, she does not take long stitches, or pucker her work; but does it very neatly, just as her mother tells her to do. And she always keeps her work very clean: for if her hands are dirty, she washes them before she begins her work; and when she has finished it, she folds it up, and puts it by, very carefully, in her work-bag, or in a drawer. It is but very seldom indeed that she loses her thread, or needles, or any thing she has to work with. She keeps her needles and thread in her housewife: and she has a pincushion on which she puts her pins. She

does not stick needles on her sleeve, or put pins, in her mouth: for she has been told those are silly, dangerous tricks; and she always pays attention to what is said to her.

She takes care of her own clothes: and folds them up very neatly. She knows exactly where she puts them; and, I believe, she could find them even in the dark. When she sees a hole in her stockings, or her frock, or any of her clothes, she mends it, or asks her mother to have it mended: she does not wait till the hole is very large; for she remembers what her mother has told her, that "A stitch in time saves nine."

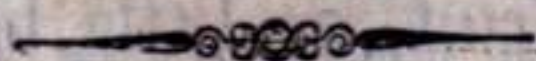
She does not like to waste any thing. She never throws away, or burns, crumbs of bread, or peelings of fruit, or little bits of muslin, or linen, or ends of thread: for she has seen the chickens and the little birds picking up crumbs, and the pigs feeding upon peelings of fruit; and she has seen the ragman go about gathering rags, which, her mother has told her, he sells to people who make paper of them.

When she goes with her mother, into the kitchen, and the dairy, she takes notice of every thing she sees; but she does not meddle with any

thing with out leave. She knows how puddings, tarts, butter, and bread, are made.

She can iron her own clothes; and she can make her own bed. She likes to feed the chickens and the young turkeys, and to give them clean water to drink, and to wash themselves in; she likes to do little jobs for her mother: she likes to be employed, and she likes to be useful.

If all little girls would be so attentive and industrious, how they would delight their parents, and their kind friends! and they would be much happier themselves, than when they are obstinate or idle, or ill-humoured, and will not learn any thing properly, or mind what is said to them.



CAPITULO TERCERO.

Nombres de personas, países y ciudades.

Seccion primera.

Nombres de personas.

El apoyo en la primera sílaba.

Aa ron

Gil bert

Ma ry

A bel	Han nah	Mat thew
A dam	He len	Mo ses
Ag nes	Hen ry	Na than
An drew	Ho mer	Pe ter
An na	Ho ra ce	Phe be
Ar thur	Hum phrey	Phi lip
Ca leb	I saac	Phil lis
Cæ sar	Ja cob	Ra chel
Cy rus	Jas per	Ri chard
Da vid	Jo seph	Ro bert
Ed ward	Ju dith	Ro ger
Em ma	Lau rence	Sa rah
E phraim	Leo nard	Si mon
Est her	Lew is	Ste phen
Fran ces	Lu cy	Tho mas
Fran cis	Mar tha	Wal ter

A bi gail	Jef fe ry
A bra ham	Jo na than
An tho ny	Jo shu a
Ar chi bald	Ly di a
Bar ba ra	Mar ga ret
Ben ja min	Mi cha el
Ca ro line	Mor de cai
Ca tha rine	Ni cho las
Chris to pher	O li ver

Da ni el

De bo rah

De ro thy

Fre de ric

Ga bri el

I sa bel

Sa mu el

Si me on

So lo mon

Ti mo thy

Va len tine

Wil li am

El apoyo en la segunda silaba. En los nombres propios de personas, se pronuncia la e final; v. g. IRENE.

A me li a

Bar tho lo mew

Cor ne li us

E lí za beth

E ze ki el

Na tha ni el

Pe ne lo pe

The o phi lus

Seccion segunda.

NOMBRES DE PAISES.

EU ROPE

Nór way

Swé den

Dén mark

Rús sia

Gér ma ny

A' SI A

Túr key

Tár ta ry

Chi na

Ja pán

East-I'n dies

Prús si a
 Àù stri a
 Bo hé mia
 Hún ga ry
 Ba tà via
 Swit zer land
 I' ta ly
 Frán ce
 Spain
 Pór tu gal
 E'n gland
 Wales
 Scót land
 Iré land
 Fló rida
 Geór gi a
 Ca ro li na
 Vir gi ni a
 Má ry land
 Penn syl vá ni a
 New-Jér sey
 New-York
 Rhode-Island
 Ver mónt
 Con nec ti cut
 New-Hámp shire

Pér sia
 A rá bia
 A' fri ca
 Mo roc co
 Al giérs
 Tú nis
 Tri po li
 E' gypt
 Zaá ra
 Né gro land
 Nú bi a
 A bys si ni a
 A mé ri ca
 West-I'n dies
 Cá na da
 New-Brúns wick
 Nó va-Scó ti a
 Néw found land
 Méx i co
 Ca li fór nia
 Lou i si á na
 Tér ra-Fir ma
 Pe rù
 A ma zó ni a
 Gui á na
 Bra zil

Mas sa chú setts

Ken tú ky

Ten nes seé

Pa ra guáy.

Chí li

Pa ta gó ni a

CIUDADES.

Lón don

York

Brís tol

Glás gow

E' din burgh

Cork

Dú blín

Hám burg

A'm ster dam

Rót ter dam

Léy den

Há no ver

Vi én na

Prague

Trent

Fránk fort

Brús sels

Bré da

Bá sil

Bern

Ge né va

Pé ters burgh

Mós cow

Stóck holm

Co pen há gen

Bér lin

Wár saw

Dánt zic

Ly' ons

Má dríd

Bar ce ló na

Cá diz

Lis bon

Bel gráde

Constan tí nó ple

A lép po

Je rú sa lem

A lex án dri a

Cái ro

Méc ca

Me dí na

Cán ton

Rome

Ná ples

Vé ni ce

Màn tu a

Leg hór n

Tu rín

Fló rence

Pá ris

Pé kin

Que béc

Há li fax

Bós ton

Phi la dél phia

Wásh ing ton

Charles-Town

Qui to

Seccion tercera.

EGERCICIO DE LECTURA

adaptado á las secciones de este capítulo.

Caroline and Amelia have had a fine morning walk. They met their brothers, Frederic and William: and they all returned cheerful and happy.

Many things that are used in this country, come from other places.—Figs and raisins, oranges and lemons, come from Spain, Italy and Portugal.

Rice and sugar come from the East and West-

Indies. Nutmegs, cinnamon, cloves, pepper, and other spices, come from the East-Indies.

Tobacco grows in Virginia; indigo in Carolina. Tea grows in China; coffee in Turkey and the West-Indies. Prunes and olives grow in France and Spain.

Gold and silver come from Mexico and Peru; marble, from Italy and Turkey; and ivory, from Africa.

Diamonds, pearls, and other precious stones, are found in the East-Indies, and in South America.



CAPITULO CUARTO,

VARIOS EJERCICIOS DE LECTURA.

Seccion primera.

The Boy of Dundee.

A poor widow used to spin and work very hard, in order that she might maintain herself, and her little son. She could not read: but she wished her son might learn. and she sent him to school. As he took pains, he learned to read very well.

When he was about twelve years of age, his mother had a paralytic stroke, and lost the use of her limbs; so she was obliged to lie in bed all day long, and she could not spin, or work any more.

As she had not been able to save any money, she could not hire any body to clean her house, and work for her; and she was very much distressed. A poor woman, who was her neighbour, used sometimes to call in to assist her, and to do little jobs for her: but her son was her great comfort. He said within himself; "I will not let my mother die for want. I will work for her: I will maintain her. God, I hope, will bless me, and prosper my work."

He went to a manufactory that was in the town where he lived; and got some work. Every day, he went to the manufactory, and worked hard, harder than if he had worked for himself alone; and in the evening he brought his wages to his poor mother. Before he went in the morning, he always cleaned the room for his mother; and got their breakfast ready; and did all he could to make her comfortable whilst he was absent.

This good boy thought if his mother could read, she could amuse and employ herself, when he was not with her: so he took a great deal of pains,

and taught her to read. And when she had learned, she was highly delighted: "Now", said she, "I am very happy. I am, indeed, confined to my bed, and I cannot work: but I can read the Bible, and that is a great comfort to me; and I have one of the best and kindest of sons."

Seccion segunda.

The little Gardener's gift.

A little boy had a garden; and he had a spade, a rake, and a hoe. He was very fond of working in his garden. One summer, he had in it a great many pretty flowers, a lilach tree, a gooseberry bush, and some peas.

When his peas were large enough to be picked, and his gooseberries were quite ripe, he said to his sister; "I will fetch a basket, and pick all my peas, and my gooseberries, and carry them to the poor lame man on the common: he is so ill now, that he cannot ride on the ass, as he used to do, and go to work."

So the little boy fetched his basket, and was very busy picking his peas and gooseberries: and

when he had picked them, he carried them immediately to the poor old man, and put them on the table, and laid some money on the table; all the money he had.

The poor old man was sitting by the fireside, quite alone; for his wife was gone out to work, and his children were a great way off. When he saw the little boy come in, and saw him put the peas, and gooseberries, and money upon the table, he smiled, and looked glad, and thanked him very kindly.

The little boy seemed very happy. His sister was pleased to see him so good to the poor old man, and loved him dearly. I dare say, when the old man eat his peas, and his gooseberries, and looked at his money, he thought of the little boy, and said, "I hope God will bless that young gentleman, who is so very good to me."

Seccion tercera.

The little Prisoners.

What pains the little birds take to build their pretty, soft, warm nests! How patiently the hen

sits upon her eggs, till they are hatched! How diligently and affectionately both the parents feed, and tend their young ones.

A little boy having found a nest of young sparrows, about a mile from the house where he lived, took it, and returned home. As he went along, with the nest in his hand, he was surprised to see that both the parents of the young birds followed him, at a little distance, and seemed to watch whither he was going.

He thought that they would feed the little birds, if they could get to them; so when he reached home, he put the nest and the young birds in a wire cage, and placed the cage on the outside of a window.

The little birds were hungry, and cried for food. Very soon, both the parents, having small caterpillars in their bills, came to the cage, and gave one to each of the young birds, and seemed glad to see them: then, away they flew for more food.

The old birds continued to feed their young ones very diligently, till they were fledged, and seemed able to fly. Then the little boy took the strongest of the young birds, and put him upon

the outside of the cage. When the old birds came, as they always used to do, with worms in their bills, they fluttered about, and seemed very glad that one of their little ones had got out of prison.

They wanted him to fly away; but he had never tried to fly, and he was afraid. Then they flew backwards and forwards from the cage to the top of a chimney that was near, as if to show him how easy it was to fly, and that the journey was but short. At length away he flew; and he arrived safe at the top of the chimney. Then the old birds fluttered about, as they did when they first saw him on the outside of the cage, and seemed to rejoice very much.

Next day, the boy put another of the birds on the outside of the cage. The old birds were as glad to see him, as they had been to see the other little bird: and took as much pains to persuade him to fly. Then the boy put out the other two birds which were all he had. When all the little birds were flown, neither they, nor their parents, ever came back to the cage.

I think the little boy must have been much more pleased when he set the young birds free, than he would have been, had he always kept them in prison,

CAPITULO QUINTO.



DUTIES OF CHILDREN.

Seccion primera.

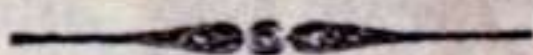
Love your father and mother. They love you very dearly; and they have taken care of you ever since you were born. They loved you and took care of you, even when you were poor little helpless babies, that could not talk, nor walk about, not do scarcely any thing but cry, and give a great deal of trouble.

Who is so kind to you as your parents are? Who takes so much pains to instruct you? Who taught you almost every thing you know? Who provide food for you, and clothes, and warm beds to sleep on at night? Who is so glad when you are pleased, and so sorry when you are troubled? When you are sick, and in pain, who pities you, and tenderly waits upon you, and nurses you? Who prays to God to give you health, and strength, and every good thing?

Obey your parents. They know better what

is proper for you, than you do; and they wish you to be good, and wise, and happy.

If your parents are sick, or in trouble, do all you can to comfort them. If they are poor, work very hard, that you may be able to assist them. Remember how much they have done, and suffered for you.



Seccion segunda.

Love your brothers and sisters. Do not tease, nor vex them, nor call them names; and never let your little hands be raised to strike them. If they have any thing which you would like to have, do not be angry with them, or want to get it from them. If you have any thing they like, share it with them.

Your parents grieve when they see you quarrel; they love you all with dear love, and they wish you to love one another, and to live in peace and harmony.

People will not speak, or think well of you, if you do not behave kindly to your parents and to your brothers and sisters. "Whom" say

they, "will persons love, or be kind to, if they do not love their own father and mother who have done so much for them; and their own brothers and sisters who have the same parents, and the same home as they have, and who are brought up with them?"

Seccion tercera.

Do not meddle with what does not belong to you; nor ever take other people's things, without leave.

Children, never allow yourselves to pluck a flower, or any fruit, that grows in your parents' or other people's gardens, unless you are told that you may do so; never, without leave, take a pin, or a needle, or a bit of thread, from your companions: never, even if your parents are very poor, and have nothing to make a fire with, steal wood from your neighbours' hedges, or branches from their trees. If you steal little things, you will soon learn to steal great things.

Whenever you are tempted to steal, do not

say, as some silly, naughty people do: "These are but very little things, nobody will miss them: nobody sees me; and I dare say I shall never be found out." But say: "No, I will not steal: though no man sees me, yet God sees me: and if once I begin, I shall go on stealing. Then every body that knows me, will find me out; and I shall be punished, and despised, and called a thief; and people will be afraid to trust me with any thing that belongs to them. All this, I am sure, will make me very miserable: and oh, what is still worse, God will be displeased with me; for one of his great commandments is, "Thou shalt not steal.



Seccion quarta.

Never tell an untruth.—When you are relating any thing that you have seen, or heard, endeavour to tell it exactly as it was. Do not alter, or invent, any part, to make, as you may think, a prettier story; if you have forgotten any part, say that you have forgotten it. Persons who love the truth, never tell a lie, even in jest.

Consider well before you make a promise. If you say you will do a thing, and you do it not, you will tell a lie: and who then will trust, or believe you? No persons are trusted, or believed, but those who keep their promises. and who speak the truth.

When you have done a wrong, or careless action, do not deny it, even if you are afraid you will be punished for it. If you are sorry for what you have done, and endeavour to do so no more, people will very seldom be angry with you, or punish you. They will love you for speaking the truth; they will think that they may always believe what you say, since they find you will not tell a lie, even to hide a fault, and to prevent yourselves from being punished.

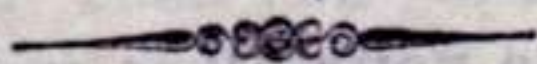
It is very foolish to tell lies; for, soon or late they are found out; and it is very mean and wicked. God himself has said that we must not lie; that he abhors liars, and that he will punish them.

Seccion quinta.

Do not speak rudely to any body, or quarrel with any body,

Who likes quarrelsome, ill humoured people, or likes to be with them, or takes pains to oblige them? They do not look pleasant and cheerful. They are not at all happy. They feel quite uncomfortable. They know they do wrong; and they know that the persons who live with them, do not love them, nor wish to oblige them, as they do those who are kind, and civil, and good humoured.

When you are disappointed of any thing you wished for, do not tease people about it, nor fret, nor cry, nor look sullen. Try to think no more of it, and amuse, or please, or employ yourselves, with something else. No persons can have every thing they desire.



Seccion sesta.

When you see very old people, or people who are very ugly, and deformed, do not stare at them, or laugh at them, or mock them.

Though you are now so young and healthy, you may be very sick, and become thin, and pale, and weak, and look very ugly; or you may

have a fall, and break your leg or back, and be lame and deformed.

If you live to be old, your hair will become gray, or fall off: you will lose your teeth; your faces will be covered with wrinkles; you will be very weak, almost like little children; and perhaps, you will be deaf, and blind, and lame.

Would you, then, like, that naughty boys and girls should laugh at you, and play you tricks? No; I am sure you would like that every body should pity you, and be kind to you, and try to help you.



Seccion séptima.

Never amuse yourselves with giving pain to any body, not even to dumb creatures.

A great many animals are killed, because we want their flesh for food; and a great many are killed, because, if we were to let them live, they would do us harm: but I can see no reason that little boys or girls should kill flies, or pull off their wings, or legs; or catch butterflies, and crush them to death; or steal young birds from their soft, warm, comfortable nests; or whip,

and beat, horses and asses, till their sides bleed, and are very sore; or do any cruel actions.

The beasts kill one another: wolves kill sheep; kites, hawks, and eagles, kill little birds; and little birds kill worms and flies: but wolves kill sheep; kites, hawks, and eagles, kill little birds; and little birds kill flies and worms; for food, and not for sport, as some naughty children kill, or torture insects, birds, and beasts. O, it is very cruel sport indeed!

Seccion octava.

Do not waste any thing. If you have more clothes and food than you want, do not spoil them, or throw them away: but give them, or ask your parents to give them, to poor little boys and girls, who have no clothes scarcely to put on, no meat for dinner, and perhaps no bread and milk for breakfast and supper,

When any body is ill in the house where you live, be very quiet, lest you should disturb them. Do every thing you can to make them well again.

When you are ill yourselves, try to be patient:

do not cry, nor be ill humoured to the persons who are so kind as to wait upon you.

Take what is given to you, to make you better, without a cross word, or look. Medicines are not pleassant to taste; but they are meant to do you good.

Seccion novena.

Do not be uncleanly, or untidy, whether you are well, or ill. Keep your hands, and face, and hair, and every part of your body, quite clean; and your clothes neat, and in good order. It is very unpleasant to look at filthy people, or to be near them.

Children who are kept cleanly and tidy, generally grow up much stronger and healthier, and more cheerful and good humoured, than those who are seldom cleaned, and who wear very filthy, ragged clothes.

Seccion décima.

If the clothes, and the food, that are given

you, are proper for you, do not find fault with them: but be thankful for them, though they are not what you like as well as some other things.

Do not eat more than is necessary. Persons who eat too much are called gluttons. They are stupid, and heavy, and idle; and, very often, they have a sad pain in their head, and stomach.

Take care of every thing that belongs to you. If you have drawers of your own, keep them in good order. Persons who always put their things in the proper places, very seldom lose any thing; when they want a thing, they know where to find it; and they need not waste their time in looking for it.

Seccion undécima.

Do not, if you can help it, keep company with children who lie, or steal, or quarrel, or use bad words, lest they should teach you to do as they do: and that people, who see you with them, should think, and say, that you too are naughty.

If the people whom you must live with, behave ill, take great care not to learn their bad ways.

If they see that you are very good indeed, perhaps they will learn to be like you. Good people should not learn to be like bad people; but bad people should learn to be like good people.



Seccion duodécima.

Do not be curious to know what people do not wish you to know. Do not look at their letters or what they are writing, unless they give you leave; perhaps there is something in their letters, or what they are writing, which they do not wish you to see.

Do not listen at doors, or in any places where people who are talking, do not see you, or know that you are attending to what they say.

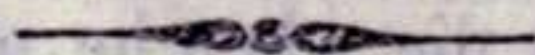


Seccion décima tercera.

Do as you are bid by those who teach you. Take pains to improve in reading, writing, and whatever else your parents are so kind as to teach you, or wish you to learn.

Do not think you know better than your parents, and your teachers. They have lived a great deal longer than you have; they have read, and seen, and heard, a great many things which you know nothing of. You have lived longer than little infants, and you know more, but great boys and girls know more than you do; and men and women know more than great boys and girls do.

Do not read any books but those which your parents, or teachers, give you leave to read. Some books are not proper for you to read: they are like bad companions; they teach wrong things. It is better not to read at all, than to read bad books.



Seccion décima cuarta.

Our parents are very good to us; but God is better than our parents, and he has done more for us. He gave us our parents, and every thing we have. He is not a man; he is wiser, and better than any man ever was, or ever can be. He made the sun, moon, and stars; the earth,

and the sky; water, trees, and flowers; birds and beasts, fishes and insects; and men, women, and children.

He has made us more excellent than the beasts; for he has given us a soul. It is our soul that knows God, and that he is good, and wise, and powerful. The beasts do not know God, nor the things which he has made; if we were to tell them, they would not understand us. Our souls learn and know a great many things, which the beasts cannot learn. Our bodies will die like the beasts. When we are laid in the grave, worms will devour our flesh, and our bones will crumble into dust. But our souls are immortal; they will never die.

God orders every thing. He keeps us alive; and he makes us die when he pleases. There is nothing which he cannot do. He sees us wherever we are, by night as well as by day; and he knows all that we do, and say, and think. There is nothing which he does not know.

Seccion décima quinta.

We must love God. Good people love him

more than they love any thing, or any person in the world, They never rise in the morning or lie down at night, without thinking of him, and of the good he has done them, Often in the day, they think of him; and they love to talk, and hear, and read about him.

We must pray to God; that is, we must tell him that we know he is very good, and worthy to be loved, that we hope he will forgive us when we do wrong, put good thoughts into our minds, and help us to be better and better; and that he will bless us, and our parents, and all our kind friends, and give us every good thing that is proper for us.

We must do to all persons what God requires us to do. It is his will that we should not be unkind, even to people who are unkind to us; and that we should do to all persons as we wish they would do to us.

The things that God requires of us will make us good, and happy. If we do them not, he will be displeased with us, and punish us. He can punish us in whatever way he pleases. He can take away all our friends, and every thing that he has given us; and, after death, he can make

us very miserable for ever. But if we try to do good, and to do, as he would have us do, he will help us to be good; he will bless us; he will make us feel happy in our minds; and when we die, that is, when our souls leave our bodies, he will take us into heaven; where we shall be with him, and know, and love, and praise him better than any body in this world can know, and love, and praise him. Then we shall never grieve any more; we shall never do wrong any more; we shall be wiser, and happier, than any body who lives here, can be, or can imagine.

Seccion décima sesta.

We must love to read the Bible. It is the most excellent and beautiful of all books. God himself commanded good men to write it. There we read of all the great and good things God has done for us, and for all people; how just, and wise, and powerful he is; and what we must do to serve and please him. There we read of good men who loved God and whom he

loved and blessed; of Abraham, Isaac, and Jacob, of Joseph, Moses, Samuel, and David.

There too, we read of Christ, who was so good, and who has done so much for us. He never did harm to any body; he never did any thing that was wrong. He was gentle and patient when he was ill used; he was kind to all persons, even to those who were unkind to him; and when wicked men were just going to kill him, he prayed to God to forgive them.

When we have read, or heard, about Christ, and who he was, and what great things he has done for us, we must love him, and be thankful to him, and try to be like him.

Children, make haste to learn to read, and to understand the meaning of what you read; love to learn your duty, and to do it; then you will be able to read the Bible, and you will love to read it.—There are many things in it which you can understand now, though you are so young. When you are older and wiser, you will understand it better; and if you are good, you will delight in it more and more.

CAPITULO SESTO.

Números y guarismos.



	ARABIGOS.	ROMANOS.
One	1	I.
Two	2	II.
Three	3	III.
Four	4	IV.
Five	5	V.
Six	6	VI.
Seven	7	VII.
Eight	8	VIII.
Nine	9	IX.
Ten	10	X.
Eleven	11	XI.
Twelve	12	XII.
Thirteen	13	XIII.
Fourteen	14	XIV.
Fifteen	15	XV.
Sixteen	16	XVI.
Seventeen	17	XVII.
Eighteen	18	XVIII.
Nineteen	19	XIX.

Twenty	20	XX.
Twenty five	25	XXV.
Thirty	30	XXX.
Thirty five	35	XXXV.
Forty	40	XL.
Forty five	45	XLV.
Fifty	50	L.
Fifty five	55	LV.
Sixty	60	LX.
Sixty five	65	LXV.
Seventy	70	LXX.
Seventy five	75	LXXV.
Eighty	80	LXXX.
Eighty five	85	LXXXV.
Ninety	90	XC.
One hundred	100	C.
Two hundred	200	CC.
Three hundred	300	CCC.
Four hundred	400	CCCC.
Five hundred	500	D.
Six hundred	600	DC.
Seven hundred	700	DCC.
Eight hundred	800	DCCC.
Nine hundred	900	DCCCC.
One thousand	1000	M.

 CAPITULO SEPTIMO.

Abreviaturas que se usan en los manuscritos
è impresos.

A. B. ó B. A.	Baccalaureus Artium. Bachelor of Arts. Bachiller en Artes.
A. B. P.	Archbishop: arzobispo.
A. D.	Anno Domini: in the year of the Lord: año del Señor.
A. M. ó M. A.	Magister Artium. Master of Arts. Maestro en Artes.
A. M.	Anno Mundi: in the year of the world; año del mundo.
A. M.	Ante meridiem: before noon: antes del medio dia.
P. M.	Post meridiem: after noon: despues del medio dia.
B. D.	Bachelor of Divinity. Bachiller en Teologia.
D. D.	Doctor of Divinity Doctor en Teologia.

B. P.	Bishop: obispo.
Bart.	Baronet: titulo de nobleza en Inglaterra.
Col.	Colonel: coronel.
C. S.	Custos Sigilli: keeper of the seal: Guarda sellos.
C. P. S.	Custos Privati Sigilli: keeper of the Seal: guarda del sello privado.
Esq.	Esquire: escudero.
F. L. S.	Fellow of the Linæan Society: Miembro de la sociedad Lineense.
F. A. S.	Fellow of the Antiquarian Society: Miembro de la sociedad de Anticuarios.
F. R. S.	Fellow of the Royal Society: Miembro de la Real Sociedad.
G. R.	Georgius Rex: George the King: Jorge Rey.
V. R.	Victoria Regina: Victoria the Queen: Victoria Reina.
Hon.	Honourable: honorable.

J. H. S.	Jesus Hominum Salvator: Jesus the Saviour of Men: Jesus, Salvador de los Hom- bres.
J. D.	Juris Doctor: doctor of Law: doctor en Leyes.
KNT,	Knight: caballero de una ór- den militar.
Lieut.	Lieutenant: lugar teniente.
L. S.	Locus Sigilli: Place of the Seal: lugar del sello.
L. L. D.	Doctor of the Canon and Civil Law: Doctor en Le- yes civiles y Cánones.
M. D.	Medicinæ doctor: doctor in Physic.
Mr.	Mister; señor.
Mrs.	Mistress: señora.
M. S.	Memoriæ sacrum: Sacred to the Memory: Consagrado á la Memoria.
M. P,	Member of Parliament: Miembro del Parlamento.
Ms.	Manuscript: manuscrito.
Mss.	Manuscripts: manuscritos.

N. B.	Nota bene: mark well: nota.
N.º	Number: número.
N. S.	New Style: nuevo estilo.
O. S.	Old style: viejo estilo.
Oxon	Oxford: ciudad de Inglaterra.
Philom,	A lover of learning: amante de las letras.
Per Cent.	By the hundred: por ciento.
P. M. G.	Professor of Music at Gresham college: profesor de música en el colegio de Gresham.
P. S.	Postscript: posdata,
Q.	Queen. Reina.
Reg, Prof.	Regis Professor: King's Professor: profesor regio:
Rt. Hon,	Right Honourable: muy honorable.
St.	Saint: San.
S, T, P.	Sacræ Theologiæ Professor: Professor of Divinity: profesor en Teología.
XT.	Christ; Cristo.
XTN,	Christian: cristiano.
ULT.	The last: el último.

Ib. ó Ibid.	Ibidem: The same place, en el mismo lugar.
Id.	Idem: The same: lo mismo.
E. G. ó V. G.	For example: verbigracia.
I. E.	Id est: That is: es decir.
Q. D.	Quod si diceret: as if he should say: como si digera.
Q. L.	Quantum libeat: as much as you please: cuanto quieras.
Q. S.	Quantum sufficit: a sufficient quantity: cuanto basta.
V en lugar de Vide.	See: véase.
Viz en lugar de Videlicet.	That is to say: á saber.
&	And: y.
&c.	Et cetera: and the rest: y lo demas.

CAPITULO OCTAVO

Ejercicios de lectura en letra bastardilla, gótica y cursiva.

Seccion primera.

LETRA BASTARDILLA.

A B C D E F G H I

J K L M N O P Q R
S T U V W X Y Z

a b c d e f g h i
j k l m n o p q r
s t u v w x y z

Select sentences.

Do to others as you wish they, should do to you.

When you are told of a fault, endeavour to avoid it afterwards.

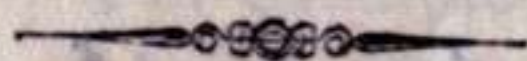
We must not do wrong, because we see others do so.

Be not afraid to do what is right, and proper for you to do.

Never ask other persons to do any thing for you, which you can as properly do for yourselves.

As soon as you have learned to work well, try to work quick.

Seccion segunda.



Letra gótica, ó inglesa antigua.

A	B	C	D	E	F	G	H	
I	K	L	M	N	O	P	Q	
R	S	T	H	VV	X	Y	Z	
a	b	c	d	e	f	g	h	i
j	k	l	m	n	o	p	q	r
s	t	u	v	w	x	y	z	

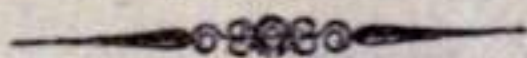
Moral Maxims.

Serve and oblige every person you can; and do you duty on all occasions.

If you desire that every man be your friend; be a friend to every man.

Do not loiter in your studies: time is precious, it is not to be mispent in frivolous pastime.

Seccion tercera.



Letra cursiva ó de manuscrito.

A B C D E F G H I
 K L M N O P Q R
 S T U V W X Y Z
 a b c d e f g h i j k l m n
 o p q r s t u v w x y z

Useful lesson.

An idle boy ought to be looked upon as a nuisance in society.

Like the drones in a bee-hive he is a useless member of the community to which he belongs.

Whilst nature all around teems with employment he must not be the only being at rest.

CAPITULO NOVENO.

Palabras que tienen un sonido exactamente igual, pero que se diferencian en su ortografía y significado.

All, todos.	Blew, sopló.
Awl, alesna.	Blue, azul.
Altar, un altar.	Bough, rama.
Alter, alterar.	Bow, una cortesía.
Air, aire.	Bread, pan.
Ere, antes.	Bred, educado.
Heir, heredero.	Cell, celda.
Assént, subida.	Sell, vender.
Assént, convenio.	Sent, envió.
Attendance, servicio.	Scent, olor.
Attendants, servidores	Céiling, cielo raso.
Bare, desnudo.	Seáling, el acto de sellar.
Bear, oso.	Coarse, basto.
Beau, un currutaco.	Course, carrera.
Bow, arco.	Cómplement, comple- mento.
Beat, golpear.	Cómpliment, cumpli- miento.
Beet, remolacha.	
Bérry, baya.	
Búrry, enterrar,	

Bury, enterrar.**Beer, cerveza.****Bier, atahud.****Dear, caro.****Deer, venado.****Dew, rocío.****Due, debido.****Faint, débil.****Feint, ficcion.****Fair, bello.****Fare, comida.****Flea, pulga.****Flee, huir.****Foul, sucio.****Fowl, gallina.****Gilt, dorado.****Guilt, culpa.****Grate, hornilla.****Great, grande.****Hart, gamo.****Heart, corazon.****Hair, cabello.****Hare, liebre.****Heal, sanar.****Heel, talon.****Hear, oír.****Here, aquí.****Hew, cortar.****Hue, color.****Hole, agujero.****Whole, entero.****Knew, conoció.****New, nuevo.****Leak, rezumarse.****Leek, ajo puerro.****Lead, plomo.****Led, condujo.****Léssen, aminorar.****Lésson, leccion.****Mean, bajo.****Mien, talante.****Meat, carne.****Meet, encontrar.****Mete, medir.****Moan, lamentarse.****Mown, segado.****Oar, remo.****Ore, metal.****Pain, dolor.****Pane, un cristal.**

Pair, par.	}	Sail, vela de nave.
Pare, cortar.		Sale, venta.
Pear, pera.		Scene, escena.
Peace, paz.		Seen, visto.
Piece, pedazo.		Sea, la mar.
Peer, PAR, título noble.		Seem, parecer.
Pier, columna.		See, ver.
Place, sitio, lugar. }		Seam, costura.
Plaice, acedia. pez. }		Sow, sembrar.
Pray, rogar.		Sew, coser.
Prey, robar.		Sleight, destreza.
Raise, levantar. }		Slight, despreciar.
Rase, arrasar. }		Sloe, endrina.
Rays rayos de Sol }		Slow, despacio.
Rain, lluvia. }		Sole, suela.
Reign, reinar. }		Soul, alma.
Rein, rienda. }		Soar, remontar el vuelo.
Rest, descanso.		Sore, úlcera.
Wrest, arrancar con lucha.		Some, algo.
Rye, centeno.		Sum, suma.
Wry, torcido.		Son, hijo.
Right, recto. }		Sun, sol.
Rite, rito. }		Steal, hurtar.
Wright, artifice. }		Steel, acero.
Write, escribir. }		Stile, compuerta.
		Style, estilo.
		Straight, derecho.

Strait , angosto.	Vale , valle.
Succour , ayuda.	Veil , velo.
Sucker , renuevo de árbol	Vain , vano.
Tail , cola.	Vane , yeleta.
Tale , cuento.	Vein , vena.
Their , su (de ellos ó de ellas).	Waist , cintura.
There , allí.	Waste , desgaste.
Too , tambien.	Week , semana.
Two , dos.	Weak , débil.
Toe , dedo grueso del pié	Yew , ciprés.
Tow , estopa.	You , usted, ó ustedes.

CAPITULO 10.

Palabras que suelen confundirse erróneamente, tanto en la pronunciacion como en la escritura.

Célery , apio.	Emérge , salir de la oscuridad.
Sàlary , salario.	Imu.érge , zambullir.
Cóncert , concierto.	Eminent , eminente.
Cónsort , consorte.	imminent , amenazador.
Cóuncil , consejo, esto es, reunion de consejeros.	Génius , genio.
Coúnsel , consejo que se da á una persona.	Genus , género.
	Ingénious , ingenioso.
	Ingenuous , franco.

To Lay, poner.	Príncipe, principio.
To Lie, acostarse.	Rélic, reliquia.
Licorice, regaliz.	Rélict, viuda.
Lickerish, melindroso.	Précedent, precedente.
Ordinance, ordenanza.	Président, president.
Ord'nance, piezas de ar-	Státue, estatua.
tilleria.	Státute, estatuto.
Pérsecute, perseguir.	Ténor, tenor.
Prósecute, demandar	Ténure, tenuta.
ante la justicia.	Track, vereda.
Principal, principal.	Tract, region.

CAPITULO 11.

Palabras de ortografía análoga, pero diversas en pronunciación y significado.

Cónduct, conducta.	O'bject, objeto.
To condúct, conducir.	To obéjet, objetar.
Cóntest, disputa.	Sùbject, súbdito.
To contést, disputar.	To subjéct, sujetar.
Fréquent, frecuente.	Présent, regalo.
To fréquént, frecuen-	To présént, presentar.
tar.	Tórment, tormento.
Minute, minuto.	To tormént, atormentar.
Minúte, diminuto.	

Tear (<i>ia</i>) lágrima.	Use, uso.
To tear (<i>ea</i>), rasgar.	To use, usar.
Sow , (<i>au</i>) cochina.	Close, cerrado.
To sow , (<i>ou</i>) sembrar.	To close, cerrar.
Bow , (<i>ou</i>) arco.	Grease, sebo.
To bow , (<i>au</i>) hacer una reverencia.	To grease, untar con sebo.
Mow , (<i>au</i>) troje.	Excuse, disculpa.
To mow , (<i>ou</i>) segar con guadaña.	To excuse, disculpar.

Nótese que las cuatro parejas últimas se distinguen en que la S en la primera palabra suena como en español, y en la segunda como Z inglesa ó francesa.

CAPITULO 12.

Palabras cuya pronunciacion se diferencia notablemente de la escritura.

SE ESCRIBE	SE PRON.	SE ESCRIBE	SE PRON.
Aisle.....	ail.	Haút boy.	hóboi.
A'pron...	a peurn.	Hic cough	hic-eup.
Beaux....	bos.	House wife	heuzif.
Belle.....	bél.		(z inglesa)
Biscuit....	bisquit.	Iron.....	ái eurn.

SE ESCRIB. SE PRON.	SE ESCRIB. SE PRON.
Boátswain bósen.	Lieutenant levtenant.
Búry..... béri.	One..... uan.
Búsy..... bizy. (z. ing)	Once..... uans.
Búsiness.. biznes. (id)	Phthisic .. tísic.
Cát sup... catch-eup.	Ragoút ... ragù
Cóckswain cócsn.	Schédule . sédyeul.
Cólonel... ceurnel.	Schism... sizm (z ing)
Corps..... cóar.	Schismatic sismatic (id)
Cúcumber <small>cau. eumber.</small>	Sevennight sénait
Cúpboard. ceubeurd.	Subtle seutle.
Critique .. critic.	Two..... tú.
Eclát..... iclo (o ancha)	Victuals .. Vittles.
Ewe iu.	Waisteoat uescot.
Gaol yeil.	Wómen .. uimen.
Hálfpenny heipení.	Woman .. úman.
Hálfpence héipence	Yacht iot.

Isle, island, *isla*, se pronuncian ail, ailand.

Idea se pron. aidia.

CAPITULO 13.

El vulgo en Inglaterra, asi como en los demas paises del mundo, dá una pronunciacion viciosa á un sin número de palabras. Los vecinos de Lóndres que pertenecen á la clase inculta, equivocan

la V con la U, y esta con aquella, nombrando VAIN en vez de UAIN, al vocablo WINE; y UAIN en lugar de VAIN á la dición VINE.

Importa mucho que el alumno evite tan groseros defectos; algunos de los cuales pondré á continuación.

La gente mal enseñada suele decir y escribir:

bile por boil.	sarcer por saucer.
pint por point.	dixonary por dictionary.
pyzon por poison.	hair por air.
cheer por chair.	air por hair.
ketch por catch.	harrow por arrow.
yourn por yours.	arrow por harrow.
hern por hers.	drowned por drowned
hizen por his.	natur por nature.
weal por veal.	creatur por creature.
rensh por rinse.	Lunbun por London.
fist por fifth.	winder por window.
sixt por sixth.	sittiation por situation.
gether por gather.	eddication por education
kittle por kettle.	cirkilation por circulation
sithe por sigh,	libary por library.
tower por tour.	winegar por vinegar.

Nótese que muchas de las palabras anteriores son correctas en sí, si estuviesen bien aplicadas v. g. *bile: pint.*

CAPITULO 14.

Las palabras que terminan en *ar*, *er*, *our* y *re* tienen el sonido de $\bar{e}ur$: se ponen las siguientes á fin de que el alumno no confunda su diversa ortografía.

beg gar.	su gar.	dan ger.	cham ber.
col lar.	vul gar.	gan der.	ci der.
dol lar.	ce dar.	lodg er.	gro cer.
nec tar.	fri ar.	sing er.	speak er.
pil lar.	li ar.	sup per,	stran ger.
scho lar.	mor tar.	ush er.	wa fer.
ac tor.	ho nour.	au thor.	la bour.
debt or.	ran cour.	ju ror.	neigh bour.
doc tor.	splen dour.	may or.	hu mour.
li quor.	cen tre.	mi nor.	me tre.
ma nor.	lus tre,	tai lor.	mea gre.
pas tor.	scep tre.	trai tor.	mi tre.
rec tor.	spec tre.	tu tor.	ni tre.
ar mour.	a cre.	suc cour.	sa bre.
can dour	fi bre.	va lour.	salt pe tre.
co lour.	lu cre.	vi gour.	se pul chre.
har bour.		fa vour.	

CAPITULO 15.

Palabras cuyas letras iniciales, *e*, *ó*, *i* suelen

confundirse con facilidad: su ortografía está arreglada á la que adoptó Johnson en su diccionario de la lengua inglesa.

em balm.	en force.	im bitter.	in cumber
em bez zle.	en gross.	im bo dy	in flame.
em po ve rish.	en join.	im bolden.	in gender.
en camp.	en list.	im bo som.	in graft
en chant.	en roll.	im brue.	in quire.
en close.	en shrine.	im bue.	in snare.
en croach.	en sure.	im plant.	in trust.
en dite.	en tail.	im pri son.	in twine.
en dorse.	en treat.	in crease.	in wrap.

CAPITULO 16.

Algunas nociones preliminares para comprender bien las reglas de la ortografía inglesa, incluidas en las siguientes secciones.

Una letra es la parte mas pequeña de una palabra.

Las letras en el alfabeto ingles son veinte y seis.

Se dividen en vocales y consonantes, y estas en mudas, semívocales y liquidas.

La vocal es la que suena por sí misma.

La consonante necesita de la vocal para hacerse oír.

Las mudas son las que suenan agregándoles una e; como; b, d, t, *be, de, te.*

Las semivocales son las que para sonar necesitan que se les anteponga la e: como f, m, n, *efe, eme, ene.*

Las líquidas son l, r.

Vocal compuesta es el sonido simple que resulta de la union de dos ó mas vocales, como ai, que hace ei.

Diptongo simple es el sonido compuesto que resulta de dos vocales pronunciadas con rapidez.

Diptongo compuesto, es el sonido doble que resulta de pronunciar con rapidez una vocal compuesta y una vocal simple.

Una sílaba es la parte menor de un vocablo que puede pronunciarse con una sola emision de la voz: como bit-ter, but-ter-fly.

Palabras son ciertos sonidos artificiales de la voz, que sirven de signo para espresar nuestras ideas.

Monosílabos son palabras de una sílaba; disílabos, de dos; trisílabos, de tres, y polisílabos de muchas.

Las palabras de mas de una sílaba se apoyan con mas fuerza unas que otras; cuando este

apoyo se señala con un signo de escritura se llama acento.

En ingles no hay acentos.

Las sílabas son largas, cortas, ó indiferentes.

En la lengua inglesa el apoyo está en las largas, cuando ocurren estas en las palabras.

Las breves tambien tienen apoyo, pero mas rápido que las largas.

Reglas para la ortografía y el deletreo.

El ejercicio de deletrear, así como el de escribir vocablos sueltos á la voz, adelanta en sumo grado al discípulo, el cual, para poderlo hacer con facilidad y soltura, deberá tener presente las reglas que siguen.

Seccion primera.

Reglas para la division de las sílabas.

1.^a Una sola consonante entre dos vocales se agrega siempre á la última; v. g. ci-ty.

Escepto la *x* que se junta á la primera: v. g. ex-ist.

En los compuestos, cada consonante acompaña al que corresponde; v. g. up-on.

2.^a Si son dos y de distinta figura las consonantes, y la primera es muda y la segunda líquida, se agregarán á la última vocal; en los demas casos una á la primera, asi como tambien siempre que esta sea una *u*; v. g. de-clare, gos-ling, public.

Si la vocal primera es preposicion ó parte de ella, no se le agregarán las consonantes que la sigan, siendo distintas; v. g. pró-blem.

3.^a Si las dos consonantes son de igual figura ó de aquellas que no pueden empezar sílaba, se separan; v. g. up-per mon-key.

4.^a Si vienen tres consonantes en medio de una dición y fuesen de las que pueden empezar sílaba, no se separan; v. g. res-train. Pero si alguna de ellas pertenece á un compuesto, va con él; v. g. dis-tract.

5.^a Cuando tres ó mas consonantes, que por si no pueden formar sílaba, estan entre dos vocales, se agregan á la primera aquella ó aquellas que no pueden formar sílaba; las que pueden, á la segunda: v. g. im-prove, but-cher.

6.^a Nunca se separan dos consonantes que forman un solo sonido; v. g. e-cho, fa-ther.

7.^a Cuando dos vocales no forman un solo sonido, ni diptongo, deberán separarse; v. g. po-et, di-al.

8.^a En las palabras derivadas, se separan las sílabas y letras adicionales; v. g. *sweet-er, bid-
ding.*

ESCEPCION.

Cuando la palabra derivada termina en e ó g suave se separan estas con la sílaba adicional; v. g. *fa-ces, chan-ged.*

Cuando se ha suprimido la e final para agregar alguna sílaba, se junta á esta la consonante que precedia á la e en la radical; v. g. *bake, baking
bak ing.*

La terminacion y jamás se pone sola, v. g. *san-dy.*

9.^a Las palabras compuestas han de dividirse segun las simples que las forman; v. g. *sea-horse.*

10.^a Las terminaciones *ion, tion, tial tious, scious, science* &c. deberán dividirse en dos sílabas, aun cuando se pronuncien como una sola; v. g. *pil-li-on, ac-ti-on, par-ti-al, cau-ti ons, pre-ci-ons, con-sci-ence.*

Con las muy sucintas y simples reglas anteriores. queda arraigado completamente mi sistema de sonidos ingleses y estraños, y el alumno conocerá facilmente en cualquiera pa-

labra, si es la vocal ó consonante la que termina la sílaba para dar á esta el sonido correspondiente, segun los preceptos ya dados.

Seccion segunda.

Reglas respecto á las consonantes dobles en las voces primitivas.

Regla primera. Los monosílabos terminados en f, l, ó s, y precedidos de una sola vocal, doblan la consonante espresada, v. g. muff, bull, puss.

ESCEPCIONES.

if	as	has	yes	his	us
of	is	gas	this	was	thus

Segunda. Los monosílabos que terminan en las demas consonantes, no las doblan; v. g. fig, mud, tub.

ESCEPCIONES.

ebb	odd	inn	err	butt
add	egg	bunn	purr	buzz

Tercera. Las palabras primitivas de mas de una sílaba, nunca acaban en l doble; v. g. dial, gambol.

Cuarta. La consonante á que precede una

sola vocal inglesa ó larga, ó un diptongo, no se dobla; v. g. *poker*, *spouter*.

Quinta. La *v*, *x* y *k* nunca se doblan: cuando á la *k* precede una sola vocal, se le antepone *c*; v. g. *clock*.

Sesta. En los disílabos se dobla la consonante que está precedida de vocal corta ó estraña, cuando le sigue la terminacion *le*; v. g. *bubble*, *saddle*.

ESCEPCIONES.

codle *frizle* *treble* *triple*

Séptima. Los disílabos terminados en *y* ó *ey* se dobla la consonante precedente, siempre que viene despues de una vocal breve ó estraña; v. g. *folly*, *valley*.

ESCEPCIONES.

En *y* *body* *any* *copy* *busy*

study *many* *very* *city*

lily *copy* *bury* *pity*

En *ey* *honey* *money*

Octava. En las palabras terminadas en *er*, *et*, *ow*, se dobla la consonante precedente cuando sigue á una vocal breve ó estraña; v. g. *flutter*, *linnet*, *tallow*.

En *er*; *primer*, *proper*, *choler*, *soder*, *leper*.

En *et*; *claret*, *closet*, *comet*, *cadet*, *planet*,
spinet, *tenet*, *valet*, *alphabet*.

En *ow*; *shadow*, *window*.

Novena. En las voces que acaban en *ic*, *id*, *it*,
ish, *ity*, la consonante precedente no se dobla;
v. g. *frolic*, *solid*, *habit*, *astonish*, *quality*.

ESCEPCIONES.

En *ic*; *attic*, *traffic*, *tyrannic*.

En *id*; *horrid*, *torrid*, *pallid*, *flaccid*.

En *it*; *rabbit*, *summit*, *commit*.

En *ish*; *skittish*, *embellish*.

En *ity*; *necessity*.

Décima. En las palabras que empiezan con
ac, *af*, *es*, *of*, se dobla la consonante cuando la
sigue una vocal; v. g. *accord*, *afford*, *effect*, *office*.

ESCEPCIONES.

En *ac*; *acute*, *acumen*, *acid*, *academy*, *acanthus*,
acerbity.

En *af*; *afore*, *afar*.

Undécima. Tampoco se dobla la consonante
en las voces que empiezan con *am*, *cat*, *el*, *ep*,
mod, *par*; v. g. *amend*, *catalogue*, *elegant*,
epitaph, *modest*, *paradise*.

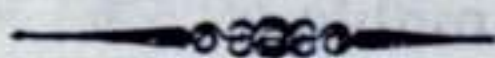
ESCEPCIONES.

En *am*; *ammoniac*, *ammunition*.

En cat; cattle.

En el: ellipsis.

En par; parry, parrot, parricide.



Seccion tercera.

Reglas referentes á las voces derivadas.

REGLA 1.^a

Los plurales se forman de los singulares con la adición de una *s*; v. g. house, houses, cat, cats.

Los nombres que acaban en *x*, *ss*, *sh*, y *ch* pronunciada como *ch* española, toman *es* para el plural, v. g. tax, taxes, fish, fishes, ass, asses, watch, watches.

Los que acaban en *o* hacen en *es*; v. g. wo woes; los en *io* hacen en *s*; v. g. folio, folios.

les en *y* precedida de consonante, en *ies*: fly, flies.

los en *y* precedida de vocal, en *s*: boy, boys.

los *f* ó *fe* en *ves*: loaf, loaves; life, lives.

Pero si antes de la *f* tienen otra consonante que no sea la *l*, ó dos vocales, forman entonces el plural, añadiendo *s*: v. g. dwarf, dwarfs, chief, chiefs,

Nótese que thief hace thieves, staff, staves, y y fife (*pito*) fifes (*pitos*).

REGLA 2.^a

Cuando una palabra termina en *e* muda, se le quita para agregarle una terminacion; v. g. *pale*, *palish*; *blame*, *blamable*.

ESCEPCIONES.

Cuando á las palabras terminadas en *ce* ó *ge* se añade *ous* ó *able*, conservan la *e* muda, á fin de que la *c* ó *g* no pierdan su sonido suave; v. g. *peace*, *peaceable*; *change*, *changeable*; *courage*, *courageous*.

Si acaban en *ee*, las conservan; v. g. *agree*, *agreeing*.

Las acabadas en *ie*, truecan la *ie* en *y*: v. g. *die*, *dying*.

REGLA 3.^a

Si la terminacion que se agrega empieza por consonante, conserva la *e* el primitivo; v. g. *false*, *falsely*.

ESCEPCIONES.

<i>awe</i>	<i>awful</i>	<i>abridge</i>	<i>abridgment</i>
<i>due</i>	<i>duly</i>	<i>argue</i>	<i>argument</i>
<i>true</i>	<i>truly</i>	<i>judge</i>	<i>judgment</i>
<i>whole</i>	<i>wholly</i>	<i>lodge</i>	<i>lodgment</i>

Los vocablos que finan en *le* precedidos de

consonante, pierden la *le*, cuando se les añade *ly*; v. g. noble, idle, nobly, idly, en vez de *noblely*, *idley*.

REGLA 4.^a

Cuando se agrega una terminacion á un vocablo acabado en *y*, y precedido de una consonante, se muda la *y* en *i*: v. g. try, trial, happy, happier.

Si la terminacion que á tales palabras se añade es *ing*, conservan la *y*: v. g. cry, crying.

Si á la *y* precede vocal, no se cambia la *y* en *i*: v. g. play, playing.

Cuando se añade *ed* ó *es* á un vocablo que acaba en *y*, forma esta agregacion una sola sílaba con las consonantes que la preceden; v. g. try, tried, cry, cries.

REGLA 5.^a

Los monosílabos que tienen el apoyo en la última sílaba, si acaban con una sola consonante precedida de una sola vocal, doblan la consonante al tomar otra sílaba que empieza con vocal; v. g. fog, foggy, admit, admittance.

Cuando la sílaba adicional altera el apoyo, no se dobla la consonante; v. g. confér, confereⁿse.

REGLA 6.^a

Las palabras terminadas en *l* con una sola vocal delante, á las cuales se agrega una terminacion, doblan por lo comun la *l*, sea que tenga apoyo ó no la última sílaba; como *travel*, *traveller*; *distil*, *distiller*.

ESCEPCIONES.

Pero si á la *l* siguen las terminaciones *ous*, *ize*, *ist*, *ity*, no se dobla, v. g. *scandaloust*, *moralize*, *loyalist*, *morality*, escepto en estas voces: *libellous*, *marvellous*, *duellist*, *tranquillity*.

En *woolly* y *woollen*, se dobla la *l*, aunque está precedida de diptongo.

REGLA 7.^a

Las palabras que finan en consonantes dobles, conservan ambas, cuando se les agrega una terminacion: como *add*, *added*, *roll*, *rolled*.

ESCEPCION.

Las que terminan en *l* doble pierden una de estas cuando la terminacion empieza con una consonante; v. g. *dull*, *dully*, *dulness*: *ful*, *full*, *fulness*.

Sin embargo, las palabras *illness*, *shrillness*, siguen la regla.

Nótese que la terminacion *full* en palabras derivadas, se escribe hoy con una soia l; v. g. plenty, plentiful; y en las compuestas, all, so: also: full fill, fulfil.

Las palabras compuestas conservan la ortografía de sus primitivas; v. g. horseman, glass-house.

ESCEPCIONES.

Wherever	Christmas	Martinmas
Candlemas	Lammas	Michaelmas

NOTA.

Al alumno deberán proponérsele copia de palabras, á fin de que las deletree y parta en sílabas, con arreglo á los preceptos antecedentes. Este ejercicio, y sobre todo el de repetir vocablos y oraciones cortas á la viva voz del maestro, le harán adquirir firmeza y seguridad en la lectura, y acostumbrarán su oído á aque-

llas modulaciones peculiares, que forman la parte musical, por decirlo así, de cada lengua, y para la cual no es posible establecer reglas por escrito.

FIN.

ERRATAS INTERESANTES.



<i>Página</i>	<i>línea</i>	<i>dice</i>	<i>léase</i>
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ERRATA INTERSANTER.

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