Pertenece al Aspirante
D. A. Leon
EL SPANNING BOOK ILUSTRADO.
EL SPELLING BOOK
ILUSTRADO,
CON REGLAS FIJAS, CLARAS Y SENCILLAS PARA
LEER EN INGLES; AL QUE SIRVE DE TESTO
LA BIEN CONOCIDA CARTILLA
DE
LINDLEY MURRAY,
con un sistema original que establece preceptos exactos
y sueltos para fijar la difícilesima acentuación de las palabras
inglesas, y otros no menos fáciles para la ortografía y deletreo.

Por D. Pedro A. Ocrowley,
profesor de idioma inglés
EN CADIZ.

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

1841,
Imprenta de la REVISTA MEDICA, plaza de la Constitución,
número 11.
Esta obra es propiedad de sus editores, quienes perseguirán ante la ley a quien la reimprima.
Introducción.

Desde el momento que me dediqué á la enseñanza de idiomas, conocí esta verdad: que era preciso al profesor de una lengua extranjera haberla estudiado a fondo, y tener al mismo tiempo un conocimiento más que mediano de la suya propia. Contrayéndome á la inglesa, me llamaron particularmente la atención las muchas dificultades que ofrecía su lectura, por la diversidad de sonidos que afectaban en ella las vocales, y más que todo por la acentuación de las sílabas. Registré cuantos artes se han escrito sobre la materia, así en nuestra patria como en tierras extrañas, y cada método hacía para mí mas complicada la investigación. 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 sujeto á reglas invariables y fijas ¿por qué no había 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 pronunciación 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 a ofrecer hoy á los demás profesores de este idioma, pues estoy seguro de que conseguirán con su adopción unos frutos mucho más precoces que los que hasta aquí han logrado á fuerza de repeticiones sin fundamento, ó de normas elementales basadas en una vacilante rutina, y desmembradas con excepciones incalculables.

Considero que un maestro hace un papel muy triste cuando no sabe dar razón de las dificultades que á su discípulo se ofrecen, y contesta á ellas apelando al uso. Vergonzoso parecería por cierto achacar á la autoridad de la costumbre las excepcionalidades, para mayor parte de las cuales existe una razón 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 imitación de los defectos ajenos no creo sea una disculpa para atenuar los que nosotros cometamos, y así, porque la cartilla inglesa ó Spelling book encierre un sistema de enseñanza poco correcto en sí, y menos adecuado para la instrucción de un estrangero, no veo que debamos seguirlo á ciegas y sin el auxilio de aquellas aclara-
raciones que pudieran hacernoslo útil. El Spelling Book carece de reglas para la lectura, aplicables a un alumno español; porque este solo aprenderá decentemente una lengua extranjera por comparaciones que haga con los preceptos 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 extranjera quien la profese a 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 pronunciación 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 maquinamente para el tiempo adecuado, y la práctica de años les sirve en lugar de reglas, que les prestarían también muy poca utilidad en los días mas tiernos de la niñez.

Para enseñar á los españoles, sin embargo, es el expresado 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, también 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 redacción 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 a un número menor, si no me hubiese visto precisado a seguir los ejercicios del original ingles, a fin de no privar a los discípulos de su utilísima práctica, y por tanto a estenderme algo más en los preceptos, a fin de que cada sección lleve su guía.

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

Veinte años de continua enseñanza en este idioma, y diez pasados preliminarmente en la estudiada reclusión de un severísimo colegio en Inglaterra, me disculparán por el atrevimiento de avanzar teorías nuevas en una materia que tanto ha dado que cavilar a los más hábiles filólogos de aquella nación.

Finalmente, he traducido para la parte tercera el inmejorable tratadillo de Lindley Murray sobre la ortografía y deletreo, en el que he hecho muy poca variación.

Con esto me parece queda completa esta obra, la cual, si corresponde a mis deseos, será mas
que suficiente para facilitar un estudio tan des-sacreditado hasta aquí por los numerosos obstá-culos que parecían hallarse aglomerados en sus umbrales mismos.

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

**Sección 1.°**

Alfabeto común.—Explicación de los sonidos simples de la lengua inglesa.

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(3) Cuando se quiere destacar en esta obra que dos vocales tus de pronunciación con mucho, rápido; se las trae a a de, ”tú” — por medio de silba.

Igualmente se las pone a la vocal de tres

días de pronunciación en, como de los...
Parte 1.a

Letras.—Monosílabos de facil pronunciacion.
Ejercicios correspondientes de lectura.

CAPITULO 1.º

SECCION 1.a

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

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(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.
Las vocales son:

- e
- i
- o
- u
- y

Las consonantes son:

- s
- t
- u
- v
- w
- x

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

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 inglés 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  ff
ff  fi  sh  ffi  fl  ff

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 común 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 explicacion de ellos facilitará al discípulo un progreso admirable, siempre que se tenga con él un esmero muy prolijo, á fin de que
desde luego no empiece á viciársele la pronunciación; todo descuido en esta lección preliminar acarrea defectos incorregibles.

VOCALES.

Todas estas excepto la w, considerada como tal, y que se pronuncia invariablemente como u española, tienen dos sonidos fundamentales.

Aa  Ee  Íi  Oo  Uu  Yy
– eí o a  i ó e  ai ó i  ou ó o  iu ó eu  ai ó i

Al primero de estos sonidos llamaremos inglés, y al segundo estranj; 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 eu en francés, con la diferencia de ser en extremo breve; así:

a e i o u y
á è í ó eu

constituyen los sonidos estranjos de las vocales, y

a e i o u y
á i è í ai ou iu ai
forman los sonidos ingleses de las mismas.

Diremos de paso, que toda vocal pronunciada como inglesa es larga, y como extraña, 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 clara delante de la *e* la *i* y la *y*; delante de *a*, *o*, *u*, tiene el sonido fuerte que en español: *v*. *g*.

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ó bien

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según la regla que le corresponda.

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según la regla que le corresponda.
F. Suena como en castellano, excepto 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 $a$, $o$, $u$:

$ga$ $go$ $gu$

Pron. $ga$ $go$ $gueu$

ó bien

$que$ $gou$ $guiu$

según la regla que le corresponda.

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

$ge$ $gi$ $gy$

Pron. $yi$ $yai$ $yar$

ó bien

$ye$ $yi$ $yi$

según 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 común a la misma.

S. Delante de consonante, y cuando está
doble ó principio vocablo, suena como en español; á fin de diccion 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.

Notese 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 esta 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 después de w suena o ancha.

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

La e final en ingles es muda.

La u tiene el sonido de u española breve en los vocablos bull, puss, full.
<table>
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<th>letra</th>
<th>inglés</th>
<th>como en</th>
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<tr>
<td>A</td>
<td>inglesa</td>
<td>con la lengua contra el cielo de la boca</td>
<td>bat, tub.</td>
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<td>B</td>
<td>suena</td>
<td>como en castellano</td>
<td>dog, sod.</td>
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<td>C</td>
<td>como en castellano</td>
<td>far, off.</td>
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<td>D</td>
<td>con la lengua contra el cielo de la boca</td>
<td>of.</td>
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<td>E</td>
<td>inglesa</td>
<td>como en</td>
<td>mule, tune.</td>
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<tr>
<td>F</td>
<td>como en castellano</td>
<td>but, nut.</td>
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<tr>
<td>G</td>
<td>fuerte.</td>
<td>como en</td>
<td>bull, full.</td>
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<tr>
<td>H</td>
<td>aspirada.</td>
<td>como en</td>
<td>hop, ho.</td>
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**VOCALES.**

A inglesa como en bla, da.
A estranha 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 estranha como en met, net.
I inglesa como en pine, pie.
I estranha como en pin, tin.
O inglesa como en no, toe.
O estranha como en not, lot.
O como U como en move, prove.
U inglesa como en mule, tune.
U estranha como en but, nut.
U española corta como en bull, full.

**CONSONANTES.**
H muda
K como en castellano
L idem
M idem
N idem
P idem
R como con algo de frenillo
S clara
S como Z inglesa ó francesa
T con la lengua contra el cielo de la boca
V como en castellano
W como u española
X como en castellano
Y como ie cuando es consonante
Z como z francesa ó ds.

Algunos de los sonidos elementales, que preceden, tienen mucha relación 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.
I, la g y la k, la s y la z, denotan sonidos bastante análogos. El ejercicio esmerado de los vocablos siguientes, pronunciándolos en rápida sucesión, 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.

La d se diferencia de la t dip, tip, mad, mat.

La f se diferencia de la v fan, van, leaf, leave.

La g se diferencia de la k gun, kin, dog, duck.

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**Sección segunda.**

**Silabas y palabras de dos letras.**

**Regla Primera.**

Toda vocal que viene después de consonante, y termina sílaba, se pronuncia inglesa, y es larga.

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| 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 |  |

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**REGLA SEGUNDA.**

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

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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

Escepción 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.  Go on.
So am I.  Do go on.
Do so tous.  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.
- Ch   ch y k suave.
- Ss   ch francesa.

Sección tercera.

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

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</table>
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, «han-
blan por lo común oraciones cortas y separadas.»
Semejantes oraciones son por lo tanto más a
propósito para su comprensión, y para que
evit en el resabio de mazcúllar los periodos, cuan-
do estos son más largos que los que acostum-
bran usar en la conversación común. Si se les
enseña, pues, á repetir con exactitud y fluidex
las sentencias concisas que contiene la primera
parte de esta obra, se conseguirá mucho pa-
ra que adquieran una pronunciación en estre-
mo correcta.

Sistema de vocales compuestas.
ai o ay se pronuncia ei, v. g. maid—may.
au ó aw o, maw.
eaגב "i, mead.
ee "i, reed.
æo "i, people.
ei ó ey "i, either—key.
ie "i, field.
ao "o ing, coat.
øo "u esp, mood.

[15]
Diptongos simples.

Eu ow 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 "ieu breve hideous.
Iou "ieu breve 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,
El 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.

Lieu suena lef en la palabra lieutenant.

Ew suena ou en sew: pron. sou.

Ou es el diptongo más irregular de todos: por lo común suena eu francesa delante y después 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, soar, course, mould, soul, shoulder, mourn, poultry.

Ow suena ou comúnmente después 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*, *seubdau*.

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

Se nota por la nomenclatura de la letra *r*, que en el abecedario inglés se la nombre *ar*; pues bien, en composición conserva esa *a* de su denominación, y la enlaza con el sonido de la vocal *o* 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 pronunciación será; *fiar*, *hiar*, *faar* *fiuar*, *foar*.

Un precedido de *g* o *q* al fin de palabras, no suena; como:

- Rógue
- Plágue
- Cinque
- Pique
- Colléague
- Intrigüe
- Mosque
- Oblique
- Catalogue
- Dialogue
- Opaque
- Grotesque

Hay otras cuantas excepciones 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 a 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
Pron. bád (1) quian hád fát mád rág
bag cap has lad man wag
bat cat hat sad mat wax
e
beg hen get met peg red
bed den get met peg red
net
pen
vex

(1) La a después de c ó g, en el caso de la regla actual sueña ia breve.
EGERECICIO 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 fig.
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.

band glad have lass sash
bank hand fast sand
damp land last span
bell fret nest mend tell
best rest send well
desk lent west when

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

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  

EJERCICIO 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  
EJERCICIO 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.

Sección 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 excepción será breve.

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

dead death pearl said
def deaf breath tread says
head earth spread guess
porque la u después de la b y de la g es muda, cuando le sigue la i; pero no después de la q.

**EJERCICIOS 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.

blood build guilt quill
flood does touch scourge
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 diccion, y su objeto es dar el sonido inglés a 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.

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

NOTA. Break, great, they, their, suenan broik, greit, dhey, dheir,
Ejercicio 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.

Sección 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

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

Notese 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
cloak low grow
coat snow show
load toast sow
road door blow snow
roar floor crow sew

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

Ejercicio 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  blow  lieu
blue  mew  slew  vieu

EJERCICIO DE LECTURA.

The sky is blue.  In a few weeks, I hope to read well.
The cat mews.  I will make the best use of my time.
The mule frisks.  The new road.
CAPÍTULO 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 después de la g es muda: v. g. gard.

Como u española.

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


Como $u$ española breve.

bush full puss bull
push pull put foot
book look good wood
cook rook hood
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 dipítongos.

SECCION PRIMERA.

REGLA 4.ª
La a delante de la ll, después de la w, y de-
Ejercicio sobre diptongos de pronunciación regular.

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

oil  joy   thou   ground
boil toy cloud cow
moist our sound how
noise our sound now
noise out house
noise loud mouse
noise shroud pound
noise sour round
toy flour sound
toy our sound
toy round
toy how

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 está es final, ó va seguida de otra consonante, suena eu francés.

dirt flirt first bird
shirt spirit stir squirt
birth firm girl skirt
birth 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
horn
nor
cork
storm
shorn

Como o breve.

was
wash
want
wast
wasp
what

Como u española.

- crude
rule
prue
truce
rude
brute
prune
spruce

There
where
yes
her

Pron. Dh
here
hear
ie
her

Ejercicio 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 después de la m: v. g. lamb, pron. lam: la k final después 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 diccion, seguidas de otra consonante también se callan: v. g. gnat, viren, knife, suenan nat, ren, naif. La g es también muda en las palabras sign, reign, que se pronuncian sain rein: igualmente lo es la l delante de k: v. g. talk, pron. tok: sword suena sord y ansvver anseur.

Finalmente, la gh lo es también, y si la precede una i, esta suena ai, v. g. night pron. nuit.

lamb  back  cock  half
limb  black  clock  calm
dumb  quack  mock  could
thumb  neck  duck  should
NOTA. Should, would, could, suenan shud, ud, cud.

EJERCICIO DE LECTURA.

A fat calf.
A hard knot.
The ducks quack.
The cock crows.
The gnats bite.

Pick up the crumbs.
Who knocks at the door?
Ann should learn to knit and sew.

Seccion segundad.

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

h 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 knife
gh high
neigh straight
w 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 an-
cha: cuando no hay t, suena ou como au, excepto
en dough y though, que se pronuncian dó y dhó.

EGERCICIO DE LECTURA.

A new comb.
A bright star.
A sharp knife.
A light night.
A high wall.
The horse neighs.
The dogs fight.

The bough of a tree.
Puss can climb trees.
The stalk of a rose.
I know how to read.
The yolk of an egg.
I wish I could write.
Dogs gnaw bones.
Come let us walk.
Jane kneads the dough.
What o’clock is it?
George ploughs the
field.
It is eight o’clock.
I thought so.
<table>
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<tr>
<th>cash</th>
<th>crum</th>
<th>clash</th>
<th>scar</th>
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<td>crab</td>
<td>curb</td>
<td>cling</td>
<td>purse</td>
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<td>cane</td>
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<td>creep</td>
<td>count</td>
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<td>cool</td>
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<td>crown</td>
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<td>glass</td>
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<td>purse</td>
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<td>haste</td>
<td>goose</td>
<td>seat</td>
</tr>
<tr>
<td>side</td>
<td>waste</td>
<td>straw</td>
<td>sweet</td>
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<tr>
<td>his</td>
<td>rags</td>
<td>birds</td>
<td>beds</td>
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</tbody>
</table>
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, Listen, Moisten*  
*thistle, epistle, apostle*  
*castle, bristle, bustle*

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

*Often, Christmas, Soften, Chestnut, Currant, Hostler*  
*mortgage, bankruptcy, mistletoe*

**EJERCICIO 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.*
Sección segunda.

Consonantes dobles, que aunque distintas, suenan como una sola.

Ya digo cuáles eran los sonidos de estas más arriba, á fin de que no tuviese tropiezo el alumno, al hallarlas en las lecciones antecedentes; ahora seré más explícito en su notificación.

Th suena como z española en los nombres y verbos de la lengua inglesa, excepto los que terminan en her, y the, v. g. brother, paths. En las demás partes de la oración, se pronuncia como j española suave, es decir, poniendo la lengua entre los dientes. Este sonido aparece denotado así: dh, en esta obrita.

TH como Z.

- thank
- think
- three
- throne
- thick
- thin
- throw
- throat
- breath
- health
- teeth
- mouth
- cloth
- thing
- north
- south
[41]

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 ch francesa.

CH como K.

chart chasm scheme school
chasm scheme school

y en las palabras análogas que en castellano aca-

ba en quia y sus primitivas, como monarchy, de

monarch, monarquía de monarca.

En las palabras siguientes, gh suena f, rough

(reu) cough (cof) tough (reuf) langh (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 nomenclatura en ingles.

Una coma (comma) se marca así:
Punto y coma (semicolon) así:
Dos puntos (colon) así:
Punto final (full stop, ó period) así:
Interrogacion (interrogation) así:
Admiracion (admiration) así:
Parentesis (parenthesis) así:
Las pausas en la lectura deben ser iguales a lo siguiente:
En la coma, deberá pararse el lector un tiempo igual al que echaría para contar uno.
En el punto y coma
En los dos puntos
Y en el punto final
dos.
tres.
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.

Seccióon segundra,

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, so-
me 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 suf, ob, obs, y otras semejantes, las que constituyen preposiciones que entran en composición, y por la mayor parte son tomadas del latín.

Las preposiciones inglesas, que con mayor frecuencia se hallan en composición, 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 estrañas, 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 extrañas es rápido.

Partiendo pues de este principio, siempre que una palabra de dos sílabas tenga la una inglesa y la otra extraña, 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 extrañas, en la primera.

---

Sección primera.

Las dos sílabas extrañas: apoyo en la primera.

Ab sent<br>
ac cent<br>bald ness<br>flan nel<br>grav el<br>Mat ter.<br>af ter<br>an ger<br>an swer<br>back wards<br>chap ter<br>pack thread<br>Nap kin<br>ac tive<br>bas ket<br>blan ket<br>ver mine<br>Chest nut<br>beg gar<br>bet ter<br>en ter<br>ev er<br>branch es<br>cab bage<br>pas sage<br>stand ing<br>rag ged<br>chil dren<br>cyg net<br>Shilling<br>building<br>civ il<br>chick en
EJERCICIO DE LECTURA.

A basket of figs.  A huckster sells fruit and cakes.  A cobbler mends shoes.  Linen is made of flax.

Seccion segunda.

La primera inglesa; la segunda estrena; apoyo en la primera.

Notese que la final en y en palabras de mas de una sílaba, suena i breve.  Baby, scarcely, leaky.
day ly
dain ty
dai ry
dai sy
fair ly
hai ry
ha sty
gra vy
la dy
late ly
la zy
pa stry
rai ny
safe ly
mi ry
spi cy
ti dy
ti ny
Bo ny
crony
glo ry
ho ly
home ly

scarce ly
va ry
Hail stone
may pole
rain bouw
sa go
scare crow
where fore
Clear ly
dear ly
drea ry
ea sy
fee bly
gree dy
grea sy
low ly
most ly
no bly
on ly
po ny
ro sy
slow ly
smo ky
mea ly
neat ly
nee dy
slee py
sweet ly
wea ry
Kind ly
bright ly
fine ly
high ly
ivy
like ly
live ly.
migh ty
sto ry
whol ly
Beau ty
du ty
du ly
fur ry
new ly
pure ly
sure ly

EGERCICIO DE LECTURA.
A sweet baby.
Charles is a lively boy.
A tidy girl.  The rainbow has fine colours.
A dairy maid.  The robin sings sweetly.
A lazy boy.
A rainy day.
A long story.

---

Seccion tercera.

Regla la misma que para la seccion primera.
Sección cuarta.

Nótese que la e que termina la primera sílaba es muda por ser compuesto el disilabo 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 común, la terminación ger ó get sueña guer, ó guet.

Blame less

peel ing

vi al

care less

pier cing

wi ser

par ent

Fe ver

Cro cus

pave ment

rea der

glow worm
[58]

Paper

dra per

fa vour

ueigh bour

tai lor

Feeling

being

creeping

bearing

freezes

gleaming

meaning

reaper

either

neither

Blindness

brightness

kindness

being

quiet

Lion

bear

tiger

tire some

old er

ever

whole some

Pew ter

mour

tu mour

tu tor

Mu sic

fu el

gruel

jew el

stupid

EJERCICIO DE LECTURA.

The lion roars.  Tailors make clothes.
The tiger growls.  Drapers sell rags.

Seccion quinta.

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

 Nótese que la terminacion our suena éu breve.
[59]

Art less
dark ness
harm less
har vest
scar let
Char ming
arch ing
card ing

Ar my
bar ley
pars ley
part ly
laun dry

car pet
far thing
mar ket
par tridge
spark ling
Fa ther
bar ter
lar ger

Gloo my
roo my
smooth ly
ru by
rude ly

mas ter
par lour
Fool ish
blooming
chooses
stooping
do ing
cruel

Bul ly
ful ly
pul ley
woo dy
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 sesta.

REGLA 8.a

Si una sílaba tiene una vocal ancha o un dip­
tongo regular, se apoyará en ella la voz.
Walnut
to	
aw
draw
har

Gau dy
haugh
ty

A cup and saucer,

A pretty flower,

A cloudy day,

A naughty boy,

Ejercicio de lectura,

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 ultima silaba.

REGLA 9.a

Cuando la ultima 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.
EJERCICIO DE LECTURA.

An idle girl. The goose cackles.
A nimble boy. The turkey gobbles.
A little child. The raven croaks.
A black pebble. Open the door.
A sweet apple. Snuff the candles.
A double daisy. Do not trouble me.

CAPITULO SEGUNDO.

Dos silabas extrañas, 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 silaba, 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 silaba: la e muda no cuenta como sílaba.

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

EGERCICIO DE LECTURA.

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

---

REGLA 10.

En fin, para fijar del todo las reglas del apo
yo en las palabras de dos sílabas; se tendrá pre
sente, que cuando hay dos voces de igual orto
[64]

La gráfica, una de las cuales es nombre, y la otra verbo, en el primer caso tienen larga la primera silaba 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.

Sección segunda.

Ambas silabas inglesas; alargúense la última con preferencia, porque la primera es una preposición o silaba insignificante.

Be have
de clave
pre pare
re late
de lay
re train
re main
Se rene
se vere
be lieve
be tween
de ceit
Be fore
be hold
be low
re pose
re store
Mo rose
pro pose
pro voke
De mure
pre suine
re buke
re fuse
EJERCICIO DE LECTURA.

Behave well.  Do not provoke any body.
Think before you speak.  Deceive no one.
Do as your parents desire you to do.  A good boy delights his friends.
Repeat your lesson.

Seccion tercera.

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

A wake  ac case
ac quaint  a muse
a' fraid  tra dace
a' way  Em brace
Ad mire  ex plain
ad alive  main tain
a rise  per suade
ar rive  Dis grace
be have  mis take
A dore  dis dain
a go  mis laid
afford  Dis create
a lone  dis please

un 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 house in deed, unknown

Unripe fruit is not wholesome.

Awake, it is time to get up.

If the dog barks, be not afraid.

Bees will not sting us, if we let them alone.

Go away now, but come again.

Be sincere in all you say or do,

Seccion cuarta.

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

De camp
re pass
re past
se dan
De fend
De pend
de serve
di rect

pre tend
pre vent
re fresh
re greet
re spect
re quest
Be gin
de sist

be yond
re solve
re volve
Re turn
be come
e nough
pre judge
Fo ment
Come, begin your work. We must return it to him.
Go on. Now you have done enough. James is not well.
To whom does this book belong? We must try to divert him.
To Charles. He lent it to us. He deserves favour. I respect and love him.

Seccion quinta.

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

A larm ap prove Dis prove
a part ba boon im prove
Dis arm bal loon in trude
Dis arm dra goon Buf soon
dis card en large un do
Em bark rac koon un truth
en large shal loon 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

EGERCICIO DE LECTURA.

The work is ill done: To depart, is to go away undo it.

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 per form

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

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

EGERCICIO DE LECTURA.

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

CAPITULO TERCERO.

Palabras de dos silabas, á las que es aplicable, además 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 están sujetos a los preceptos antecedentes, por via de ejercicio.

La terminación *ture* se pronuncia *cheər*; *sure* suena *sheər* y la final *ach*, se nombra *ek*.

Can not rag man thank ful spar row emp ty hepe less leis ure plea sure sen tence chil blain in to wis dom wo men gar den par don spar kle bush es cuc koo look ing pud ding bot tom sor row hunts man some times up per ut most work house care ful grate ful ta king crea ture cheer ful wo man wor sted al most al so al ways fall en for tune for wards fear ful fe male cry ing i ron light ning li lach ri ses writ ing mo ment mourn ful no tice ro ses use ful hors es scorch es tor ture talk ing walk ing hous es out side
Si dos sílabas fuesen extrañas ó inglesas, mas la primera una preposición ó agregado inicial, se hará el apoyo sobre la extraña ó la inglesa.

EJERCICIO DE LECTURA.

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

---

morn ing
noi sy
cur rants

REGLA 43.
Sección segunda.

Contiene las voces terminadas en ed.

REGLA 44.

En la terminación ed se calla la e, y aun se omite, si se quiere, sustituyéndola con un apóstrofe; v. g. loved ó lov’ed; cuando esta terminación viene después de s, ch, sh, x, c, p, y k, la d sueña como t: v. g. crósset, se pronuncia crost.

Pero si la e viene entre dos d, ó entre t y d, es preciso pronunciarla muy clara: v. g. men­­ded, tempt­­ed, suen­­an mended, tém­­ped.

La D con su sonido natural.

beg ged
swell ed
fledg ed
kill ed
liv ed
mov ed
prov ed
crown ed
drown ed

lov ed
rub bed
scrub bed
pray ed
rais ed
sa ved
cali ed
warm ed
form ed

pleas ed
seal ed
seem ed
bri bed
ti red
mow ed
show ed
mu sed
u sed

La D pronunciada como T.

ask ed
fix ed
nurs ed
hatch ed  mix ed  work ed
scratch ed  miss ed  pla ed
thatch ed  wish ed  rake ed
trash 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  hatt ed  fold ed
tempt ed  shad ed  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
patted  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 hatch ed some very pretty chickens.
He has worked hard to­day.
We counted more 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.
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 flying 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 sum-
mer 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 mo-
ther. 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.

Sección 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.

A little girl took a hungry bird home the nest and bid very soon to come back to her and bring back to her home. She said, 'I found your nest, and your baby, and I will bring it back to you, and you, and you, and I will bring you back to your home. I will bring you back to your home in a very strange way, and you will need your hands to hold me and your feet to hold me. I will bring you back to your home in a very strange way, and you will need your hands to hold me and your feet to hold me. I will bring you back to your home in a very strange way, and you will need your hands to hold me and your feet to hold me.'
PALABRAS DE TRES SILABAS.
Sección primera.

Regla 14.

Cuando todas las sílabas son cortas, se apoya la voz en la primera.

 Nótese que muchas palabras que guardan analogía con las nuestras, tienen las sílabas de en medio extrañas, aunque por la colocación de las vocales deberían ser inglesas: v. g. avarice, avaricia, 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
cal bi net
can die stick
cal nis ter
car pen ter
cal ta logue
cal ra ce ter
cal na mon
cal ta ges
dif fer ence
dem pe ror
ex cel lent
Fa ther less
fish er man
fri vo lous
gar den er
gal ther ing
gel ne ous
gel te man
gin ger bread
go vern ess
Las que tienen larga la última, apoyan en ella.

Crucify
deivate
la dy fly

butterfly
columbine
evergreen

exercise
moderate
paradise

 Nótese que la y final después de la suena ai:
y también en otras voces de dos ó más sílabas, siempre que pertenezca á un monosílabo que entra en composición: 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
- chámbermáid
- górmandize

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

Sin embargo de lo dicho, la Í suena larga y con apoyo en muchas palabras tomadas de lenguas extranjeras, como:

- antique
- Brazil
- Capríce
- Chagrín

- rouline
- fatigue
- intrigue
- Invalid

- magazine
- marine
- police
- profile
Quarantine machine recitative

Accident in do lent
an i mal igno 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
daf fo dil me ri ment
di li gence mis chiev ous
dif li 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 byacinths.
How sweet the violets smell!
A silk handkerchief.
A damask or diaper tablecloth.
Muslin, calico, and dintity, 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 segund.a.

REGLA 16.
Palabras de tres sílabas, cortas, cuya primera es una preposición, tienen el apoyo en la segunda.

A bun dance
ad van tage
a mend ment
a no ther
ap prentice
at ten tive
in debt ed
in dul gence
in struct er
mis con duct
neg lect ful
of sen sive

(1) La b delante de la t es muda.
com mand ment  sub mis sive
con si der um brel la
corn tent ment un pleasant
dis trust ful when e ver
en dea vour what e ver

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

de mure ly po ta to
bu mane ly se re ne ly
polite ly se vere ly

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

Ad ve nture dis tinct ly
con tem plate dis tri bute
con tinue ex act ly
dis fi gure un clean ly
Be tray er de stroy er
cre a tor de vour er
de ceit ful de vi ded
de co rum de sty er
de light ful re deem er
de la sive re main de
de mure ness re ward er
de ni al se du cer
Bal co ny sin cere ly
completely
im perfectly
inquiry
Beginning
Belonging
dt cancer
do pending
forgotten
realizing
remember
re missness.
A bivariate
so quotient
agreement
awakening
as surrender
contri vance
disciple
disdainful
digraceful
uneasy
unseemly
untidy
resemble
elegy
epistle
mechanic
resistance
vengeful
togerther
wherever
embroider
employment
enlightened
entice ment
for sake
indecency
inhumane
ungainly
ungrateful

EGÉRCICIO 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 ungrateful.

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

Seccion tercera.

REGLA 17.

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

Con tra dict
in ter mix

Dis con tent
re com mend

in cor rect
un der stand

Dis a gree
in ter cede

dis ap point
be fore hand

Dis en gage
un der take

en ter tain
in ter lude

Dis o bey
mis be have

dis o blige
re pre sent

Dis u nite
un be lief
O over hear  o ver bear
o ver take  su per scribe
o ver flow  su per fine
Com- plaisance  cor re spond
com pre hend  re pre sent
con de scend  re pri mand

EGERCICIO DE LECTURA
adaptado á la sección 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 EJERCICIOS 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 upon 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 upon the gardens, nothing would grow.

Sometimes he takes off his crown of bright rays, and wraps up his 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 everything around is still and silent.

Section 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 cuarta.

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 them 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 build 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 más sílabas.

Sección primera.

REGLA 18.

Las terminaciones de dos sílabas 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:

tion, y sion

tions, scions, y cions

science y tience

tial y cial

Zier y sier

ion precedido de l ó n

como shēun

como shēns

como shens

como shal

como zhēur

como ieun
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<td>mo ti on</td>
<td>spe ci ous</td>
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Sección segunda.

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

ac cu rate
af la ble
be ne fit
cha rity
com pa ny
cus to mer
e vi dent
her mit age
im pu dent
a li en
cog en cy
di a dem
dra pe ry
du ra ble
fe ver ish
fu ne rail
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
spec ta cle
tes ta ment
ho li ness
kna vish ly
lu na tic
mu ta ble
no ti fiy
pi e ty
re cent ly
va can cy
vi o late
em bel lish
for get ful
Palabras de cuatro sílabas que se pronuncian como de tres, á causa de la terminación; y por tanto, tienen el apoyo en la sílaba que precede á esta.
Sección cuarta.

ReGLA 19.

Palabras de cuatro sílabas extrañas ó cortas, tienen el apoyo en la primera.
Si la primera es larga, claro está que tendrá el apoyo con mayor razón.

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

Las palabras que comienzan con 'mi' son acentuadas.
Si las dos primeras forman una ó mas propósiciciones, ó la primera parte de un compuesto, el apoyo estará en la tercera, siendo todas breves, y con mas razón en la misma, cuando esta es larga.

(1) Nótese que igual pronunciación tienen todas las voces en iety, v. g. anxiety, pron. anxiéti.
Sección quinta.

Palabras com ponemos en tronco, que
constando de cinco sílabas, se pronuncian como las de cuatro: el apoyo, según regla, estará precisamente en la sílaba anterior a 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 sec 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 cien t
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
el fi ca ci ous
em ula 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 sesta.

REGLA 20.

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

a bol 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
in com para 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

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
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 mu 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 preposición y radical, ó de dos palabras, se apoyarán en la tercera, siendo breves las sílabas; con mayor razón 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
Sección séptima.

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

- **ab breve a ti on**
- **ac com mo da ti on**
- **al le vi a ti on**
- **cir cum lo cu ti on**
- **con mu ni ca ti on**
- **con si der a tion**
- **ex a mi na ti on**
- **ex pre ti on**
- **in ter re ti on**
- **in ter ro ga ti on**
- **jus ti fi ca ti on**
- **re con men da ti on**

*Si la palabra consta de un vocablo con alguna
silaba ó silabas adicionales, el apoyo estará in-
mediatamente 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 toma 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*
Sección octava y última.

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

EJERCICIO 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.
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 is 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."
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 tease 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 peeling 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 anything properly, or mind what is said to them.

CAPITULO TERCERO.

Nombres de personas, países y ciudades.

Sección primera.

Nombres de personas.

El apoyo en la primera sílaba.

Aa ron    Gíl bert    Ma ry
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El apoyo en la segunda silaba. En los nombres propios de personas, se pronuncia la e final; v. g. Irene.

A me li a  E ze ki el
Bar tho lo mew  Na tha ni el
Cor ne li us  Pe ne lo pe
E li za beth  The o phi lus

Sección segunda.

NOMBRES DE PAÍSES.

EU ROPE  A` SI A
Nór way  Túr key
Swè den  Tár tary
Dén mark  Chi na
Rús sia  Ja pán
Gér ma ny  East-I’n dies
<table>
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<td>A rá bia</td>
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<tr>
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<td>Mo róc co</td>
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<tr>
<td>Ba tā via</td>
<td>Al giérs</td>
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<tr>
<td>Swit zer land</td>
<td>Tú nis</td>
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<td>Frán ce</td>
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<td>Spain</td>
<td>Zaá ra</td>
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<td>Pór tu gal</td>
<td>Né gro land</td>
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<td>E'n gland</td>
<td>Nú bi a</td>
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<tr>
<td>Wales</td>
<td>A bys si ni a</td>
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<tr>
<td>Scót land</td>
<td>A mé ri ca</td>
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<td>Iré land</td>
<td>West-I'n dies</td>
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<td>Cá na da</td>
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<td>New-Brúns wick</td>
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<tr>
<td>Vir gi ni a</td>
<td>New found land</td>
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<td>Má ry land</td>
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<td>New-Jérsey</td>
<td>Lou i si á na</td>
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<td>Térra-Fir má</td>
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<td>Rhode-Island</td>
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<td>Ver mónt</td>
<td>A ma zó ni a</td>
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<tr>
<td>Con néc ti cut</td>
<td>Gui á na</td>
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<tr>
<td>New-Hámpshire</td>
<td>Brazil</td>
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Mas sa chú se
Ken tú ky
Ten nes sé
CIUDADES.
Lón don
York
Bris tol
Glás gow
E’ din burgh
Cork
Dù 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
Pa ra guáy.
Chí li
Pa ta gó ni a
Pé ters burgh
Mós cow
Stóck holm
Co pen há gen
Bér lin
Wár saw
Dánt zic
Ly’ ons
Má drid
Bar ce ló na
 Cá diz
Lis bon
Bel grá dé
Constan tí nó ple
A lép po
Je rú sa lem
A lex án dri a
Caí ro
Méc ca
Me di na
Cán ton
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 pitied 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 thead, 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 cuarta.

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.

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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 per­
haps, 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 pleasant 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.

Section 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 forever. 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 anything 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.

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CAPITULO SEPTIMO.

Abreviaturas que se usan en los manuscritos e impresos.

A. B. ó B. A. Baccalaureus Artium.
Bachelor of Arts.
Bachiller en Artes.

A. B. P. Archibishop: arzobispo.

Magister Artium.
Master of Arts.
Maestro en Artes.

A. M. ó M. A. 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: después 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: título 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 Linnean Society: Miembro de la sociedad Lineense.
F. A. S. Fellow of the Antiquarian Society: Miembro de la sociedad de Antiguos.
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. M. S.  
Jesus Homínunum Salvator: 
Jesus the Saviour of Men: 
Jesus, Salvador de los Hombres.

J. D.  
Juris Doctor: doctor of Law: 
doc tor en Leyes.

KNT,  
Knight: caballero de una orden 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 Leyes civiles y Cánones.

M. D.  
Medicinae doctor: doctor in Physic.

Mr.  
Mister; señor.

Mrs.  
Mistress; señora.

M. S.  
Memoriae sacrum: Sacred to the Memory: Consagrado á la Memoria.

M. P.  
Member of Parliament: 
Miembro del Parlamento.

Ms.  
Manuscript: manuscrito.

Mss.  
Manuscripts: manuscritos.
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**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.** Sacrae Theologiae Professor: Professor of Divinity: profes­ sor en Teología.

**XT.** Christ; Cristo.

**XTN.** Christian: cristiano.

**ULT.** The last: el último.
Ib. ó Ibid.  Ibídem: 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.
V en lugar de Vide. See: véase.
Viz en lugar de Videlicet. That is to say: á saber.
&c. And: y.
& &c. Et cetera: and the rest: y lo demás.

CAPÍTULO OCTAVO

Ejercicios de lectura en letra bastardilla, gótica y cursiva.

Sección primera.

LETRA BASTARDILLA.

A B C D E F G H I
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 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.
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Sección 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

t 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 seems nith 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.
Awl, alesna.
Altar, un altar.
Alter, alterar.
Air, aire.
Ere, antes.
Heir, heredero.
Assent, subida.
Assent, convenio.
Attendance, servicio.
Attendants, servidores.
Bare, desnudo.
Bear, oso.
Beau, un currutaco.
Bow, arco.
Beat, golpear.
Beet, remolacha.
Bérry, baya.
Búry, enterrar.
Blew, sopló.
Blue, azul.
Bough, rama.
Bow, una cortesía.
Bread, pan.
Bred, educado.
Cell, celda.
Sell, vender.
Sent, envió.
Scent, olor.
Céiling, cielo raso.
Sealing, el acto de sellar.
Coarse, basto.
Course, carrera.
Complement, complemento.
Compliment, cumplimiento.
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<td>Bier, atahud.</td>
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<td>Dear, caro.</td>
<td>Deer, venado.</td>
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<tr>
<td>Dew, rocío.</td>
<td>Due, debido.</td>
</tr>
<tr>
<td>Faint, débil.</td>
<td>Faint, ficción.</td>
</tr>
<tr>
<td>Fair, bello.</td>
<td>Fare, comida.</td>
</tr>
<tr>
<td>Flea, pulga.</td>
<td>Flea, huir.</td>
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<tr>
<td>Foul, sucio.</td>
<td>Foul, gallina.</td>
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<tr>
<td>Fowl, gallina.</td>
<td>Gilt, dorado.</td>
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<tr>
<td>Guilt, culpa.</td>
<td>Grate, hornilla.</td>
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<tr>
<td>Great, grande.</td>
<td>Hart, gamo.</td>
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<tr>
<td>Heart, corazón.</td>
<td>Hair, cabello.</td>
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<tr>
<td>Hare, liebre.</td>
<td>Heal, sanar.</td>
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<tr>
<td>Heal, sanar.</td>
<td>Heel, talon.</td>
</tr>
<tr>
<td>Hear, oir.</td>
<td>Here, aquí.</td>
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<tr>
<td>Hew, cortar.</td>
<td>Hue, color.</td>
</tr>
<tr>
<td>Hole, agugero.</td>
<td>Whole, entero.</td>
</tr>
<tr>
<td>Knew, conoció.</td>
<td>New, nuevo.</td>
</tr>
<tr>
<td>Leak, rezumarse.</td>
<td>Leek, ajo puero.</td>
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<tr>
<td>Lead, plomo.</td>
<td>Led, condujo.</td>
</tr>
<tr>
<td>Lésson, aminorar.</td>
<td>Lésson, leccion.</td>
</tr>
<tr>
<td>Mean, bajo.</td>
<td>Mien, talante.</td>
</tr>
<tr>
<td>Meat, carne.</td>
<td>Meet, encontrar.</td>
</tr>
<tr>
<td>Mete, medir.</td>
<td>Moan, lamentarse.</td>
</tr>
<tr>
<td>Mown, segado.</td>
<td>Oar, remo.</td>
</tr>
<tr>
<td>Ore, metal.</td>
<td>Pain, dolor.</td>
</tr>
<tr>
<td>Pane, un cristal.</td>
<td>Pane, un cristal.</td>
</tr>
</tbody>
</table>
Pair, par.
Parce, cortar.
Pear, pera.
Peace, paz.
Piece, pedazo.

Peer, par, título noble.
Pier, columna.
Place, sitio, lugar.
Plaice, acedia, pez.
Pray, rogar.
Prey, robar.
Raise, levantar.
Rase, arrasar.
Rays rayos de Sol.
Rain, lluvia.
Reign, reinar.
Rein, rienda.
Rest, descanso.

Wrest, arrancar con lucha.
Rye, centeno.
Wry, torcido.
Right, recto.
Rite, rito.
Wright, artífice.
Write, escribir.

Sail, vela de nave.
Sale, venta.
Scene, escena.
Seen, visto.
Sea, la mar.
Seem, parecer.
See, ver.
Seam, costura.
Sow, sembrar.
Sew, coser.
Sleight, destreza.
Slight, despreciar.
Sloe, endrina.
Slow, despacio.
Sole, suela.
Soul, alma.
Soar, remontar el vuelo.
Sore, úlcera.
Some, algo.
Sum, suma.
Son, hijo.
Sun, sol.
Steal, hurtar.
Steel, acero.
Stile, compuerta.
Style, estilo.
Straight, derecho.
Strait, angosto.  Vale, valle.
Succour, ayuda.  Veil, velo.
Sucker, renuevodearbol Vain, vano.
Tail, cola.  Vane, veleta.
Tale, cuento.  Vein, vena.
Their, su (de ellos ó de ellas).  Waste, desgaste.
There, allí.  Week, semana.
Too, también.  Weak, débil.
Two, dos.  Yew, ciprés.
Tow, estopa.  You, usted, ó ustedes.
To Lay, poner.
To Lie, acostarse.
Licorice, regaliz.
Lickerish, melindroso.
Ordinance, ordenanza.
Ord'nance, piezas de artillería.
Pérsécute, perseguir.
Précède, precedent, precedente.
Précédent, precedente.
Principal, principal.
Président, president.
Précipiént, precedente.
Prévise, estatuto.
Préside, presidente.
Préside, presidente.
Ord'nance, piezas de artillería.
Ordinance, ordenanza.
Persecute, perseguir.
Prosecute, demandar ante la justicia.
Prosecute, demandar.
Précedent, precedent.
Préside, presidente.
Préside, presidente.
Préside, presidente.
Principal, principal.
President, presidente.
Préside, presidente.
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Préside, presidente.
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Tear (ia) lágrima. Use, uso.
To tear (ea), rasgar. To use, usar.
Sow, (au) cochina. Close, cerrado.
To sow, (ou) sembrar. To close, cerrar.
Bow, (ou) arco. Grease, sebo.
To bow, (au) hacer una reverencia. To grease, untar con sebo.
Mow, (au) troje. Excuse, disculpa.
To mow, (ou) segar con guadaña.

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 pronunciación se diferencia notablemente de la escritura.

<table>
<thead>
<tr>
<th>SE ESCRIBE</th>
<th>SE PRON.</th>
<th>SE ESCRIBE</th>
<th>SE PRON.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aisle......</td>
<td>ail.</td>
<td>Haút boy.</td>
<td>bóboi.</td>
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<tr>
<td>A'pron...</td>
<td>a peurn.</td>
<td>Hic cough</td>
<td>hic-cúp.</td>
</tr>
<tr>
<td>Beaux.....</td>
<td>bos.</td>
<td>House wife</td>
<td>heúzif. (z inglesa)</td>
</tr>
<tr>
<td>Belle......</td>
<td>bél.</td>
<td>Iron.......</td>
<td>ái eurn.</td>
</tr>
</tbody>
</table>
CAPITULO 13.

El vulgo en Inglaterra, así como en los demás países 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 diccion 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.
pint por point.
pyzon por poison.
cheer por chair.
ketch por catch.
yourn por yours.
beru por hers.
hizen por his.
weal por veal.
rensh por rinse.
sift por fifth.
sixt por sixth.
gether por gather.
kittle por kettle.
sithe por sigh.
tower por tour.

 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 òur: se ponen las siguientes a 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.  ma yor.  hu mour.
li quor.  cen tre.  mi nor.  me tre.
ma nor.  lus tre.  tai lor.  mea gre.
pas tor.  scep tre.  tra i tor.  mi tre.
rec tor.  spec tre.  tu tor.  ni tre.
ar mour.  a cre.  suc cour.  sa bre.
can dour.  fi bre.  val our.  salt pe tre.
co lour.  lu cre.  vi gour.  se pul chre.
bah bour.

CAPITULO 15.

Palabras cuyas letras iniciales, e, ó, i suelen
confundirse con facilidad: su ortografía está arreglada a la que adoptó Johnson en su diccionario de la lengua inglesa.

CAPITULO 16.

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

Una letra es la parte más pequeña de una palabra.

Las letras en el alfabeto inglés son veinte y seis.

Se dividen en vocales y consonantes, y estas en mudas, semivocales y líquidas.

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 l, m, n, efe, ene, ene.

Las líquidas son l, r.

Vocal compuesta es el sonido simple que resulta de la unión de dos ó más 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 emisión de la voz: como bit-ter, but-ter-fly.

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

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

Las palabras de más de una sílaba se apoyan con más fuerza unas que otras; cuando este
apoyo se señala con un signo de escritura se llama acento.

En inglés no hay acentos.
Las sílabas son largas, cortas, o indiferentes.
En la lengua inglesa el apoyo está en las largas, cuando ocurren estas en las palabras.
Las breves también tienen apoyo, pero más rápido que las largas.

Reglas para la ortografía y el deletreo.

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

Sección primera.

Reglas para la división de las sílabas.

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

Excepto 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 a la última vocal; en los demás casos una a la primera, así como también siempre que esté sea una u; v. g. de-clare, gos-ling, public.

Si la vocal primera es preposición 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 dicción y fuesen de las que pueden empezar sílaba, no se separan; v. g. res-train. Pero si alguna de ellas pertenece a un compuesto, va con él; v. g. dis-tract.

5.ª Cuando tres ó más consonantes, que por si no pueden formar sílaba, estén entre dos vocales, se agregan a la primera aquella ó aquellas que no pueden formar sílaba; las que pueden, a 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 silabas y letras adicionales; v. g. sweet-er, biding.

*ESCEPCION.*

Cuando la palabra derivada termina en e ó g suave se separan estas con la silaba 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 precedía á la e en la radical; v. g. bake, barking.

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

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

10ª 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-tions, pre-ci-ons, con-sci-ence.

Con las muy sucintas y simples reglas anteriores, queda arraigado completamente mi sistema de sonidos ingleses y extraños, y el alumno conocerá fácilmente en cualquiera pa-
Sección 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 expresada, 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 demás consonantes, no las doblan; v. g. fig, mud, tub.

Escepciones.

ebb odd ina err butt
add egg bunn purr buzz
Tercera. Las palabras primitivas de más de una sílaba, nunca acaban en f 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: cuan-
do a la k precede una sola vocal, se le antepone c; v. g. clock.

Sexta. En los disílabos se dobla la consonan-
te que está precedida de vocal corta ó extraña, 
cuando le sigue la terminación 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 después de una vocal breve ó extraña; 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, 
èt, ow, se dobla la consonante precedente cuando sigue a una vocal breve ó extraña; 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, ef, 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.

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Seccion tercera.
Reglas referentes á las voces derivadas.

REGLA 1.ª

Los plurales se forman de los singulares con la adiccion 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 l 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 life (pito) files (pitos).
REGLA 2.

Cuando una palabra termina en e muda, se le quita para agregarle una terminación; 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 e 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.

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

ESCEPCIONES.

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

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 nobly, idly.

**REGLA 4.ª**

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

Si la terminación que a tales palabras se añade es ing, conservan la y: v. g. cry, crying.

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

Cuando se añade ed o es a un vocablo que acaba en y, forma esta agregación 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. confer, confer-
Las palabras terminadas en l con una sola vocal delante, á las cuales se agrega una terminación, doblan por lo común la l, sea que tenga apoyo ó no la última silaba; como travel, traveller; distil, distiller.

ESCEPCIONES.

Pero si á la l siguen las terminaciones ous, ize, ist, ily, no te dobla, v. g. scandaloust, moralize, loyalist, morality, excepto 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 terminación: como add, added, roll, rolled.

ESCEPCION.

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

Sin embargo, las palabras illnss, shrillnes, siguen la regla.
Nótese que la terminación full en palabras derivadas, se escribe hoy con una sola l; v. g. plenty, plentiful; y en las compuestas, all, so: also: full fill, fulfill.

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

**ESCEPCIONES.**

<table>
<thead>
<tr>
<th>Wherever</th>
<th>Christmas</th>
<th>Martinmas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candlemas</td>
<td>Lammas</td>
<td>Michaelmas</td>
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</table>

**NOTA.**

Al alumno deberán proponérsele copia de palabras, á fin de que las deletrée 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 for-
man la parte musical, por decirlo así,
de cada lengua, y para la cual no es
posible establecer reglas por escrito.

FIN.
**ERRATAS INTERESANTES.**

<table>
<thead>
<tr>
<th>Página</th>
<th>línea</th>
<th>dice</th>
<th>léase</th>
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<tr>
<td>13</td>
<td>9</td>
<td>Ss</td>
<td>Sh</td>
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<td>55</td>
<td>5</td>
<td>rainbow</td>
<td>rainbow</td>
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<td>105</td>
<td>12</td>
<td>tions, scions, cions, attention</td>
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<td>127</td>
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<td>attention</td>
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<td>of the Privy Seal</td>
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<td>164</td>
<td>11</td>
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