



JUAN ANDRÉ  
BARRA

INGLÉS  
ESPAÑOL

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YBARRA

MÉTODO PRÁCTICO PARA APRENDER  
LENGUAS MODERNAS

INGLÉS-ESPAÑOL

POR EL

GENERAL ALEJANDRO YBARRA

CATEDRÁTICO EN EL DEPARTAMENTO DE LENGUAS MODERNAS  
EN EL INSTITUTO  
DE VERANO DE MARTHA'S VINEYARD, MASSACHUSETTS  
ESTADOS-UNIDOS DE AMÉRICA

*El presente volumen es tanto para aprender el español los  
que hablan inglés,  
como este idioma los que hablan aquél.*

6ª EDICIÓN

PARÍS

LIBRERÍA DE GARNIER HERMANOS

6, RUE DES SAINTS-PÈRES, 6

1890

*Simon Guayard*  
A

PRACTICAL METHOD

FOR

LEARNING SPANISH

IN ACCORDANCE WITH

YBARRA'S SYSTEM OF TEACHING MODERN LANGUAGES

BY

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**DEDICATION**

TO

**ALFRED HENNEQUIN, Ph.D.,**

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AND

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DEAR FRIENDS AND COLLEAGUES :

When we met at the Martha's Vineyard Summer Institute in Massachusetts, in the Department of Modern Languages, I had not thought of publishing my Method of Teaching.

This book, inspired by the encouragement I there received from you, I now dedicate to you, with assurance of my esteem and regard.

Yours truly,

ALEJANDRO YBARRA.

## HOW TO USE THIS METHOD.

EACH lesson is divided into three parts. The FIRST PART is composed of important words and phrases, idiomatic constructions peculiar to the language, and exercises in the conjugation of the verbs.

This part, being the basis of the language, should be learned by heart.

The SECOND PART is a reading exercise, which, having the translations opposite, teaches the pupil how to translate with facility without a dictionary.

Each of these exercises treats of a different subject, and presents a great variety of words. They ought to be read aloud many times, until well understood and well pronounced.

The THIRD PART is a practical conversation, which ought to be translated from English into Spanish, and from Spanish into English. If studying with a teacher, he should read one language, and the pupil translate it into the other.

The translations are as literal as possible, in order to assist the pupil to learn easily.

The recitation exercises can be translated with the help of a dictionary.

## CÓMO DEBE HACERSE USO DE ESTE MÉTODO

CADA lección está dividida en tres partes. La PRIMERA se compone de palabras y frases importantes, construcciones y modismos peculiares a la lengua, y ejercicios en la conjugación de los verbos.

Siendo esta parte la base del idioma, debe aprenderse de memoria.

La SEGUNDA es un ejercicio de lectura, el cual, teniendo la traducción del lado opuesto, enseña al estudiante á traducir con facilidad sin necesidad de diccionario.

Cada uno de estos ejercicios trata de un asunto diferente, y presenta una gran variedad de palabras. Deben leerse en alta voz muchas veces hasta que se pronuncien y se comprendan bien.

La TERCERA es una conversación práctica, la cual debe traducirse del inglés al español, y del español al inglés. Si se estudia con maestro, éste debe leer un idioma y el discípulo traducir al otro.

Las traducciones son literales hasta donde ha sido posible, para de este modo ayudar al estudiante á que aprenda con facilidad.

Los ejercicios de recitación pueden traducirse haciendo uso de un diccionario.

## PREFACE

At the request of many of my pupils, and of several teachers and professors who know of the method I have pursued in giving instruction to private pupils, and also at Martha's Vineyard Summer Institute, I have decided to give to the public what I deem the most practical method of learning and teaching Spanish, French, and Italian.

Already many who have learned Spanish by this method have gone from this city to employments on the railroads and in the mines of Mexico, or to carry out business enterprises in South and Central America and the West Indies; others to travel in Spain and other countries where Spanish is spoken. Foreign buyers and agents of well-known firms have transacted business in France, in French, after only one year's instruction in the language according to this method, and those who have selected the Italian language have obtained the same results.

The usual course is to teach a language by beginning with the rules and exceptions, and compelling the pupil to learn long lists of irregular verbs, or of nouns that form the plural in this or that manner, and the reason for the construction in idiomatic phrases; and, although this be well learned, the pupil is not generally able to ask for a glass of water in the language he is studying, so as to be understood, or to answer the simplest questions with the necessary promptness and facility. On going, in a foreign country, to buy a railroad or diligence ticket, or to engage passage in a steamer, it is of little use to know by heart all the rules of the syntax of the language which one wishes to use. In a hotel it avails but little, in order to ask for what one wants,



to know the derivation of the words, — the greater number of business men do not know whether the words they use in their business transactions are derived from Greek, Latin, Saxon, Arabic, or Sanskrit. Most of those who express themselves perfectly well in their own language cannot give an explanation of all its niceties. And if this happens to people who have been accustomed to speak, understand, and write their language all their lives, how can it be expected that, upon beginning to study one entirely unknown to them, they should take in all that is most difficult. By the ordinary method of teaching foreign languages the teacher and pupil both work very hard, but with little result. The one teaches and the other learns things that certainly ought to be known, but not until the pupil speaks and understands the language well. A child learns first to speak and understand what is said to him, and then goes to school to learn the reason and the rules of all that he already knows how to say. The same happens to people who, although not children, do not know grammar theoretically, but who seldom commit an error in speaking, on account of the practice they have in speaking and hearing the language well spoken. On this principle my system is based. Often one finds students in the most advanced classes of universities and colleges who read Cervantes and Lope de Vega in their classes in Spanish; Racine, if they study French; Dante and Tasso, if Italian; Shakespeare, if English; and Gœthe and Schiller, if German; and nevertheless, they say, they do not speak these languages because they are afraid of making errors, and they do not understand the language when spoken because the French speak very fast, the Germans in such guttural tones, the English in a very strange way, and the Spaniards and Italians so as to be understood only among themselves.

Of course, I do not wish by this to say that a language can be thoroughly learned without studying its grammar or reading the best works of its authors. I have only attempted to teach my pupils to speak and understand readily the language they

studied before entering upon the study of the grammar and the reading of more difficult works, which they can afterwards do with much more pleasure.

The present volume will enable the student who follows it to learn afterwards, without the aid of a teacher, the Spanish grammar written in that language. (Among the best that have been published in Spain and Spanish-American countries, I recommend the following: —

« Gramática Castellana de la Academia Española. »

« Gramática Castellana para el uso de los Americanos, » por Don Andrés Bello.

« Gramática Castellana » por Don Vicente Salvá.

Also, to read the best Spanish authors alone, using a dictionary to find only such words as are not in general use.

By the help of this book the student may pursue his labors unaided; but it is a much better and a more rapid way to study it with a teacher, who can use it in private lessons or in classes. To travellers it will be a great help. In studying with a teacher there is this great advantage, that the pupil gets accustomed to hearing Spanish spoken well, and thus naturally acquires a correct pronunciation. I think that at least ten lessons ought to be taken with a teacher, in order to acquire a correct pronunciation, since this can never be well acquired alone.

The second volume of this series will embrace French, and the third, Italian.

BOSTON, June 1, 1834.

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## LESSON I.

## To be committed to memory.

First lesson.	Lección primera
The father.	El padre.
The mother.	La madre.
A brother.	Un hermano.
A sister.	Una hermana.
The son and the daughter.	El hijo y la hija.
The son (or children).	Los hijos.
The daughters.	Las hijas.
The teacher (or master)	El maestro.
The school-mistress.	La maestra.
The pupil.	El discípulo.
Spanish.	Español.
A Spaniard.	Un español.
Mexico.	Méjico (México).
Spain.	España.
The (man) servant.	El sirviente.
The (maid) servant.	La sirvienta.
The houses — the houses.	La casa — las casas.
To be — he is — they are.	Estar — él está — ellos están.
To wish or want — I wish.	Querer — yo quiero.
To learn — learned.	Aprender — aprendido.
To say — he told me.	Decir — él me dijo.
To teach — you teach.	Enseñar — usted (abbreviation Ud. or V.) enseña.
To desire — you desire — I desire.	Desear — Ud. desea — yo desco.
To speak — spoken.	Hablar — hablado.
To understand — understood.	Comprender — comprendido.
To go — I go (or I am going).	Ir — yo voy.
To be — been — I am — he is.	Ser — sido — yo soy — él es.
Are you a teacher?	¿ Es Ud. maestro?
To remain — remained.	Quedar — quedado.
How?	¿ Cómo?
How are you, sir?	¿ Cómo está Ud., señor?
Very well, thanks.	Muy bien, gracias.
Of — of the.	De — del.
Yes, sir.	Sí, señor.
That — that you teach.	Que — que enseña. Ud.
This language.	Este idioma.