

WALLENBORFF'S
NEW METHOD OF
LEARNING TO READ
WRITE AND SPEAK
SPANISH

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OLLENDORFF'S

NEW METHOD

OF LEARNING TO

READ, WRITE, AND SPEAK:

THE

SPANISH LANGUAGE:

WITH

AN APPENDIX,

CONTAINING

A BRIEF, BUT COMPREHENSIVE RECAPITULATION OF THE RULES, AS WELL AS OF ALL THE VERBS, BOTH REGULAR AND IRREGULAR; SO AS TO RENDER THEIR USE EASY AND FAMILIAR TO THE MOST ORDINARY CAPACITY.

TOGETHER WITH

PRACTICAL RULES FOR THE SPANISH PRONUNCIATION,

AND

MODELS OF SOCIAL AND COMMERCIAL CORRESPONDENCE.

THE WHOLE DESIGNED

FOR YOUNG LEARNERS,

AND

PERSONS WHO ARE THEIR OWN INSTRUCTORS.

BY

M. VELAZQUEZ AND T. SIMONNE,

PROFESSORS OF THE SPANISH AND FRENCH LANGUAGES.

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Teachers of Schools

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Julio Rothiot

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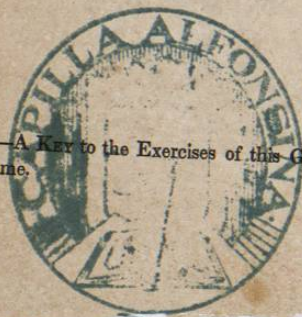
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NOTICE.—A KEY to the Exercises of this Grammar is published in a separate Volume.

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PREFACE.

THE superiority of OLLENDORFF'S METHOD of teaching languages is now so universally acknowledged, both in the United States and in Europe, that an adaptation of it to the EUPHONIC CASTILIAN, or SPANISH LANGUAGE, must be considered as a desideratum to persons wishing to learn it. Divested of the abstractedness of Grammar, it contains, however, all its elements; but it develops them so gradually, and in so simple a manner, as to render them intelligible to the most ordinary capacity. The difficulties are met singly, thoroughly analyzed, and made familiar by dint of a varied and interesting repetition,—the most effectual means to impress them on young and unlearned minds, generally averse to thought or reflection, and always prone to trust to their undisciplined memory, a power often treacherous from want of proper direction. It is, therefore, hardly possible to go through this book with any degree of application, without becoming thoroughly conversant with the colloquial, idiomatic, and classic use of the Spanish language. Consequently, persons transacting business in the countries of which the Spanish is the vernacular tongue, will find this work to be their best guide in learning to speak it with propriety.

For the benefit of persons grammatically acquainted with the English, or other languages, a Synopsis of the Spanish has been annexed as an Appendix, containing tables of the regular conjugations of the verbs, copious lists of the irregular verbs, general rules of etymology, syntax, &c., by means of which they may learn all the peculiarities of the Spanish, and make themselves perfect masters of it in a very short time, without the assistance of a teacher.

To enhance, if possible, the importance and utility of this Method, the pronunciation of the Spanish letters is explained and exemplified, in so simple, clear, and easy a manner, as to render it comprehensible to every capacity.

Consulting also the benefit of the learners, and with a view to render this work a complete course for *Reading, Speaking,* and *Writing* the *Spanish* language, Models of Familiar and Commercial Letters are added to it, containing directions for all the usual commercial transactions, by the aid of which, young learners, and persons who instruct themselves, may transact, in writing, any business.

It is hardly necessary to remark, that the English phrases in the Exercises are not always models worthy of imitation; but they are made use of in order to instruct the scholar how to express them properly in Spanish, and thereby to teach him its idioms.

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EXPLANATION OF THE SIGNS USED IN THIS BOOK.

The irregular verbs are designated by a star (*).

The figures 1, 2, 3, placed after the verbs, denote that they are regular, and indicate the conjugations to which they respectively belong.

The figures 1, 2, 3, placed before the verbs, denote the persons, either singular or plural.

N. 1, N. 2, &c., are used to designate the simple tenses of the verbs.

N. 1, p., N. 2, p., &c., designate the compound tenses of the verbs.

Expressions which vary either in their construction or idiom from the English, are marked thus †.

A hand (☞) denotes a particular remark.

THE SAGACIOUS STARLING.

A THIRSTY starling found a decanter of water, and attempted to drink from it; but the water scarcely touched the neck of the decanter, and the bird's bill could not reach it.

He began to peck at the outside of the vessel, in order to make a hole in it; but in vain, the glass was too hard.

He then attempted to upset the decanter. In this he succeeded no better; the vessel was too heavy.

At length the starling hit upon an idea that succeeded: he threw little pebbles into the decanter, which caused the water gradually to rise till within the reach of his bill.

* * *

Skill is better than strength: patience and reflection make many things easy which at first appear impossible.

EL ESTORNINO SAGAZ.

Un estornino sediento halló una garrafa llena de agua, é inmediatamente procuró beber; pero el agua á penas llegaba al cuello de la garrafa, y el pico del pájaro no podia alcanzarla.

Se puso luego á picar la garrafa á fin de hacer un agujerito; pero se esforzó en vano, porque el vidrio era muy grueso.

Entónces intentó voltear la garrafa para derramar el agua; pero no pudo hacerlo, porque era muy pesada.

Al fin concibió una idea, que se le logró: echó poco á poco en la garrafa una cantidad tan grande de piedrecitas, que hicieron subir gradualmente el agua á la distancia que su pico podia alcanzar, y luego apagó su sed.

* * *

Mas vale maña que fuerza: la paciencia y la reflexion hacen fáciles muchas cosas, que parecian imposibles á primera vista.

OLLENDORFF'S

SPANISH GRAMMAR.

FIRST LESSON.—*Leccion Primera.*¹

DEFINITE ARTICLE.—*Articulo Definido.*

MASCULINE SINGULAR.—*Masculino Singular.*

<i>The.</i>		<i>El.</i>	
Of or from the.		Del.	
To or at the.		Al.	
Have you?		¿ Tiene V. ? ²	<i>ie.</i> —6.
Yes, Sir, I have.		Si, señor, yo tengo.	<i>ñor.</i>
The hat.		El sombrero.	
Have you the hat?		¿ Tiene V. el sombrero?	

You. | *Usted, (V.)*

Obs. There are in Spanish three ways of addressing a person, to wit:
1st. By translating literally the pronoun *thou*, *Tú*.

2d. " " " *you*, *Vos*, in the singular.
VOSOTROS, VOSOTRAS, plural.

3d. " the pronoun *you*, *USTED*, sing.; *USTEDES*, pl.

As the celebrated Spanish poet, *Cadalso*, says,

" Una dama seria y grave
Y que la critica sabe
Del *Vos*, del *Tú*, y del *Usted*."

Tú is used among the nearest relatives of a family, intimate friends, little children, in poetry, and speaking to menial servants.

¹ TO TEACHERS.—Each lesson should be dictated to the pupils, who should pronounce each word as soon as dictated. The teacher should also exercise his pupils by putting the questions to them in various ways.

² A Spanish interrogative sentence stands between two points of interrogation; the first of which is inverted, to show when the emphasis begins.