

APPLETONS'

SCHOOL READERS



SECOND
READER

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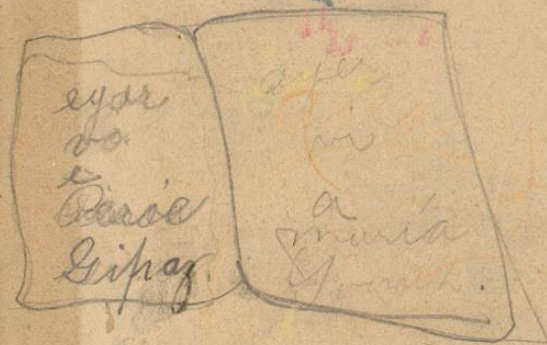


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Eve Marie

Eva Corostita

Monterrey, Febrero
24 de 1898 fue esto
a los 2 meses de com-
prado. Eva

To fric, froes, from
To quet, got, got.
To quiv, quov, quian.

Eve Marie





The Woods.

(See p. 60.)

APPLETONS' SCHOOL READERS.

THE

SECOND READER.

*S'il faut braver tempes,
S'il faut braver tempes.*

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FROM THE AUTHORS TO THE TEACHER.

MANY years' experience has shown the superiority of the phonic, supplemented by the word method, and it is therefore still carefully kept in view in this book. The use of the diacritical marks is extended. They should become as familiar to the pupil as the letters with which they are associated. The marking of silent letters aids to fix in the memory both the *form* and the *sound*—spelling and pronunciation—of words.

A few of our most common words, which contain the more unusual sounds of the vowels, such as *fâst*, *gîrl*, *hêr*, *put*, etc., are used in the first reading-lessons, but are purposely omitted from the spelling-lists. Most of the children who are ready to take up this book know these words by sight already, and those who do not should learn them by sight only. To avoid the confusion which is likely to arise in the child's mind from trying to learn in quick succession many nice distinctions between the sounds of the vowels and their corresponding diacritical marks, even the attempt to spell these words by sound should be discouraged, until they may be taken up in such manner as to make a clear and lasting impression upon the memory.

The longer words to be met with in this Reader belong to the common vocabulary, and the child should learn to recognize them in print as he does in speech. Being kept within the understanding of the child, he will learn to use them in conversation the more readily because they are to be found in his Reader, one object of which should be to train him in the use of good language. They are not necessarily more difficult because they contain more letters or syllables.

Though the phonic method has been kept in view in the arrangement of its reading-matter, this book is as well adapted as other books to any different method of instruction which may be preferred by the teacher.

The diacritical marks in this and other books of the series are those of Webster's Dictionary.

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KEY TO THE PRONUNCIATION.

VOWELS.

REGULAR LONG AND SHORT SOUNDS.

Ā, ā, <i>long</i>	as in	Āte, Cāme, Grāy.
Ă, ă, <i>short</i>	"	Ăt, Hăve, Făn.
Ē, ē, <i>long</i>	"	Thēse, Shē, Mēat.
Ĕ, ĕ, <i>short</i>	"	Ĕnd, Mĕt, Lĕtter.
Ī, ī, <i>long</i>	"	Īce, Fīne, Prīde.
Ĭ, ĭ, <i>short</i>	"	Ĭll, Fĭn, Thĭmble.
Ō, ō, <i>long</i>	"	Ōld, Nōte, Lōaf.
Ŏ, ɔ̄, <i>short</i>	"	Ŏn, Nōt, Sōng.
Ū, ū, <i>long</i>	"	Ūse, Tūbe, Flūte.
Ŭ, ŭ, <i>short</i>	"	Ŭs, Tŭb, Stŭdy.
Ȳ, ȳ, <i>long</i>	"	Flȳ, Skȳ, Stȳle.
Ȳ, ȳ, <i>short</i>	"	Abȳss, Nȳmph, Verȳ.

OCCASIONAL SOUNDS.

Â, â	as in	Âir, Shâre, Bêar.
Ă, ă (<i>Italian</i>)	"	Ărm, Căr, Făther.
Ā, ā	"	Āsk, Grăss, Dănce.
Ā, ā, <i>broad</i>	"	Āll, Hăul, Străw.
Ā, ā, like short <i>o</i>	"	Whăt, Wăch, Wăss.
Ē, ê, like <i>á</i>	"	Thêre, Whêre, Hêir.
Ē, ê, like long <i>a</i>	"	Ēight, Prĕy, Obĕy.
Ĕ, ĕ, before <i>r</i>	"	Hĕr, Prĕfĕr, Pĕrson.
Ī, ī, like long <i>e</i>	"	Măchine, Polĕce, Pĭque.
Ī, ī, like <i>ē</i>	"	Thĭrd, Bĭrd, Thĭrsty.
Ō, ó, like short <i>u</i>	"	Sŏn, Dŏne, Ōther.
Ō, o, like long <i>oo</i>	"	Dŏ, Prŏve, Mŏve.
Ō, o, like short <i>oo</i>	"	Wŏlf, Cŏuld, Wŏman.

SECOND READER.

Ô, ô, like broad a	as in Fôrk, Thôrn, Ôught.
ÔÔ, ôô, long	" Môön, Fôöd, Ballôön.
ÔÔ, ôô, short	" Fôöt, Gôöd, Wôöl.
Û, u, preceded by r	" Rûde, Rûle, Fruit.
Û, u, like short oo	" Bûsh, Pûll, Pût.
Û, ú	" Bûrn, Cûrl, Ûrge.
A line drawn through a letter } marks it silent	" Pië, Côät, Knîfe.
e, i, o (<i>Italic</i>) also mark a silent letter	" Fallen, Cousin, Mason.

REGULAR DIPHTHONGAL SOUNDS.

Oi, oi, or Oy, oy (unmarked)	as in Oil, Join, Toy, Oyster.
Ou, ou, or Ow, ow (unmarked)	" Out, Found, Owl, Vowel.

CONSONANTS.

Ç, ç, <i>soft</i> , like <i>s sharp</i>	as in Içe, Plaçe, Notiçe.
Ç, e, <i>hard</i> , like <i>k</i>	" Çall, Çome, Çare.
Ch, ch (unmarked)	" Child, Much, Touching.
Çh, çh, <i>soft</i> , like <i>sh</i>	" Maçhine, Çhaise.
Çh, eh, <i>hard</i> , like <i>k</i>	" Sekolah, Çhorus, Çhristmas.
Ĝ, ĝ, <i>hard</i>	" Ĝet, Begin, Tiger.
Ĝ, ĝ, <i>soft</i> , like <i>j</i>	" Ĝem, Ĝentle, Ĝiant.
S, s, <i>sharp</i> (unmarked)	" Same, Rest, Yes.
Ş, ş, <i>soft</i> , or <i>vocal</i> , like <i>z</i>	" Haş, Amuşe, Carş.
Th, th, <i>sharp</i> (unmarked)	" Thin, Thorn, Throw.
Th, th, <i>flat</i> , or <i>vocal</i>	" These, Bathe, That.
Ng, ng (unmarked)	" Sing, Rang, Song.
N, n (sound of <i>ng</i>)	" Think, Longer, Uncle.
X, x, like <i>gz</i>	" Exist, Examine, Example.
Ph, ph, like <i>f</i> (unmarked)	" Orphan, Cipher.
Gh, gh, like <i>f</i> (unmarked)	" Enough, Laugh.
Qu, qu, like <i>kw</i> (unmarked)	" Queen, Queer, Quick.
Wh, wh, like <i>hw</i> (unmarked)	" What, When, Awhile.

Ruth Albertine Watson.

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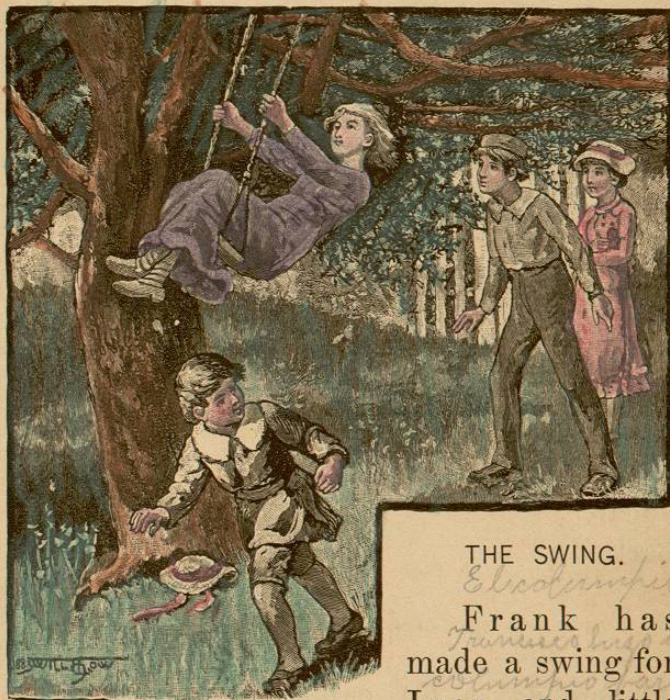
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Monterey, Diciembre de 1897.

Eva Goosteta Velande.

SECOND READER.

LESSON I.



THE SWING.

Frank has made a swing for Lucy and little

Tom. It is in the old apple-tree that stands by the gate.

En el viejo manzano cerca de la puerta de tablas.