



**UTPL**  
*La Universidad Católica de Loja*

Modalidad Abierta y a Distancia

# Contrastive Grammar

Guía didáctica



Facultad de Ciencias Sociales, Educación y Humanidades

Departamento de Filosofía, Artes y Humanidades

---

## Contrastive Grammar

*Guía didáctica*

Carrera	PAO Nivel
▪ <i>Pedagogía de Los Idiomas Nacionales y Extranjeros</i>	VIII

Autora:

Benítez Correa Carmen Delia



EDUC\_4116

Asesoría virtual  
[www.utpl.edu.ec](http://www.utpl.edu.ec)

## **Universidad Técnica Particular de Loja**

### **Contrastive Grammar**

Guía didáctica

Benítez Correa Carmen Delia

### **Diagramación y diseño digital:**

Ediloja Cía. Ltda.

Telefax: 593-7-2611418.

San Cayetano Alto s/n.

[www.ediloja.com.ec](http://www.ediloja.com.ec)

[edilojacialtda@ediloja.com.ec](mailto:edilojacialtda@ediloja.com.ec)

Loja-Ecuador

ISBN digital - 978-9942-39-399-9



**Reconocimiento-NoComercial-CompartirIgual  
4.0 Internacional (CC BY-NC-SA 4.0)**

Usted acepta y acuerda estar obligado por los términos y condiciones de esta Licencia, por lo que, si existe el incumplimiento de algunas de estas condiciones, no se autoriza el uso de ningún contenido.

Los contenidos de este trabajo están sujetos a una licencia internacional Creative Commons – **Reconocimiento-NoComercial-CompartirIgual 4.0 (CC BY-NC-SA 4.0)**. Usted es libre de **Compartir – copiar y redistribuir el material en cualquier medio o formato**. **Adaptar – remezclar, transformar y construir a partir del material citando la fuente, bajo los siguientes términos:** **Reconocimiento-** debe dar crédito de manera adecuada, brindar un enlace a la licencia, e indicar si se han realizado cambios. Puede hacerlo en cualquier forma razonable, pero no de forma tal que sugiera que usted o su uso tienen el apoyo de la licenciatante. **No Comercial-no puede hacer uso del material con propósitos comerciales.** **Compartir igual-Si remezcla, transforma o crea a partir del material, debe distribuir su contribución bajo la misma licencia del original.** No puede aplicar términos legales ni medidas tecnológicas que restrinjan legalmente a otras a hacer cualquier uso permitido por la licencia. <https://creativecommons.org/licenses/by-nc-sa/4.0/>

# Índice

<b>1. Informative data .....</b>	<b>7</b>
1.1. Course Presentation .....	7
1.2. UTPL Generic Competences .....	7
1.3. Program Specific Competences.....	7
1.4. Issues Addressed in the Course.....	8
<b>2. Learning methodology .....</b>	<b>8</b>
<b>3. Academic guidelines per learning outcome .....</b>	<b>9</b>
<b>First term .....</b>	<b>9</b>
<b>Learning outcome 1 .....</b>	<b>9</b>
Contenidos, recursos y actividades de aprendizaje.....	9
<b>Week 1 .....</b>	<b>9</b>
<b>Unit 1. Introducing Contrastive Grammar .....</b>	<b>9</b>
1.1. Overview .....	9
1.2. Contrasting parts of speech: The parts of speech of English and Spanish.....	15
Recommended learning activity .....	17
Self-evaluation 1 .....	19
<b>Week 2 .....</b>	<b>21</b>
<b>Unit 2. Word classes and sentence construction in English and Spanish.</b>	<b>21</b>
2.1. Content words: nouns, adjectives, adverbs, verbs .....	21
<b>Week 3 .....</b>	<b>25</b>
Recommended learning activity .....	30
Recommended learning activity .....	35
<b>Week 4 .....</b>	<b>38</b>
<b>Week 5 .....</b>	<b>39</b>

2.2. Function words: conjunctions, interjections, prepositions, pronouns, determiners, auxiliary verbs .....	39
Recommended learning activity .....	43
<b>Week 6 .....</b>	<b>44</b>
Recommended learning activity .....	46
Recommended learning activity .....	47
Recommended learning activity .....	50
Recommended learning activity .....	52
<b>Week 7 .....</b>	<b>56</b>
Self-evaluation 2 .....	59
<b>Week 8 .....</b>	<b>61</b>
End of term activities.....	61
<b>Second term.....</b>	<b>62</b>
<b>Learning outcome 2 and 3 .....</b>	<b>62</b>
Contents, resources and learning activities .....	62
<b>Week 9 .....</b>	<b>62</b>
<b>Unit 3. English and Spanish Verb forms.....</b>	<b>63</b>
3.1. Verbals.....	64
3.2. Present infinitives .....	65
3.3. Past infinitives .....	66
3.4. Gerunds .....	67
3.5. Participles .....	67
Self-evaluation 3 .....	69
<b>Week 10 .....</b>	<b>71</b>
<b>Unit 4. The verb mood in English and Spanish .....</b>	<b>71</b>
Recommended learning activity .....	71
4.1. Indicative mood .....	72
4.2. Subjunctive mood .....	72
Recommended learning activity .....	73

4.3. Imperative mood .....	73
Recommended learning activity .....	74
Self-evaluation 4 .....	75
<b>Week 11 .....</b>	<b>77</b>
<b>Unit 5. Verb Tense and aspect in English and Spanish .....</b>	<b>77</b>
5.1. Indicative Mood (Part A).....	77
Recommended learning activity .....	78
Recommended learning activity .....	81
<b>Week 12 .....</b>	<b>82</b>
5.2. Indicative Mood (Part B).....	82
Recommended learning activity .....	84
Recommended learning activity .....	85
<b>Week 13 .....</b>	<b>85</b>
5.3. Indicative Mood (Part C).....	85
Self-evaluation 5 .....	88
<b>Week 14 .....</b>	<b>90</b>
<b>Unit 6. Lexical differences.....</b>	<b>90</b>
6.1. Terms and expressions .....	90
6.2. False cognates and false friends .....	90
Self-evaluation 6 .....	92
<b>Week 15 .....</b>	<b>94</b>
<b>Week 16 .....</b>	<b>94</b>
<b>4. Answer key .....</b>	<b>96</b>
<b>5. Bibliographic references .....</b>	<b>102</b>
<b>6. Resources .....</b>	<b>104</b>



---

## 1. Informative data

---

### 1.1. Course Presentation



### 1.2. UTPL Generic Competences

- Critical and reflexive thinking
- Oral and written communication
- Orientation to research and innovation

### 1.3. Program Specific Competences

Applies the linguistic knowledge of the English language in accordance with international standards at a level that allows effective communication to perform professionally in teaching English to children and young people.

## 1.4. Issues Addressed in the Course

- Limited dialogic communication and lack of involvement between educational actors in the development of effective institutional management and bonding processes.
- Limited knowledge of research approaches, designs, techniques and instruments.



---

## 2. Learning methodology

---

Because of the nature of the subject, the teaching method to be used in this course is Inquiry-based Learning. According to Parasuraman et al., (2020) Inquiry-based Learning is the heart of the teaching and learning process that develops the learning skills that are meaningful to students. It emphasizes how knowledge is acquired by instilling curiosity in students, which makes them more active when looking for the answers to the questions they can have during the teaching-learning process.

This method makes students active and critical thinkers, seekers, inquisitors, and processors of information. It also helps students to make decisions or find answers by using their thinking skills and reasoning. By asking questions, doing research activities, documenting analysis, and performing question-and-answer sessions, students are able to reflect on their practices. Students will be given questions to guide them towards the learning objectives they want to achieve. The questions submitted must be able to develop critical and creative thinking among students. Through investigation tasks, students evidence reasoning to analyze the different classroom situations and creatively solve problems that they may have faced in their teaching practices and then reach conclusions.

This document will guide you to accomplish the course Contrastive Grammar. Along the course, you need commitment and effort to complete it so you realize your dream of getting your degree as an English teacher.



### 3. Academic guidelines per learning outcome



#### First term

##### Learning outcome 1

- Understands how grammar is used in both languages.

In order to achieve the first learning outcome, you need to consider all the contents, resources and activities included in unit 1 and 2. Thus, I encourage you to consider the explanations offered in this unit, complete all the tasks that are proposed, revise the resources for each topic, and participate in the synchronous or asynchronous activities through our virtual platform.

#### Contenidos, recursos y actividades de aprendizaje



##### Week 1

#### Unit 1. Introducing Contrastive Grammar

##### 1.1. Overview

###### 1.1.1. A short History of English



Dear students, we are about to start the study of this interesting topic, the history of English, do you know something about it? What do you know? Please, write your ideas in your notebook.

Now that you have some ideas about the history of English, it is time that you know some important details about it.

According to Farrel and Farrel (2012), English started in the fifth and sixth centuries a.d. when the Germanic tribes like the Angles, the Saxons, and the Jutes, all speaking related, but distinct, dialects settled England. In the ninth century, England was invaded by the Scandinavian, bringing their languages with them, contributing also to English.

In these days, the literature of continental Europe written in Latin, as well as contributions of the inhabitants of Britain was introduced through centers or learning determined by political power. By the ninth century, the primary center was in Wessex, due to the Viking invasions in the north, and so the West Saxon dialect became standard as Old English. It was heavily inflected, with endings on nouns to show many cases and, on verbs to show time and person.

Dear students, to broad your knowledge, regarding the history of English, please, read the following document [A short history of the English language](#) where you will find information regarding the four stages of the English language, Old, Middle, Modern, and the English of the 21st century. Please read and complete the most important characteristics of the stages of English.

#### **Summary of History of English**

1. Stages of English Language
2. Old English
3. Middle English
4. Modern
5. 21st century

All right, now, you know the main characteristics of the stages of English. You may have realized that English is a language that contains about 750,000 words and has had its origin in Germany. Besides, English, was born around the 1,600 or so, it has evolved by crossing boundaries and through invasions, picking up bits and pieces of other languages along the way and changing with the spread of the language across the globe. It has been the results of many invasions so it has been influenced by many other languages and it continues to change.

### 1.1.2. A short history of Spanish



Dear students, you have studied the history of English, which is the language you are learning, now you have to turn into the History of the Spanish language, your native language. What do you know about it? Please, tell your ideas.

You can write your answers in your notebook

Did you get some ideas, I guess you did it! Next, you will find a brief summary of the History of Spanish.

Spanish, is a Romance language that is spoken in Spain and in large parts of the New World. It has more than 358 million speakers around the world, including Mexico, Colombia, Argentina, the U.S. and many others. Its earliest written materials date from the 10th century. The modern standard Spanish was born from the Castilian dialect, which arose in the 9th century in north-central Spain (Old Castile) and spread to central Spain (New Castile) by the 11th century. In the late 15th century, the kingdoms of Castile, León, and Aragon merged, and Castilian became the official language of all of Spain, with Catalan and Galician (effectively a dialect of Portuguese) becoming regional languages and Aragonese and Leonese reduced to a fraction of their original speech areas. Latin American regional dialects are derived from Castilian but differ from it in phonology.

Spanish is the fourth-most-widely spoken language in the world and a language of ever-increasing importance in the United States and in many other parts of the world (Pharies, 2002).

To broaden your knowledge regarding the history of Spanish language, please, read the document History of Spanish in the following document: [History of Spanish](#), which will let you know how the Spanish language developed.



After reading the document provided, draw a timeline of the History of Spanish, this will help you remember the most important milestones regarding the History of Spanish.

Draw your timeline:

All right dear students, in the timeline described by you, you might have noticed that the history of the Spanish language is closely tied to the history of Spain. It is a language that has received the influence of many other languages, some of them left a big mark, while others barely brushed through. Among the countries that contributed to the development of Spanish are the Celts, the Greeks, the Carthaginians, the Romans, the Moors and with them the Arabian influence, in fact, many words we still use from this language.

Finally, in Spanish, there are two ways to refer to the Spanish language: *Español* and *Castellano* the former is a term mostly used in America and the second is a term mostly used in Spain.

Now, it is time to go to the next topic in this course

### 1.1.3. Definition of Grammar

Dear students, now it is time to remember what grammar is. Do you remember what grammar is? Mention some definitions, write your answers in your notebook.

Did you achieve to tell what grammar is? I guess so, if not, here you have some of them, please, check and internalize them.

Along the time, grammar has been defined in many different ways, for example, in the Oxford American Dictionary, grammar is defined as: "the study of words and the rule for their formation and their relationships to each other in sentences; the rules themselves; speech or writing judged as good or bad according to these rules" (p. 282). Hartwell (1987), on his part, categorizes grammar into five definitions: 1, set of formal patterns in which the words of a language arranged in order to convey a larger meaning; 2, the branch of linguistic science, which is concerned with the description, analysis, and formulation of formal language patterns; 3, linguistic etiquette; 4, school grammar; grammatical terms used in the interest of teaching prose. In this sense, according to Aarts and Wekker, (2013) when we refer to grammar, we refer to a set of rules speakers of a language know and use in producing and interpreting sentences, so someone who speaks a language may be a person who masters the grammar of that language; if he/she knows a language it means he/she knows its grammar.



The grammar of a language contains a finite set of rules, which allows people to learn and describe it. Describing the grammar of a language is not an easy task, however (Aarts & Wekker, 2013). Grammar is ruled by syntactic, semantic and phonological rules. Our objective here is to specify the rules that make up the grammar of English and Spanish, and contrast them. Contrasting the grammar of languages can help discover similarities and differences between grammars of specific languages, so what is Contrastive Grammar?



All right dear students, you have achieved to internalize what grammar is now, I think you are able to write your own definition. Please, do it in your notebook.

All right, now it is time to go to the next topic, which is Contrastive Grammar, do you know what it is? What its purpose is?

#### 1.1.4. Definition of Contrastive Grammar

Contrastive grammar is a branch of contrastive linguistics (Khalil, 2010); Гладуш & Павлюк, 2019). The aim of contrasting grammar of languages is to establish similarities and differences as well as dominant and recessive features of the grammatical structure of those languages and determine their structural types on this basis (Гладуш & Павлюк, 2019). According to Aarts and Wekker, (2013) the purpose of contrastive grammar is to find out more about the properties that all languages share. These properties are called linguistic universals. For Fisiak, (1991) Contrastive Grammar of two languages is an attempt to compare the grammars of two languages in a systematic way at least in three criteria, phonological, morphological and syntactic. In the syntactic criteria, such a comparison must be done on their rule systems, which should enable the linguist to establish and know the rules that are shared and the ones that are language-specific.

#### 1.1.5. The goals of contrastive grammar

For Fries (1945) and Lado, (1957) contrastive studies were indispensable for teaching, according to them, by comparing and contrasting languages, one can describe patterns that cause difficulty and those that will not. Contrastive Grammar has two main goals, pedagogical and theoretical. The pedagogical factors deal with language teaching and learning, and language course design. While, the theoretical one deals with five issues, they are: first, the comparability of semantic equivalence, the easiest

cases to compare are the ones where semantic equivalence and formal congruence go hand in hand; second, the task of contrastive grammar is to define the methodological principles that underlie the comparisons of languages and to answer how do we compare; third, theoretical contrastive grammar can be used to test validity of linguistic theories, comparing rules or comparative constructions in two languages, is the ideal basis for testing linguistics hypothesis; fourth, theoretical contrastive grammar is important for the study of second language acquisition, for example in elucidating the role of interference and the use of compensatory strategies; and, fifth, theoretical contrastive grammar is important for understanding language typology and linguistic universals. Establishing how particular categories or features are realized in the languages of the world and studying the correlation between properties of languages, can help gain a better understanding of the dimensions along which human languages can differ.

Dear students, now you know what the goals of contrastive grammar are, in order to reinforce what you have learned, write a short summary of this topic.

Please, write your summary in your notebook

#### 1.1.6. Main Differences between English and Spanish

English and Spanish have some important differences to consider when contrasting the two of them. According to MacDonald, (2020) these are the main differences:

English and Spanish, they both share common syntax insofar as the subject preceding the verb. Then, the object of the verb follows right after the verb. This basic structure is essentially the same. However, there are some subtle differences. For instance, adjectives precede nouns in Spanish, whereas the opposite is true in English.

Romance languages make use of gender-specific nouns. This is one of the most significant differences between English and Spanish. For example, Spanish has a specific gender assigned to all nouns in the language. Determining the gender for each noun depends on its spelling. A general rule of thumb, in this case, is that "o" ending nouns are treated as masculine nouns, while the feminine nouns are identified with "a" ending nouns. This is a general rule of thumb, and there are a number of exceptions. Nevertheless, it is a good standard to rely on.

There is also a far more complex verb conjugation system in Spanish than in English. The most complex verb conjugations in English can be found with irregular verbs in the past tense and the past participle form. Beyond that, verb conjugation is fairly self-explanatory in English.

In Spanish, though, verb conjugations are dependent on verb tense and the verb ending of the verb in its infinitive form. This difference can make conjugating verbs seem hard. But, once you become familiar with the patterns for each type of verb, you will find it to be much easier than you had initially anticipated.

These three main differences make English rather different from Spanish, during this course, we will compare English and Spanish in most of their parts of speech, please, pay attention to their differences.

## 1.2. Contrasting parts of speech: The parts of speech of English and Spanish

Dear students, in order to refer to this topic, it is necessary to start by defining what a word is and the types of words we have in English as well as in Spanish. So, can you tell what a word is? Make a brief Google search in order to know the answer. Did you find it? Good!! Now, find the definition here: "A word is the smallest unit of grammar that can stand alone as a complete utterance, separated by spaces in written language and potentially by pauses in speech" (Crystal, 2013, p.460).

On the other hand, words are classified into CONTENT and FUNCTION words. Have you heard about them? Here, you have their definitions.

### ▪ Content words

Content words are the ones that have meaning. They can be compared to grammatical words, which are structural. Nouns, main verbs, adjectives and adverbs are usually content words.

### ▪ Function words

Words that have little lexical meaning or have ambiguous meaning and express grammatical relationships among other words within a sentence, or specify the attitude or mood of the speaker. A word whose purpose is more to signal grammatical

relationship than the lexical meaning of a sentence, e.g., do you live here? Auxiliary verbs, pronouns, articles, and prepositions are usually grammatical or function words.

Dear students, now, we need to move to the second topic in unit 1. As the objective of this course is to contrast the structures of English and Spanish, we need to start by remembering the parts of speech of English and Spanish. Do you remember how many parts of speech are there in English and Spanish? List them in the following.

#### PARTS OF SPEECH OF ENGLISH AND SPANISH



1. English\_\_\_\_\_
2. Spanish\_\_\_\_\_

All right dear students, you have enlisted the parts of speech of English and Spanish, now it is time to briefly present and describe them. According to many authors, among them Farrel (2012), both English and Spanish words are categorized by parts of speech. All of them are important, as we know, different rules apply to every different category. In our own language, we use them naturally, unless the word is new to you. You know to say one horse, two horses, adding an -s to make the noun horse plural. But, this rule is not applied to conjugate a verb and say *I am*, and we *ams*; instead, you say *we are*.

People learning a foreign language sometimes use the wrong set of rules to form their sentences. Learning the parts of speech helps identify words, so that even if a word is used in several ways (and this happens in both English and Spanish), you can determine the Spanish equivalent, for instance, the word *that* can be:

**Table 1.**

*Example*

Part of speech	Conjunction	demonstrative adjective	Pronoun
English	She knows <i>that</i> Susan is coming.	<i>That</i> book is mine.	I didn't know <i>that</i> .
Spanish	Ella sabe <i>que</i> Susan Viene.	<i>Ese</i> libro es mío.	Yo no sabía eso.

*Note:* Example of how the same word functions in English and in Spanish.

When you know the parts of speech, the fact that a word is used several ways in English will not cause you to choose the wrong one in Spanish. Most of them are described in terms of:

1. Their traditional definitions
2. By the forms that identify them
3. By their functions

**Table 2.**

*How parts of speech are described*

HOW PARTS OF SPEECH ARE DESCRIBED		
DEFINITION	FORM	FUNCTION
What is meant by a word, text, concept, or action. <ul style="list-style-type: none"><li>▪ Denotation</li><li>▪ Connotation</li></ul>	The category to which a word is assigned in accordance with its syntactic functions,	The function of a word is the role (use) it plays in a sentence. Depending on the position of the word, it can fulfill different functions
	noun, pronoun, adjective, determiner, verb, adverb, preposition, conjunction, interjection.	direct object, indirect object, object of a preposition, etc. They don't see <b>him</b> (DO) I wrote <b>him</b> a letter (IO) Are you going with <b>him</b> ? (OP)

*Note:* the three ways in which words are described in the context of Contrastive Grammar

Let us start presenting each one of them in contrast: Parts Of Speech

### [The parts of speech](#)



### Recommended learning activity

Dear students, we have briefly reviewed the parts of speech, it is important that you internalize the definition, the form and the function of each one of them. In order to do that, make a flow chart of the parts of speech in which you can visualize the definition, the form and function of each one of them. Also, answer the following questions in your notebook:

1. The definition of a word refers to
2. The form of a word refers to
3. The function of a word refers

Dear students, I guess you have achieved to internalize the parts of speech, their definitions, forms and functions. Remember that you can always consult your tutor if you have any doubts or concerns.

*Now, we need to go ahead.*

We are going to start with the contrast of English and Spanish parts of speech, so, it is necessary that you pay especial attention to how they work in both English and Spanish, but before, let us complete the following exercises.



## Self-evaluation 1

### A. Mark T for TRUE or F for FALSE.

1. ( ) The first settlers in England were some tribes with the same dialects all of them.
2. ( ) The literature used in Centers of learning was written in Latin.
3. ( ) The West Saxon dialect was heavily inflected, with endings on nouns to show many cases and on verbs to show time and person.
4. ( ) The language used in all Europe in the time of the invasions was English
5. ( ) Regarding nouns, English and Spanish are similar.
6. ( ) In the history of Spanish, in the year 600 the Celts came to the peninsula.
7. ( ) In the year 237 BCE, the Carthaginians took control of the areas.
8. ( ) In 1492 AD Columbus discovered America.

### B. Choose the correct response

1. The aim of Contrastive Grammar is\_\_\_\_\_.
  - a. To find the differences of two languages regarding the form and function of words.
  - b. Is an attempt to compare the grammars of two languages in a systematic way.
  - c. Is to establish similarities and differences as well as dominant and recessive features of the grammatical structure of two selected languages.

2. The pedagogical goal of CG is related to\_\_\_\_\_.
- a. Language teaching and learning, and language course design.
  - b. To compare semantic equivalence.
  - c. Define the methodological principles that underlie the comparisons of languages.
3. The form of a word is \_\_\_\_\_.
- a. The role it plays in a sentence
  - b. The position in the sentence
  - c. The category to which a word is assigned, regarding its syntactic function
4. When we say that a word is an object, subject, object of a preposition, we refer to the \_\_\_\_\_.
- a. Function of a word
  - b. The form of a word
  - c. The role it plays in a sentence
5. Function words are also called \_\_\_\_\_.
- a. Lexical words such as prepositions, auxiliaries or pronoun
  - b. Words that are used to express the lexical meaning of a sentence.
  - c. Grammar words such as interjections, pronouns or articles.

Answer Key



## Unit 2. Word classes and sentence construction in English and Spanish

Dear students it is time to start contrasting English and Spanish parts of speech. Remember that contrastive grammar helps us see similarities and differences between the two languages. Let us start with nouns.



Do you know how different are English and Spanish nouns? how do you use them in both languages? Please, write your ideas in a notebook

Did you achieve to find some differences? Great, if not, do not worry. Let us start.

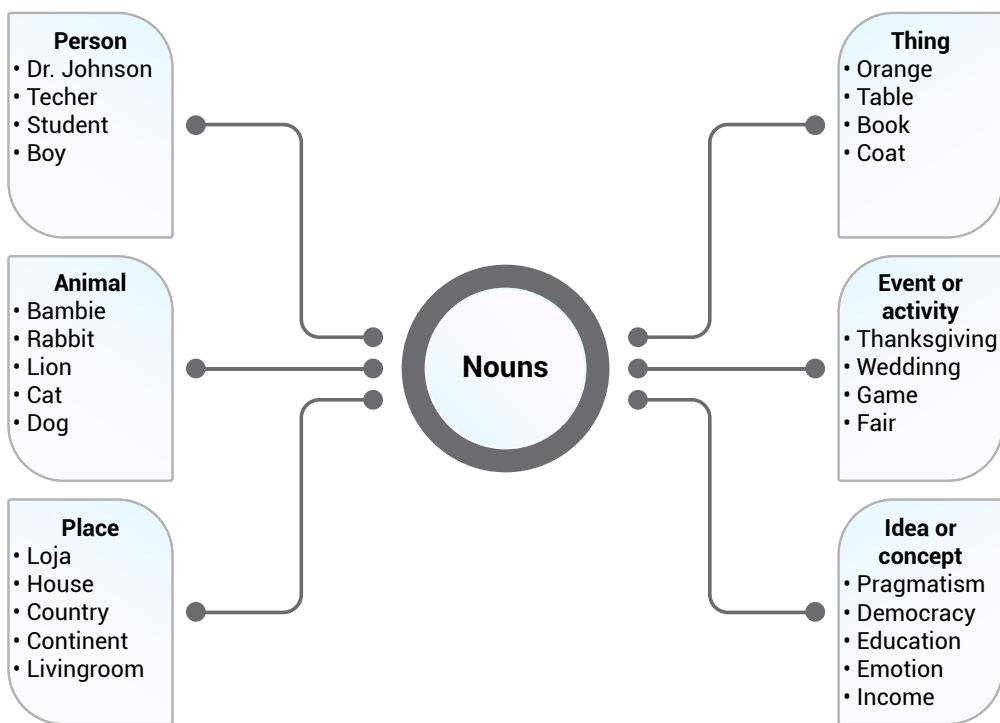
### 2.1. Content words: nouns, adjectives, adverbs, verbs

#### 2.1.1. Nouns

Let us start by defining them.

1. A noun (English and Spanish) is a word that can be the name of a person, animal, place, thing, event or idea. In a sentence, it may be used as the subject of a verb, direct or indirect object, or the object of a preposition. In Spanish, equivalents of nouns can be pronouns, infinitives, and nominalized words or groups of words.

**Figure 1.**  
*Different types of nouns*



*Note:* The figure shows the different types of words that are considered nouns.

As you may have seen, a noun names all the above.

2. Regarding form, contrary to Spanish, which has **gender** and **number**, English nouns are considered to have **gender**, **number** and **case**

### What is GENDER?

Grammatically, **gender** means that a word can be classified as masculine, feminine or neuter.

- In English it is not very important
- In Spanish the gender of a word is often reflected not only in the way the word itself is spelled and pronounced, but also in the way all the words connected to it are spelled and pronounced.
- In Spanish there are more words that have gender than in English

## What is NUMBER?

Within the grammatical field, **number** refers to the grammatical contrast between singular and plural forms of nouns, pronouns, determiners, and verbs, English and Spanish nouns have singular and plural forms

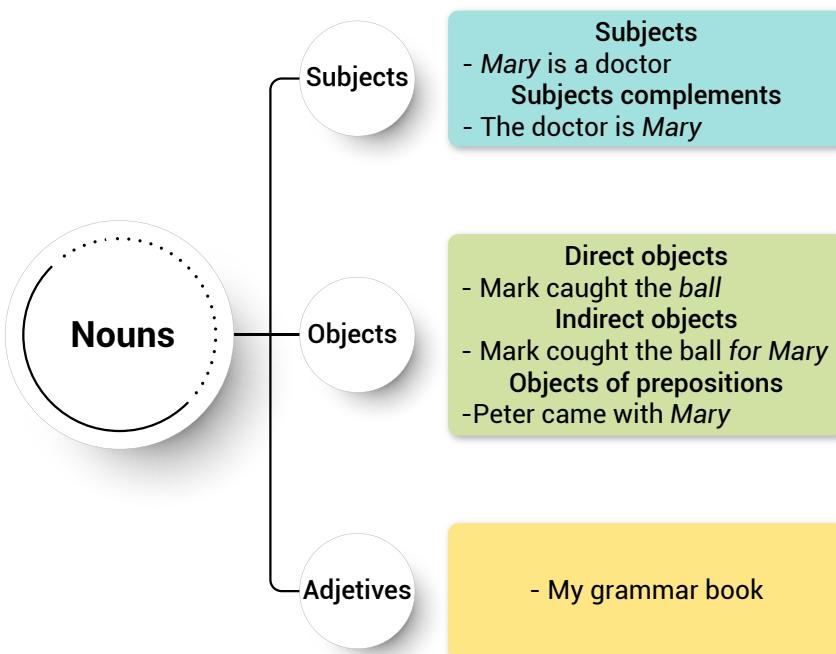
## What is CASE?

In grammar, the **case** indicates the functions of nouns in relation to the rest of the words in a sentence. In English, possessive case shows the relationship of possession or belongingness between two nouns. (Farrell & Farrell, 2012).

3. Regarding the uses of nouns in English and Spanish, it is said that they have three uses in a sentence: subjects, objects, complements (Farrell & Farrell, 2012).
  - a. Nouns as subjects and objects

Dear students, we continue studying nouns in English and in Spanish

**Figure 2.**  
*Functions of nouns*



*Note:* The graph shows the different functions a noun has in a sentence

As the graph shows, in a sentence nouns can perform the functions of subjects, objects, and adjectives. As subjects they can be subjects themselves and complements also adjectives, as objects, they can be direct objects, indirect objects, and objects of a preposition.

Dear students, this is a brief explanation regarding nouns in English and in Spanish. In order to broaden your knowledge and learn about the contrast between English and Spanish, please, go to your textbook and read Chapters 1, 2 and 3. Besides, revise the resource for this topic.

## NOUNS

### Suggested learning activity:

I hope you have revised the information, now please, complete the following activity:

1. Answer the following questions
  - What is a subject?
  - What is an object?
2. Make your own mind map in which you show nouns and objects (include definitions and your own examples). Include all important and relevant issues about subjects and objects.
3. Do the following exercises:
  - A. Circle the nouns in the sentences below. There is more than one in each one of the sentences.
    - Students came into the classroom and spoke to the teacher.
    - The Wilsons took a cruise along the coast of Mexico.
    - Figure skating is an exciting event in the Winter Olympics.
    - Truth is stranger than fiction.
    - They want a boss with intelligence and a sense of humor.

- B. Circle **M** (masculine) or **F** (feminine) next to the nouns whose gender you can identify, or? next to the nouns whose gender is neither masculine, nor feminine in both languages.

Noun	Gender in English			Gender in Spanish		
Chair	M	F	?	M	F	?
Cathy	M	F	?	M	F	?
Visitor	M	F	?	M	F	?
Blouses	M	F	?	M	F	?
Nephew	M	F	?	M	F	?

- C. Look at the English and Spanish words below. Indicate if the word is singular (S) or plural (P).

NOUN	NUMBER	
teeth	S	P
family	S	P
dress	S	P
mice	S	P
coches	S	P
mujer	S	P
clase	S	P
platos	S	P

Dear students, you have finished the contents in week 2, I hope you have clearly understood the information provided. Remember that you can always consult your tutor if you have any doubts or concerns.



### Week 3

#### 2.1.2. Adjectives



Before moving on, it is a good idea that you remember what an adjective is, please, write your own definition and give some examples in your notebook.

All right, I guess you achieved to complete the activity. Let us continue with the definition according to some authors.

1. **Definition:** According to Spinelli (2007); Farrell & Farrell, (2012) adjectives are words that describe, qualify with some attribute, and give more information about a noun or pronoun. They can occupy different positions in a sentence and can never occur alone without a noun since as mentioned before their function depends entirely on them, unless there is a previous context.
2. **Forms:** English adjectives are invariable, while others change form. These changes depend on adjective type. The types are discussed separately below.
3. **Uses:** English adjectives are primarily used as:

- a. Modifiers of nouns or pronouns.

- As a modifier of noun or pronoun, the adjective comes before the noun or pronoun that it modifies.

She lives in that small white house.  
ADJECTIVE NOUN

She lives in that small white one.  
ADJECTIVE NOUN

- As a modifier of an indefinite pronoun, the adjective follows the pronoun.

Something nice happened at the party.  
INDEF. PRON ADJ.

- b. Complements of subjects or objects, as a subject complement, the adjective follows the verb to be or the linking verb to describe the subject.

The children are astonished.  
BE FORM ADJECTIVE

They seem pleased.  
LINK. VERB ADJECTIVE

- As an object complement, an adjective follows the direct object noun or pronoun.

This activity makes the task difficult.  
NOUN ADJECTIVE

As they acted, we considered them happy.  
PRONOUN ADJECTIVE

There are different types of adjectives, in the following diagram you can find the types plus a brief description of each one of them.

In Spanish, regarding their **forms**, adjectives agree in gender and number with the noun or pronoun they modify. If an adjective describes a mixed group of nouns (masculine and feminine), the adjective is masculine plural.

Las casas blancas,  
NOUN ADJECTIVE

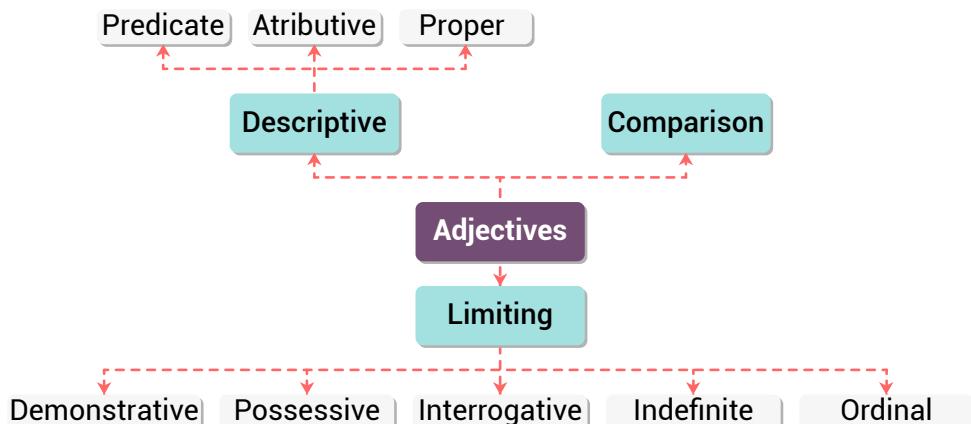
Los niños pequeños,  
NOUN ADJECTIVE

**Uses:** As in English, Spanish adjectives are used as modifiers and complements, but their position in a sentence is different.

### Types of adjectives

As you might know adjectives are classified into different types. The graph shows, there are descriptive, comparison, and limiting. From them, descriptive, have three types (predicate, attributive and proper) and limiting five (demonstrative, possessive, interrogative, indefinite and ordinal).

**Figure 3.**  
*Classification of adjectives*



*Note:* The graph shows the classification of adjectives.

Following you will find a brief description of each type of adjectives.

#### a. Descriptive adjectives

Are adjectives or words that describe nouns or pronouns by showing some quality they possess.

In Spanish, masculine singular descriptive end in -o, and feminine singular descriptive end in -a. Plurals are created by adding an -s.

Descriptive adjectives are classified into predicate, attributive and proper. Let us briefly describe each one of them.

- **Predicate adjectives** is an adjective that is used in the predicate of a sentence, they modify or describe the subject of a sentence or clause and are linked to the subject by a linking verb. Eg. In the sentence "The **girl** was **nervous**", the noun *girl* is modified by the adjective *nervous*, which is a predicate adjective. As you can see noun and adjective are connected each other with the linking verb was. Other examples can be: "The **food** tastes **delicious**", "the **boy** looks **happy**". In Spanish we also have predicate adjectives "**María** es **feliz**", "la **casa** luce **hermosa**."
- **Attributive adjectives**. Are adjectives that are directly adjacent to the noun or pronoun it modifies. Opposite to predicative ones, attributive adjectives are not separated from a noun by a linking verb. In the example: "He sells **beautiful cars**", the adjective *beautiful*, modifies the noun *cars*, and as you know it is always placed before the noun it modifies. In Spanish, they can occur inside a noun phrase. This is illustrated by: "la **camiseta roja**."

### **Predicative and attributive adjectives**

**REMEMBER:**  
*In both English and Spanish*

They can occur as the complement of a copular verb such as ser 'to be', in this case they are **predicative**.



The **car** is **red**

**El carro es rojo**

They can occur inside a noun phrase, in which case they are **attributive**.

A **red car**

Un **carro rojo**

*Note:* The graph shows the difference between predicative and attributive adjectives in English and in Spanish.

- **Proper adjectives**

As any other adjective, a proper one modifies nouns and pronouns. It is formed from a proper noun. Proper adjectives typically look like their original proper nouns but have some sort of alternative ending in order to make them adjectives. This type of adjectives are capitalized.

Example:      Spain              Spanish              The **Spanish** people  
                  Noun              Adjective              Adjective Noun

As you can see, the adjective **Spanish** comes from the noun **Spain**, and **Spanish** modifies the noun **people**.

In Spanish, proper adjectives work the same as in English, the only difference is that they are not capitalized and also the position is different.

Un **ecuatoriano**              la **gente ecuatoriana**  
adjective                          noun      adjective

#### b. Comparison adjectives

Adjectives and adverbs can be used to make comparisons. The comparative form is used to compare two people, ideas, or things. They are used to say that one person or thing demonstrates a high degree of a quality or is a better example of a quality than the other and enable us to say whether a person or thing has more or less of a particular quality. Words like taller, smarter, and slower are examples of comparative adjectives. The superlative form with the word "the" is used to compare three or more items. Comparatives and superlatives are often used in writing to hedge or boost.

There are three degrees of comparison: positive, comparative and superlative.

In Spanish, the only difference is that comparative adjectives and adverbs agree in gender and number with the noun they modify.

Dear students we have completed this week of study, as you may have seen, we have studied adjectives, next week we are going to continue with limiting adjectives and its types. Meanwhile, please, go to your textbook and study chapters 30, 31 and 32. Besides, revise the presentation provided for these



contents, those resources have information to learn about the contrast between English and Spanish adjectives, their forms and uses. Please, make sure you study the documents provided, the information provided there are of paramount importance to pass the subject. [Adjectives](#)



## Recommended learning activity

- Once you have read the documents, please, write a summary of the information provided regarding adjectives in your notebook.
- Do the following exercises:
  - A. Circle the adjectives in the sentences below. Draw an arrow from the adjective you circled to the noun or pronoun described.
    - a. The young man was reading a Spanish newspaper.
    - b. She looked pretty in her new red dress.
    - c. That was interesting.
    - d. The old piano could still produce good music.
    - e. Paul was tired after his long workout in the gym.
  - B. Underline the comparative and superlative adjective structures in the sentences below.
  - Draw an arrow from the adjective to the noun or pronoun it modifies.
  - Indicate the various degrees of comparison: superlative (S), comparative of greater degree (C+), comparative of equal degree (C=), or comparative of lesser degree (C-).
    - a. The teacher is older than the students.  
S      C+      C=      C-  
  
b. He is less intelligent than I am.  
S      C+      C=      C-  
  
c. Mary is as tall as Paul.  
S      C+      C=      C-

d. That boy is the worst in the school.

S      C+      C=      C-

e. John is a better athlete than Bob.

S      C+      C=      C

All right dear students, did you achieve to do the tasks provided? I guess you did it. Remember that you can always consult your tutor if you have some doubts.

**Congratulations!!!** You can conclude that adjectives are defined as words that qualify a noun or pronoun; besides, the uses of adjectives are kind of similar in English and Spanish languages but their forms are different, in English, they do not have gender nor number but in Spanish they do have gender and number and that they agree in gender and number with the noun they modify

### c. Limiting adjectives

A limiting adjective is the one that modifies a noun or pronoun by restricting it rather than describing its qualities or traits it has, which makes them to contrast with descriptive adjectives, which do describe the noun or pronoun they precede. Let us look at the example:

My mother has **friendly** cats - My mother has **some** cats

In My mother has **friendly** cats, the adjective *friendly* describes cats, it tells us that the cats are pleasant to be around and like making friends. On the other hand, in My mother has **some** cats, the limiting adjective (**some**) restricts rather than describes the cats by saying that my mother owns more than one cat. Besides, the adjective **some** does not tell us anything about the cats. It does not tell what the cats look like, or if they are pleasant or not.

As you might remember, limiting adjectives are of some types: demonstratives, possessive, interrogative, indefinite, and ordinal. Let us start studying each one of them.

## ▪ **Demonstrative adjectives**

This is a type of adjective that specifically describes the position of something or someone in space or time. They are this, that, these, and those.

There are two major reasons we use demonstrative adjectives:

1. Demonstrative adjectives are used to describe the physical location of something relative to the speaker.
2. They are also used to refer to moments in time.

**This** week has been tiring! (*This* indicates a week close to the present moment, i.e. the current week.)

I remember **that** moment like it was yesterday. (*That* indicates a moment that occurred long before the current time, possibly the distant past.)

In Spanish demonstrative adjectives agree with the noun they modify in gender and number. They are: este, esta, estos, estas, ese, esa, esos, esas, aquel, aquella, aquellos, aquellas.

## ▪ **Possessive adjectives**

These are adjectives that modify a noun by identifying who has ownership or possession of something and of course are used to express possession or ownership. They are my, your, his, her, its, our, their, and whose and belong the pronouns I, you, he, she, it, we, they, and who.

Look at the example: Peter brought his [car](#).

In this example the word his is a possessive adjective that indicates that the car belongs to Peter.

Possessive adjectives are also used to refer to people who have a relation to someone or something.

Charles and Susan came with their [children](#).

In the sentence above the possessive adjective *their* is used to express that the children are related to Charles and Susan; they don't "own" their parents, but their parents are related to them.

Spanish possessives are adjectives that agree in gender and number with the noun they modify, not with the possessor.

## ▪ **Interrogative adjectives**

As their name suggests, Interrogative adjectives (also known as **interrogative determiners**) modify nouns and pronouns. They are used to ask questions. The interrogative adjectives are what, which, and whose.

## What place is the most beautiful?

Which pen do you like more?

Whose phone did you use when you talked to me?

In Spanish, the interrogative adjective is inflected for gender and number. It agrees with the noun it modifies, they are **¿qué?**, **¿cuál?**, **¿cuáles?**, **¿cuánto?**, **¿cuánta?**, **¿cuántos?**, **¿cuántas?**

## ▪ Indefinite adjectives

This type of adjective is one of a small group used to talk about people or things in a general way without saying exactly who or what they are, they refer to nouns or pronouns that are not defined more specifically, as for example, several, all, every. In English indefinite adjectives do not change.

**Some students** learn fast.    **Each/Every class** is important.

I want another pen.

## **Indf. adj noun**

Algunos estudiantes aprenden rápidamente. Cada clase es importante.

Quisiera otro bolígrafo.

## **Indf. adj noun**

## ▪ Other limiting adjectives

**Ordinal numbers:** The other limiting adjectives English and Spanish share are ordinal numbers, they indicate the order in which things come. One, two, three etc. correspond to first, second, third, etc.

### Determiners:

A determiner is a type of word that limit the nouns that follow them, introduce nouns and their adjectives, words that function as determiners are:

- Articles *the, a, an.*
- Demonstratives *this, that, these, those.*
- Possessive determiners *my, your, his, her, its, our, their.*

All of them precede an adjective if there is one; otherwise, they are positioned directly in front of a noun.

In Spanish determiners are definite (el, la, los, las) and indefinite (un, una, unos, unas) articles.



Dear students this information corresponds to determiners in a general way, regarding articles (definite and indefinite, we will come back to them later, when we have to study articles, we have already studied the other types of words).

## d. Other adjectival forms

In both English and Spanish other kinds of words, sets of not necessarily adjectives) may be used as adjectives, it means they describe a noun or pronoun. Those words are: nouns (frase), present / past participles, prepositional phrases, relative clauses, infinitives, adverbial phrases.

**Table 3.***Some adjectival forms*

English	Spanish		
Noun	Chemistry classes	noun phrase	<i>El aula de práctica</i>
<b>present participle</b>	<i>running water</i>		
<b>past participle</b>	<i>The required documents</i>	<b>past participle</b>	<i>La niña apreciada</i>
<b>prepositional phrase</b>	<i>The girl on the balcony</i>	<b>prepositional phrase</b>	<i>El cuarto de baño</i>
<b>relative clause</b>	<i>The house that I rented</i>	<b>relative clause</b>	<i>La tarea que presenté</i>
<b>Infinitive</b>	<i>I asked what to bring.</i>	<b>Infinitive</b>	<i>No supo que comprar.</i>
<b>adverbial phrase</b>	<i>The children were happy at home</i>	<b>adverbial phrase</b>	<i>Los niños fueron de mala gana</i>

Note: The table shows a list of some adjectival forms to qualify nouns.

Dear students, we have completed the part concerning adjectives, as always it is necessary that you read your textbook chapters 33, 34 and 35 where you are going to find information regarding the contrast between Spanish and English regarding adjectives, besides, check the presentation regarding week 4. [Adjectives](#)

 Once you have internalized the information write a mind map in which you include all the adjectives, forms and functions, do not forget to include your own examples. This is an activity that you must do in order to achieve learning how English and Spanish contrast. Remember that the objective of this subject is to understand and learn the similarities and differences between the two languages.



### Recommended learning activity

Now, do the following exercises.

Circle the possessive adjectives in the sentences below; then, draw an arrow from the possessive adjective to the noun it modifies; after that, circle singular (S) or plural (P) to indicate the ending of the Spanish possessive adjective; finally, using the charts in this section, fill in the possessive adjective in the Spanish sentences below.

- a. I put my book on the desk.  
NOUN MODIFIED IN SPANISH: masculine      S      P  
Puse \_\_\_\_\_ libro sobre el escritorio.
- b. Mary is wearing your familiar boots.  
NOUN MODIFIED IN SPANISH: feminine      S      P  
María lleva \_\_\_\_\_ botas.
- c. Roberto is looking for his mother.  
NOUN MODIFIED IN SPANISH: feminine      S      P  
Roberto busca a \_\_\_\_\_ madre.
- d. Mary is looking for her father.  
NOUN MODIFIED IN SPANISH: masculine      S      P  
María busca a \_\_\_\_\_ padre.

A. Circle the interrogative adjectives in the sentences below; then, draw an arrow from the interrogative adjective to the noun it modifies; after that, indicate if the noun modified is singular (S) or plural (P); finally, fill in the Spanish interrogative adjective in the Spanish sentences below.

- How many shirts did you buy?  
NOUN MODIFIED IN SPANISH: feminine      S      P  
¿ \_\_\_\_\_ camisas compraste?
- How much wine are you bringing to the party?  
NOUN MODIFIED IN SPANISH: masculine      S      P  
¿ \_\_\_\_\_ vino traes a la fiesta?
- How many televisions are there in your house?  
NOUN MODIFIED IN SPANISH: masculine      S      P  
¿ \_\_\_\_\_ televisores hay en tu casa?

B. Circle the demonstrative adjectives in the sentences below; then, draw an arrow from the demonstrative adjective to the noun it modifies; after that, circle if the noun modified is singular (S) or plural (P); finally, fill in the Spanish demonstrative adjective in Spanish sentences below.

- They prefer that restaurant.

NOUN MODIFIED IN SPANISH: masculine      S      P  
Prefieren \_\_\_\_\_ restaurante.

- Those houses over there are very expensive.

NOUN MODIFIED IN SPANISH: feminine      S      P  
\_\_\_\_\_ casas son muy caras.

- Do you want this magazine?

NOUN MODIFIED IN SPANISH: feminine      S      P  
¿Quieres \_\_\_\_\_ revista?

All right dear students, I hope you have achieved to do a complete and creative mind map and successfully completed the proposed exercises, **Congratulations!!!** I am sure this has helped you to consolidate knowledge on the topic.

Dear students, it is time to conclude the study of adjectives, it is important to remember that English and Spanish adjectives are very similar in their uses and forms, the most important difference is the position they have in a sentence in English. Adjectives are those words that accompany a noun to qualify it with some attribute, they are all that is said about the quality of the subject. In English, adjectives do not have gender, nor number, On the other hand, Spanish adjectives mostly agree in gender and number with the noun or pronoun they modify.

Dear students, we have finished this section, let's move on the next one which is adverbs.



### 2.1.3. Adverbs

A word or phrase that modifies, qualifies or describes an adjective, verb, or other adverb or a word group, expressing a relation of place, time, circumstance, manner, cause, degree, etc. They normally answer questions like: how?, how much?, when? and where? Adverbs in Spanish do not need to match number and gender with the noun they modify, which means they are invariable. In English, adverbs are normally placed after the verb they modify.

I like you a lot Me gustas mucho

They travel **constantly**      Viajan **constantemente**

Dear students, to broaden knowledge about adverbs, you need to go to your textbook and study chapter 36, additionally, read the slides provided for this topic.



All right, dear students, how was the material shared? What did you find out in the material you have read? I guess now, you know the form and use of adverbs. In order to check your knowledge, complete each one of the following sentences by using the correct adverb, once you have completed, translate them into Spanish. To complete the exercise revise the contents for this topic.

**Example:** Her English is fluent. She speaks English fluently.

Su inglés es fluido. Ella habla inglés fluidamente.

1. Our mum was angry. She spoke to us \_\_\_\_\_.

---

2. My neighbor is a careless driver. He drives \_\_\_\_\_.

---

3. The painter is awful. He paints \_\_\_\_\_.

\_\_\_\_\_.

4. Jim is a wonderful piano player. He plays the piano \_\_\_\_\_.

\_\_\_\_\_.

5. She is a good dancer. She dances really \_\_\_\_\_.

\_\_\_\_\_.

All right dear students, I guess you completed the exercise successfully. Now, you know about adverbs, their forms and uses in English and in Spanish. As it was said before they are words one of the four major word classes, along with nouns, verbs and adjectives. They are used to provide additional information about a verb, an adjective, another adverb, a clause or a whole sentence and, sometimes about a noun phrase. Besides, adverbs are invariable, and in Spanish, they do not need to agree in gender and number with the noun they modify.



## ADVERBS



### Week 5

## 2.2. Function words: conjunctions, interjections, prepositions, pronouns, determiners, auxiliary verbs

### 2.2.1. Conjunctions

Dear students, now, we are going to study another part of speech, which is conjunctions, a conjunction is an uninflected linguistic form used to connect sentences, clauses, phrases, or words. Conjunctions have a relevant importance within any sentence as they serve to relate words and sentences to each other. They give meaning and context to the sentence. Some of the conjunctions in English and Spanish are:

**Table 4.**  
*English and Spanish conjunctions*

ENGLISH	SPANISH
and	y
if	si
but	pero
or	o
although / though	aunque
however	sin embargo
moreover / besides	además
therefore / so	por lo tanto
even if	no siquiera
instead	en su lugar
otherwise / else"	de otro modo
unless	a menos que

*Note:* The table shows some of the prepositions in English and in Spanish

Dear students, in order to broaden your knowledge on the contrast between English and Spanish conjunctions, study Chapter 37 in your textbook, also revise the ppt. provided for this topic. [Conjunctions](#)

Once you have studied, the material provided, complete the following task. Circle the coordinating and subordinating conjunctions in the sentences below. Underline the words each conjunction serves to coordinate or to subordinate.



- a. Mary and Paul were going to study French or Spanish.
- b. She did not study because she was too tired.
- c. Not only had he forgotten his ticket, but he had forgotten his passport as well.

How did it go? I am sure very well. I guess the reading and exercises proposed have helped you to internalize the contents. Remember that conjunctions are words that join two parts of a sentence. Conjunctions of subordination introduce subordinate clauses.

### 2.2.2. Interjections

Dear students, now, it is time to go on the next topic, which is interjections.



What is an interjection? Do a little search on the internet to learn about it. Write what you find in a notebook

All right, I guess you were able to find some interesting definitions, great!! Let us see if they are similar to what you have here.

Interjections, also known as ejaculations or exclamations, are short utterances used to convey emotion, surprise, excitement, happiness, or anger. They are different from other parts of speech because they do not help you understand relationships between words, nor do they have much of a grammatical purpose, as such, they are words that occur in isolation.

As you know, Interjections are one of the parts of speech; however, grammatically, they are not related to any other part of a sentence. In spoken English, they are very common, but they appear in written English as well. Some of the interjections in English include hey, oops, ouch, gee, oh, ah, ooh, eh, ugh, aw, yo, wow, brr, sh, and yippee. When they appear in written language, they are followed by an exclamation mark.

Interjections usually stand apart from normal sentences, maintaining their syntactic independence. They are not inflected for grammatical categories such as tense or number. Because of the fact they more frequently appear in spoken English than in writing, most scholars have chosen to ignore them.

In Spanish, the same as in English, interjections are vocabulary items that express emotions. In Spanish they are preceded by enclosed in exclamation marks. Following are some common interjections in Spanish. **¡Alto!**, **¡Anda!**, **¡Ay!**, **¡Caramba!**, **¡Caray!**, **¡Cielos!**, **¡Cuidado!**, **¡Dios mío!**, **¡Dios!**, **¡Hola!**, **¡Huj!**, **¡Olé!**.

To finish the study of interjections, please, study the information provided in the Ppt. provided, so you understand the how English and Spanish Interjections contrast.

### 2.2.3. Prepositions

Dear students, regarding prepositions it is important to mention that these words are very tricky ones in any language. Their meanings are basic ones, but if used in phrasal verb constructions, that meaning can change. These words are frequently used to show the relation between a noun or pronoun and another part of the sentence.

Prepositions in both English and Spanish are used to indicate a relationship between two words or phrases, linking them together. They are often used to indicate relationships of location, direction, or time.

As the prefix *pre* in the word *preposition* suggests, prepositions *precede* the word or words they link.

Among the most popular prepositions we can mention:

**Table 5.**  
*Prepositions in English and Spanish*

ENGLISH	SPANISH	ENGLISH	SPANISH
to, at	<i>a</i>	before, in the presence of	<i>ante</i>
under	<i>bajo</i>	with	<i>con</i>
against	<i>contra</i>	of, from	<i>de</i>
from, since	<i>desde</i>	behind	<i>detrás (de)</i>
in, on, at	<i>en</i>	between, among	<i>entre</i>
toward	<i>hacia</i>	toward	<i>hasta</i>
for, in order to	<i>para</i>	for, by	<i>por</i>
according to	<i>según</i>	without	<i>sin</i>
about, on, upon, above, over, around	<i>sobre</i>	after, behind	<i>tras</i>

*Nota:* This table shows some of the prepositions in English and in Spanish.

Something important to mention is that some Spanish prepositions have different counterparts in English and viceversa, so we need to learn how to use them.

Dear students, we have reviewed some information regarding prepositions, please, go to your textbook, Chapter 38 to expand your knowledge regarding prepositions and learn the contrast between English and Spanish regarding prepositions, please, do not neglect reading the contents proposed.

Once you finish reading, please, write a comparative chart in which you visualize the contrast between the two languages regarding prepositions.

Al right dear students, I guess you have achieved to write the chart requested, that will be useful in order to completely understand and internalize the contents proposed. Now, please, complete the following exercise.



## Recommended learning activity

Circle the prepositions in the sentences below. Then translate in to Spanish

- a. I will call you toward the end of the week.

---

- b. His family returned from Peru last year.

---

- c. The teacher walked around the room as she talked.

---

- d. These days many men and women work at home.

---

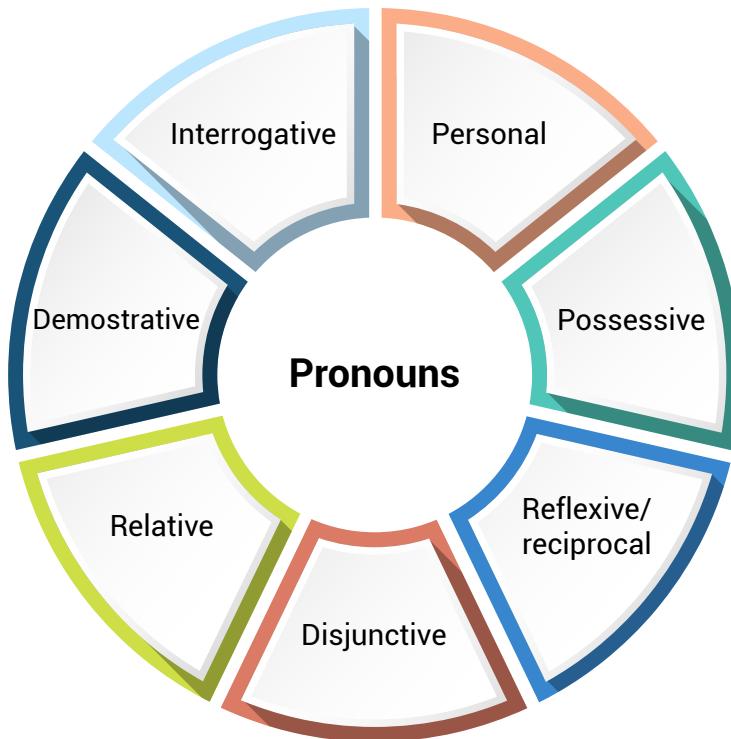


All right dear students, as you have completed your chart and ended the exercise regarding prepositions I guess you might have realized that prepositions are invariable words used to show the relation between a noun or pronoun and another part of the sentence. Besides they are not so different in both languages, they have some different counterparts in both languages. Now let us go on to the next topic, which is pronouns in English and in Spanish.



### 2.2.4. Pronouns

**Figure 4.**  
*Classification of pronouns*



Note: Types of pronouns



Dear students we have come to another part of speech, pronouns. Before explaining them, try to define them, write the definitions and types in your notebook, if you are not sure of the information just surf into the internet to find some answers.

All right, dear students, now you have recalled the notion of pronouns and their types, let us have a little more information

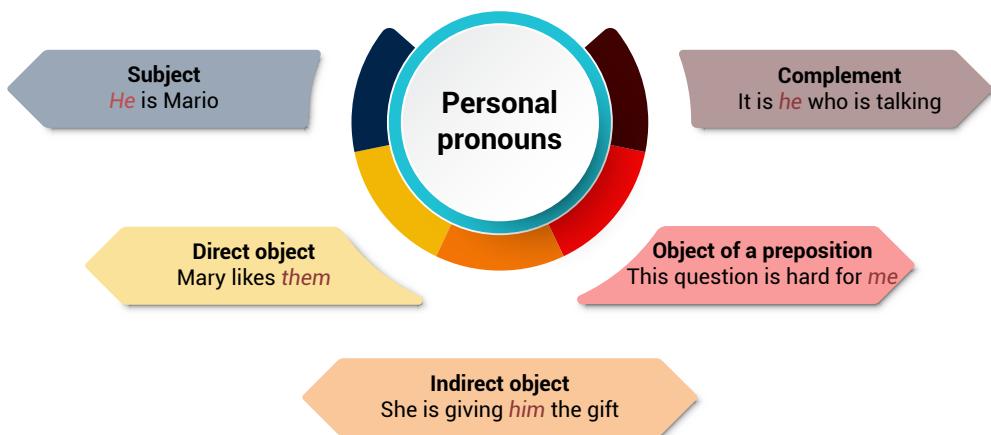
As you might have seen, pronouns are any small set of words (such as I, she, he, you, it, we, or they, mine, his, her, them etc.), they are words that can go instead of nouns. We often use them to avoid repeating the nouns that they refer to. Pronouns have different forms for the different ways we

use them. Some of them are Personal, Possessive, Reflexive/reciprocal, Disjunctive, Relative, Demonstrative, Interrogative. We will be reviewing each one of them in next weeks.

Uses and types of pronouns are fully explained in Chapter 10 in your textbook and in the Ppt. presentation provided in for this section. [Pronouns part 1](#)

#### a. Personal pronouns

**Figure 5.**  
*Functions of personal pronouns*



**Note:** The different functions or uses of personal pronouns are shown.



Regarding personal pronouns we can say that they are short words used as substitutes for the proper name of a person. English personal pronouns have grammatical person, gender, number, and case of the noun it replaces. I, you, he, she, it, we they, are all pronouns personal pronouns.

Besides, this type of pronouns in English can perform different functions in a sentence, they can be subjects or objects (direct, indirect, object of the preposition, me, him, her, us, you, them) their use help you avoid repetition of specific nouns. In order to fully understand personal pronouns please, go to your textbook Chapter 10 in order to study and internalize the information given there regarding them.



## Recommended learning activity

Once you have internalized the material provided, do the following exercises:

A. Write one sentence for each one of the uses of personal pronouns

- Subject:
- Direct Object:
- Indirect Object:
- Object of a preposition:
- Complement:

B. In the following sentences, underline the personal pronoun, write S (subject), DO (direct object), IO (indirect object), OP (object of a preposition, C (complement) then translate the sentences into Spanish, underline the pronouns in Spanish.

1. Bob took her to work Monday

---

2. The task was difficult for them

---

3. Will you please, tell them to come in?

---

4. It is she the girl who needs to work.

---

5. Our grandparents bought some candy for us

---

6. They will be attending a conference

---

All right dear students. How did it go? I guess very well, congratulations!!



Remember that personal pronouns are not only I, you he, she it, we you they, but also me, you, him, her, us, them, they can be used in sentences as subjects, objects and complements.

### a. Possessive pronouns

Well dear students, we have moved to another topic, which is Possessive pronouns. Regarding them, it is necessary to point out that a pronoun is a word that replaces a noun in a sentence, and second, that possessive pronouns demonstrate ownership, they show that something belongs to a particular person. Besides, they simplify constructions that show possession of a noun by replacing it. Possessive pronouns must stand alone and be used without a noun. Like other pronouns, they're great for brevity and for avoiding repetition. The possessive pronouns are mine, ours, yours, his, hers, its, and theirs.

Dear students, we have revised some information regarding possessive pronouns, in order to learn the contrast between English and Spanish pronouns it is necessary that you go to your textbook and study Chapter 44 where you are going to find the explanation of the topic.

I hope you have achieved to internalize the information related to the contrast between English and Spanish Possessive pronouns, now it is time for practicing.



### Recommended learning activity

Complete the following Spanish sentences so that they match the English sentences in meaning.

1. I like my bicycle, but he prefers his.

A mí me gusta la bicicleta mía, pero él prefiere \_\_\_\_\_ .

2. This house is older than ours.

Esta casa es más antigua que \_\_\_\_\_ .

3. These books aren't María's, they're mine.

Estos libros no son los de María, son \_\_\_\_\_ .

4. I have my notes. Do you have yours?  
Yo tengo mis notas. ¿Tienes \_\_\_\_\_?
5. She needs my pencil because she has lost hers.  
Ella necesita el lápiz mío porque ha perdido \_\_\_\_\_.
6. My car is broken down. Can you take yours?  
Tengo el coche descompuesto. ¿Puede Ud. llevar \_\_\_\_\_?
7. I brought my photos, and they brought theirs.  
Yo traje las fotos mías y ellos trajeron \_\_\_\_\_ .
8. Our dog is bigger than theirs.  
Nuestro perro es más grande que \_\_\_\_\_ .
9. I like your class. It's better than mine.  
Me gusta tu clase. Es mejor que \_\_\_\_\_ .
10. I forgot my diskettes. Could you lend me yours?  
Se me olvidaron mis disquetes. ¿Podría Ud. Prestarme \_\_\_\_\_ ?

Congratulations dear students, you have completed one more week of study, keep working with the same enthusiasm!!!



Finally, remember that possessive pronouns are formed with the long forms of the possessive adjectives with an added definite article that agrees with the possessed item, not with the possessor. A chart showing possessive pronouns in English and in Spanish is presented here.

**Table 6.***Possessive pronouns in English and in Spanish*

POSSESSIVE PRONOUNS IN ENGLISH AND IN SPANISH	
yours (tú)	el tuyo, la tuyas, los tuyos, las tuyas
ours	el nuestro, la nuestra, los nuestros, las nuestras
yours (vosotros)	el vuestro, la vuestra, los vuestros, las vuestras
theirs	el suyo, la suya, los suyos, las suyas

Note: The table presents possessive pronouns in English and in Spanish.

All right dear students, it is time to advance to the next topic in this week.

#### a. Reflexive/reciprocal pronouns

A reflexive pronoun is a type of pronoun that is used for the object of a verb when it refers to the same noun as the subject of that verb. English reflexive pronouns end with "self" or "selves": e.g., "himself," "myself," "ourselves," etc. If the object and the subject of a verb are the same, use a reflexive pronoun for the object. Otherwise, do not use one.

In Spanish, reflexive pronouns are personal pronouns that are used with reflexive verbs. As other types of pronouns, they agree with the subject in gender and number. The use of reflexive pronouns indicates that the subject and object are the same. It means that the subject is performing an action for himself/herself.

Ella **se** miró en el espejo.

Tengo que peinar**me** el cabello.

Mi madre **se** sorprenderá por lo que hice.

In the chart below, you will find the reflexive pronouns in English and in Spanish.

**Table 7.***English and Spanish reflexive pronouns*

ENGLISH	PERSON	SPANISH	EXAMPLE
myself	yo	Me	me maquillo
yourself (familiar)	Tu	Te	te maquillas
yourself (formal)	usted	Se	se maquillan
himself, herself	el/ella	Se	se maquillan
Ourselves	nosotros/-as	Nos	nos maquillamos
Yourselves	vosotros/-as	Os	os maquillais
Themselves	ellos/-as	Se	se maquillan

Note: The table shows English and Spanish pronouns

Dear students, I hope you have revised all the information here regarding reflexive pronouns, however, you need to study Chapter 43 in your textbook and also the ppt. which also explains the contrast between English and Spanish pronouns, there you will find information regarding the contrast of English and Spanish reflexive pronouns, please, make sure you study all the information provided in your textbook. [Pronouns part 2](#)

Finally, it is important to remember that a reflexive construction occurs when the subject and the object of a verb are the same person.

**Me peino**                    I comb **myself**

Dear students, once you have revised the information here, the one in your textbook and the one in the material provided, it is necessary that you check your knowledge by completing the following exercises.



### Recommended learning activity

Fill in the appropriate English reflexive pronoun in the English sentences.

1. Mary cuts \_\_\_\_\_ a lot.

María \_\_\_\_\_ corta muy a menudo.

2. Mary, you cut \_\_\_\_\_ a lot.

María, tú \_\_\_\_\_ cortas muy a menudo.

3. We dress \_\_\_\_\_.

Nosotros \_\_\_\_\_ vestimos.

4. The children wash\_\_\_\_\_ every evening.

Los niños \_\_\_\_\_ lavan todas las noches.

Congratulations dear students, you have completed the exercises, successfully, let us advance to the next week in which we will continue learning about pronouns. But before, remember please, that you can always consult your tutor if you have some doubts.

Dear students we have come to week 6, in this week we continue studying the contrast between English and Spanish pronouns and some other parts of speech. Let us start with relative pronouns

a. **Relative pronouns**

A relative pronoun is used to connect a clause or phrase to a noun or pronoun, it is a word that introduces a dependent (or relative) clause and connects it to an independent clause. The clause modifies or describes the noun. The most common relative pronouns are *who*, *whom*, *whose*, *which*, and *that*. Sometimes, *when* and *where* can be used as relative pronouns as well. It joins two references to the same noun. Look at the examples:

A. The girl is an English major. La chica se especializa en inglés

B. The girl came to see me. La chica vino a verme.

If we connect the two clauses, we have these new sentences:

The girl **who** came to see me is an English major

In this example the pronoun **who** is introducing a clause that describes or qualifies the subject of the sentence,

La que vino chica **que** vino a verme se especializa en español

In Spanish it happens the same, the pronoun **que** introduces a clause that refers to the same subject (chica).

Well dear students, I hope this explanation is useful for you, now it is time to go to your textbook to study Chapter 47, which shows the contrast between English and Spanish relative pronouns. At the end of this section there is also a ppt in which you will find information regarding this type of pronouns as well. Please, do not neglect revising this material since it facilitates learning.



Congratulations dear students, you have learned the content in this section, now, it is time to practice. Complete the following exercise. Underline the relative pronoun in the sentences below.



### Recommended learning activity

- A. Circle the antecedent or (NA) if there is no antecedent. Circle the function of the relative pronoun: subject (S), direct object (DO), indirect object (IO), object of a preposition (OP), or possessive (P). Fill in the Spanish relative pronoun in the Spanish sentences below.

1. I received the letter *that* you sent me. NA

(to send = enviar)

FUNCTION IN SPANISH:      S      DO      IO      OP      P

Recibí la carta \_\_\_\_\_ me enviaste.

2. That is the woman *who* speaks Spanish. NA

FUNCTION IN SPANISH: S      DO      IO      OP      P

Esa es la mujer \_\_\_\_\_ habla español.

3. Paul is the student *I* traveled with. NA

RESTRUCTURE THE SENTENCE: \_\_\_\_\_

FUNCTION IN SPANISH: S      DO      IO      OP      P

Pablo es el estudiante con \_\_\_\_\_ viajé.

4. What he said was a lie. NA

FUNCTION IN SPANISH: S DO IO OP P

\_\_\_\_\_ dijo fue una mentira.

- B. Select the correct relative pronoun to complete each of the following sentences.

1. Aquí tienes el artículo \_\_\_\_\_ he leído.

a. que b. quien c. quienes d. lo que e. cuyo

2. Voy a presentarte al colega con \_\_\_\_\_ yo trabajaba antes.

a. que b. quien c. quienes d. lo que e. cuyo

3. Éstos son los niños para \_\_\_\_\_ he comprado los juguetes.

a. que b. quien c. quienes d. lo que e. cuyo

4. No comprendemos \_\_\_\_\_ quieres.

a. que b. quien c. quienes d. lo que e. cuyo

**Congrats!!!**, you have achieved to complete all the exercises successfully, please, remember that in English, the relative pronoun sometimes is not expressed. In Spanish, however, the relative pronoun cannot be omitted.

- The place (that) we visited yesterday was beautiful.
- El lugar que visitamos ayer fue hermoso.

a. **Demonstrative pronouns**

A demonstrative pronoun is the one that represents not only a thing or things. It is used instead of a noun to point something out within a specific sentence. Demonstrative pronouns in English are: *this, that, these, and those*. These pronouns can also indicate items in space or time, and they can be either singular or plural.

In Spanish, demonstrative pronouns agree with the noun they are replacing, they are *este, esta, estos estas, ese, esa, esos, esas, aquel, aquella, aquellos, aquellas, esto, eso* and *aquello*. Masculine and feminine demonstrative

pronouns sometimes have an accent on them in both the singular and the plural.

In both, English and Spanish it is necessary to choose the correct pronoun to make it clear the difference between something that is close to you and something that is further away. In this table you will find demonstrative pronouns in English and in Spanish.

**Table 8.**  
*Spanish and English demonstrative pronouns*

SPANISH AND ENGLISH DEMONSTRATIVE PRONOUNS			
NUMBER	SPANISH	ENGLISH	
<b>SINGULAR</b>	Este esta	indicate things and people that are very close.	This used to indicate something near to the speaker in space or time:
	estos estas		These
<b>SINGULAR</b>	Ese esa	indicate things and people that are near or not too far away from the person you are talking to	That Used to indicate that something is more distant from the speaker
	Esos esas		Those
<b>SINGULAR</b>	aquel aquella	indicate things and people that are further away from the person you are talking to	That
	aquellos aquellas		Those --
<b>NEUTER</b>	Esto eso	used to talk about things you don't recognize or to refer to statements or ideas	-- --
	aquello		

*Note:* The table depicts all the forms of Spanish and English demonstrative pronouns

Dear students we have studied general aspects regarding English and Spanish possessive pronouns, now please, go to your textbook and study Chapter 44 in which you will learn the contrast between the two of them. It is recommended to review the ppt presented at the end of this section.

Congratulations dear students you have achieved to internalize the information regarding possessive pronouns, now it is time to put into practice what you have learned.

Translate the following phrases and sentences into Spanish in your notebook, using demonstrative pronouns.



1. This book and that one (near you)
2. These houses and those (over there).
3. These restaurants are good, but those (over there) are better.
4. That cell phone (near you) (teléfono celular) is good, but this one is excellent.
5. I like cars, but I don't like that one (over there).

Congratulations dear students, I know you have completed all the exercises, finally, it is important to remember that demonstrative pronouns are, in some way, similar in both languages, however, in English they agree in number with the thing they point out while in Spanish, they agree in number and gender; besides, in English there are four and in Spanish there are fifteen.

### b. Interrogative pronouns

As we already know, pronouns take the place of nouns in sentences, in this case, the interrogative pronoun is the one used to ask a question so, it takes the place of the unknown information the question asks about. They typically replace whatever or whoever the answer to the question asks about. As interrogative pronouns, these variants may be used for emphasis or to express surprise. All of these pronouns can act as singular or plural words depending on what they are referring to.

In Spanish we use the same pronouns to ask questions, they are: qué; quién / quiénes; cuál / cuáles; cuánto / cuánta / cuántos / cuántas; cómo; cuándo; dónde.

All right dear students, it is time to go to your textbook and study Chapter 45. Besides, please, support your learning with the material shared.

Dear students, I hope you have studied and understood the material in this week, remember that your constant effort will help you succeed. Remember please, that you can always consult your tutor if you have some doubts or need clarifications. Now it is time to move on your next topic, which is determiners

## 2.2.5. Auxiliary verbs

Well dear students, this is the last topic for this week, it deals with auxiliary or helping verbs.

Auxiliary verbs or helping verbs are the ones that help to form the various tenses, moods, and voices of other verbs. In English, the main ones are be, do, and have and all modal auxiliaries

Why are they “helping” verbs? Because they help clarify another verb. In fact, auxiliary verbs clarify whether an action occurs, when the action of the main verb takes place, who or what is responsible for that action, and whether we are making a statement or asking a question. In Spanish, auxiliary verbs are Haber, Ser y Estar, which help form the passive voice and the perfect tenses. In order to learn more about Auxiliary verbs, please, study Chapter 20 in your textbook, in which you will find more information regarding auxiliaries in English and in Spanish. Please, study this section.

All right dear students, you have completed the contents for this week, I hope you have understood all the topics and completed all the exercises. Remember that you can always consult your tutor if you have some doubts. Now please, move to week 7.



### Week 7



All right dear students, once we have studied the different English and Spanish parts of speech and their contrasts, we have advanced to week 7. In this week we are going to complete unit 2 with two interesting topics. Word phrases and sentence construction

## 2.2.6. Word phrases

Let us start by defining a phrase. A phrase is a small group of words that forms a meaningful unit within a clause or a sequence of two or more words arranged in a grammatical construction and acting as a unit in a sentence. In English club (2022) it is found out that a phrase is one or more words that form a meaningful grammatical unit within a clause.

Dear students, in order to deeply study this topic, please, go to your textbook and study Chapter 13. You may also want to revise the information we will post in the announcement section in the platform, which also gives important information regarding types of clauses. When you finish, please, answer the following questions:

1. What is a sentence?
2. What is a clause?
3. What is a phrase?
4. How many types of phrases are there?
5. How many types of sentences are there?

Please, write your answers in your notebook

All right dear students, I hope you have internalized the information and have achieved to answer all the questions correctly.

#### **2.2.7. Sentence construction**

Sentence formation in Spanish is quite similar to that in English. Spanish and English syntax are very similar despite several differences. The basic structure of a Spanish sentence is based on the "subject + verb + object" formula. Taking this basic structure as a sample, any sentence that you would like can be constructed. Let's see how we can build a sentence in the present simple.

Yo voy a la escuela todos los días. (I go to school every day).

In this example, the subject is "yo" (I), the verb is "juego" (play, conjugated for the first person in present simple), and the object of the sentence, which is an adverbial phrase "todos los días" (every day).

As you can see building a sentence is simple. Now, please, dear students, let us analyze affirmative and negative sentences in both English and Spanish.

##### **a. Affirmative and negative sentences**

Dear students, at this point I guess you know what an affirmative sentence is, however it is necessary to remind you that the word "affirmative" means that what you state is so. In English grammar, an affirmative statement is any sentence or declaration that is positive. An affirmative statement can also be referred to as an assertive sentence or affirmative proposition:

"Dogs bark," or "Birds sing" are affirmative sentences where the subjects are actively doing something, thereby making a positive statement about the noun in motion.

An affirmative word or sentence is usually contrasted with a negative one, which commonly includes the negative particle "not" as "Dogs don't bark," or "Birds don't sing." A negative sentence, is a statement that negates rather than affirms something. Finally, an affirmative word, phrase, or sentence expresses that something is true, while a negative form expresses its falsity.

All right dear students, in order to study the contrast please, go to your textbook and study Chapter 14, you may also want to review the next REA [Sentence structure](#), so you better understand the contents already explained. Now, it is time to go to the next topic, which is Declarative and interrogative sentences

### **b. Declarative and interrogative sentences**

Dear students, again, it is important to start revising the definition of sentence, a sentence is a group of words that expresses a complete thought. When you write a sentence, you need to start it with a capital letter and end with a period.

On the other hand, an interrogative sentence is a sentence that asks a question, the difference with a declarative sentence is the structure it takes, which is different and the ending as well, since an interrogative sentence ends with a question mark.

Well dear students, it is time to broad your knowledge on this type of sentences, please, go to your textbook and study Chapter 15. Also, revise the REA [Declarative and interrogative sentences](#), which give a clear idea of the topic.

Well dear students, we have finished this unit, it is time to check your knowledge by completing the self-evaluation for this unit.



## Self-evaluation 2

Complete the following exercises.

A. Choose the correct response

1. Pronouns in English have \_\_\_\_\_.
  - a. number, case, person but not gender
  - b. case, person, gender, but not number
  - c. English nouns have case, gender, number and person
2. What is true about personal pronouns in Spanish.
  - a. *le* and *les* as direct objects become *se* when used before *lo*, *la*, *los*, and *las*
  - b. *le* and *les* as indirect objects become *se* when used before *lo*, *la*, *los*, and *las*
  - c. Any of them is correct
3. Possessive pronouns in English replace \_\_\_\_\_.
  - a. reflexive pronouns
  - b. possessive adjectives
  - c. demonstrative pronouns
4. In the example: Mario had to do for himself, the reflexive pronoun is \_\_\_\_\_.
  - a. the object of the verb
  - b. a direct object pronoun
  - c. the object of a preposition
5. Circle the incorrect item regarding English relative pronouns
  - a. They are inflected for person and number.
  - b. They introduce clauses that give additional information about the antecedent.
  - c. They are used to join two short sentences to make writing smoother and avoid repetition.

- B. Mark the pronouns in the sentences below. Draw an arrow from the pronoun to its antecedent, or antecedents if there is more than one.
1. Did Mary call Peter? Yes, she called him last night.
  2. That coat and dress are elegant but they are expensive.
  3. Isabel baked the cookies herself.
  4. Robert and I are very tired because we got home late last night.
  5. The book is not on the desk. Where is it?
- C. Write down the correct form of the word in brackets (adjective or adverb), in the correct position in every pair of sentences. Write adjectives in blue and adverbs in green.
- a. (slow) Tom is. He works \_\_\_\_\_.
  - b. (careful) Sue is a girl. She climbed up the ladder \_\_\_\_\_.
  - c. (angry) The dog is. It barks \_\_\_\_\_.
  - d. (excellent) He acted. He's an actor \_\_\_\_\_.
  - e. (awful) It's cold today. The cold wind is \_\_\_\_\_.

All right dear students, I guess you have completed all the exercises successfully, now you can look at the answer at the end of this guide. Let us continue with week 8.

[Answer Key](#)



## Week 8

---



### End of term activities

Dear students, finished the contents of the first term in which we have addressed the different parts of speech in both languages: English and Spanish and their contrasts. Along the explanations you have been exposed to different exercise, which I hope have been useful for you. I am sure that you have dedicated enough time for each activity and now you should feel confident to demonstrate your knowledge and skills.

During this week, it is necessary that you continue studying and reinforcing the contents that may have been kind of more difficult and that you feel you need to revise again. You have your textbook and some additional resources in order to do it. Another activity you can do is revise again all the suggested activities so you practice for your test. Also, please, revise again the self-assessment sections you have in units 1 and 2. Remember that we also had online questionnaires and other graded activities that were included in this term. Finally, I suggest you use your own study strategies to and styles of learning so you succeed in this subject as you get ready for the First Term Evaluation. All the best.



## Second term

### Learning outcome

#### 2 and 3

- Identifies the differences between English and Spanish sentences.
- Distinguishes the use of different grammatical constructions in English and Spanish.

In order to achieve the first learning outcome, you need to consider all the contents, resources and activities included in unit 3 and 4. Thus, I encourage you to consider the explanations offered in the contents below, complete all the tasks proposed, revise the resources for each topic, and participate in the synchronous or asynchronous activities through our virtual platform.

### Contents, resources and learning activities

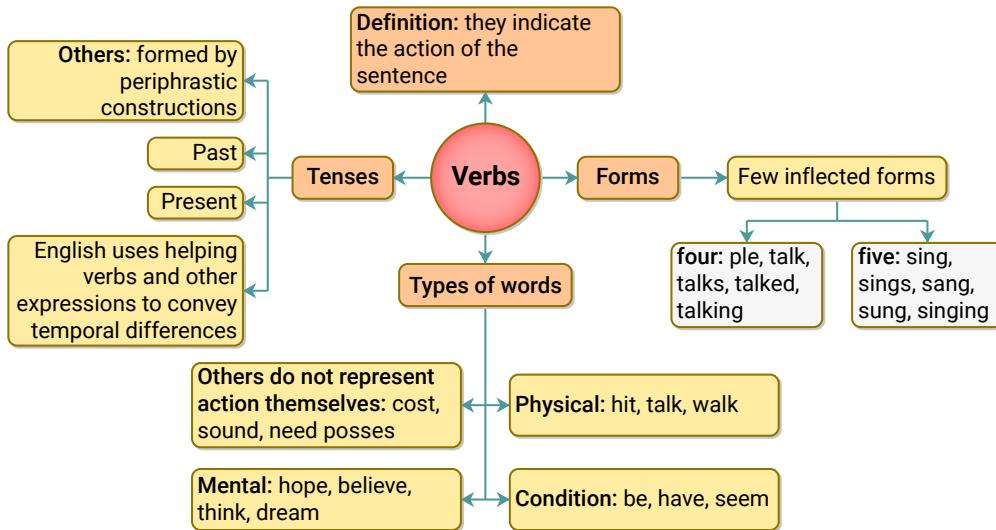


#### Week 9

## Unit 3. English and Spanish Verb forms

Figure 6.

### Verbs



Dear students, it is time to start with the contents for the second term. We are going to start with another important part of speech, which is verbs.

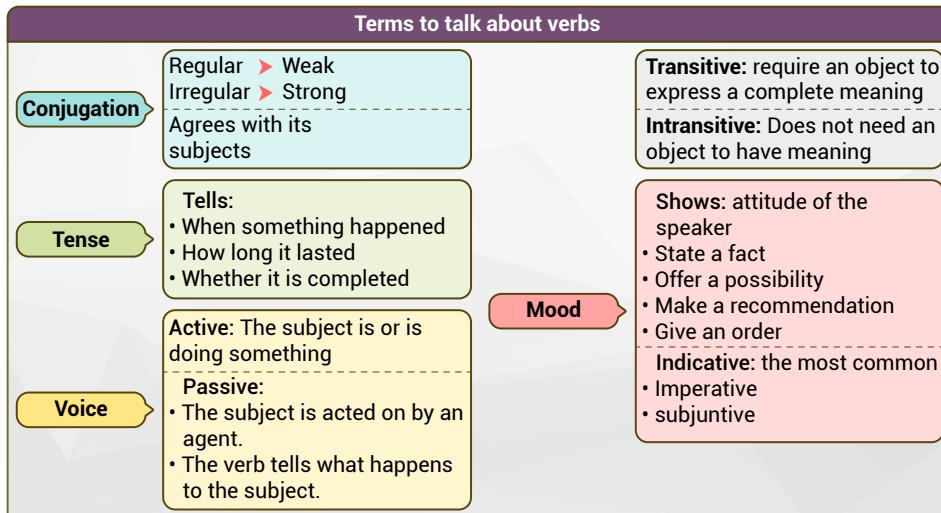
As you might know, verbs are words used to describe an action, state, or occurrence or to talk about something that happens. The verb forms, which are the main part of the predicate of a sentence. Some verbs are: listen, work, study. They take many different forms in a sentence depending on their subjects, the time they refer to and other ideas we want to express. Some verbs in English have four forms (for example, talk, talks, talked, talking); while some others have five, have five as in the example: sing, sings, sang, sung, singing.

It is said that, English has only two tenses (present and past), other temporal concepts are expressed by periphrastic verbal constructions. In fact, English makes use of helping verbs and other expressions to convey temporal differences. In this context, verbs are presented in a more traditional way, because we are studying the from the contrastive point of view, it means the parallels between English and Spanish constructions (Farrell & Farrell, 2012).

It is important to mention that when we talk about verbs there are some special words to refer to them, they are presented here:

**Figure 7.**

*Terms to talk about verbs:*



As you can see there are many terms you need to use when you refer to verbs, so we need to refer to conjugation, tense, voice, transitive and mood.

To understand more about verbs, I invite you to continue studying the following sections, which explain certain forms of verbs, let us start with verbals.

### 3.1. Verbals

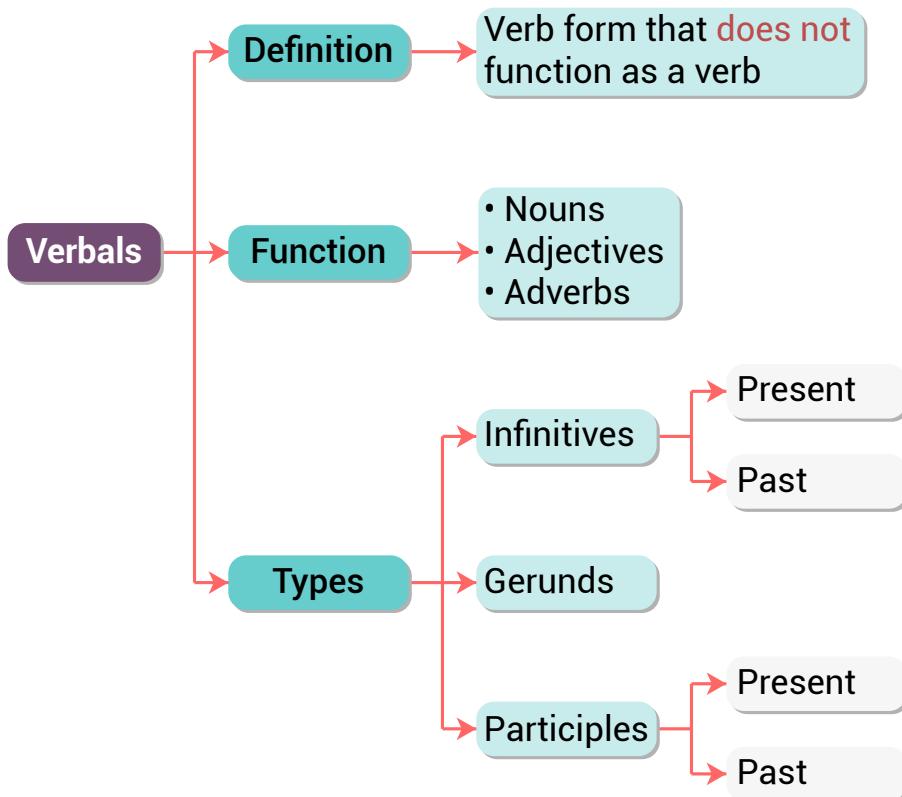
Have you heard about verbals before? If not, please, do a little search on the Internet, so you have an idea of what they are before defining them. You can write your answers in your notebook. Wonderful, I guess you have found some definitions of verbals, now please, read the definition here and compare with what you have obtained from your search.

According to Farrell and Farrell (2012) verbals are "forms of the verb that are not finite, that is, do not agree with a subject and do not function as the predicate of a sentence" There are five types of verbals: infinitives (present and past), gerund, present participle (also called the gerundive), and past participle.

In general, verbals play many roles in a sentence, they can be nouns, adjectives, adverbs; as nouns they can be subjects or objects (of nouns and prepositions)

**Figure 8.**

*Verbals*



Note: the figure shows information regarding verbals, their definition, function and types.

Before studying each one of them, please, watch this resource [Verbals: Gerunds, Infinitives, and Participles](#) in which you will find information that will help you understand the following topics. Now, let us describe and understand each one of them.

### 3.2. Present infinitives

An infinitive is a verbal, it means a verb form that plays the role of a different part of speech in a sentence. You need to realize that although infinitives are verbs, they do not function as verbs. They do not convey a sense of

tense on their own, sentences that contain them need to have at least one finite main verb.

A present infinitive is the basic form of the verb, as it appears in a dictionary, it is the basic or root form of a verb. It is often identified because the word *to* precedes it. In English, it can take two forms, with or without the particle *to*. However, *to* is omitted in many infinitive constructions, especially after verbs such as *can* and *let* and many other modal auxiliaries where the use of infinitives is not allowed.

- She knows **how to drive** a car.
- She **can drive** a car.

Infinitives perform different functions in a sentence, they can be nouns, adjectives and adverbs; as nouns, they can be subjects, objects (of verbs and prepositions), and complements.

**To wait** for so long seemed to be useless. (subject)

They needed **to buy** some food. (direct object/object of verb)

His favorite sport is **to swim**. (subject complement)

He lacked the strength **to resist**. (adjective)

They trained **to win**. (adverb)

In Spanish, the infinitive consists of one word, it is the verb form that ends in **-ar**, **-er** or **-ir**, for example, aceptar, amarrar; comer, tener; vivir, servir.

### 3.3. Past infinitives

The past (perfect) infinitive often refers to things that might have happened in the past (even though it can have other uses). It is formed by using the full present infinitive of the auxiliary have, with the past participle of the verb.

<b>To have lived</b>	<b>to have started</b>
Inf. verb pp	inf. verb pp

### 3.4. Gerunds

Gerunds are formed from verbs by adding -ing at the end of it. As infinitives, they can play the role of nouns and as nouns they can perform different roles in a sentence. In fact they can be subjects, subject complements, direct objects/object of verb, and objects of preposition.

#### **Gerund as subject:**

**Traveling** might be a fabulous experience.

#### **Gerund as direct object/object of verb:**

They might have avoided **losing** then game / They do not appreciate **my singing**.

#### **Gerund as subject complement:**

My dog's favorite activity is **barking**.

#### **Gerund as object of preposition:**

He was arrested for **speeding** up were it was forbidden.

### 3.5. Participles

As infinitives and gerunds, a participle is a verbal or verb form that is used as an adjective. Present participles and past participles are used as adjectives, so they end in **-ing** or **-ed**.

Present participles end in **-ing** as in: surprise/ surprising, amaze/amazing, interest/interesting, and in general they show a characteristic or quality of the person or thing described, eg. This book is interesting.

Past participles, on the other hand, end in **-ed**, as in surprise/ surprised, amaze/amazed, interest/interested, and show or describe emotions that is, they tell us how people feel, eg. The man was interested in the book.

Dear students, we have briefly explained verbals. In order to broaden your knowledge please, study the material provided: Chapter 8 and 21 in your textbook and the presentation here, those documents give information

about the contrast between English and Spanish infinitives, gerunds and participles. [Verbs](#)

Dear students once you have studied the material, I invite you to complete the self-evaluation here.



## Self-evaluation 3

- A. Highlight the Present or past participle, then circle present participle (P) or past participle (PP).

1. Last night at 10:00 p.m. John was watching TV. P PP
2. We had already gone when Tom called P PP
3. The jeweler had not been able to fix my watch. P PP
4. Mary is studying in the library right now. P PP
5. Julio has worked for a long time P PP

- B. Highlight the infinitive and tell if it is subject (S), Object of the verb (OV), complement (C), Object of a preposition (OP)

- a. Ayer te vi salir de tu oficina.
- b. Todo lo que yo quería era hablar contigo.
- c. Viajar me permite conocer nuevos lugares.
- d. Estoy encantada de poder ayudarte.
- e. Le encantaba tener nuevas experiencias.
- f. Lo que más ansiaba era vivir en paz.

- C. Underline the gerund and tell if it is a subject (S), Object of the verb (OV), complement (C), Object of a preposition (OP)

- a. Cooking is my hobby.
- b. In spite of missing the train, we arrived on time.
- c. My favorite activity is using my smartphone.
- d. She hates going out at night.
- e. Flying makes me nervous.
- f. Their father voted against postponing his trip to Hungary.

- D. Complete the sentences with the present or past or past participle of the verbs given
- I worked hard all day. Now I feel \_\_\_. (tire)
  - Did you see the magician? He was \_\_! (amaze)
  - She's \_\_ of her job. She's looking for another. (bore)
  - We were \_\_ to hear he's 50. He looks much younger. (surprise)
  - We had a \_\_ time at the restaurant. The place is awful. (shock)
  - Some of his comments were \_\_. (insult)

Answer Key



**Congratulations!!!** You have completed this unit successfully, let us go ahead to the next unit.



### Unit 4. The verb mood in English and Spanish

---

All right dear students this week we are starting a new unit, in which we are going to study the moods of verbs.

Before starting I would like to invite you to do some search on what verb mood is, please, write your answers on your notebook.

Did you achieve to know what the verb mood is? I think you did it, if not, let us watch the video [The Mood of the Verb](#), which gives a brief but clear description of what mode is.

Now that you have an idea of what it is let us continue with some explanation that will help you clarify it.

To start, it is necessary to mention that mood is a grammatical concept that organizes verb tenses and refers to the different ways in which the action of the verb is expressed. Each verb has a mood, this mood is used to refer to a verb category or form, which indicates how the action is viewed or perceived by the speaker. For example, the indicative mood expresses a fact; the imperative mood, a command; or a possibility, the subjunctive expresses a possibility or wish. There are other moods, such as the Imperfect subjunctive, Present perfect subjunctive, Past perfect (pluperfect) subjunctive, all of these are going to be detailed along this unit and week.

Now it is time to go to your textbook in order to learn about Mood in English and in Spanish, please, study Chapter 25. Once you have studied the proposed contents I suggest to do the



#### Recommended learning activity

Answer in your notebook the following questions:

1. What is mood?
2. How many moods are there in English and in Spanish?

3. Is there any difference between English and Spanish mood? Support your answer.

Now we are going to study each one of the moods in English and in Spanish.

#### 4.1. Indicative mood

The Indicative mood is a fact mood; therefore, it is one of the most used ones. It is used to state ideas (present, past), to ask questions, or to deny something. Since opinions are often stated as facts, indicative mood is used to state opinions as well. Almost all the tenses are in indicative mood. The present, the progressive, and perfect tenses all express indicative mood.

What is a fact? A fact can be tested and proven

- The leaves of plants are usually green.
- The sun is hot.
- Friday is the day after Thursday.

What is an opinion? It is what people or someone feel or believe about something. Some expressions help to express opinions: I believe, I think, in my opinion, etc.

- Everyone had an enjoyable party.
- Most people like to go to the beach.
- Cats are enjoyable pets.

Because there are a great variety of verbs in indicative mood, we are going to we are going to widely study them in the next weeks, now we are going to continue with the subjunctive mood.

#### 4.2. Subjunctive mood

As you already know, the mood indicates how people perceive what you mention. Suggestions, recommendations, advice, demands, wishes, hope, uncertainty and doubts use the subjunctive mood. Hypothetical or imaginary or contrary to fact situations are also expressed with this mood. Some examples can be:

- They wish their children were faster in their competition
- My mother requires all their children be in her house for Peter's celebration.
- Dr. Smith suggested that the children run three times a week.
- If I were in your position, I'd never leave.

In Spanish we have some forms for the subjunctive, they are.

- a. Imperfect subjunctive
- b. Present perfect subjunctive
- c. Past perfect (pluperfect) subjunctive

Dear students, all the information regarding subjunctive in both English and Spanish is clearly explained in your textbook (Chapter 26) and in the material shared in the platform as well, please, study and internalize it. Once you have studied the contents proposed, work on the next suggested activity.



### Recommended learning activity

- Make a comparative chart of subjective mood in English and in Spanish. Include all the possible characteristics of each one of them.

All right dear students, I think you have completed the task and now know how the subjunctive works in both languages. Please, remember that the subjunctive mood is used for expressing, not only to suggest, recommend or advice, it expresses hypothetical or imaginary or contrary to fact situations as well.

## 4.3. Imperative mood

The Imperative mood is known as a "bossy" mood because it is used to give commands or to advise or beg someone to do something. Contrary to the subjunctive mood, sentences in imperative one don't make mild suggestions. Rather, they issue a direct command, telling someone what to do. You can tell affirmative (tell someone what to do) or negative commands (tell someone what not to do). For affirmative commands we need to use the base form of the verb and a complement if necessary, while for negative commands it is necessary to start with the auxiliary plus not

particle plus verb (do + not + base). In an imperative sentence, the subject is always the unstated you.

Some examples can be:

- [You] Take that chair.
- Make sure you wash your teeth.
- Walk the dog.
- Have it ready for dinner.
- Walk to Gate 60

Dear students, the generalities of Imperative mood have been mentioned here, now it is time to study how they contrast in English and in Spanish, please, go to your textbook and study Chapter 27 and also the material shared by the platform.

Well dear students, I guess you have studied the imperative mood and now how to use them in both English and Spanish, remember please, that this mood does not just suggest something, it orders to do or not to do something. Now that you know it, please, work in the following suggested activity.



### Recommended learning activity

- A. Change the sentences below to an affirmative command.
  1. You must study to the exam.
  2. We go the movies every weekend.
  3. You should eat more fruit and vegetables.
- B. Change the sentences below to a negative command.
  1. You shouldn't sleep in class.
  2. You must not work so much.
  3. We are not eating out tonight.

Note: write your answers in your notebook.



## Self-evaluation 4

All right dear students, we have finished this unit, so it is time to check your knowledge, I invite you to complete the following self-evaluation.

- A. Carmen asks Mariana if she should do certain things. Mariana tells her to do them, responding with an affirmative tú command. Write Mariana's response, changing direct object nouns to pronouns and making all necessary changes, as in the model.

Modelo ¿Debo enseñarle la casa a Ana?      Sí, enséñasela.

- a.    ¿Debo mandarle las fotos a Carlos? \_\_\_\_\_.
- b.    ¿Debo prestarle la computadora a Juana \_\_\_\_\_.
- c.    ¿Debo entregarles los datos a los analistas? \_\_\_\_\_.
- d.    ¿Debo traerle los discuetes a Miguel? \_\_\_\_\_.
- e.    ¿Debo darle el dinero al contador? \_\_\_\_\_.

- B. Indicate the appropriate mood in Spanish for the verbs in italics: the indicative mood (I) or subjunctive mood (S).

- a. John wants Mary to go out with him.      |      S
- b. I'm happy that you got a good job.      |      S
- c. My mother says that Tom is a good student.      |      S
- d. The doctor suggests that you take two aspirins.      |      S
- e. It's important for you to learn Spanish.      |      S
- f. We doubt that he won the lottery.      |      S
- g. I know that John lives in that house.      |      S

C. Complete each of the following sentences with the correct imperfect subjunctive form of the verb in parentheses.

1. (hacer) Quería que Uds. lo \_\_\_\_ .
2. (saber) No creíamos que Ud. lo \_\_\_\_ .
3. (ser) Esperaba que la casa \_\_\_\_ más moderna.
4. (ir) Le pedí que \_\_\_\_ conmigo.
5. (decir) Insistieron en que yo se lo \_\_\_\_ todo.
6. (traducir) Me sorprendía que nadie \_\_\_\_ el discurso del presidente.
7. (hablar) Prefería que tú me \_\_\_\_ en español.
8. (dar) Le dije que venías para que te \_\_\_\_ el paquete.

Answer Key



## Unit 5. Verb Tense and aspect in English and Spanish

### 5.1. Indicative Mood (Part A)

Dear students, as we already know, the indicative mood expresses actions or ideas that are real or concrete, such as facts, objective statements, easily perceived qualities of a person, place or thing, also it states opinions.

Sentences like "I take a walk on Sundays" is in the indicative mood as it is stating a truth or a fact. Even if the tense were to change to another one, for example the past, "I took a walk on Sundays", it is still considered to be in the indicative mood as it remains a statement of fact. The indicative mood is the most frequently used out of the three ones existing, that is why we are going to study all the verb forms where we can find it.

Categories of verbs are also tense and aspect are, so it is necessary to know what they are. Regarding tense, it is important to mention that in grammar it tells when the action of the verb takes place. Remember that in English there are two tenses in English: present and past. There is not future tense in English, in order to refer to the future, English uses either the modal verb WILL or the present progressive.

Regarding aspect, it is necessary to tell that it refers to the duration of an event or activity within a particular tense. The aspect of a tense describes how an event unfolds over time. In English there are four aspects: simple, progressive, perfect, and perfect progressive, generally, they are expressed by means of particles, separate verbs, and verb phrases.

- Progressive: she is riding-
- Perfect: she has been riding-
- Perfect progressive: she has been riding

Well dear students, we have explained tense and aspect, in order to reinforce it please, study Chapter 17 in your textbook. There you will find information regarding the topic in English and in Spanish. Please, study and

internalize the information given. Remember that tense refers to the time when the action takes place and aspect to the duration of the activity.

Well dear students, we are ready to talk about tenses. We are going to start with present tenses.

### a. Present tenses

The present tense, indicates that the action is happening at the moment the speaker is speaking and that it expresses a habitual action or a general truth. We express present tenses by using the verb in simple form or adding an *s* to the third person.

Some examples are:

I admire you

**She** admires you

They admire her

In Spanish to indicate the present we inflect verbs depending on the person we refer to. Some examples are      **Te admiró**

Ella te admira

Ellos admiran a ella

As you can see each one of the persons in the examples has a different inflection (form of the verb). Now it is time to study Chapter 18 so you understand the contrast between English and Spanish present tense.

After internalizing the information, complete the following exercises.



### Recommended learning activity

Fill in the proper English form of the verb *to read* in the sentences below.  
Write the Spanish form of the verb.

1. What does Mary do all day?

She \_\_\_\_\_ .

SPANISH VERB: lee

2. What is Mary doing now?

She \_\_\_\_\_ .

SPANISH VERB: \_\_\_\_\_

3. Does Mary read Spanish?

Yes, she \_\_\_\_\_ Spanish. SPANISH VERB: \_\_\_\_\_

4. Has she read Don Quixote?

No, but she \_\_\_\_\_ it right now. SPANISH VERB: \_\_\_\_\_

All right dear students, you have successfully completed this topic. Please, remember that English and Spanish present forms are different, Spanish forms are more complicated than English ones. There are different forms for present tense in both languages.

#### a. Past tenses

As you already know, the past tense is used to refer to events or activities that took place in the past or before now. In English we express past actions by using a verb in past tense (regular -ed, irregular forms). Regular forms add -ed to the ending of the verb and irregular forms use the form according to the verb, this is done with all the persons.

#### b. Preterit tense

In Spanish the preterit tense is a form used to describe actions or events that took place in the past; it means, actions which have been completed before in time, it indicates an action that is in a strict sequence in relation to another action. It is important to remember that there are three categories of verbs in Spanish (-ar, -er, -ir), which change (are conjugated) according to the person (subject) who performed the activity. Each one of the persons uses a different inflection, it means Spanish adds a set of endings to the stem of the verb depending on the ending of the verb, it means that verbs that end in -ar add one form, verbs ending in -ir a different one and verbs ending in -er a new different one. Irregular verbs also have their own forms. Let's look at the chart:

**Table 9.***Past verbs in English /preterit in Spanish*

PAST VERBS IN ENGLISH COMPARED TO SPANISH PRETERIT					
ENGLISH		SPANISH			
SUBJECT	VERB	SUBJECT	-ar VERB	-er VERB	-ir VERB
I	Sang	yo	canté	leí	sentí
you	Sang	Tu	cantaste	leiste	sentiste
he	Sang	El	canto	leyó	sintió
she	Sang	Ella	canto	leyó	sintió
we	Sang	Nosotros	cantamos	leimos	sintió
you	Sang	vosotros/as	cantasteis	leisteis	sentimos
they	Sang	ellos/as	cantaron	leyeron	sintieron

*Note:* The chart contrasts past verbs in English with preterit forms in Spanish.

Congratulations dear students, I guess you have revised and studied the material proposed for this topic, please, remember that you have additional resources, Chapter 19 contains information please, regarding the contrast of the two languages, please, study it to get ready to complete the exercises proposed.

Complete each of the following sentences with the correct preterit form of the verb in parentheses.



1. (comprar) Nosotros no \_\_\_\_\_ nada en el centro.
2. (prender) ¿(Tú) \_\_\_\_\_ la tele?
3. (buscar) Lo \_\_\_\_\_ pero no lo encontré.
4. (tener) Yo \_\_\_\_\_ que salir.
5. (sentirse) Ella \_\_\_\_\_ mal.
6. (dormir) ¿Ud. no \_\_\_\_\_ bien?

### c. Imperfect tense

The imperfect tense is another form to refer to the past in Spanish, again verbs are inflected by dropping their -ar, -er, or -ir ending and adding a special form to the stem. Imperfect endings for -ar verbs are -aba, -abas, -aba; -ábamos, -abais, -aban. Imperfect endings for -er and -ir verbs are -ía, -ías, -ía; -íamos, -íais, -ían.

The imperfect indicates an action that is ongoing or habitual. Actions in the imperfect may be simultaneous or overlapping.

Let us contrast English past to Spanish imperfect

**Table 10.**

*Past verbs in English /imperfect in Spanish*

PAST VERBS IN ENGLISH COMPARED TO SPANISH IMPERFECT					
ENGLISH		SPANISH			
SUBJECT	VERB	SUBJECT	-ar VERB	-er VERB	-ir VERB
I	sang	Yo	cantaba	leía	sentía
You	sang	Tu	cantabas	leias	sentias
He	sang	El	cantaba	leia	sentia
She	sang	Ella	cantaba	leia	sentía
We	sang	Nosotros	cantábamos	leíamos	sentíamos
You	sang	Vosotros/as	cantabais	leiais	sentiaias
They	sang	Ellos/as	cantaban	leian	sentían

Note: The chart contrasts past verbs in English with imperfect forms in Spanish

All right dear students, we have completed the general explanation regarding present and past tenses, now it is time to study the material provided, so you can understand the contrast between English and Spanish present and past tenses. Please, take your book and study Chapters 18 and 19 from your textbook and also the material provided in the platform. Once you finish, complete the exercise below.



### Recommended learning activity

Complete the spaces in blank, use imperfect, then translate the sentences into English.

1. Nuestra casa \_\_\_\_\_ grande y tenía tres plantas.

---

2. Los hoteles \_\_\_\_\_ cerca de la playa.

---

3. De niños, nosotros \_\_\_\_\_ un poco ingenuos.

---

4. Mi abuela \_\_\_\_\_ alta y guapa. \_\_\_\_\_ el cabello oscuro. \_\_\_\_\_ una persona muy buena.

---

5. Cuando yo \_\_\_\_\_ niño, mi padre \_\_\_\_\_ en una fábrica. Todos los días \_\_\_\_\_ temprano y \_\_\_\_\_ tarde a casa.

---

Congratulations dear students, you have reached to the end of present and past tenses of English and Spanish, it is time to move on to the contents of the next week.



## Week 12

---

### 5.2. Indicative Mood (Part B)

#### a. Future tenses

Dear students, now it is time to study future tenses in both English and Spanish, so let me tell you that the future tense describes events that have not yet taken place. It generally marks the event described by the verb as not having happened yet, but that is expected to happen in the future. These include modal auxiliaries such as will and shall as well as the futurate present tense.

Now it is time to broaden your knowledge, please, go to your textbook and study Chapter 23, so you understand the contrast between these two languages, regarding future tenses,

I guess you have studied and captured the most important issues within this topic, now it is necessary to practice a little bit.



Circle the verbs in the sentences below. On the line provided, write the dictionary form of the English verb you would put in the future tense in Spanish.

### DICIONARY FORM

1. The students will study for the exam. \_\_\_\_\_
2. I'll clean my room later. \_\_\_\_\_
3. Shall we leave? \_\_\_\_\_
4. I won't finish until tomorrow. \_\_\_\_\_
5. Will she be here by 9:00? \_\_\_\_\_

Dear students, I guess you have understood the contrast between English and Spanish future tenses and completed the exercise successfully. It is time to move on to the next topic

#### b. Conditionals

Even though many grammarians do not consider the conditional to be a true tense, but rather a mood, since it expresses speculation, not facts. However, such distinction does not affect its forms or uses In English, the conditional is formed with the auxiliary verb *would* plus the infinitive of the main verb. The conditional is used to talk about events that would happen in the future under certain circumstances or to speculate about what could happen, what might have happened, and what we wish would happen. In English, it is expressed by using the auxiliary *would*, while in Spanish as there are not auxiliaries, it is shown by using a specific ending, which is added to the stem of the verb and depends on the person it belongs to. The endings conditionals use are the same as the imperfect endings for -er and -ir verbs, these endings are added to the full form of the verb, eg. Yo comería, nosotros comeríamos, ellos comerían.

Well dear students, now it is time to go to your textbook and study Chapter 28 where you will find the contrast between the two languages in what concerns to conditionals. Remember that you can always consult your tutor if you have any doubts or concerns.

Once you study all the information, please, do the following practice activity.



## Recommended learning activity

Complete the following sentences by using a phrase that expresses condition in English, do not forget to keep the tense in the condition. Once you complete the sentences, translate the sentences into Spanish.

1. I would eat some more meat
2. My parents wrote that they would come in July
3. I would like to go to Chile
4. I would have told him
5. She would have been tired
6. I wouldn't have left

### a. Perfect tenses (part A)

In order to understand perfect tenses, it is important to remember what tense is, it is the form of a verb that expresses the time an action takes place. In the case of the perfect tense, it is said that they show completed or perfected action, that is, it shows that an action was completed, is completed or will be completed. In English, perfect tenses are formed with a form of the auxiliary verb 'to have.' The perfect tense includes the present perfect, the past perfect, and the future perfect. This tense is so called because it combines the present grammatical tense (have) and the perfect grammatical aspect (done). Perfect tenses include present perfect, present perfect progressive, past perfect (pluperfect), past perfect progressive, preterit perfect tense and many others, which use different have – past participle constructions sometimes accompanied of auxiliary *will* or *would*. We are going to study the ones referred here in this week. In Spanish the use is similar and the construction is similar because it uses the verb "haber" conjugated plus the past participle of the main verb.

Dear students, we have explained the general issues regarding perfect tenses, now it is time to revise and study the additional material, which will show the contrast between English and Spanish perfect tenses. There you can find information regarding the contrast between the perfect tenses below. Please, study the material.

- present perfect
- present perfect progressive

- past perfect (pluperfect)
- past perfect progressive
- preterit perfect tense

All right dear students, I guess you have achieved to understand how English and Spanish perfect tenses contrast, now it is time to practice what you have learned. Remember that if you have doubts you can consult your tutor.



### Recommended learning activity

Underline the perfect tenses in the sentences below, then identify the type of perfect by circling present perfect (P), present perfect progressive (PPP1) past perfect (PP), past perfect progressive (PPP2)

- |   |   |      |    |      |
|---|---|------|----|------|
| 1. We had already gone when Teresa arrived. | P | PPP1 | PP | PPP2 |
| 2. They had been studying for hours         | P | PPP1 | PP | PPP2 |
| 3. Barbara hasn't left yet.                 | P | PPP1 | PP | PPP2 |
| 4. They have selected the material          | P | PPP1 | PP | PPP2 |
| 5. they have been singing.                  | P | PPP1 | PP | PPP2 |
| 6. if we had remembered the exam.           | P | PPP1 | PP | PPP2 |
| 7. Have you seen my new car?                | P | PPP1 | PP | PPP2 |

Congratulations dear students, you have achieved to complete week 11, now it is time to continue with the contents of week 12, in which we are going to continue with some other perfect forms.



### Week 13

---

#### 5.3. Indicative Mood (Part C)

##### a. Perfect tenses (part B)

All right dear students we have come to week 12, now we are going to study some other perfect forms. It is important to remember that perfect forms are the ones that refer to actions that have been completed, or will be completed. Also remember that perfect forms are formed by using the

auxiliary have / has plus the present perfect, in the case of future forms or conditional forms, we also use the auxiliary *will* and *would* according to the case. Please, study the material provided to learn how the perfect forms studied contrast. The forms to be studied in this week are:

- Future perfect tense
- Future perfect progressive tense
- Conditional perfect tense
- Conditional perfect progressive tense

All right dear students, I guess you have successfully completed the study of the perfect tenses above. Now it is time to continue with the next content in this week

### b. Passive voice

All right dear students it is time to continue with the last topic this week, the passive voice. So, let us start explaining what de the passive voice is.

The passive voice is a verb form that is used when the subject of the verb is the person or thing affected by the action of the verb. In active voice sentences, the agent or doer of the action is the subject of the verb. In an active sentence, there may or may not be an object or the receiver of the action.

The passive voice is used to emphasize the action of the verb and the object of a sentence rather than subject. This means that the subject is either less important than the action itself or that we don't know who or what the subject is. In this case, the direct object of the active verb becomes the subject of the passive verb. The active verb of the subject is placed after the passive verb in a prepositional phrase and is called the agent. The agent is not always expressed, as in John got caught (by the police) because it is not important who caught him (it can be obvious), it is either not important or not known by whom or what John was caught.

In a passive sentence we use the auxiliary BE in the form we need (present, past, past participle, etc) and the main verb in past participle, in perfect passive besides using BE as an auxiliary, we use HAVE. Look at the examples:

The old building	<b>was</b>	<b>demolished</b>
subject	aux be	pp of verb

The old building subject	<b>has</b> aux have	<b>been</b> aux be	<b>demolished</b> pp of verb
The old building subject	<b>was</b> aux be	<b>being</b> be+ing	<b>demolished</b> pp of verb

To have a passive sentence from an active one, active one, we just invert the order. Look at the chart.

**Table 11.**  
*Comparison between active and passive voice*

ACTIVE VOICE			PASSIVE VOICE		
Experienced professors <b>teach</b> our students			Our students <b>are taught</b> by experienced teachers		
subject	verb	object	object	subject	verb
Profesores experimentados <b>educa</b> n a nuestros estudiantes			Nuestros estudiantes <b>son educados</b> por profesionales con experiencia		
subject	verb	object	object	subject	verb

Note: The table shows the comparison between active and passive voice

In the previous example you see how passive voice is constructed from an active voice, of course it is also applied for direct construction.

The passive voice, is very common in English, but is rarely used in Spanish. It is seen more in journalism translated directly from English into Spanish, often online. If there is a subject, or an agent, or someone who does the action, whether present in the sentence or implied, Spanish prefers the active voice. If there is no agent implied, the impersonal *se* is the preferred construction.

Dear students I hope this general explanation regarding passive voice has been clear and has helped you to have a clear idea of it. As you know, now it is time to study the contrast between English and Spanish passive voice, so please, study Chapter 29 of your textbook. Study please, study all the contents provided there and make a chart of the all the differences found.

Note: Do the chart in your notebook.

All right dear students, we have completed this unit, now, it is necessary to self-evaluate your knowledge.



## Self-evaluation 5

Please, complete the following activities.

- A. Complete each of the following sentences with the present tense form of the verb in parentheses.

- a. (caminar) Los muchachos \_\_\_\_\_ rápidamente.
- b. (entender) ¿\_\_\_\_\_ (tú) lo que te dicen?
- c. (mostrar) ¿Por qué no me \_\_\_\_\_ (tú) tus fotos?
- d. (pedir) Él siempre me\_\_\_\_\_ ayuda.
- e. (repetir) Ella siempre\_\_\_\_\_ la misma cosa.
- f. (permitir) Nosotros no te lo \_\_\_\_\_.

- B. Rewrite the following sentences, using the imperfect tense.

- a. Habla con su novia. \_\_\_\_\_.
- b. Terminamos nuestro trabajo \_\_\_\_\_.  
\_\_\_\_\_.
- c. Ella hace un café. \_\_\_\_\_.
- d. Espero a mis amigos. \_\_\_\_\_.
- e. El niño duerme. \_\_\_\_\_.

- C. Indicate the tense of the verb in italics by circling present perfect (P), past perfect (PP), future perfect (FP) or conditional perfect (CP).

- |   |   |    |    |    |
|---|---|----|----|----|
| a. We <i>had</i> already <i>gone</i> when Teresa arrived. | P | PP | FP | CP |
| b. Barbara <i>hasn't</i> <i>left</i> yet.                 | P | PP | FP | CP |
| c. I <i>will have graduated</i> by next summer.           | P | PP | FP | CP |
| d. We <i>would have studied</i> more                      | P | PP | FP | CP |
| e. if we <i>had remembered</i> the exam.                  | P | PP | FP | CP |
| f. <i>Have you seen</i> my new car?                       | P | PP | FP | CP |

D. Underline the subject in the sentences below. Circle the performer of the action. Identify each sentence as active (AC) or passive (PA). Identify the tense of the verb: past (PT), present (P), future (F).

- |  |              |
|--|--------------|
| a. The cow jumped over the moon.               | AC PA PT P F |
| b. The bill was paid by Bob's parents.         | AC PA PT P F |
| c. The bank transfers the money.               | AC PA PT P F |
| d. Everyone will be going away during August.  | AC PA PT P F |
| e. The bridge will be built by the government. | AC PA PT P F |

All right dear students I guess you were able to complete all the exercises successfully. You can check the answers at the end of this guide. Now it is time to go to the new contents in the next week.

Answer Key



### Unit 6. Lexical differences

---

#### 6.1. Terms and expressions

Dear students, in this last Unit, we are going to study some contents, which do not actually deal with grammar, rather they are lexical. However, they become part of this because there are also lexical differences between English and Spanish. The terms included here in this section represent some of the most common areas of difficulty for students. This is why it is necessary to be aware of and practice them, so we can gain accuracy of expression. However, the list of terms and expressions here is mostly a list that can be used as instances of how the use of terms can differ between the two languages to make you aware that we, as users of a second language need to consult the English -English dictionary in order to make sure we are using the language correctly. is by no means exhaustive: it should serve merely as a stepping stone, followed by careful consultation of a good translation dictionary and a good Spanish–Spanish dictionary.

#### 6.2. False cognates and false friends

In every language there are words that look the same to the ones in another but they have a completely different meaning. English and Spanish are not the exception, in these two languages, we can come up with many words that look and sound similar but their meaning is totally different or opposite. These words are called false friends and we have a few in Spanish that you might want to check carefully.

On the other hand, we have another type of similar words, they are called cognates. Cognates are words, which have a common etymological origin. They are words that sound, are written in a similar way and have similar meanings in both languages, although they're not always identical.

Dear students, as we have already had some ideas about the contents of this week, it is now necessary to broaden your knowledge on the topic, so please, study the contents provided in the platform, which

give a clear explanation of the topics. It is necessary that you analyze the information in order to comprehend it.

Well dear students, I think you have completed the study. Once you finish, please, complete the self-evaluation provided for this unit. This self-evaluation will help you prepare for the term evaluation, so please, do not neglect completing it.



## Self-evaluation 6

**Write T for TRUE or F for FALSE.**

1. ( ) "Se acabaron los limones" is translated into English as: "lemons are finished"
2. ( ) "Se terminó la leche" is translated into Spanish as: "we run out of milk"
3. ( ) To tell "hacer una pregunta" in English it is correct to say "ask a question"
4. ( ) "Estoy en la casa de mi hermano" is trasnlated as: "I am in my brother house"
5. ( ) "La asistencia a clase es un requisit" in English is "The assistance is a requirement"
6. ( ) "Her husband is very considerate toward her" in Spanish is: "Su marido es muy atento con ella."
7. ( ) "I got sick because I ate so much." Is translated into Spanish as: "yo me enferme porque comí mucho"
8. ( ) "Her father became furious when he heard the news." Is translated into Spanish as: "Su padre enfureció al oir las noticias"

**A. Provide the meaning and the tential confusion of the following words**

	<b>ENGLISH</b>	<b>SPANISH</b>	<b>TENTIAL CONFUSION</b>
1	<i>application</i>	_____	_____
2	<i>to appreciate</i>	_____	_____
3	<i>to assume</i>	_____	_____
4	<i>actally</i>	_____	_____
5	<i>conductor (orchestra)</i>	_____	_____
6	<i>to contest</i>	_____	_____
7	<i>deception</i>	_____	_____

---

8	<i>destitute</i>	_____	_____
9	<i>fabric</i>	_____	_____
10	<i>gang</i>	_____	_____

---

Answer Key



## Week 15

---

Dear students, we have finished the contents of this second term. Please review and reinforce units 3 and 4 in which we have addressed English and verb forms within this unit we have studied verbals, infinitives, gerunds and participles. Also, we have addressed the different moods in verbs and how they contrast in English and in Spanish. Along the explanations you have been exposed to different exercise, which I hope have been useful for you. I am sure that you have dedicated enough time for each activity and now you should feel confident to demonstrate your knowledge and skills.

During this week, it is necessary that you continue studying and reinforcing the contents that may have been kind of more difficult and that you feel you need to revise again. You have your textbook and some additional resources in order to do it. Another activity you can do is revise again all the suggested activities so you practice for your test. Also, please, revise again the self-assessment sections you have in units 3 and 5. Remember that we also had online questionnaires and other graded activities that were included in this term. Finally, I suggest you use your own study strategies to and styles of learning so you succeed in this subject as you get ready for the second Term Evaluation.

All the best.



## Week 16

---

Dear students, we have finished the contents of this second term. Please review and reinforce units 5 and 6 in which we have addressed English verbs in the Indicative mood and all the tenses corresponding to this mood and of course, the differences and similarities between English and Spanish. Also, in Unit 6, we have studied some lexical differences between the two languages. Again, Along the explanations you have been exposed to different exercise, which I hope have been useful for you. I am sure that you have dedicated enough time for each activity and now you should feel confident to demonstrate your knowledge and skills.

During this week, it is necessary that you continue studying and reinforcing the contents that may have been kind of more difficult and that you feel

you need to revise again. You have your textbook and some additional resources in order to do it. Another activity you can do is revise again all the suggested activities so you practice for your test. Also, please, revise again the self-assessment sections you have in units 5 and 6. Remember that we also had online questionnaires and other graded activities that were included in this term. Finally, I suggest you use your own study strategies to and styles of learning so you succeed in this subject as you get ready for the Second Term Evaluation.

Lots of success



## 4. Answer key

Self- assessment 1		
Question	Answer	Feedback
1.	T	The tribes had different dialects
2.	T	The literature used in Centers of learning was written in Latin,
3.	T	The answer is correct
4.	T	It was Latin
5.	F	No, in English there is not gender
6.	F	No, it was in 1000
7.	T	Correct answer
8.	T	Correct answer
1	c	The aim of Contrastive Grammar is to establish similarities and differences as well as dominant and recessive features of the grammatical structure of two selected languages
2	a	The pedagogical goal of CG is related to language teaching and learning, and language course design.
3	c	The form of a word is the category to which a word is assigned, regarding its syntactic function
4	a	When we say that a word is an object, subject, object of a preposition, we refer to the function of a word
5	c	Grammar words such as interjections, pronouns or articles.

Self  
Assessment

Self- assessment 2		
Question	Answer	Feedback
1.	c	
2.	a	
3.	b	
4.	c	
5.	a	
1		she (Mary); him (Peter) Mary is the antecedent for she, Peter is the antecedent for him
2		they (coat, dress) they is the antecedent for coat and dress
3		herself (Isabel) Isabelm is the antecedent for herself
4		we (Robert, I) Robert and I are the antecedent for we
5		it (book) book is the antecedent for it.
a		(slow) Tom is slow. He works slowly. The adjective is used after be verb / the adverb is placed after the verb.
b		(careful) Sue climbed up the ladder carefully. She is a careful girl. carefully is an adverb, so it qualifies the verb, careful is an adjective used as a complement in the sentence
c		(angry) The dog is angry. It barks angrily. angry is an adjective placed after the verb, angrily is an adverb modifying the verb
d		(excellent) He acted excellently. He's an excellent actor excellently is an adverb modifying the verb, excellent is an adjective qualifying the actor
e		(awful) It's awfully cold today. The cold wind is awful. awfully is qualifying the adjective, awful is qualifying the noun wind.

**Self  
Assessment**

Self- assessment 3		
Question	Answer	Feedback
1.		Watching is the present participle present participles end in ing
2.		Gone is the past participle of the verb.
3.		Been is the past participle of be
4.		studying is the present participle; present participles end in -ing
5.		worked is the past participle. Regular past participles end in ed.
a		Ayer te vi salir de tu oficina. OV because it follows a verb
b		Todo lo que yo quería era hablar contigo. OV because it follows the verb
c		Viajar me permite conocer nuevos lugares. S it is the noun before the verb
d		Estoy encantada de poder ayudarte. OP because it follows the preposition
e		Le encantaba tener nuevas experiencias. OV because it follows the verb
f		Lo que más ansiaba era vivir en paz C because it complements the sentence.
a		Cooking is my hobby. S it is at the beginning of the sentence
b		In spite of missing the train, we arrived on time. OP it follows a preposition
c		My favorite activity is using my smartphone. C it complements the sentence
d		She hates going out at night. OV it follows another verb
e		Flying makes me nervous. S it is at the beginning of the sentence
f		Their father voted against postponing his trip to Hungary. OP it follows a preposition
a	tired	(tire) is an adjective ending in -ed
b	amazing	(amaze) is an adjective ending in -ing
c	bored	(bore) is an adjective ending in -ed
d	surprised	(surprise) is an adjective ending in -ed
e	shocked	(shock) is an adjective ending in -ed
f	insulting	(insult) is an adjective ending in -ing

Self  
Assessment

#### Self- assessment 4

Question	Answer	Feedback
1.	Si mándaselas	
2.	Si, preséntala	
3.	Si, entrégaselos	
4.	Si, entrégaselos	
5.	Si, dáselo	
a		is subjunctive, it does not show a fact
b		is subjunctive, it does not show a fact
c		is subjunctive, it does not show a fact
d		is indicative mood. It shows a fact
e		is indicative mood. It shows a fact
f		is indicative mood. It shows a fact
g		is indicative mood. It shows a fact
1	hicieran	is imperfect subjunctive form
2	supiera	is imperfect subjunctive form
3	fuerá	is imperfect subjunctive form
4	fuerá	is imperfect subjunctive form
5	dijera	is imperfect subjunctive form
6	tradujera	is imperfect subjunctive form
7	hablaras	is imperfect subjunctive form
8	diera	is imperfect subjunctive form

Self  
Assessment

Self- assessment 5		
Question	Answer	Feedback
a	camina	es la forma del verbo en tiempo presente
b	entiendes	es la forma del verbo en tiempo presente
c	muestras	es la forma del verbo en tiempo presente
d	pide	es la forma del verbo en tiempo presente
e	repite	es la forma del verbo en tiempo presente
f	permitimos	es la forma del verbo en tiempo presente
a	hablaba	es la forma imperfecta del verbo
b	terminábamos	es la forma imperfecta del verbo
c	hacíamos	es la forma imperfecta del verbo
d	esperábamos	es la forma imperfecta del verbo
e	dormíamos	es la forma imperfecta del verbo
a		We had already gone when Teresa arrived
b		Barbara hasn't left yet
c		I will have graduated by next summer
d		We would have studied more
e		If we had remembered the exam
f		Have you seen my new car?
a	AC, PT	the cow is the subject and doer, the sentence is in past
b	PA, PT	Bob's parents is the doer, the sentence is in past
c	AC, P	The banks is the subject and doer, the sentence is in present
d	PA, F	Everyone is the subject and doer, the sentence is in future
e	PA, F	the government is the subject and doer, the sentence is in future

Self  
Assessment

## Self- assessment 6

Question	Answer	Feedback		
a	F	There are no more lemons.		
b	T	We run out of milk		
c	T	Ask a question		
d	F	I'm at my brother's house.		
e	F	Attendance at class is a requirement.		
f	T	Su marido es muy atento con ella.		
g	F	me enfermé por comer mucho		
h	T	Su padre enfureció al oír las noticias		
		<b>ENGLISH</b>	<b>SPANISH</b>	<b>POTENTIAL CONFUSION</b>
1	application	solicitud		aplicación (dedication)
2	to appreciate	agradecer		apreciar (to augment in value)
3	to assume	suponer		asumir (to take on)
4	actually	en realidad		actualmente (nowadays, at the
5	conductor (orchestra)	director		conductor (electric conductor,
6	to contest	to contend		contestar (to answer)
7	deception	engaño		decepción (disappointment)
8	destitute	desamparado, indigente		destituido (removed from office)
9	fabric	tela		fábrica (factory)
10	gang	pandilla		ganga (bargain)

Self  
Assessment



---

## 5. Bibliographic references

---

- Aarts, F. G. A. M., & Wekker, H. C. (2013). *A contrastive grammar of English and Dutch/Contrastieve grammatica Engels/Nederlands*. Springer.
- Crystal, D. (2003). *The Cambridge Encyclopedia of the English Language*. Cambridge University Press. Learn Spanish For Beginners AND Spanish Short Stories: 2 Books IN 1!
- Dictionary, M. W. (2002). Merriam-webster. *On-line at http://www.mw.com/home.htm, 8.*
- Farrell, E., & Farrell, C. F. (2012). *Side-By-Side Spanish and English Grammar*. McGraw Hill Professional.
- Fisiak, J. (Ed.). (1991). *Further insights into contrastive analysis* (Vol. 30). John Benjamins Publishing.
- Fries, C. C. (1945). Teaching and learning English as a foreign language.
- Gómez, M., Meehan, P., Díaz, M. & Rolfi, L. (2017). *Contrastive grammar: a theory and practice handbook*. Universidad de Córdoba.
- Hartwell, P. (1987). *Grammar, Grammars and the Teaching of Grammar: A Sourcebook for Basic Writing Teachers*. Ed. Theresa Enos. Random House, 348-372.
- Khalil, A. M. (2010). *A contrastive grammar of English and Arabic*. Jordan Book Centre.
- Lado, R. (1957). *Linguistics across cultures: Applied linguistics for language teachers*. University of Michigan press.
- MacDonald, T (2020). Learn Spanish For Beginners AND Spanish Short Stories: 2 Books IN 1! University of Linguistics.

- Penny, R. (2002). *A History of the Spanish Language*, 2<sup>nd</sup> Ed. Cambridge University Press.
- Ehrlich, E., Carruth, G., & Flexner, S. B. (1980). Oxford American Dictionary. Oxford University Press.
- Spinelli, E. (2007). English Grammar for Students of Spanish: The Study Guide for Those Learning Spanish. The Olivia and Hill Press.
- Гладуш, Н., & Павлюк, Н. (2019). Contrastive Grammar: Theory and Practice.



## 6. Resources

### ADJECTIVES PART 1

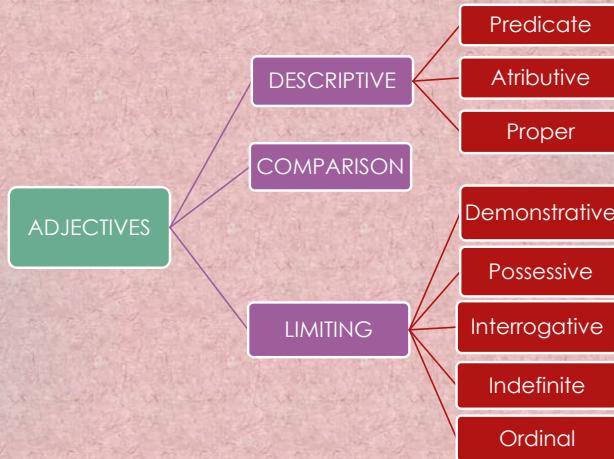


### ADJECTIVES

Dra Carmen Benítez

### Adjectives

- ❖ Descriptive adjectives
  - Predicate
  - Attribute
  - Proper
- ❖ Comparison of adjectives
- ❖ Proper adjectives
- ❖ Limiting adjectives
  - Demonstrative adjectives
  - Possessive
  - Interrogative
  - Indefinite
  - Ordinal numbers



How different are English and Spanish Adjectives?

# Adjectives

**Definition:** Words that describe NOUNS OR PRONOUNS

They are classified according to the way they describe a noun or pronoun

ENGLISH	SPANISH
Usually do not change their form regardless of the noun or pronouns described	Adjectives change in order to agree in gender and number with the noun or pronoun they modify

**What is the difference between English and Spanish Adjectives in their form?**

# English and Spanish Adjectives

**Forms** Some English adjectives are invariable, while others change form. These changes depend on the adjective type.

**Forms** An adjective in Spanish agrees in gender and number with the noun it modifies. If an adjective describes a mixed group of nouns (masculine and feminine), the adjective is masculine and plural.

What are the two main uses of English adjectives?

# English and Spanish Adjectives

ENGLISH	SPANISH
<p><b>Uses</b> Adjectives are primarily used as:</p> <p><b>1. modifiers of nouns or pronouns.</b></p> <ul style="list-style-type: none"><li>- Modify <b>nouns or pronouns</b>, come before them I want the <b>small blue beautiful car</b> Give me <b>the red ones</b></li><li>- Modify indefinite pronouns, the adjective follows it <b>That is something easy</b> to do</li></ul> <p><b>2. Complements: subjects or objects. An adjective's function determines its position in a sentence.</b></p> <ul style="list-style-type: none"><li>- As a subject complement, an adjective follows the verb <b>to be</b> or the linking verb and describes the subject. The house <b>is beautiful</b> That <b>smells delicious</b></li><li>- As an object complement, an adjective follows the direct object noun or pronoun. We felt <b>Mary proud</b> of herself The gift made <b>him happy</b></li></ul>	<p><b>Uses</b> As in English, Spanish adjectives are used as modifiers and complements, but their position in a sentence is different</p>

## Types of Adjectives

# Descriptive adjectives

ENGLISH	SPANISH																									
<p><b>Definition</b> Descriptive adjectives describe a noun or pronoun. Is a Word that indicates a quality of a noun or pronoun.</p> <p><b>Forms</b> Many of these adjectives may be inflected to show comparison. Descriptive adjectives</p>	<p><b>Forms:</b> In Spanish, descriptive adjectives Masculine end in <b>-o</b>, feminine singular end in <b>-a</b>. Plurals add an <b>-s to -o or -a</b>.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>SINGULAR</th> <th>PLURAL</th> </tr> </thead> <tbody> <tr> <td><b>MASCULINE</b></td> <td>blanco</td> <td>blancos</td> </tr> <tr> <td><b>FEMININE</b></td> <td>blanca</td> <td>blancas</td> </tr> </tbody> </table> <p>1. Singular forms that do not end in <b>-o</b> or <b>-a</b> have a single form. Plurals add <b>-es</b> unless the adjective ends in <b>-e</b>, in which case <b>-s</b> is added to form the plural.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>SINGULAR</th> <th>PLURAL</th> <th>ENG EQUIV</th> <th>ADJ FOLLOWING PATTERN</th> </tr> </thead> <tbody> <tr> <td>fácil</td> <td>fáciles</td> <td>easy</td> <td>difícil, útil, real</td> </tr> <tr> <td>feroz</td> <td>feróces</td> <td>ferocious</td> <td>audaz, capaz, sagaz</td> </tr> <tr> <td>doble</td> <td>dobles</td> <td>Double</td> <td>Pobre, grande, verde</td> </tr> </tbody> </table> <p>Note that spelling changes are employed to maintain pronunciation.</p>		SINGULAR	PLURAL	<b>MASCULINE</b>	blanco	blancos	<b>FEMININE</b>	blanca	blancas	SINGULAR	PLURAL	ENG EQUIV	ADJ FOLLOWING PATTERN	fácil	fáciles	easy	difícil, útil, real	feroz	feróces	ferocious	audaz, capaz, sagaz	doble	dobles	Double	Pobre, grande, verde
	SINGULAR	PLURAL																								
<b>MASCULINE</b>	blanco	blancos																								
<b>FEMININE</b>	blanca	blancas																								
SINGULAR	PLURAL	ENG EQUIV	ADJ FOLLOWING PATTERN																							
fácil	fáciles	easy	difícil, útil, real																							
feroz	feróces	ferocious	audaz, capaz, sagaz																							
doble	dobles	Double	Pobre, grande, verde																							

# Descriptive adjectives (Spanish)

Adjectives ending in **-an**, **-on**, **-in**, and **-or** add **-a** for the feminine. Masculine plurals add **-es**, and feminine plurals are formed by adding **-s**.

SINGULAR		'PLURAL	
MASCULINE	FEMININE	MASCULINE	FEMININE
catalan	catalana	catalanes	catalanas
mandon	mandona	mandones	mandonas
saltarin	saltarina	saltarines	saltarinas
hablador	habladora	habladores	habradoras

3. Comparative adjectives ending in **-or** (**superior**, **ulterior**, etc.) is the same for masculine and feminine.

4. Adjectives indicating nationality that end in a consonant form the feminine and feminine plural regularly; the masculine plural ends in **-es**.

SINGULAR		'PLURAL	
MASCULINE	FEMININE	MASCULINE	FEMININE
andaluz	andaluza	andaluces	andaluzas
español	española	españoles	españolas
portugues	portuguesa	portugueses	portuguesas

# Descriptive adjectives (Spanish)

5. A small group of adjectives (not just descriptive adjectives) have a shortened form that is used before masculine singular nouns.

<i>alguno</i> → <i>algun</i>	<i>algun libro</i>
<i>ninguno</i> → <i>ningun</i>	<i>ningun libro</i>
<i>bueno</i> → <i>buen</i>	<i>buen tiempo</i>
<i>malo</i> → <i>mal</i>	<i>mal tiempo</i>
<i>primero</i> → <i>primer</i>	<i>el primer mes</i>
<i>tercero</i> → <i>tercer</i>	<i>el tercer mes</i>
<i>uno</i> → <i>un</i>	<i>un dia</i>
<i>Santo</i> → <i>San</i>	<i>San Juan</i>

6. The adjective **grande** becomes **gran** before most singular nouns of either gender; its meaning then become "great" rather than "big."

*un gran amigo, una gran amiga*

7. If two adjectives that have a short form are used before a singular noun, they both use the short form unless they are connected by a conjunction, such as *y* ("and").

*un mal tiempo, el primer buen dia, el primero y buen disco*

# Descriptive adjectives (Spanish)

WORD ORDER Normally, a descriptive adjective in Spanish follows the noun it modifies.

First, you say what you're talking about (for example, *una casa*), then you describe it (for example, *una casa blanca*).

1. Some adjectives change meaning, depending on whether they appear before or after the noun.

adjective	meaning before	meaning after
<i>antiguo, antigua</i>	ancient	former
<i>cierto, cierta</i>	some	definite
<i>diferente</i>	unalike	various
<i>nuevo, nueva</i>	another	brand-new
<i>pobre</i>	pitiable	not rich

2. There are a number of Spanish adjectives whose English equivalent has the same meaning, but whose placement in Spanish offers a variation in connotation. In these cases the position before the noun suggests an inherent quality.

*la blanca nieve*      white snow (snow is naturally white)

*la nieve gris*      gray snow (the normally white snow has been made gray)

# Descriptive adjectives (Spanish)

3. When two descriptive adjectives are used together to modify a noun, the one most closely associated with the noun comes first.

*la pintura mexicana moderna*

modern Mexican painting

4. It is important to place adjectives appropriately.

*el famoso presidente norteamericano, Abraham Lincoln* the great American president, Abraham Lincoln

*la gran escritora chilena contemporánea Isabel Allende* the great contemporary Chilean writer, Isabel Allende

*el cuento místico e interesante* the mystical and interesting story

*la ciudad grande y hermosa* the big and beautiful city

## Proper adjectives

ENGLISH		SPANISH		
<b>Definition</b> A proper adjective is a descriptive adjective formed from a proper noun.		<b>Definition:</b> as in English		
<b>NOUN</b>	<b>ADJECTIVE</b>			
Rome	Roman			
Shakespeare	Shakespearean			
<b>Forms</b> In English, both proper nouns and their adjectives are capitalized. Sometimes, their forms are indistinguishable.		<b>Forms</b> In Spanish, proper adjectives are formed from proper nouns, but they are not capitalized.		
<b>NOUN</b>	<b>ADJECTIVE</b>	<b>NOUN</b>	<b>ADJECTIVE</b>	<b>ENGLISH EQUIVALENT</b>
The Spanish	The Spanish people	<i>un romano</i>	<i>la gente romana</i>	Roman
		<i>venezolano</i>	<i>la gente venezolana</i>	Venezuelan

## Comparison of adjectives

ENGLISH	SPANISH
<b>Definition</b> The three degrees of comparison are positive, comparative, and superlative.	<b>Forms</b> Spanish forms comparisons in the following ways. 1. Most Spanish adjectives form the comparative with <i>mas</i> ("more"), <i>tan</i> ("as," in the sense of equal), or <i>menos</i> ("less") plus the adjective. <i>grande ~ mas grande ~ tan grande ~ menos grande</i> <i>importante ~ mas importante ~ tan importante ~ menos importante</i> .
<b>Forms</b> English forms comparisons in the following ways. 1. Regular comparisons add -er and -est to short adjectives, sometimes with a minor change in spelling. <i>short ~ shorter ~ shortest</i> <i>pretty ~ prettier ~ prettiest</i>	2. Superlatives are formed with the definite article plus the comparative (for example, <i>la mas grande</i> and <i>el menos importante</i> ). <i>un auto rápido ~ un auto mas rápido ~ el auto mas rápido or mas rápido</i>
2. Longer adjectives are compared by using <i>more</i> and <i>most</i> , or the negatives <i>less</i> and <i>least</i> . <i>determined ~ more determined ~ most determined</i> <i>obvious ~ less obvious ~ least obvious</i>	3. Some adjectives have irregular comparisons. <i>good ~ better ~ best</i> <i>bad ~ worse ~ worst</i>
3. Some adjectives have irregular comparisons. <i>good ~ better ~ best</i> <i>bad ~ worse ~ worst</i>	<i>una camisa bonita ~ una camisa menos bonita ~ la camisa menos bonita or la menos bonita</i>

## Comparison of adjectives

ENGLISH	SPANISH
4. Adjectives that cannot be compared include absolutes, which are by definition superlative. Uniqueness and perfection cannot be brought to a higher degree. <i>Unique      perfect</i>	The adjective remains in the same position, whether it is positive, comparative, or superlative. <i>Es una casa grande.</i> (positive) It is a big house. <i>Es una casa mas grande.</i> (comparative) It is a bigger house. <i>Es la casa mas grande.</i> It is the biggest house. or <i>Es la mas grande.</i> (superlative) or It is the biggest (house).
5. When a comparison is made, several words may introduce the second element: <i>than</i> , <i>in</i> , and <i>of all</i> .  Comparative <i>He is taller than I (am).</i> Superlative <i>He is the tallest boy in the class.</i> <i>He is the tallest of all my students.</i>  If an adjective is already in the comparative, <i>more</i> is not added. Greater contrast may be expressed by words like <i>much</i> or <i>more</i> . <i>much smaller</i> <i>much more difficult</i>	1. The most common irregular comparisons are the following. <i>bueno ~ mejor                      better</i> <i>malo ~ peor                      worse</i> <i>grande ~ mayor or mas grande greater, bigger</i> <i>pequeno ~ menor or mas pequeno lesser, smaller</i>  2. Adjectives that show uniqueness, do not have comparison <i>perfecto, perfecta              perfect</i>  Since uniqueness and perfection cannot be brought to a higher degree, <i>el/la/los/las mas</i> cannot be used with them.

## Comparison of adjectives

### ENGLISH

### SPANISH

3. To link elements in a comparison, use *que* with *mas* ("more") or *menos* ("less"), and use *como* with *tan* ("as," in the sense of equal).

*Jimena es mas grande que Maria.*

*Marco es menos grande que Felipe.*

*Juan es tan grande como yo.*

For a superlative, use *de* to compare one to a group.

*Jimena es la mas grande de su familia.*

*Felipe es el mas grande de su clase.*



# CONTRASTIVE GRAMMAR ADJECTIVES

Dra. Carmen Benítez C.

## ADJECTIVES

- LIMITING
  - Demonstrative adjectives
  - Possessive adjectives
  - Interrogative adjectives
  - Indefinite adjectives
  - Other limiting adjectives (ordinales)
  - Other adjectival forms (nouns, present participle, past participle, prepositional phrase, relative clause, infinitive, adverbial phrase)

cdbenitez@utpl.edu.ec

# Demonstrative adjectives

ENGLISH	SPANISH																													
<p><b>Definition</b> Demonstrative adjectives point out which of a group is/are the one(s) that you are referring to. They are special adjectives that identify a noun or pronoun by expressing its position as near or far. They are 'this,' 'that,' 'these,' and 'those.'</p>																														
<p><b>Forms</b> have the same forms as the demonstrative pronouns and distinguish in the same way between near and far and between singular and plural.</p> <table border="1"> <thead> <tr> <th></th> <th>SINGULAR</th> <th>PLURAL</th> </tr> </thead> <tbody> <tr> <td>NEAR</td> <td>this</td> <td>these</td> </tr> <tr> <td>FAR</td> <td>that</td> <td>those</td> </tr> </tbody> </table> <p>There is <b>no agreement in person, gender, or case.</b> The demonstrative adjective precedes its noun. <i>This woman is talking to that man.</i></p>		SINGULAR	PLURAL	NEAR	this	these	FAR	that	those	<p><b>Forms:</b> DA agree with the noun it modifies in gender and number.</p> <table border="1"> <thead> <tr> <th colspan="2">SINGULAR</th> <th colspan="2">PLURAL</th> </tr> </thead> <tbody> <tr> <td>masculine</td> <td>feminine</td> <td>masculine</td> <td>feminine</td> </tr> <tr> <td>este</td> <td>esta</td> <td>estos</td> <td>esa</td> </tr> <tr> <td>ese</td> <td>esa</td> <td>esos</td> <td>esas</td> </tr> <tr> <td>aquel</td> <td>aquella</td> <td>aquellos</td> <td>aquellas</td> </tr> </tbody> </table>	SINGULAR		PLURAL		masculine	feminine	masculine	feminine	este	esta	estos	esa	ese	esa	esos	esas	aquel	aquella	aquellos	aquellas
	SINGULAR	PLURAL																												
NEAR	this	these																												
FAR	that	those																												
SINGULAR		PLURAL																												
masculine	feminine	masculine	feminine																											
este	esta	estos	esa																											
ese	esa	esos	esas																											
aquel	aquella	aquellos	aquellas																											

# Demonstrative adjectives

ENGLISH	SPANISH
	<p><b>Uses :</b> In Spanish, the near/far distinction is expressed by:</p> <ul style="list-style-type: none"> <li>- <i>este/ese/aquel. este/esta</i> ("this") and <i>estos/estas</i> ("these") <b>nearest to the speaker</b></li> <li>- <i>ese/esa</i> ("that") and <i>esos/esas</i> ("those") <b>farther from the speaker</b></li> <li>- <i>aquel/aquella</i> "that over there" and <i>aquellos/aquellas</i> (those over there") <b>farthest from the speaker.</b></li> <li>- Use forms of <i>ese</i> for "that" unless it is necessary to make a point of the distinction.</li> </ul> <p><i>aquella mujer</i>    <b>that</b> woman (over there)  <i>esa mujer</i>        <b>that</b> woman (as opposed to <b>this</b> woman)  <i>Esta mujer hablaba con ese hombre.</i>    <b>This</b> woman was talking with <b>that</b> man.  <i>Este hombre ama a aquella mujer.</i>      <b>This</b> man loves <b>that</b> woman (over there).</p>

# Possessive adjectives

ENGLISH	SPANISH																											
<p><b>Definition:</b> A <b>possessive adjective</b> modifies a noun by telling to whom or what it belongs. They sit before a noun (or a <b>pronoun</b>) to show who or what owns it.</p> <p><b>Forms:</b> Indicate the person, number, and gender (in the third-person singular) of the <b>possessor</b>.</p> <table border="1"> <thead> <tr> <th></th> <th>SINGULAR</th> <th>PLURAL</th> </tr> </thead> <tbody> <tr> <td>first person</td> <td>my</td> <td>our</td> </tr> <tr> <td>second person</td> <td>your</td> <td>your</td> </tr> <tr> <td>third person</td> <td>his, her, its, one's</td> <td>their</td> </tr> </tbody> </table>		SINGULAR	PLURAL	first person	my	our	second person	your	your	third person	his, her, its, one's	their	<p><b>Definition</b> <b>Possessives in Spanish</b> are adjectives, so they agree in gender and number with the noun they modify, <i>not</i> with the possessor.</p> <p><b>Forms</b> <b>Spanish possessive adjectives</b> have the following forms.</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>SINGULAR</th> <th>PLURAL</th> <th>ENG EQUIVALENT</th> </tr> </thead> <tbody> <tr> <td>SINGULAR</td> <td>FIRST PERSON SECOND PRESON THIRD PERSON</td> <td>mi tu su</td> <td>mis tus sus</td> <td>my Your his, her, its, your</td> </tr> <tr> <td>PLURAL</td> <td>FIRST PERSON SECOND PRESON THIRD PERSON</td> <td>nuestro, nuestra vuestro, vuestra su</td> <td>nuestros, nuestras vuestros, vuestras sus</td> <td>our your their, your</td> </tr> </tbody> </table>			SINGULAR	PLURAL	ENG EQUIVALENT	SINGULAR	FIRST PERSON SECOND PRESON THIRD PERSON	mi tu su	mis tus sus	my Your his, her, its, your	PLURAL	FIRST PERSON SECOND PRESON THIRD PERSON	nuestro, nuestra vuestro, vuestra su	nuestros, nuestras vuestros, vuestras sus	our your their, your
	SINGULAR	PLURAL																										
first person	my	our																										
second person	your	your																										
third person	his, her, its, one's	their																										
		SINGULAR	PLURAL	ENG EQUIVALENT																								
SINGULAR	FIRST PERSON SECOND PRESON THIRD PERSON	mi tu su	mis tus sus	my Your his, her, its, your																								
PLURAL	FIRST PERSON SECOND PRESON THIRD PERSON	nuestro, nuestra vuestro, vuestra su	nuestros, nuestras vuestros, vuestras sus	our your their, your																								
<p>The adjectives do not tell anything about the person or thing that is possessed.</p> <p><i>Mr. Garcia's son</i> → <i>his son</i> (third-person singular masculine)  <i>Mrs. Garcia's son</i> → <i>her son</i> (third-person singular feminine)  <i>the Garcias' son</i> → <i>their son</i> (third-person plural)</p>	<p>The adjectives <i>mi/mis/tu/tus/su/sus</i> indicate singular and plural, but they do not indicate gender.  The adjectives <i>nuestro/nuestra/nuestros/nuestras/vuestro/vuestra/vuestros/vuestras</i> indicate both gender and number.</p>																											

# Possessive adjectives

ENGLISH	SPANISH				
<p><b>Uses:</b> always used with the noun.</p> <p><i>my mother</i>  <i>our child</i>  <i>your turn</i></p> <p>If the noun is omitted, a pronoun must be used (for example, mine, ours, or yours)</p>	<p>The adjectives <i>su/sus</i> have several English equivalents ("his," "her," "its," "your," "their"). Therefore <b>context</b> may clarify which English possessive adjective is indicated. If context is not clear, use <b>de + a noun or pronoun</b> for clarification.</p> <p><i>su libro</i>      <i>el libro de Maria</i>      or      <i>el libro de ella</i></p> <p>English "<b>your</b>" has several Spanish equivalents, depending on the subject of the Spanish sentence.</p> <ul style="list-style-type: none"> <li>- <b><i>su/sus</i></b> if the subject of the Spanish verb is <b><i>usted</i> or <i>ustedes</i></b>;</li> <li>- <b><i>tu/tus</i></b> if the subject is <b><i>tu</i></b></li> <li>- <b><i>vuestro/vuestra/vuestros/vuestras</i></b> if the subject of the verb is <b><i>vosotros</i> or <i>vosotras</i></b>.</li> </ul> <p>In Spanish, to stress the possessive adjective, use the long form of the Spanish possessive adjective.</p> <table border="1"> <thead> <tr> <th>SINGULAR</th> <th>PLURAL</th> </tr> </thead> <tbody> <tr> <td><i>mio, mia, mios, mias</i> <i>tuyo, tuyas, tuyos, tuyas</i> <i>suyo, suya, suyos, suyas</i></td> <td><i>nuestro, nuestra, nuestros, nuestras</i> <i>vuestro, vuestra, vuestros, vuestras</i> <i>suyo, suya, suyos, suyas</i></td> </tr> </tbody> </table> <p>This form of the possessive adjective is placed after the noun.</p> <p><i>mi amigo</i>      my friend      <i>el amigo mio</i>      my friend or friend of mine</p>	SINGULAR	PLURAL	<i>mio, mia, mios, mias</i> <i>tuyo, tuyas, tuyos, tuyas</i> <i>suyo, suya, suyos, suyas</i>	<i>nuestro, nuestra, nuestros, nuestras</i> <i>vuestro, vuestra, vuestros, vuestras</i> <i>suyo, suya, suyos, suyas</i>
SINGULAR	PLURAL				
<i>mio, mia, mios, mias</i> <i>tuyo, tuyas, tuyos, tuyas</i> <i>suyo, suya, suyos, suyas</i>	<i>nuestro, nuestra, nuestros, nuestras</i> <i>vuestro, vuestra, vuestros, vuestras</i> <i>suyo, suya, suyos, suyas</i>				

# Interrogative adjectives

ENGLISH	SPANISH																							
<p><b>Definition:</b> They ask a question about limitation, modify nouns by asking a question and are used in interrogative sentences. They are also known as interrogative <b>determiners</b>. They are: "what," "which," and "whose."</p>	<p><b>Forms</b> In Spanish, the interrogative adjective is inflected for gender and number. It agrees with the noun it modifies.</p>																							
<p><b>Forms</b> These adjectives have case in English.</p> <ol style="list-style-type: none"> <li>1. <b>Subject and object cases:</b> <b>which?</b> <b>what?</b></li> <li>2. <b>Possessive case:</b> <b>whose?</b></li> </ol> <p>These forms are invariable.</p>	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>SINGULAR</th> <th>PLURAL</th> <th>ENG. EQUIV</th> </tr> <tr> <th>MASCULINE</th> <th>FEMININE</th> <th>MASCULINE</th> <th>FEMININE</th> <th>ENG. EQUIV</th> </tr> </thead> <tbody> <tr> <td>¿que?</td> <td>¿que?</td> <td>¿que?</td> <td>¿que?</td> <td>which?, what?</td> </tr> <tr> <td>¿cuál?</td> <td>¿cuál?</td> <td>¿cuáles?</td> <td>¿cuáles?</td> <td>which?</td> </tr> <tr> <td>¿cuánto?</td> <td>¿cuánto?</td> <td>¿cuántos?</td> <td>¿cuántos?</td> <td>how much? how many?</td> </tr> </tbody> </table> <p>The interrogative adjective <b>¿que?</b> has only one form and therefore does not indicate gender or number.  The interrogative adjective <b>¿cuál?</b> indicates number but not gender.</p> <p><b>Cuanto?/, cuanta? ("how much?") and cuantos?/ cuantas? ("how many?")</b> indicate both gender and number.</p>	SINGULAR	PLURAL	ENG. EQUIV	MASCULINE	FEMININE	MASCULINE	FEMININE	ENG. EQUIV	¿que?	¿que?	¿que?	¿que?	which?, what?	¿cuál?	¿cuál?	¿cuáles?	¿cuáles?	which?	¿cuánto?	¿cuánto?	¿cuántos?	¿cuántos?	how much? how many?
SINGULAR	PLURAL	ENG. EQUIV																						
MASCULINE	FEMININE	MASCULINE	FEMININE	ENG. EQUIV																				
¿que?	¿que?	¿que?	¿que?	which?, what?																				
¿cuál?	¿cuál?	¿cuáles?	¿cuáles?	which?																				
¿cuánto?	¿cuánto?	¿cuántos?	¿cuántos?	how much? how many?																				

# Interrogative adjectives

ENGLISH	SPANISH						
<p>Uses they are used:</p> <ol style="list-style-type: none"> <li>1. <b>to ask a question.</b></li> </ol> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">SUBJECT.</td> <td><b>What</b> assignment is for today?</td> </tr> <tr> <td>OBJECT:</td> <td>object <b>Which</b> class do you have at 10 o'clock?</td> </tr> <tr> <td>POSSESSIVE</td> <td>possessive <b>Whose</b> coat is this?</td> </tr> </table> <ol style="list-style-type: none"> <li>2. <b>in an exclamation.</b></li> </ol> <p><b>What</b> a pretty house!  <b>What</b> a job!</p>	SUBJECT.	<b>What</b> assignment is for today?	OBJECT:	object <b>Which</b> class do you have at 10 o'clock?	POSSESSIVE	possessive <b>Whose</b> coat is this?	<p>Uses Interrogative adjectives are used</p> <ol style="list-style-type: none"> <li>1. to ask a question.  <b>.Cuantos</b> libros tienes?  <b>.Que</b> hora es?  <b>.Que</b> trabajo tenemos para mañana?  <b>.Cual</b> es el trabajo para mañana?</li> <li>2. in an exclamation.  <b>!Que</b> casa mas bonita!  <b>!Que</b> lio!</li> </ol>
SUBJECT.	<b>What</b> assignment is for today?						
OBJECT:	object <b>Which</b> class do you have at 10 o'clock?						
POSSESSIVE	possessive <b>Whose</b> coat is this?						

## Indefinite adjectives

ENGLISH	SPANISH
<p><b>Definition</b> they refer to nouns or pronouns that are not defined more specifically.</p> <p><b>Some</b> students learn fast.</p> <p><b>Any</b> girl will tell you.</p> <p><b>Both</b> lectures are at 10 o'clock.</p> <p><b>Each/Every</b> class has its value.</p> <p>I want <b>another</b> pen.</p> <p><b>Such</b> behavior is terrible.</p> <p><b>Forms</b> These adjectives are invariable, that is, they do not change their form.</p> <ul style="list-style-type: none"><li>✓ Some, however, may be used only with singular nouns (for example, <i>each</i>, <i>every</i>, <i>another</i>),</li><li>✓ Some only with plural nouns (for example, <i>both</i>, <i>other</i>),</li><li>✓ One with either singular or plural nouns (for example, <i>some</i>: <i>some coffee</i>, <i>some people</i>).</li></ul>	<p>Spanish indefinite adjectives are similar to those in English.</p> <p><b>Algunos</b> estudiantes aprenden rápidamente.</p> <p><b>Cualquier</b> mujer se lo dirá a usted.</p> <p><b>Ambas</b> conferencias se reunen a las diez.</p> <p><b>Cada</b> clase tiene valor.</p> <p>Quisiera <b>otro</b> bolígrafo.</p> <p><b>Tal</b> comportamiento es reprobable.</p> <p><b>Forms</b> An indefinite adjective agrees with its noun in gender and number, just as descriptive adjectives do.</p>

## Ordinal numbers

ENGLISH	SPANISH
<p><b>Ordinal numbers:</b> indicate the order in which things come. One, two, and three (and all numbers ending in one, two, and three, except eleven, twelve, and thirteen) have irregular ordinals.</p> <p><b>first, second, third</b></p> <p>All other ordinal numbers are formed by adding <b>-th</b>.</p> <p><b>fourth, ninth, sixteenth</b></p> <p>Determiners Determiners are often classified as adjectives</p>	<p>In Spanish, ordinal numbers are essentially vocabulary items and must be learned as such.</p> <p>They agree in gender and number with the noun they modify.</p> <p><b>primer</b> presidente <b>primera</b> actriz <b>quinto</b> tomo <b>decima</b> lección</p> <p>Determiners</p>

## Other adjectival forms

ENGLISH	SPANISH
Many other kinds of words—even though they are not adjectives themselves—may be used as adjectives (that is, to describe a noun or pronoun).	They are similar to English
<b>NOUN:</b> a <b>philosophy</b> professor	<b>NOUN PHRASE:</b> <i>La sala de conferencia</i>
<b>PRESENT PARTICIPLE:</b> running water	<b>PAST PARTICIPLE:</b> <i>la tía querida</i>
<b>PAST PARTICIPLE:</b> <i>the required</i> reading	<b>PREPOSITIONAL PHRASE:</b> <i>reloj de pared</i>
<b>PREPOSITIONAL PHRASE:</b> the poster <b>on the wall</b>	<b>RELATIVE CLAUSE:</b> <i>la ropa que compro</i>
<b>RELATIVE CLAUSE:</b> the poster <b>that I bought</b>	<b>INFINITIVE:</b> <i>No se que hacer.</i>
<b>INFINITIVE:</b> infinitive / wondered what <b>to do</b> .	<b>ADVERBIAL PHRASE:</b> <i>Los estudiantes en todas partes sienten admiración por ella</i>
<b>ADVERBIAL PHRASE:</b> People <b>from all around</b> love him	



*Thank You  
For Your Attention*

# CONTRASTIVE GRAMMAR

DRA. CARMEN BENÍTEZ C.

<b>Definition:</b> A conjunction is the glue that holds words, phrases and clauses (both dependent and independent) together. There are three different kinds of conjunctions: <ul style="list-style-type: none"><li>- coordinating, subordinating, and correlative</li></ul> Each one of them serve for a distinct purpose, but all working to bring words together.	<b>Forms</b> Conjunctions are function words; they are invariable.
<b>Types</b> All conjunctions are linking words, but the linked elements and their relationship with each other determine which of the three principal types a conjunction belongs to: coordinating, subordinating, or adverbial.	<b>Definition:</b> are linkers, we use them to make sentences and paragraphs more cohesive and natural. The most common ones are <b>y</b> (and) and <b>pero</b> (but). Other common ones are: <b>de manera que, así que</b> , etc.

## CONJUNCTIONS

### Uses

English conjunctions are used as follows.  
I. A **coordinating conjunction** links two equal elements that have the same grammatical construction. The two elements may be single words, phrases, or entire clauses.

Nouns *John and Mary*

Infinitives *to be or not to be*

Independent clauses *We came, but he was not there.*

**Correlatives**, which occur in pairs, are a subgroup of coordinating conjunctions. *Both John and Mary are in the class.*

2. A **subordinating conjunction** joins unequal elements. One element is subordinated to the other. The conjunction introduces the subordinate clause (the one that cannot stand alone as a sentence).

Contrast *Although he is hurrying, he is late.*

Time *We speak Spanish when the Rodriguez are here.*

Cause *Because this course is easy, we all get "A"s.*

### Uses:

Spanish conjunctions are used as follows.

#### I. Coordinating conjunctions

Nouns *Juan y María Fernando e Isabel septiembre u octubre*

Infinitives *vivir o morir*

Independent clauses *Vinimos para verlo, pero no estuve en casa.*

Note: *y* changes to *o* before another word beginning with an "ee" sound (spelled *i-* or *hi-*); the conjunction *o* changes to *u* before another "oh" sound.

**Correlative conjunctions** are a subgroup of coordinating conjunctions.

*y... ademas Ella es bonita y fuerte ademas.*

*ni... ni No tenemos ni tiempo ni dinero.*

*O nos vamos ahora o no vamos nunca.*

#### 2. Subordinating conjunctions

Contrast *Aunque se dio prisa, no llego a tiempo.*

Time *Hablamos español cuando los Rodriguez estan aquí.*

Cause *Somos ricos porque mis padres siempre han trabajado duro.*

**Correlative subordinates** are a subgroup of subordinating conjunctions.

*Este curso es tan difícil que muchos estudiantes se quejan de él.*

## CONJUNCTIONS

### Uses

Notice that the main idea of the sentence is in the main (independent) clause. The subordinate clause tells about the time, way, cause, or conditions involved and may show a contrast. Notice also that the main clause need not come first. You could reverse the order of the clauses in each example above without changing the meaning of the sentence.

There is also a subgroup of correlative subordinating conjunctions (for example, *if... then* and *so... that*).

*That course is so hard that many students fail.*

3. An **adverbial conjunction** is sometimes called a "conjunctive adverb." Grammarians are not sure whether they are really adverbs or conjunctions. Words and phrases like *therefore, perhaps, also, for example, as a result, and in other words* fall into this category.

### Uses:

**3. Adverbial conjunctions:** Adverbial clauses are introduced by conjunctions, such as *para que* (so that), *antes de que* (before), and *hasta que* (until). The indicative or subjunctive mood may be required in the adverbial clause depending on various factors.

*a menos que*

*dado que*

*desde que*

*excepto que*

*hasta que*

*mientras que*

etc.

## INTERJECTIONS

**Definition:** An interjection is one of the eight major parts of speech, along with verbs, nouns, pronouns, adjectives, adverbs, prepositions and conjunctions. Some grammarians believe interjections are the least important part of speech. That might be because interjections aren't generally required in order for the meaning of a sentence to be clear.

**Forms** Interjections are normally invariable exclamations.

**Uses** As an exclamation, an interjection is often merely a sound meant to convey emotion (for example, *ow!*). It has no grammatical connection with the other words in the sentence and is set off by commas.

**Definition:** Spanish interjections are simply vocabulary items that express exclamations. In Spanish, they are preceded by the inverted exclamation point (!) and followed, as in English, by a standard exclamation point (!). Following are some common interjections in Spanish.

!Aho!  
!Caray!  
!Dios!  
!Anda!  
!Cielos!  
!Hola!  
!Ay!  
!Cuidado!  
!Hij!

!Caramba!  
!Dios mio!  
!Ole!

!Qué! is also used in Spanish as an exclamation and translates as the English expression

"What a!" or just  
!Qué! nina mas bonita!  
!Qué! alegría!

"What!"  
What a pretty girl!  
What joy!

## ENGLISH AND SPANISH PREPOSITIONS

Prepositions in any language are very tricky words. Most of them have basic meanings.

When used in phrasal verb constructions (a combination of a verb plus a preposition), meaning often changes.. You may think, for example, that you know what *up* means, but consider the following sentence: *First he cut the tree down, then he cut it up.*

We can not always follow the meaning of a dictionary when they are used in English phrasal verbs.

### SPANISH

**Definition:** Prepositions are short words that usually stand in front of nouns (sometimes also in front of gerund verbs). We commonly use prepositions to show a relationship in space or time or a logical relationship between two or more people, places or things. Prepositions are most commonly followed by a noun phrase or pronoun:

### ENGLISH

**Definition:** are short words that are generally used with nouns and pronouns. They give information about place, time, manner or reason. In Spanish grammar, there are simple prepositions (con) and prepositional phrases (después de, cerca de). Unfortunately, prepositions often can't be translated literally. The best solution is to check a dictionary, read a lot of Spanish, and learn prepositional phrases by heart.

## ENGLISH AND SPANISH PREPOSITIONS

<p><b>Forms</b> A preposition is a function word; it is invariable. It can be a single word or a group of words (for example, <i>by</i> and <i>in spite of</i>).</p>	<p><b>Forms</b> A Spanish preposition can be one or several words, for example, <i>en</i> ("in," "on") and <i>al lado de</i> ("beside," "next to"). Spanish prepositions are invariable, except for <i>a</i> and <i>de</i> (the two most common Spanish prepositions), which combine with the definite article <i>el</i>/to form <i>a</i>/and <i>del</i>.  <i>Voy al cine.</i> <i>Es el libro del profesor.</i> <i>Vengo del mercado.</i>          but <i>Vengo a la casa de la profesora.</i></p> <p>This contraction takes place even if <i>a</i> or <i>de</i> is part of a longer expression.  <b>frente a</b> <i>frente al museo</i> opposite the museum  <b>enfrente de</b> <i>en frente del edificio</i> in front of the building  <i>A/+ infinitive</i> translates as English "upon" + gerund.  <i>a/ hacer</i> upon doing</p> <p>There is not a one-to-one equivalence between English and Spanish prepositions. They are capricious in both languages.</p>
--	---

## ENGLISH AND SPANISH PREPOSITIONS

ENGLISH	SPANISH
<p><b>Uses</b> A preposition links a noun or pronoun (its object) to other words in the sentence and shows its relationship to them. In formal English, a preposition is followed immediately by its object.  <i>to the store</i>  <i>about the subject</i></p> <p>In informal English, a preposition is often placed at the end of the clause or sentence, especially in questions and relative clauses.</p> <p><b>What is she waiting for?</b>          instead of  <b>For what is she waiting?</b></p> <p><b>This is the one that he is referring to.</b>          instead of  <b>This is the one to which he is referring.</b></p>	<p><b>Uses</b> 1. In English, many verbs are followed by prepositions that change the meaning of the verb. In Spanish, those different meanings are likely to be expressed by separate verbs.  <i>buscarto</i> look for    <i>mirarto</i> look at    <i>investigarto</i> look into</p> <p>2. English verbs are sometimes followed by a preposition that has an object, but not by a preposition alone. In Spanish, such verbs are never followed by a preposition.  <b>English</b>    Listen <b>to</b> the radio!    Listen <b>to</b> it!    But    Listen!  <b>Spanish</b>    <i>¡Escuche la radio!</i>    <i>¡Escuchela!</i>    and    <i>¡Escuche!</i></p> <p>3. In English, a preposition comes before its object in formal speech and writing, but it often appears at the end of a clause or sentence in informal English. In Spanish (and many other languages), a preposition must always be placed before its object.  <b>Con quien vas al cine?</b>    <b>With whom are you going to the movies?</b> (formal English)          (formal or informal Spanish)    <b>Who are you going to the movies with?</b> (informal English)</p> <p>4. An English preposition are translated by more than one Spanish word. For example, in order to know how to say "before" in Spanish, you would need to know</p> <ol style="list-style-type: none"> <li>if it is a conjunction followed by a subject and verb (as in "before someone did something"). In this case, use <i>antes de que</i>.</li> <li>if it is a preposition expressing location (as in "before the door"). In this case, use <i>delante de</i>.</li> <li>if it is a preposition expressing time (as in "before 3 o'clock"). In this case, use <i>antes de</i>.</li> </ol>

## PROBLEMS WITH PREPOSITIONS

Prepositions present many problems for Spanish speakers

The prepositions *para* and *por* have many uses in Spanish.

When *para* means "for," *para* is used to refer to:

**Destination, Use, Purpose, comparison, future time, truth.**

- When *por* means "for," remember the following: memorizing funny rules becomes easy too! *Por* is used when "for" expresses the following:

Motive favor, reason, behalf, exchange, time length



# CONTRASTIVE GRAMMAR PRONOUNS

Dra. Carmen Benítez C.

## What is a pronoun?

- Words that substitute nouns/ Words that are used when a noun is identified/ Words that serve the same functions as nouns

ENGLISH	SPANISH
<p><b>FORM:</b> PERSON, GENDER, NUMBER, CASE</p> <p><b>PERSON:</b> 3 PERSONS.</p> <p>1st person: the person who speaks</p> <p>2nd person: the one who is spoken to</p> <p>3rd person: the one you talk about</p> <p><b>GENDER:</b> <b>he</b> and <b>she</b> for masculine and feminine, <b>it</b>, neuter</p> <p><b>NUMBER:</b> each person: singular or plural</p> <p><b>CASE:</b> grammatical function:</p> <ul style="list-style-type: none"><li>- Subjective: pronouns used as nouns: I, you, he, she, it, we, you, they.</li><li>Objective: pronouns used as objects: me, you, him, her, it, us, them, whom</li><li>- Possessive: pronouns that express ownership: mine, yours, his, hers, its, ours, theirs, whose</li></ul> <p><b>USES:</b> subjects: <b>he</b> is my teacher; direct objects: she loves <b>him</b>; indirect objects: they bought <b>it</b> for him; objects of prepositions: Math is difficult <b>for me</b>; complement: It is <b>she</b> who they are talking about.</p> <p><b>TYPES:</b> 1. Personal, 2. Possessive, 3. Reflexive/reciprocal, 4. Disjunctive, 5. Relative, 6. Demonstrative, 7. Interrogative.</p>	<p>Regarding definitions, forms and uses, <i>similar</i> to ENGLISH, but there are some important differences:</p> <p>In Spanish the equivalent for YOU.</p> <p>The mindmap is titled 'equivalents of YOU'. At the top center is a green box containing the title. Below it, a yellow box contains the text 'usage varies according to the country.' and 'address a group of people with a friendly relationship.' Four blue lines branch out from the center to four main terms: 'tu (informal)' on the left, 'vosotros (M, plural)' at the bottom, 'usted (formal) Ud, Vd.' on the right, and 'vosotras (F, plural)' on the bottom right. Each of these terms has further branches: 'tu' leads to 'informal'; 'vosotros' leads to 'M, plural'; 'usted' leads to 'formal' and 'Ud, Vd.'; and 'vosotras' leads to 'F, plural' and 'polite, used for the plural of YOU.'</p> <p><a href="https://www.goconqr.com/es-ES/mindmap/31102796/equivalents-of-YOU">https://www.goconqr.com/es-ES/mindmap/31102796/equivalents-of-YOU</a></p>

# PERSONAL PRONOUNS

ENGLISH	SPANISH																				
<p>- <b>Subject pronouns:</b> <b>I, you, he, she, it, we , you, they</b>  A pronoun that takes the place of a noun as the subject of a sentence. A subject pronoun is used as the subject of a verb.</p>	<p><b>Subject pronouns:</b> <b>yo, tú, él, ella, usted, nosotros, nosotras, vosotros, vosotras, ellos, ellas, ustedes</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: left; padding: 2px;">FIRST PERSON</td> <td style="text-align: center; padding: 2px;">SINGULAR</td> <td style="text-align: right; padding: 2px;">PLURAL</td> </tr> <tr> <td style="text-align: left; padding: 2px;">SECOND PERSON</td> <td style="text-align: center; padding: 2px;">yo tú</td> <td style="text-align: right; padding: 2px;">nosotros, nosotras vosotros, vosotras</td> </tr> <tr> <td style="text-align: left; padding: 2px;">THIRD PERSON</td> <td style="text-align: center; padding: 2px;">él, ella, usted</td> <td style="text-align: right; padding: 2px;">ellos, ellas, ustedes</td> </tr> </table> <p>A subject pronoun must be the same in gender and number as the noun that it replaces.  <b>el</b> and <b>ellos</b> refer to males, the plural form, males or females, or a mixed group. <b>ella</b> and <b>ellas</b> only to females.  <i>Juan compra nueces. → El compra nueces. (third-person singular)</i>  <i>Luis y yo vamos. → Nosotros vamos. (first-person plural)</i></p>	FIRST PERSON	SINGULAR	PLURAL	SECOND PERSON	yo tú	nosotros, nosotras vosotros, vosotras	THIRD PERSON	él, ella, usted	ellos, ellas, ustedes											
FIRST PERSON	SINGULAR	PLURAL																			
SECOND PERSON	yo tú	nosotros, nosotras vosotros, vosotras																			
THIRD PERSON	él, ella, usted	ellos, ellas, ustedes																			
<p>- <b>Direct object pronouns:</b> <b>me, you, him, her, it, us, them, whom</b>  They stand in for the person or thing most directly affected by the action expressed by the verb. I forgot <b>my keys</b>. I forgot <b>them</b>. Sometimes they replace a previously mentioned noun.  I have lost <b>my books</b>, have you seen <b>them</b></p>	<p><b>Direct object pronouns:</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>Singular</th> <th>Meaning</th> <th>Plural</th> <th>Meaning</th> </tr> </thead> <tbody> <tr> <td>1st person</td> <td>me</td> <td>me</td> <td>nos</td> <td>us</td> </tr> <tr> <td>2nd person</td> <td>te</td> <td>you (relating to tú)</td> <td>os</td> <td>you (relating to vosotros/vosotras)</td> </tr> <tr> <td>3rd person</td> <td>lo la</td> <td>him it (masculine) her it (feminine) you (relating to usted - masculine) you (relating to usted - feminine)</td> <td>los las</td> <td>them (masculine) you (relating to ustedes - masculine) them (feminine) you (relating to ustedes - feminine)</td> </tr> </tbody> </table>		Singular	Meaning	Plural	Meaning	1st person	me	me	nos	us	2nd person	te	you (relating to tú)	os	you (relating to vosotros/vosotras)	3rd person	lo la	him it (masculine) her it (feminine) you (relating to usted - masculine) you (relating to usted - feminine)	los las	them (masculine) you (relating to ustedes - masculine) them (feminine) you (relating to ustedes - feminine)
	Singular	Meaning	Plural	Meaning																	
1st person	me	me	nos	us																	
2nd person	te	you (relating to tú)	os	you (relating to vosotros/vosotras)																	
3rd person	lo la	him it (masculine) her it (feminine) you (relating to usted - masculine) you (relating to usted - feminine)	los las	them (masculine) you (relating to ustedes - masculine) them (feminine) you (relating to ustedes - feminine)																	

# PERSONAL PRONOUNS

ENGLISH	SPANISH
<p><b>WORD ORDER</b></p> <p>- When there are two pronoun objects in English, the direct object comes before the indirect object.  <i>He buys <b>it</b> for <b>her</b></i></p> <p>- When a noun and a pronoun are used together, word order can vary.  <i>He buys <b>the book</b> for <b>him</b></i>  <i>direct object                      indirect object</i></p> <p><i>He buys <b>him</b> <b>the book</b></i>  <i>indirect object                      direct object</i></p>	<p>La, los and las (definite articles) work as object pronouns in certain situations  <i>Mi madre prepara la comida     Mi madre <b>la</b> prepara</i>  <i>Tengo los pasajes                <b>Los</b> tengo</i></p> <p><b>WORD ORDER</b></p> <p>The direct object pronoun usually comes <b>BEFORE</b> the verb. This also happens in questions and negatives:  <b>Te escribo     Me escribe     Nos escribe     Los escribe</b>  <i>¿No <b>me</b> escuchas?     Ella no <b>nos</b> conoce.     ¿<b>Lo</b> has conocido?</i></p> <p>Except in affirmative, commands and instructions where the pronoun joins onto the end of the verb to form one word.</p> <p><b>Ayudame     acompañame     mirate     escúchalos</b></p>

## PERSONAL PRONOUNS

ENGLISH	SPANISH																
<ul style="list-style-type: none"> <li>- <b>Indirect object pronouns:</b> <b>me, you, him, her, it, one, us, you, them, whom</b> Used instead of a noun to show the person or thing an action is intended to benefit or harm: <b>me</b> in Juan told <b>me</b> a story <b>her</b> in: Would you bring <b>her</b> a glass of water?</li> </ul> <p>It is important to differentiate a <i>direct object</i> from an <i>indirect one</i> by asking questions about the action using <b>what</b> and <b>who</b>, if something answers the question <b>what</b> or <b>who</b>, then it is the direct object and NOT the indirect object.</p> <p>He brought me a gift. → <b>What did he bring me?</b> → a gift (=direct object)</p> <p>An indirect object answers the question <b>who ... to?</b> or <b>who ... For</b> equally <b>what ... to?</b> or <b>what ... for?</b></p> <p>He brought me a gift. . → <b>Who did he bring the book to?</b> → <b>me</b> (=indirect object pronoun)</p>	<p><b>Indirect object pronouns</b> In Spanish, the indirect object is often used where English would use a preposition plus object.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Singular</th> <th style="text-align: left;">Meaning</th> <th style="text-align: left;">Plural</th> <th style="text-align: left;">Meaning</th> </tr> </thead> <tbody> <tr> <td><b>me</b></td> <td>me, to me, for me</td> <td><b>nos</b></td> <td>us, to us, for us</td> </tr> <tr> <td><b>te</b></td> <td>you, to you, for you (relating to <b>tu</b>)</td> <td><b>os</b></td> <td>you, to you, for you (relating to <b>vosotros/vostres</b>)</td> </tr> <tr> <td><b>lo</b></td> <td>him, to him, for him/her, to her, for her it, to it, for it you, to you, for you (relating to <b>usted</b>)</td> <td><b>los</b></td> <td>them, to them, for them you, to you, for you (relating to <b>ustedes</b>)</td> </tr> </tbody> </table> <p>The placement of indirect object pronouns is the same as for direct object pronouns.  <b>El <i>lo</i> cuenta una historia.</b>      <i>No nos</i> envían el pedido.</p>	Singular	Meaning	Plural	Meaning	<b>me</b>	me, to me, for me	<b>nos</b>	us, to us, for us	<b>te</b>	you, to you, for you (relating to <b>tu</b> )	<b>os</b>	you, to you, for you (relating to <b>vosotros/vostres</b> )	<b>lo</b>	him, to him, for him/her, to her, for her it, to it, for it you, to you, for you (relating to <b>usted</b> )	<b>los</b>	them, to them, for them you, to you, for you (relating to <b>ustedes</b> )
Singular	Meaning	Plural	Meaning														
<b>me</b>	me, to me, for me	<b>nos</b>	us, to us, for us														
<b>te</b>	you, to you, for you (relating to <b>tu</b> )	<b>os</b>	you, to you, for you (relating to <b>vosotros/vostres</b> )														
<b>lo</b>	him, to him, for him/her, to her, for her it, to it, for it you, to you, for you (relating to <b>usted</b> )	<b>los</b>	them, to them, for them you, to you, for you (relating to <b>ustedes</b> )														

## PERSONAL PRONOUNS

ENGLISH	SPANISH																								
<ul style="list-style-type: none"> <li>- <b>Objects of a preposition:</b> <b>me, you, him, her, it, us, them, whom</b> Prepositions: <b>to</b>   <b>for</b> In English, it is common to use object pronouns after a preposition. he offered it <b>to me</b>; The book is <b>for her</b></li> </ul>	<p><b>Objects of a preposition:</b> Most prepositions require the disjunctive pronouns in Spanish</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">SINGULAR</th> <th style="text-align: center;">PLURAL</th> </tr> </thead> <tbody> <tr> <td>FIRST PERSON</td> <td><b>mi</b></td> <td><b>nosotros, nosotras</b></td> </tr> <tr> <td>SECOND PERSON</td> <td><b>ti</b></td> <td><b>vosotros, vosotras</b></td> </tr> <tr> <td>THIRD PERSON</td> <td><b>el, ella, usted</b></td> <td><b>ellos, ellas, ustedes</b></td> </tr> </tbody> </table> <p>Pienso <b>en</b> la situación.      Pensamos a menudo <b>en</b> ti.</p> <p>There are special forms that combine <b>object pronouns</b> with the preposition <b>con</b>.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">SINGULAR</th> <th style="text-align: center;">PLURAL</th> </tr> </thead> <tbody> <tr> <td>FIRST PERSON</td> <td><b>conmigo</b></td> <td></td> </tr> <tr> <td>SECOND PERSON</td> <td><b>contigo</b></td> <td></td> </tr> <tr> <td>THIRD PERSON</td> <td><b>consigo</b></td> <td><b>consigo</b></td> </tr> </tbody> </table>		SINGULAR	PLURAL	FIRST PERSON	<b>mi</b>	<b>nosotros, nosotras</b>	SECOND PERSON	<b>ti</b>	<b>vosotros, vosotras</b>	THIRD PERSON	<b>el, ella, usted</b>	<b>ellos, ellas, ustedes</b>		SINGULAR	PLURAL	FIRST PERSON	<b>conmigo</b>		SECOND PERSON	<b>contigo</b>		THIRD PERSON	<b>consigo</b>	<b>consigo</b>
	SINGULAR	PLURAL																							
FIRST PERSON	<b>mi</b>	<b>nosotros, nosotras</b>																							
SECOND PERSON	<b>ti</b>	<b>vosotros, vosotras</b>																							
THIRD PERSON	<b>el, ella, usted</b>	<b>ellos, ellas, ustedes</b>																							
	SINGULAR	PLURAL																							
FIRST PERSON	<b>conmigo</b>																								
SECOND PERSON	<b>contigo</b>																								
THIRD PERSON	<b>consigo</b>	<b>consigo</b>																							

# PERSONAL PRONOUNS

ENGLISH	SPANISH																								
<p>- <b>Objects of a preposition:</b> me, you, him, her, it, us, them, whom          Prepositions: to for          In English, it is common to use object pronouns after a preposition.          he offered it <b>to me</b>; The book is <b>for her</b></p>	<p><b>Objects of a preposition:</b></p> <p>Most prepositions require the disjunctive pronouns in Spanish</p> <table style="margin-left: auto; margin-right: auto; border: 1px solid black; padding: 5px; text-align: center;"> <tr> <th style="width: 30%;"> </th> <th style="width: 30%;">SINGULAR</th> <th style="width: 30%;">PLURAL</th> </tr> <tr> <td>FIRST PERSON</td> <td>mi</td> <td>nosotros, nosotras</td> </tr> <tr> <td>SECOND PERSON</td> <td>tí</td> <td>vosotros, vosotras</td> </tr> <tr> <td>THIRD PERSON</td> <td>él, ella, usted</td> <td>ellos, ellas, ustedes</td> </tr> </table> <p>Pienso <b>en</b> la situación. Pensamos a menudo <b>en</b> ti.</p> <p>There are special forms that combine <b>object pronouns</b> with the preposition <b>con</b>.</p> <table style="margin-left: auto; margin-right: auto; border: 1px solid black; padding: 5px; text-align: center;"> <tr> <th style="width: 30%;"> </th> <th style="width: 30%;">SINGULAR</th> <th style="width: 30%;">PLURAL</th> </tr> <tr> <td>FIRST PERSON</td> <td>conmigo</td> <td>consigo</td> </tr> <tr> <td>SECOND PERSON</td> <td>contigo</td> <td>consigo</td> </tr> <tr> <td>THIRD PERSON</td> <td>consigo</td> <td>consigo</td> </tr> </table>		SINGULAR	PLURAL	FIRST PERSON	mi	nosotros, nosotras	SECOND PERSON	tí	vosotros, vosotras	THIRD PERSON	él, ella, usted	ellos, ellas, ustedes		SINGULAR	PLURAL	FIRST PERSON	conmigo	consigo	SECOND PERSON	contigo	consigo	THIRD PERSON	consigo	consigo
	SINGULAR	PLURAL																							
FIRST PERSON	mi	nosotros, nosotras																							
SECOND PERSON	tí	vosotros, vosotras																							
THIRD PERSON	él, ella, usted	ellos, ellas, ustedes																							
	SINGULAR	PLURAL																							
FIRST PERSON	conmigo	consigo																							
SECOND PERSON	contigo	consigo																							
THIRD PERSON	consigo	consigo																							

# POSSESSIVE PRONOUNS

ENGLISH	SPANISH																																				
<p><b>A possessive pronoun:</b> <i>mine, yours, his, hers, its, ours, theirs, whose</i>          Are words used instead of a noun to show that one person or thing belongs to another, they also replace possessive adjectives.</p> <p><b>FORMS:</b>          It is <b>their</b> car. It is <b>theirs</b>. It is <b>Carlos'</b> motorcycle. It is <b>his</b>.          Ask Mary if this dress is <b>hers</b>. <b>Mine</b> is the red one.</p> <p>Possessives have <b>person</b> and <b>number</b>. And gender occurs only in the third-person singular. They do not have case, they have the same form no matter what function they perform in a sentence.</p> <table style="margin-left: auto; margin-right: auto; border: 1px solid black; padding: 5px; text-align: center;"> <tr> <th style="width: 30%;"> </th> <th style="width: 30%;">SINGULAR</th> <th style="width: 30%;">PLURAL</th> </tr> <tr> <td>FIRST PERSON</td> <td>mine</td> <td>ours</td> </tr> <tr> <td>SECOND PERSON</td> <td>yours</td> <td>yours</td> </tr> <tr> <td>THIRD PERSON</td> <td>his, hers, its, one's</td> <td>theirs</td> </tr> </table> <p>If you know the person, gender, and number of the possessor, there is only one choice for the pronoun. <i>This is Alice's house (her house).</i>          To avoid repeating <i>house</i> you use possessive noun or adjective in front of it. Since <i>Alice's</i> (or <i>her</i>) is third-person singular masculine, <i>hers</i> is the correct pronoun.  <i>That is your house; where is hers? (Alice)</i></p>		SINGULAR	PLURAL	FIRST PERSON	mine	ours	SECOND PERSON	yours	yours	THIRD PERSON	his, hers, its, one's	theirs	<p><b>FORMS:</b> Possessive pronouns have <b>person</b> and <b>number</b> as in English, but they also have <b>gender changes</b>. Person indicates the possessor, while gender and number are determined by what is owned (possessed object).</p> <table style="margin-left: auto; margin-right: auto; border: 1px solid black; padding: 5px; text-align: center;"> <tr> <td><i>el</i> cellphone de María</td> <td>Mary's cellphone</td> <td><i>las</i> botas de Juan</td> <td>John's boots</td> </tr> <tr> <td><i>su</i> libro</td> <td>her book</td> <td><i>sus</i> botas</td> <td>his boots</td> </tr> <tr> <td><i>el</i> suyo</td> <td>hers</td> <td><i>las</i> suyas</td> <td>his</td> </tr> </table> <p>Even though <i>Maria</i> is female, the possessive pronoun is masculine singular (<i>el suyo</i>) because <i>cellphone</i> is masculine. Likewise, although <i>Juan</i> is male, <i>boots</i> is feminine plural and therefore requires a feminine plural pronoun (<i>las suyas</i>).</p> <table style="margin-left: auto; margin-right: auto; border: 1px solid black; padding: 5px; text-align: center;"> <tr> <th style="width: 30%;"> </th> <th style="width: 30%;">SINGULAR</th> <th style="width: 30%;">PLURAL</th> </tr> <tr> <td>FIRST PERSON</td> <td>el mío, la mía, los míos, las mías</td> <td>el nuestro, la nuestra, los nuestros, las nuestras</td> </tr> <tr> <td>SECOND PERSON</td> <td>el tuyo, la tuyा, los tuyos, las tuyas</td> <td>el vuestro, la vuestra, los vuestros, las vuestras</td> </tr> <tr> <td>THIRD PERSON</td> <td>el suyo, la suya, los suyos, las suyas</td> <td>el suyo, la suya, los suyos, las suyas</td> </tr> </table> <p>Possessive pronouns may also be expressed by using the definite article + <i>de</i> + the object pronoun in order to clarify the referent of <i>el suyo</i> or <i>la suya</i>.</p> <p><i>Es su libro.</i>   <i>Es el libro de ella.</i>   It is her book.  <i>Es el suyo.</i>   <i>Es el de ella.</i>   It is hers.</p>	<i>el</i> cellphone de María	Mary's cellphone	<i>las</i> botas de Juan	John's boots	<i>su</i> libro	her book	<i>sus</i> botas	his boots	<i>el</i> suyo	hers	<i>las</i> suyas	his		SINGULAR	PLURAL	FIRST PERSON	el mío, la mía, los míos, las mías	el nuestro, la nuestra, los nuestros, las nuestras	SECOND PERSON	el tuyo, la tuyा, los tuyos, las tuyas	el vuestro, la vuestra, los vuestros, las vuestras	THIRD PERSON	el suyo, la suya, los suyos, las suyas	el suyo, la suya, los suyos, las suyas
	SINGULAR	PLURAL																																			
FIRST PERSON	mine	ours																																			
SECOND PERSON	yours	yours																																			
THIRD PERSON	his, hers, its, one's	theirs																																			
<i>el</i> cellphone de María	Mary's cellphone	<i>las</i> botas de Juan	John's boots																																		
<i>su</i> libro	her book	<i>sus</i> botas	his boots																																		
<i>el</i> suyo	hers	<i>las</i> suyas	his																																		
	SINGULAR	PLURAL																																			
FIRST PERSON	el mío, la mía, los míos, las mías	el nuestro, la nuestra, los nuestros, las nuestras																																			
SECOND PERSON	el tuyo, la tuyा, los tuyos, las tuyas	el vuestro, la vuestra, los vuestros, las vuestras																																			
THIRD PERSON	el suyo, la suya, los suyos, las suyas	el suyo, la suya, los suyos, las suyas																																			

## REFLEXIVE/RECIPROCAL PRONOUNS

ENGLISH	SPANISH																												
<p><b>DEFINITION</b> Reflexive pronouns are pronoun <b>objects</b> or <b>complements</b> that refer to the same person(s) or thing(s) as another element in the sentence, usually the subject.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th></th> <th style="background-color: #FFD700;">SINGULAR</th> <th style="background-color: #FFD700;">PLURAL</th> <th style="background-color: #FFD700;">RECIPROCAL</th> </tr> <tr> <td>FIRST PERSON</td> <td>myself</td> <td>ourselves</td> <td>each other/one another</td> </tr> <tr> <td>SECOND PERSON</td> <td>yourself</td> <td>yourselves</td> <td>each other/one another</td> </tr> <tr> <td>THIRD PERSON</td> <td>himself, herself, itself, oneself</td> <td>themselves</td> <td>each other/one another</td> </tr> </table> <p><b>USES:</b> Reflexive pronouns are used as objects of verbs and prepositions.</p> <p>Would <b>you</b> like to <b>pour yourself</b> a drink?      We've <b>brought ourselves</b> something to eat.      They had to cook <b>for themselves</b>.      He was feeling very sorry <b>for himself</b>.</p>		SINGULAR	PLURAL	RECIPROCAL	FIRST PERSON	myself	ourselves	each other/one another	SECOND PERSON	yourself	yourselves	each other/one another	THIRD PERSON	himself, herself, itself, oneself	themselves	each other/one another	<p><b>FORMS:</b> are the same as the forms of the direct and indirect object pronouns, except for the third person.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th></th> <th style="background-color: #FFD700;">SINGULAR</th> <th style="background-color: #FFD700;">PLURAL</th> </tr> <tr> <td>FIRST PERSON</td> <td>me</td> <td>nos</td> </tr> <tr> <td>SECOND PERSON</td> <td>te</td> <td>os</td> </tr> <tr> <td>THIRD PERSON</td> <td>se</td> <td>se</td> </tr> </table> <p>They are placed in the same position as object pronouns. It means before verbs. Mi hermana <b>se</b> ducha. Me levanto a las siete.</p> <p><b>USES</b> These pronouns are used as objects of the verb. They can be either <b>reflexive</b>, meaning "self," or <b>reciprocal</b>, meaning "each other."</p> <p><i>Se hablan.</i> They are talking to themselves. <b>Reflexive</b>  <i>Se hablan el uno al otro.</i> They are talking to each other. <b>Reciprocal</b></p> <p>Nos escribimos</p>		SINGULAR	PLURAL	FIRST PERSON	me	nos	SECOND PERSON	te	os	THIRD PERSON	se	se
	SINGULAR	PLURAL	RECIPROCAL																										
FIRST PERSON	myself	ourselves	each other/one another																										
SECOND PERSON	yourself	yourselves	each other/one another																										
THIRD PERSON	himself, herself, itself, oneself	themselves	each other/one another																										
	SINGULAR	PLURAL																											
FIRST PERSON	me	nos																											
SECOND PERSON	te	os																											
THIRD PERSON	se	se																											

## REFLEXIVE/RECIPROCAL PRONOUNS

ENGLISH	SPANISH												
<p>If the meaning is not clear, words can be added for clarification: A prepositional phrase that includes <i>mismo</i> indicates the reflexive; <i>el uno al otro</i> indicates the reciprocal. Note that reflexive and reciprocal pronouns can function as direct and indirect object pronouns.</p> <p><i>El <b>se</b> mira a si mismo.</i> He is looking at himself.      <i>Se hablan <b>el uno al otro</b>.</i> They are talking to each other.</p> <p><b>Direct object</b></p> <p>In Spanish transitive verbs must have objects so it uses many more reflexives than English. Contrast the following sentences.</p> <p><i>Lavamos el/la auto.</i>      We wash the car.      <i>Nos lavamos.</i>      We wash ourselves.</p> <p>Some Spanish verbs are reflexive in form only. With these verbs, use the reflexive pronoun in Spanish, but do not translate it. (acostarse, enfadarse, lavarse, ducharse, levantarse, llamar, sentarse, vestirse)</p> <p><i>Me acuesto.</i> I'm going to bed.      <i>La mujer se acerca.</i> The woman is approaching.</p> <p>Many Spanish verbs can be used either reflexively or nonreflexively. The meaning varies depending on the form, for example, <i>dormir</i> ("to sleep") and <i>dormirse</i> ("to fall asleep").</p> <p><b>Duermo en la cama.</b> I am sleeping in the bed.      <b>Me duermo en la clase.</b> I fall asleep in class.</p> <p>Following is the present tense of the reflexive verb <i>dormirse</i>.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th></th> <th style="background-color: #FFD700;">SINGULAR</th> <th style="background-color: #FFD700;">PLURAL</th> </tr> <tr> <td>FIRST PERSON</td> <td>me duermo</td> <td>nos dormimos</td> </tr> <tr> <td>SECOND PERSON</td> <td>te duermes</td> <td>os dormís</td> </tr> <tr> <td>THIRD PERSON</td> <td>se duerme</td> <td>se duermen</td> </tr> </table>		SINGULAR	PLURAL	FIRST PERSON	me duermo	nos dormimos	SECOND PERSON	te duermes	os dormís	THIRD PERSON	se duerme	se duermen	
	SINGULAR	PLURAL											
FIRST PERSON	me duermo	nos dormimos											
SECOND PERSON	te duermes	os dormís											
THIRD PERSON	se duerme	se duermen											

## REFLEXIVE/RECIPROCAL PRONOUNS

ENGLISH	SPANISH
<p><b>TYPES:</b> They are used when the subject acts directly on himself/herself or does something for himself/herself directly.</p> <p><i>Paul cut himself.</i>      <i>I told myself it didn't matter.</i></p> <p>Occasionally, reflexive pronouns are used idiomatically.</p> <p><i>They always enjoy themselves.</i></p> <p>For mutual or reciprocal action, <i>each other</i> or <i>one another</i> is used. This expression does not change form.</p> <p><i>They congratulated each other.</i>      <i>You two saw each other last night.</i></p> <p>Reflexive pronouns can function as direct or indirect object pronouns.</p> <p><i>They saw each other.</i>      <i>We talked to each other yesterday.</i></p> <p>In English, reflexive and reciprocal objects are often omitted.</p> <p><i>We talked yesterday.</i>      (<i>To each other</i> is understood.)</p> <p>Sometimes, a construction is used that requires no object.</p> <p><i>Paul got hurt.</i>      (<i>Hurt himself</i> is understood.)</p> <p>However, <i>We washed this morning.</i> is ambiguous. <i>We washed ourselves (got washed).</i> <i>We washed our clothes (did the laundry).</i></p>	



shutterstock.com • 567687052

# CONTRASTIVE GRAMMAR

## PRONOUNS

Dra. Carmen Benítez C.

### RELATIVE PRONOUNS

#### ENGLISH

**DEFINITION** Relative pronouns, **who**, **which**, **that** and **whom**, begin a relative clause. They refer to a noun, called the antecedent, and usually come directly after that noun.

**FORMS** Relative pronouns have the following forms in English.

	SUBJECT	OBJECT	POSSESSIVE	INDIRECT OBJECT/PREPOSITIONAL OBJECT
PERSON	who/that	whom/that	whose	to/by whom
THING	which/that	which/that	whose/	to/by which of which where (for place prepositions) when (for time prepositions)

The correct pronoun is determined by the following factors.

1. Whether the antecedent is a person or a thing
2. The function of the pronoun in the clause
3. For subjects and objects, whether the clause is restrictive or nonrestrictive

A **restrictive clause** defines the noun. **That** no comma is used, to set off clauses    *The book that you just read is world-renowned.*

Without the clause, you would not know which book is meant. It is an essential definition.

#### SPANISH

**FORMS** Relative pronouns have the following forms in Spanish.

	SUBJECT	OBJECT	PREPOSITIONAL OBJECT
PERSON	que	que	quien, quienes
THING	que	que	el cual* que

Unlike English, Spanish does not use different pronouns to distinguish between restrictive and nonrestrictive clauses.

*El libro que usted acaba de leer es famoso.*    The book that you have just read is famous.

*Don Quijote, que la clase va a leer, es una novela famosa.*  
*Don Quijote, which the class is going to read, is a famous novel.*

Relative pronouns are often omitted in English, but Spanish does not allow this.

*Es el hombre que vi ayer.*    That's the man I saw yesterday.  
("whom" is omitted)

## RELATIVE PRONOUNS

ENGLISH	SPANISH
<p>A <b>NONRESTRICTIVE CLAUSE</b> describes the noun. It is not necessary to form a complete sentence. <i>Who, whom, or which</i> is used, and the clause is set off by commas.</p> <p>Don Quijote, <b>which</b> the class is going to read, is very famous.</p>	<p>All relative pronouns must have antecedents. If there isn't one, <b>lo</b> is supplied. In the following example, "which" does not refer to any specific noun, but to the idea (or fact) that he did not come.</p>
<p>The relative clause could be eliminated, and the sentence would still make sense. It is a nonessential description.</p>	<p>(María no llegó a la fiesta)</p>
<p><b>USES:</b> Relative pronouns have several uses.</p> <ol style="list-style-type: none"> <li>1. They introduce clauses that give additional information about the antecedent.</li> <li>2. They allow you to join two short sentences to make your writing smoother and to avoid repetition.</li> </ol> <p>Enrique Gonzalez came yesterday. Enrique Gonzalez is an expert pianist.      → Enrique Gonzalez, <b>who</b> is an expert pianist, came yesterday.</p>	<p>No llego, <b>lo cual</b> me sorprendió.      He didn't come, which surprised me.</p>
<ol style="list-style-type: none"> <li>3. They can be subjects, direct objects, indirect objects, possessives, or objects of a preposition in the relative clause.</li> <li>4. They are inflected only for case, not for person or number. Their form depends on their function in the clause.</li> </ol> <p>The function of the antecedent in the main clause has no effect on the form of the relative pronoun.</p>	<p>A relative pronoun can take any form of the verb in its clause. This is also true of English, but many people do not follow this practice.</p> <p>Soy yo <b>que soy</b> ansioso.      It is I <b>who am</b> worried.</p> <p>Somos nosotros <b>que venimos</b>.      We are the ones <b>who are</b> coming.</p>

## HOW TO ANALYZE RELATIVE PRONOUNS

ENGLISH		SPANISH	
<b>Mr. Smith is an excellent cook.</b>	subject	<b>Mr. Smith made these pies.</b>	subject direct object
complement			
1. Find the repeated element. → <i>Mr. Smith</i>			
2. Find the function of the repeated element in the second sentence, which will become the relative clause. → the subject			
3. Choose the relative pronoun. → <i>who</i> (person, subject)			
4. Copy the first sentence through the antecedent. → <i>Mr. Smith . . .</i>			
5. Put in the correct relative pronoun, in this case, <i>who</i> . → <i>Mr. Smith, who . . .</i>			
6. Copy the relative clause. → <i>Mr. Smith, who made these pies . . .</i>			
7. Copy the rest of the first sentence. Leave out any parts represented by the relative pronoun. → <i>Mr. Smith, who made these pies, is an excellent cook</i>			
Other examples follow.			
<i>The ten books are on the table. I am reading them.</i>			
<i>The ten books that I am reading are on the table.</i>			
<i>Mr. Jones died today. I saw him yesterday.</i>			
The important considerations are function in the clause and word order.			
<i>La señora Sanchez es una periodista excelente.</i>			
Subject		Subject	complement
<i>La señora Sanchez escribio estos ensayos.</i>			
subject		subject	direct object
1. Find the repeated element. → <i>La señora Sanchez</i>			
2. Identify the function of the repeated element in the second sentence, which will become he relative clause. → the subject			
3. Choose the relative pronoun. → <i>que</i>			
4. Copy the first sentence through the noun phrase to be described. → <i>La señora Sanchez . . .</i>			
5. Put in the relative pronoun (with preposition, if any) to replace the second <i>La señora Sanchez</i> . → <i>La señora Sanchez, que . . .</i>			
6. Copy the rest of the second sentence (now a relative clause). → <i>La señora Sanchez, que escribio estos ensayos . . .</i>			
7. Copy the rest of the first sentence. → <i>La señora Sanchez, que escribio estos ensayos, es una periodista excelente.</i>			

## HOW TO ANALYZE RELATIVE PRONOUNS

ENGLISH	SPANISH				
<p><i>Mr. Jones, whom I saw yesterday, died today.</i></p> <p><i>Whom</i> is used because it</p> <ol style="list-style-type: none"> <li>is the object of <i>I saw</i> (with commas).</li> <li>refers to a person.</li> <li>is nonrestrictive. (You already know who Mr. Jones is. This merely gives an extra fact about him.)</li> </ol> <p><i>The student is asleep. I am speaking to that student.</i>  <i>The student to whom I am speaking is asleep.</i></p> <p><i>To whom</i> is used because it</p> <ol style="list-style-type: none"> <li>is the indirect object (no commas).</li> <li>refers to a person.</li> <li>is restrictive (defines which student).</li> </ol> <p><i>The old house is falling down. I lived in that house as a child.</i>  <i>The old house where (in which) I lived as a child is falling down.</i></p>	<p>The important considerations are function in the clause and word order.</p> <p><i>La señora Sanchez es una periodista excelente.</i></p> <table style="margin-left: 100px;"> <tr> <td>Subject</td> <td>complement</td> </tr> </table> <p><i>La señora Sanchez escribió estos ensayos.</i></p> <table style="margin-left: 100px;"> <tr> <td>subject</td> <td>direct object</td> </tr> </table> <ol style="list-style-type: none"> <li>Find the repeated element. → <i>La señora Sanchez</i></li> <li>Identify the function of the repeated element in the second sentence, which will become the relative clause. → the subject</li> <li>Choose the relative pronoun. → <i>que</i></li> <li>Copy the first sentence through the noun phrase to be described. → <i>La señora Sanchez...</i></li> <li>Put in the relative pronoun (with preposition, if any) to replace the second <i>La señora Sanchez</i>. → <i>La señora Sanchez, que...</i></li> <li>Copy the rest of the second sentence (now a relative clause). → <i>La señora Sanchez, que escribió estos ensayos...</i></li> <li>Copy the rest of the first sentence. → <i>La señora Sanchez, que escribió estos ensayos, es una periodista excelente.</i></li> </ol>	Subject	complement	subject	direct object
Subject	complement				
subject	direct object				

## HOW TO ANALYZE RELATIVE PRONOUNS

ENGLISH	SPANISH
<p><i>Where</i> is used because it</p> <ol style="list-style-type: none"> <li>replaces a place preposition plus noun object (no commas).</li> <li>refers to a thing. (<i>In which</i> is also correct.)</li> </ol> <p><i>The woman lives in New York. I took her coat.</i>  <i>The woman whose coat I took lives in New York.</i></p> <p><i>Whose</i> is used because it</p> <ol style="list-style-type: none"> <li>is possessive (no commas).</li> <li>refers to a person.</li> <li>is restrictive (defines which woman).</li> </ol>	<p>Try this with other sentences. Follow the same steps until they feel natural.</p> <p><i>Los diez libros están en la mesa. Los estoy leyendo.</i>  <i>Los diez libros que estoy leyendo están en la mesa.</i>  <i>El señor Perez murió hoy. Lo vi ayer.</i>  <i>El señor Perez, al que vi ayer, murió hoy.</i>  <i>El estudiante está durmiendo. Hablo con este estudiante.</i>  <i>El estudiante a quien hablo está durmiendo.</i>  <i>La vieja casa se derrumbó. Vivía yo en esta casa durante mi juventud.</i>  <i>La vieja casa en la cual vivía durante mi juventud se derrumbó.</i>  <i>La mujer vive en Nueva York. Llevé la chaqueta de esa mujer.</i>  <i>La mujer de quien llevé la chaqueta vive en Nueva York.</i></p> <p>This may seem complicated, requiring a lot of thought. That is because people usually use many short sentences when speaking. Relative clauses are used mainly to vary written style—when you have time to think, cross something out, and write it in a different way.</p>

# DEMONSTRATIVE PRONOUNS

ENGLISH	SPANISH																																												
<p><b>DEFINITION</b> Demonstrative pronouns point out someone or something.</p> <p><b>FORMS</b> There are four forms of the demonstrative pronoun in English.</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">singular <i>this (one)</i></td> <td style="text-align: center;">plural <i>these</i></td> </tr> <tr> <td style="text-align: center;">singular <i>that (one)</i></td> <td style="text-align: center;">plural <i>those</i></td> </tr> </table>	singular <i>this (one)</i>	plural <i>these</i>	singular <i>that (one)</i>	plural <i>those</i>	<p><b>FORMS</b> The forms of the demonstrative pronouns in Spanish follow.</p> <table style="margin-left: auto; margin-right: auto; border: 1px solid black; padding: 10px;"> <tr> <td style="text-align: center;"><b>GROUP I</b></td> <td style="text-align: center;"><b>MASCULINE</b></td> <td style="text-align: center;"><b>SINGULAR</b></td> <td style="text-align: center;"><b>PLURAL</b></td> </tr> <tr> <td></td> <td style="text-align: center;">FEMININE</td> <td style="text-align: center;"><i>éste, ése</i></td> <td style="text-align: center;"><i>éstos, ésos</i></td> </tr> <tr> <td></td> <td style="text-align: center;">NEUTER</td> <td style="text-align: center;"><i>esta, ésa</i></td> <td style="text-align: center;"><i>estas, ésas</i></td> </tr> <tr> <td></td> <td style="text-align: center;"><b>MASCULINE</b></td> <td style="text-align: center;"><i>esto, eso</i></td> <td></td> </tr> <tr> <td style="text-align: center;"><b>GROUP II</b></td> <td style="text-align: center;"><b>FEMININE</b></td> <td style="text-align: center;"><b>NEUTER</b></td> <td style="text-align: center;"><b>aquellos</b></td> </tr> <tr> <td></td> <td style="text-align: center;">NEUTER</td> <td style="text-align: center;"><i>aquél</i></td> <td style="text-align: center;"><i>aquéllos</i></td> </tr> <tr> <td></td> <td></td> <td></td> <td style="text-align: center;"><i>aquella</i></td> </tr> <tr> <td></td> <td></td> <td></td> <td style="text-align: center;"><i>aquellas</i></td> </tr> </table> <p>With the exception of the neuter forms <i>esto, eso</i>, and <i>aquella</i>, all of the demonstrative pronouns carry a written accent on the stressed vowel to distinguish them from the demonstrative adjectives (<i>este, aquél</i> etc.).</p> <p><b>USES</b> A demonstrative pronoun replaces a demonstrative adjective plus its noun.</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><i>este hombre</i> → <i>este</i></td> <td style="text-align: center;"><i>aquel hombre</i> → <i>aquel</i></td> </tr> <tr> <td style="text-align: center;"><i>esa mujer</i> → <i>esa</i></td> <td style="text-align: center;"><i>aquella mujer</i> → <i>aquella</i></td> </tr> <tr> <td style="text-align: center;"><i>estos niños</i> → <i>estos</i></td> <td style="text-align: center;"><i>aquellos niños</i> → <i>aquellos</i></td> </tr> <tr> <td style="text-align: center;"><i>estas niñas</i> → <i>estas</i></td> <td style="text-align: center;"><i>aquellas niñas</i> → <i>aquellas</i></td> </tr> </table>	<b>GROUP I</b>	<b>MASCULINE</b>	<b>SINGULAR</b>	<b>PLURAL</b>		FEMININE	<i>éste, ése</i>	<i>éstos, ésos</i>		NEUTER	<i>esta, ésa</i>	<i>estas, ésas</i>		<b>MASCULINE</b>	<i>esto, eso</i>		<b>GROUP II</b>	<b>FEMININE</b>	<b>NEUTER</b>	<b>aquellos</b>		NEUTER	<i>aquél</i>	<i>aquéllos</i>				<i>aquella</i>				<i>aquellas</i>	<i>este hombre</i> → <i>este</i>	<i>aquel hombre</i> → <i>aquel</i>	<i>esa mujer</i> → <i>esa</i>	<i>aquella mujer</i> → <i>aquella</i>	<i>estos niños</i> → <i>estos</i>	<i>aquellos niños</i> → <i>aquellos</i>	<i>estas niñas</i> → <i>estas</i>	<i>aquellas niñas</i> → <i>aquellas</i>
singular <i>this (one)</i>	plural <i>these</i>																																												
singular <i>that (one)</i>	plural <i>those</i>																																												
<b>GROUP I</b>	<b>MASCULINE</b>	<b>SINGULAR</b>	<b>PLURAL</b>																																										
	FEMININE	<i>éste, ése</i>	<i>éstos, ésos</i>																																										
	NEUTER	<i>esta, ésa</i>	<i>estas, ésas</i>																																										
	<b>MASCULINE</b>	<i>esto, eso</i>																																											
<b>GROUP II</b>	<b>FEMININE</b>	<b>NEUTER</b>	<b>aquellos</b>																																										
	NEUTER	<i>aquél</i>	<i>aquéllos</i>																																										
			<i>aquella</i>																																										
			<i>aquellas</i>																																										
<i>este hombre</i> → <i>este</i>	<i>aquel hombre</i> → <i>aquel</i>																																												
<i>esa mujer</i> → <i>esa</i>	<i>aquella mujer</i> → <i>aquella</i>																																												
<i>estos niños</i> → <i>estos</i>	<i>aquellos niños</i> → <i>aquellos</i>																																												
<i>estas niñas</i> → <i>estas</i>	<i>aquellas niñas</i> → <i>aquellas</i>																																												
<p><i>I can't decide which of the chairs to buy.</i></p> <p><b>This one</b> is lovely, but <b>that one</b> is comfortable.</p> <p><b>This</b> is lovely, but <b>that</b> is comfortable.</p>																																													

# DEMONSTRATIVE PRONOUNS

ENGLISH	SPANISH
	<p>The forms <i>este</i> and <i>esta</i> usually translate as English "this one," and <i>estos</i> and <i>estas</i> usually translate as "these."</p> <p>Forms of both <i>ese</i> and <i>aquel</i> translate as "that," but <i>aquel</i> implies greater distance ("that one over there"). <i>Esos</i> and <i>aquellos</i> translate respectively as "those" and "those over there."</p> <p><i>Esto</i> and <i>eso</i> are used to translate the English indefinite pronouns "this" and "that." <i>Aquello</i> translates as the indefinite "that over there."</p> <p>Demonstrative pronouns are also used to indicate "the former" (forms of <i>aquel</i>) and "the latter" (forms of <i>este</i>).</p> <p>Remember that the masculine and feminine forms of the demonstrative pronoun (used without the noun) are distinguished from the equivalent demonstrative adjective (used with a noun) by a written accent placed on the stressed vowel.</p>

## INTERROGATIVE PRONOUNS

ENGLISH	SPANISH																					
<p><b>DEFINITION:</b> Interrogative pronouns ask a question.</p> <p><b>FORMS</b> Interrogative pronouns have different forms for people and things. The pronoun referring to people, <b>who</b>, is also inflected for case.</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">SUBJECT</td> <td style="text-align: center;">PEOPLE</td> <td style="text-align: center;">THINGS</td> </tr> <tr> <td></td> <td style="text-align: center;"><b>Who?</b></td> <td style="text-align: center;"><b>which?</b></td> </tr> <tr> <td style="text-align: center;">OBJECT</td> <td style="text-align: center;"><b>Whom?</b></td> <td style="text-align: center;"><b>what?</b></td> </tr> </table> <p>No change is made for number. <b>Who?/whom?</b> and <b>what?</b> can refer to one or more than one.</p>	SUBJECT	PEOPLE	THINGS		<b>Who?</b>	<b>which?</b>	OBJECT	<b>Whom?</b>	<b>what?</b>	<p><b>FORMS</b> Interrogative pronouns are confusing in both English and Spanish, because the forms are used for other purposes. They are more complex in Spanish, however, because in most cases you have a choice of forms. For the differences in usage between <b>.que?</b> and <b>.cuál?</b>.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">PERSON</td> <td style="text-align: center;">SINGULAR</td> <td style="text-align: center;">PLURAL</td> <td style="text-align: center;">ENGLISH EQUIVALENT</td> </tr> <tr> <td></td> <td style="text-align: center;"><b>¿quién?</b></td> <td style="text-align: center;"><b>¿quién?</b></td> <td style="text-align: center;"><b>who? whom?</b></td> </tr> <tr> <td style="text-align: center;">THING</td> <td style="text-align: center;"><b>¿qué?</b></td> <td style="text-align: center;"><b>¿qué?</b></td> <td style="text-align: center;"><b>what?</b></td> </tr> </table>	PERSON	SINGULAR	PLURAL	ENGLISH EQUIVALENT		<b>¿quién?</b>	<b>¿quién?</b>	<b>who? whom?</b>	THING	<b>¿qué?</b>	<b>¿qué?</b>	<b>what?</b>
SUBJECT	PEOPLE	THINGS																				
	<b>Who?</b>	<b>which?</b>																				
OBJECT	<b>Whom?</b>	<b>what?</b>																				
PERSON	SINGULAR	PLURAL	ENGLISH EQUIVALENT																			
	<b>¿quién?</b>	<b>¿quién?</b>	<b>who? whom?</b>																			
THING	<b>¿qué?</b>	<b>¿qué?</b>	<b>what?</b>																			
<p><b>USES:</b> The interrogative pronouns in English are used in the following ways.</p> <ol style="list-style-type: none"> <li>1. Person as subject: <b>Who</b> is coming? John, or <b>The Smiths</b>.</li> <li>2. Thing as subject: <b>What</b> is going on? A riot.</li> <li>3. Person as direct object: <b>Whom</b> did you see? John.</li> <li>4. Thing as direct object: <b>What</b> are you doing? My homework.</li> <li>5. Person as indirect object: <b>To whom</b> are you speaking? To Mary.</li> <li>6. Person as object of a preposition: <b>With whom</b> are you going? With Felipe.</li> <li>7. Thing as object of a preposition: <b>What</b> are you thinking <b>about</b>? About the music.</li> </ol>	<p><b>USES</b> In formal English, many speakers make a distinction between "who?" (subject of a verb) and "whom?" (object of a verb). Spanish does not do this. <b>.Quién?</b> and <b>.quien(es)?</b> can function as either the subject or object of a verb.</p> <p>The English interrogative pronoun "what?" can function as either subject of a verb or object of a verb or preposition. It does not have different forms for gender or number.</p> <p>The Spanish interrogative pronoun <b>.que?</b> can function as either subject of a verb or object of a verb or preposition. This is also the case for <b>.cuál?</b>, whose forms also show gender and number.</p>																					

## INTERROGATIVE PRONOUNS

ENGLISH	SPANISH
<p>As an interrogative pronoun, <b>which?</b> relates to choice. It can simply be <b>which?</b> used in the singular or plural, or <b>which one(s)?</b> <b>Here are two books. Which (one) do you want?</b> <b>There are many good shops in town. Which (ones) do you like best?</b></p>	<p>The interrogative pronouns in Spanish are used in the following ways.</p> <ol style="list-style-type: none"> <li>1. Person as subject. <b>.Quién</b> llega? María.      <b>Quienes</b> llegan? Juan y María.</li> <li>2. Thing as subject.      <b>Que</b> pasa? Nada.</li> <li>3. Person as direct object.      <b>A quienes</b> va usted? A Lola y a Tomás.</li> <li>4. Thing as direct object.      <b>Que</b> haces? Leo el periódico.</li> <li>5. Person as indirect object.      <b>A quien</b> hablabas? A María.</li> <li>6. Person as object of a preposition.      <b>Con quien</b> va usted al cine? Con Jesus.</li> <li>7. Thing as object of a preposition.      <b>En que</b> piensa usted? En la música.</li> </ol> <p>In Spanish, the direct object form of the interrogative pronoun is preceded by the preposition <b>a</b>, just as a direct object noun indicating a person is.</p>

# INTERROGATIVE PRONOUNS

ENGLISH	SPANISH							
<b>CHOICE INTERROGATIVES</b>								
Another kind of interrogative pronoun relates to choice: "Which one(s)?" These forms agree in gender and number with the noun they replace.								
	SINGULAR	ENGLISH EQUIVALENT	PLURAL	ENGLISH EQUIVALENT				
PERSON	<i>¿cuál?</i>	which one?	<i>¿cuáles?</i>	which ones?				
THING	<i>¿cuál?</i>	which one?	<i>¿cuáles?</i>	which ones?				
MASCULINE	<i>¿cuánto?</i>	how much?	<i>¿cuántos?</i>	how many?				
FEMININE	<i>¿cuánta?</i>	how much?	<i>¿cuántas?</i>	how many?				

These interrogatives offer a choice between possibilities.

*Tengo tres periódicos. ¿Cuál prefieres?*

*Hay muchas tiendas cerca de la plaza. ¿Cuales prefieren Uds.?*



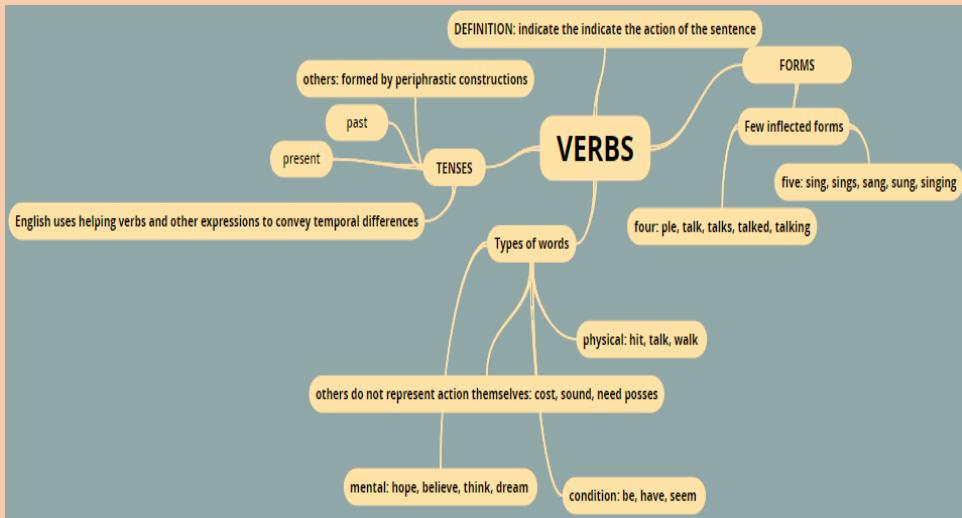
A hand-drawn style "Thank you!" with gold stars and a gold swoosh.

shutterstock.com • 567687052

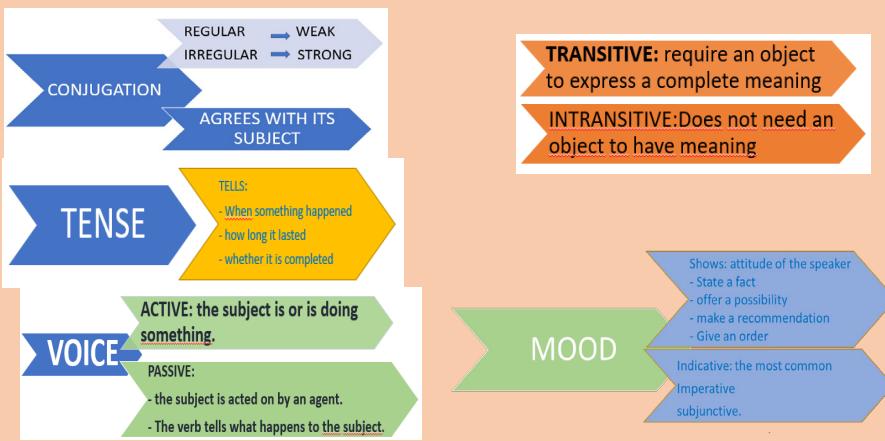
# CONTRASTIVE GRAMMAR

## VERBS

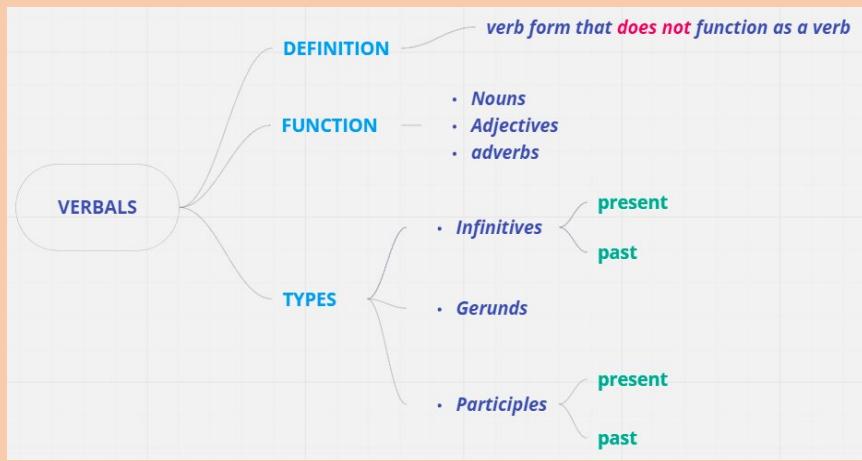
Dra. Carmen Benítez C.



## Terms to talk about verbs



## VERBALS



## Present Infinitives

ENGLISH	SPANISH
<p><b>Definition:</b> The present infinitive is the basic form of the verb, as it appears in a dictionary.</p> <p><b>Forms:</b> identified by the word <b>to</b> preceding it.  <b>to</b> is omitted in many infinitive constructions, especially after verbs like <b>modals</b> and <b>let</b>  <i>She knows how <b>to drive</b>. I can <b>drive</b>.</i></p> <p><b>Uses:</b> Completes the verb  - subject = <b>To smoke</b> is unhealthy.  - objects = He wants <b>to smoke</b>.  - adjectives: This is the place <b>to visit</b>.  - adverbs: I read the book <b>to learn</b> new things.</p> <p>They may also have their own direct objects and other modifiers.  She needs to do that quickly</p>	<p>In <b>Spanish</b>, the <b>infinitive</b> consists of one word. Is the verb form that ends in <b>-ar</b>, <b>-er</b> or <b>-ir</b>, <b>armar</b>, <b>tener</b>, <b>sentir</b></p> <p><b>Forms:</b> Spanish verbs are grouped in three conjugations according to the ending of their infinitives: <b>-ar -er</b>, and <b>-ir</b></p> <p><b>Uses:</b> The Spanish infinitive may be used in several ways.  subject/complement: El <b>viajar</b> tanto me resulta cansado  object: María quiere viajar a París  object of a preposition: Vengo a <b>quedarme</b>  adjective: <i>Este es un libro <b>para obsequiar</b>.</i>  Adverb: <i>Se marchó <b>llorando</b></i></p>

## Present Infinitives

ENGLISH	SPANISH
	<ul style="list-style-type: none"> <li>❖ Infinitives may have objects (either nouns or pronouns) and be negated or otherwise modified. <ul style="list-style-type: none"> <li><i>Voy a ver <b>al doctor</b>.</i></li> <li><i>Quiero estudiar <b>matemáticas</b>.</i></li> <li><i>Esta vez <b>no iré</b> al cine</i></li> </ul> </li> <li>❖ An infinitive may have both a direct and an indirect object. <ul style="list-style-type: none"> <li><i>Vino a <b>traerle</b> el libro a mi amiga.</i></li> <li><i>Vino a <b>traerselo</b>.</i></li> <li><i>Vino a <b>traerles</b> el café</i></li> <li><i>Vino a <b>traerselo</b>.</i></li> </ul> </li> </ul> <p>Remember that <i>le</i> and <i>les</i> become <i>se</i> when used before <i>lo, la, los, or las</i>.</p>

## Past Infinitives

ENGLISH	SPANISH								
<p><b>Forms:</b> The past infinitive is formed with the present infinitive of the auxiliary verb plus the past participle of the main verb.</p> <p><i>to live</i> (present infinitive)</p> <p><i>to have lived</i> (past infinitive)</p> <p><b>Uses:</b> The past infinitive is used in the same ways as the present infinitive, but with an element of expressing past time.</p> <p><i>To have quit is terrible.</i></p>	<p><b>Forms:</b> Past infinitives are formed as in English, with the present infinitive of the auxiliary <i>haber</i> plus the past participle of the main verb.</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; width: 50%;">PRESENT INFINITIVE</th> <th style="text-align: center; width: 50%;">PAST INFINITIVE</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><i>trabajar</i></td> <td style="text-align: center;"><i>haber trabajado</i></td> </tr> <tr> <td style="text-align: center;"><i>leer</i></td> <td style="text-align: center;"><i>haber leido</i></td> </tr> <tr> <td style="text-align: center;"><i>vivir</i></td> <td style="text-align: center;"><i>haber leido</i></td> </tr> </tbody> </table> <p><b>Uses:</b> The past infinitive may be used in the same ways as the present infinitive, but with an element of expressing past time.</p> <p><i>Queria haber conocido a muchos amigos</i></p> <p>He wanted to have met a lot of friends</p>	PRESENT INFINITIVE	PAST INFINITIVE	<i>trabajar</i>	<i>haber trabajado</i>	<i>leer</i>	<i>haber leido</i>	<i>vivir</i>	<i>haber leido</i>
PRESENT INFINITIVE	PAST INFINITIVE								
<i>trabajar</i>	<i>haber trabajado</i>								
<i>leer</i>	<i>haber leido</i>								
<i>vivir</i>	<i>haber leido</i>								

## Gerunds

ENGLISH	SPANISH
<p><b>Definition:</b> Gerunds often called verbal nouns.</p> <p><b>Forms:</b> The English gerund is formed by adding <i>-ing</i> to the infinitive form of the verb.</p> <p><i>take</i> → <i>taking</i>  <i>tell</i> → <i>telling</i>  <i>work</i> → <i>working</i></p> <p><b>Uses:</b> Gerunds have the same functions as other nouns</p> <p>Subject: <i>Swimming</i> is healthy  Object: <i>I like swimming.</i>  Objects of preposition: <i>This suit is for swimming</i></p> <p>Gerunds may also have objects and modifiers.</p> <p><b>Making</b> money      quickly is many people's goal.  direct object      adverb</p>	<p>Spanish has no gerund</p> <p>The infinitive is used as the verbal noun</p> <p>Infinitives may be modified.</p> <p><i>Escribir cartas correctamente puedes ser un arte</i></p>

## Participles

ENGLISH	SPANISH												
<p><b>Definition:</b> Participles are verbal adjectives that constitute the third and fourth principal parts of a verb.</p> <p><b>Forms</b> English has two participles.</p> <ol style="list-style-type: none"> <li><b>Present participles</b> verbs end in <i>-ing</i>. <i>working      buying      cooking</i></li> <li><b>Past participles</b> (the third principal part) end in <i>-ed</i> or <i>-n</i> for regular verbs. <i>wanted      used      brought      knew</i></li> </ol> <p>To determine the past participle of an irregular verb, say, “Today I go; yesterday I went; I have gone; I am going.” The form used after “I have” is the past participle</p> <p><b>Uses</b> The two types of participles have the same basic uses.</p>	<p><b>Forms</b> Spanish has two participles.</p> <ol style="list-style-type: none"> <li><b>Present participles</b> are invariable, that is, they do not change for gender or number.</li> </ol> <p>The Spanish present participle is formed as follows.</p> <p><b>Stem:</b> Drop the <i>-ar</i>, <i>-er</i>, or <i>-ir</i> infinitive ending.  <b>Endings:</b> add <i>-ando</i> to the stem of <i>-ar</i> verbs                   <i>-iendo</i> to the stem of <i>-er</i> and <i>-ir</i> verbs.</p> <table style="width: 100%; text-align: center;"> <tr> <td><i>sanar</i></td> <td><i>sanando</i></td> <td><i>marcar</i></td> <td><i>marcando</i></td> </tr> <tr> <td><i>merecer</i></td> <td><i>mereciendo</i></td> <td><i>escribir</i></td> <td><i>escribiendo</i></td> </tr> </table> <p><i>-Ir</i> stem-changing verbs change <i>e</i> to <i>i</i> and <i>o</i> to <i>u</i> in the stem of the present participle.</p> <table style="width: 100%; text-align: center;"> <tr> <td><i>pedir</i></td> <td><i>pidiendo</i></td> <td><i>morir</i></td> <td><i>muriendo</i></td> </tr> </table>	<i>sanar</i>	<i>sanando</i>	<i>marcar</i>	<i>marcando</i>	<i>merecer</i>	<i>mereciendo</i>	<i>escribir</i>	<i>escribiendo</i>	<i>pedir</i>	<i>pidiendo</i>	<i>morir</i>	<i>muriendo</i>
<i>sanar</i>	<i>sanando</i>	<i>marcar</i>	<i>marcando</i>										
<i>merecer</i>	<i>mereciendo</i>	<i>escribir</i>	<i>escribiendo</i>										
<i>pedir</i>	<i>pidiendo</i>	<i>morir</i>	<i>muriendo</i>										

## Participles

ENGLISH	SPANISH																
<p><b>Uses:</b> The two types of participles have the same basic uses.</p> <ol style="list-style-type: none"> <li>As part of a compound verb (one consisting of two or more words) <b>present progressive</b> <i>He is talking.</i> <b>past perfect</b> <i>They have given.</i></li> <li>As an adjective <i>a working man      a known author</i></li> <li>In an absolute phrase modifying a noun</li> </ol> <p><b>Reading</b> that book, she decided to be a poet <b>Found</b> guilty, the man felt so sad</p> <p>In the two examples</p> <p><i>She is reading that book and felt so sad</i></p>	<p>The following verbs and their compounds (verbs formed by adding a prefix to the basic verb) change the <i>i</i> of <i>-iendo</i> ending to <i>y</i>. Included in this group are verbs ending in <i>-uir</i> or <i>-uir</i> (except those ending in <i>-guir</i>).</p> <table style="width: 100%; text-align: center;"> <tr> <td><i>caer</i></td> <td><i>cayendo</i></td> <td><i>destruir</i></td> <td><i>destruyendo</i></td> </tr> <tr> <td><i>traer</i></td> <td><i>trayendo</i></td> <td><i>creer</i></td> <td><i>creyendo</i></td> </tr> <tr> <td><i>ir</i></td> <td><i>yendo</i></td> <td><i>oir</i></td> <td><i>oyendo</i></td> </tr> </table> <p>Some common verbs have irregular present participles. <i>venir</i> <i>viiniendo</i>   <i>decir</i> <i>diciendo</i>   <i>poder</i> <i>pudiendo</i></p> <p>Verbs ending in <i>-eir</i>, like <i>reir</i> (“to laugh”) and <i>sonreir</i> (“to smile”), eliminate both the <i>e</i> and the written accent when forming the present participle.</p> <table style="width: 100%; text-align: center;"> <tr> <td><i>reir</i></td> <td><i>riendo</i></td> <td><i>sonreir</i></td> <td><i>sonriendo</i></td> </tr> </table>	<i>caer</i>	<i>cayendo</i>	<i>destruir</i>	<i>destruyendo</i>	<i>traer</i>	<i>trayendo</i>	<i>creer</i>	<i>creyendo</i>	<i>ir</i>	<i>yendo</i>	<i>oir</i>	<i>oyendo</i>	<i>reir</i>	<i>riendo</i>	<i>sonreir</i>	<i>sonriendo</i>
<i>caer</i>	<i>cayendo</i>	<i>destruir</i>	<i>destruyendo</i>														
<i>traer</i>	<i>trayendo</i>	<i>creer</i>	<i>creyendo</i>														
<i>ir</i>	<i>yendo</i>	<i>oir</i>	<i>oyendo</i>														
<i>reir</i>	<i>riendo</i>	<i>sonreir</i>	<i>sonriendo</i>														

## Participles

ENGLISH	SPANISH											
	<p>The following verbs and their compounds (verbs formed by adding a prefix to the basic verb) change the <i>i</i> of <i>-iendo</i> ending to <i>y</i>. Included in this group are verbs ending in <i>-uir</i> or <i>-uir</i> (except those ending in <i>-guir</i>).</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;"><i>caer cayendo</i></td> <td style="width: 33%;"><i>destruir destruyendo</i></td> </tr> <tr> <td><i>traer trayendo</i></td> <td><i>creer creyendo</i></td> </tr> <tr> <td><i>ir yendo</i></td> <td><i>oir oyendo</i></td> </tr> </table> <p>Some common verbs have irregular present participles.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;"><i>venir viniendo</i></td> <td style="width: 33%;"><i>dicir diciendo</i></td> <td style="width: 33%;"><i>poder pudiendo</i></td> </tr> </table> <p>Verbs ending in <i>-eir</i>, like <i>reir</i> ("to laugh") and <i>sonreir</i> ("to smile"), eliminate both the <i>e</i> and the written accent when forming the present participle.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;"><i>reir riendo</i></td> <td style="width: 33%;"><i>sonreir sonriendo</i></td> </tr> </table> <p>2. <b>Past participles</b> are typically formed by dropping the <i>-ar</i>, <i>-er</i>, or <i>-ir</i> ending from the infinitive and adding <i>-ado</i> to <i>-ar</i> verbs and <i>-ido</i> to <i>-er</i> and <i>-ir</i> verbs.</p>	<i>caer cayendo</i>	<i>destruir destruyendo</i>	<i>traer trayendo</i>	<i>creer creyendo</i>	<i>ir yendo</i>	<i>oir oyendo</i>	<i>venir viniendo</i>	<i>dicir diciendo</i>	<i>poder pudiendo</i>	<i>reir riendo</i>	<i>sonreir sonriendo</i>
<i>caer cayendo</i>	<i>destruir destruyendo</i>											
<i>traer trayendo</i>	<i>creer creyendo</i>											
<i>ir yendo</i>	<i>oir oyendo</i>											
<i>venir viniendo</i>	<i>dicir diciendo</i>	<i>poder pudiendo</i>										
<i>reir riendo</i>	<i>sonreir sonriendo</i>											

## Participles

ENGLISH	SPANISH																
	<p>2. <b>Past participles</b> are typically formed by dropping the <i>-ar</i>, <i>-er</i>, or <i>-ir</i> ending from the infinitive and adding <i>-ado</i> to <i>-ar</i> verbs and <i>-ido</i> to <i>-er</i> and <i>-ir</i> verbs.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;"><i>hablar hablado</i></td> <td style="width: 33%;"><i>vender vendido</i></td> <td style="width: 33%;"><i>pedir pedido</i></td> </tr> </table> <p>A number of Spanish verbs have irregular past participles; following are some of the most common.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;"><i>abrir abierto</i></td> <td style="width: 33%;"><i>cubrir cubierto</i></td> <td style="width: 33%;"><i>decir dicho</i></td> </tr> <tr> <td><i>hacer hecho</i></td> <td><i>morir muerto</i></td> <td><i>escribir escrito</i></td> </tr> <tr> <td><i>soltar suelto</i></td> <td><i>ver visto</i></td> <td><i>romper roto</i></td> </tr> </table> <p>A compound verb normally forms its past participle in the same way as the basic verb:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"><i>deponer, depuesto</i></td> <td style="width: 50%;"><i>describir, descrito;</i></td> </tr> <tr> <td><i>entreabrir, entreabierto</i></td> <td><i>revolver, revuelto.</i></td> </tr> </table>	<i>hablar hablado</i>	<i>vender vendido</i>	<i>pedir pedido</i>	<i>abrir abierto</i>	<i>cubrir cubierto</i>	<i>decir dicho</i>	<i>hacer hecho</i>	<i>morir muerto</i>	<i>escribir escrito</i>	<i>soltar suelto</i>	<i>ver visto</i>	<i>romper roto</i>	<i>deponer, depuesto</i>	<i>describir, descrito;</i>	<i>entreabrir, entreabierto</i>	<i>revolver, revuelto.</i>
<i>hablar hablado</i>	<i>vender vendido</i>	<i>pedir pedido</i>															
<i>abrir abierto</i>	<i>cubrir cubierto</i>	<i>decir dicho</i>															
<i>hacer hecho</i>	<i>morir muerto</i>	<i>escribir escrito</i>															
<i>soltar suelto</i>	<i>ver visto</i>	<i>romper roto</i>															
<i>deponer, depuesto</i>	<i>describir, descrito;</i>																
<i>entreabrir, entreabierto</i>	<i>revolver, revuelto.</i>																

## Participles

ENGLISH	SPANISH
	<p>Uses: A <b>present participle</b> is used:</p> <ol style="list-style-type: none"><li>1. with forms of <i>estar</i> to form the progressive tenses. <i>Maria <b>esta cantando.</b></i>      <i>Juan <b>estaba explicando.</b></i></li><li>2. after the verbs <i>continuar</i> and <i>seguir</i> in place of an infinitive. <i>Julio <b>continua aprendiendo</b> inglés.</i> <i>Ana <b>siguió leyendo.</b></i></li><li>3. in a subordinate clause when its subject is the same as that of the main clause.</li></ol> <p><i>Conociendo</i> muy bien la ciudad, Elena dio un paseo.</p> <p>Be sure that the participle modifies the correct noun, so that you avoid a dangling participial phrase (such as "I saw the church, walking up the hill"—who or what is walking?). Place the noun or pronoun to be modified next to the participial phrase.</p> <p>Some nouns and adjectives have endings that resemble a present participle and were once verbals. This may help you to guess or remember their meanings.</p>

## Participles

ENGLISH	SPANISH
	<p>A <b>past participle</b> is used:</p> <ol style="list-style-type: none"><li>1. with forms of <i>haber</i> to form the perfect tenses. <i>Angela <b>ha terminado</b> su trabajo.</i> <i>Eduardo <b>había terminado</b> su trabajo.</i></li><li>2. as an adjective. <i>el libro <b>abierto</b></i> <i>la Tierra <b>Prometida</b></i> <i>el Mar <b>Muerto</b></i></li><li>3. as a noun. <i>el Valle de los <b>Caidos</b></i></li></ol>

