



# UTPL

La Universidad Católica de Loja

Vicerrectorado de Modalidad Abierta y a Distancia

## Contrastive Grammar

Didactic guide





Facultad Ciencias Sociales, Educación y Humanidades

## Contrastive Grammar

### Didactic guide

Carrera	PAO Nivel
Pedagogía de los Idiomas Nacionales y Extranjeros	VIII

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## 1. Information data

### 1.1 Subject presentation



### 1.2 UTPL generic competencies

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

### 1.3 Professional profile competencies

To apply English language communicative competencies as a foreign language at a level that enables professional performance in teaching children and youth according to international standards, in order to address, respect, and value diversity through the creation of inclusive educational environments.

### 1.4 Issues addressed in the course

Limited proficiency in the communicative skills of English as a foreign language





## 2. Learning Methodology

Given the nature of the subject, the teaching method employed in this course is Inquiry-Based Learning (IBL). According to Parasuraman et al. (2020), IBL lies at the heart of the teaching and learning process, fostering meaningful learning by developing skills that align with students. This method emphasizes how knowledge is acquired by instilling curiosity in learners, making them active participants in seeking answers to questions that arise during the teaching-learning process.

This method transforms students into active, critical thinkers—seekers, inquisitors, and processors of information. It encourages them to make informed decisions and find solutions through the application of their reasoning and thinking skills. Activities such as posing questions, conducting research, documenting analyses, and engaging in question-and-answer sessions allow students to reflect on their practices and deepen their understanding.

Students will be guided by carefully questions designed to steer them toward achieving the learning objectives. These questions aim to foster critical and creative thinking. Through investigative tasks, students will demonstrate their reasoning abilities by analyzing diverse classroom situations, creatively solving challenges encountered during their teaching practices, and ultimately drawing meaningful conclusions.

This document serves as a guide to successfully completing the Contrastive Grammar course. Your commitment and effort are essential to mastering the course content and achieving your goal of earning your degree as an English teacher. With perseverance, you can realize your aspirations and make a lasting impact in the field of education.





### 3. Didactic guidelines by learning outcomes



#### First bimester

##### Learning outcome 1:

Understands how grammar is used in both languages.

To achieve this learning outcome, it is necessary to fully engage with the content, resources, and activities provided in Units 1 and 2. I encourage you to carefully review the explanations in these units, complete all assigned tasks, explore the resources for each topic in depth, and actively participate in both synchronous and asynchronous activities on our virtual platform. By doing so, you will deepen your understanding of grammar usage in both languages and significantly enhance your overall language proficiency.

#### Contents, resources and recommended learning activities

Recuerde revisar de manera paralela los contenidos con las actividades de aprendizaje recomendadas y actividades de aprendizaje evaluadas.



#### Week 1

#### Unit 1. Introducing Contrastive Grammar

To begin our exploration of Contrastive Grammar, it is essential to delve into the historical background of the languages we will be comparing. Understanding the origins of English and Spanish provides valuable insights into how these languages developed, including the evolution of their



grammars. By examining their histories, we can better appreciate the foundations and key differences between them. Let's start by taking a closer look at the journey of both languages and their grammatical roots.



Dear students, as we begin exploring the fascinating topic of the history of English, I'd like to ask: What do you already know about it? Are there any interesting facts or ideas that come to mind?

## 1.1 A Short History of English

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

According to Farrell and Farrell (2012), English originated in the fifth and sixth centuries A.D. when Germanic tribes such as the Angles, Saxons, and Jutes, who spoke related but distinct dialects, settled in England. In the ninth century, England was invaded by the Scandinavians, who brought their languages with them, further contributing to the development of English.

During this period, much of the literature in continental Europe was written in Latin, and the inhabitants of Britain introduced their own contributions through learning centers influenced by political power. By the ninth century, Wessex became the primary learning center due to Viking invasions in the north. As a result, the West Saxon dialect became the standard form of Old English. This stage of the language was heavily inflected, with nouns showing multiple cases through endings and verbs marking tense and person.

English originated in the fifth and sixth centuries A.D. when Germanic tribes, including the Angles, Saxons, and Jutes, settled in England. These tribes spoke distinct but related dialects that contributed to the formation of Old English. In the ninth century, Scandinavian invaders influenced the language further through their contributions. Political power determined the centers of learning, with Wessex becoming the primary center due to Viking invasions in the north. This led to the West Saxon dialect becoming the standard form of Old English, which was heavily inflected.



The Norman Conquest in 1066 introduced French as the language of governance, while Old English continued among the common people. Over time, the two languages merged, creating a rich vocabulary where simpler, everyday terms often originated from Old English, and more refined or artistic terms came from French. For example, “house” comes from Old English, while “mansion” derives from French. Latin, as the language of the church and scholarship, also significantly influenced English, contributing a substantial portion of its vocabulary around 1500.

Today, English is a global language, heavily influenced by its historical roots and enriched by words from various cultures, including Spanish. Words like “taco” and “tango” have entered English but may carry different or narrower meanings than in their original Spanish context. English's ability to borrow and adapt words has made it a versatile and widely spoken language.

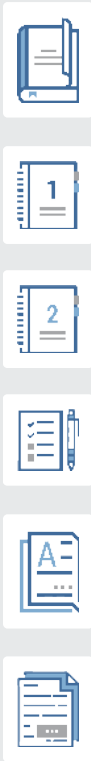
Dear students, to expand your knowledge of the history of English, please revise the video [A History of the English Language](#). In it, you will find detailed information about the four stages of English: Old English, Middle English, Modern English, and 21st-century English. As you read, take note of the key characteristics of each stage and complete the corresponding activities in the table below.

*Stages of English Language*

Old English	Middle English	Modern	21st Century
-------------	----------------	--------	--------------

Note: copy the table in your notebook or as a Word document for easy reference.

Now that you are familiar with the main characteristics of the stages of English, let’s reflect on its fascinating evolution. English is a language with a vast lexicon, comprising approximately around 170,000 words in current use, with an additional 47,000 obsolete words. Its origins can be traced back to the Germanic tribes of early medieval Europe.



The English language emerged around the 1600s and has continually evolved by transcending boundaries, adapting to cultural shifts, and absorbing influences through invasions and interactions with other languages. Each phase of its development—Old, Middle, Modern, and contemporary English—reflects significant historical events and global dissemination.

Over centuries, English has been shaped by the languages of those who invaded or interacted with England, leaving lasting imprints on its vocabulary and structure. It remains a dynamic and ever-changing language, adapting to new contexts and continuing to evolve as it spreads across the globe.

## 1.2 A short history of Spanish.

Dear students, you have explored the history of English, the language you are learning. Now, it's time to shift our focus to the history of Spanish, your native language. What do you know about it? Please share your ideas. You can jot down your thoughts in your notebook.

Did you get some ideas? I'm sure you did! Up next, you'll find a brief summary of the history of Spanish to deepen your understanding.

Spanish, a Romance language derived from Latin, traces its origins to the Iberian Peninsula during Roman rule in the 2nd and 1st centuries B.C. Over time, the local peoples incorporated Latin vocabulary and sounds while retaining elements of their original languages. This process mirrored the development of other Romance languages such as French and Italian. Spanish, specifically, evolved from Castilian, a dialect from the historic region of Castile, which is why many Spanish speakers refer to the language as *el castellano*.

Some of the significant historical events that shaped Spanish, are:

- **Post-Roman Invasions:** Germanic tribes like the Visigoths entered the region, contributing to linguistic development.
- **Arabic Influence:** The Moors, who occupied Spain from 711 to 1492, heavily influenced Spanish culture and language, introducing words such as algebra, alfombra, and ojalá.



- **Reconquest and Exploration:** In 1492, the Catholic Monarchs reclaimed Spain, expelled Jews and Muslims, and initiated the Americas' exploration, spreading Spanish worldwide.

Over the centuries, Spanish adapted to various cultural influences. During the Renaissance, Italianisms entered the language, while the 18th-century French monarchy's dominance led to a period of linguistic refinement. The Industrial Revolution of the 19th century brought new vocabulary to accommodate technological advancements.

Linguistically, Spanish is less inflected than Latin but retains grammatical gender and number distinctions, along with some unique features like the personal *a*. It continues to evolve, incorporating modern elements while remaining rooted in its historical foundations.

By comparing Spanish to other Romance and Germanic languages, key differences highlight its distinct structure and influence, making it a fascinating language to study. 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 video [The history of Spanish in full](#) which can widen your knowledge about the History of Spanish. After watching the video, create a timeline illustrating the key milestones in the history of the Spanish language. This activity will help you visualize and remember the most significant events and developments in its evolution.

Note: please complete this activity in your notebook or as a Word document for easy reference.

All right, dear students, as you might have observed in the timeline you created, the history of the Spanish language is deeply intertwined with the history of Spain. Spanish has been shaped by the influences of many other languages. Some cultures left a profound impact, while others contributed more subtly.



Among the civilizations that played a role in the development of Spanish are the Celts, Greeks, Carthaginians, Romans, and Moors. The Arabic influence from the Moors is especially notable, as many words of Arabic origin remain in use today.

Interestingly, Spanish has two terms to refer to itself: Español and Castellano. The term Español is more commonly used in the Americas, while Castellano is preferred in Spain, reflecting regional and historical nuances.

Now, let's move on to the next topic in our course

### 1.3 Definition of Grammar

Dear students, it's time to revisit the concept of grammar. Do you remember what grammar is? Take a moment to reflect and write down some definitions in your notebook.

Were you able to find out what grammar is? If so, great! If not, don't worry—here are some key definitions to help you. Over time, grammar has been defined in various ways. For example, the Oxford American Dictionary defines grammar as: "The study of words and the rules 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 perspectives:

1. A set of formal patterns in which the words of a language are arranged to convey a larger meaning.
2. The branch of linguistic science concerned with describing, analyzing, and formulating formal language patterns.
3. Linguistic etiquette.
4. School grammar: grammatical terms used in teaching prose.
5. Grammatical style applied in writing and speaking.

Aarts and Wekker (2013) further explain that grammar is the set of rules speakers of a language know and use to produce and interpret sentences. In this view, mastering a language implies knowing its grammar.





Grammar consists of a finite set of rules that enables individuals to learn and describe a language. However, describing the grammar of any language is a complex task, as it is governed by syntactic, semantic, and phonological rules. Our focus is to explore the rules that constitute the grammars of English and Spanish and contrast them. Contrasting the grammar of languages helps identify similarities and differences, leading us to a key concept: Contrastive Grammar.

Now that you've internalized what grammar is, you're ready to write your own definition. Please write it in your notebook.

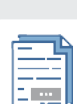
Finally, let's move on to the next topic: Contrastive Grammar. Do you know what it is and what its purpose might be? Let's find out!

## 1.4 Definition of Contrastive Grammar

Contrastive Grammar is a branch of contrastive linguistics (Khalil, 2010; Гладуш & Павлюк, 2019). Its goal is to identify the similarities and differences between the grammatical structures of two or more languages, highlighting their dominant and recessive features and determining their structural types (Гладуш & Павлюк, 2019).



According to Aarts and Wekker (2013), Contrastive Grammar also aims to uncover the universal properties shared by all languages, known as linguistic universals. Fisiak (1991) further explains that Contrastive Grammar systematically compares languages based on three main criteria: phonology, morphology, and syntax. In syntax, this comparison examines the rule systems to identify both shared and language-specific rules.



### 1.4.1 Goals of Contrastive Grammar

Fries (1945) and Lado (1957) emphasized the importance of contrastive studies in language teaching. They argued that by comparing and contrasting languages, it is possible to identify patterns that may cause difficulty for learners and those that will not. In this sense, contrastive grammar serves two main goals:

1. **Pedagogical goals:** Focused on improving language teaching and learning, as well as designing effective language courses.
2. **Theoretical goals:** Addressing broader linguistic questions, including:
  - *Semantic comparability:* Exploring cases where semantic equivalence and formal congruence align.
  - *Methodological principles:* Defining principles for systematic language comparisons.
  - *Testing linguistic theories:* Using cross-linguistic comparisons to validate linguistic hypotheses.
  - *Second Language Acquisition (SLA):* Investigating phenomena like interference and compensatory strategies.
  - *Language typology and universals:* Analyzing how linguistic features are realized across languages to better understand their variability and correlation.

Now that you know the goals of Contrastive Grammar, summarize this topic in your own words and write it in your notebook.

### 1.4.2 Main differences between English and Spanish

English and Spanish share some basic syntactic similarities, such as the subject-verb-object (SVO) order. However, there are notable differences, according to MacDonald, (2020) they are:

#### 1. Adjective Placement:

- In Spanish, adjectives typically follow nouns (casa **grande**).



- In English, adjectives precede nouns (**big** house).

## 2. Gender-Specific Nouns:

- Spanish assigns gender to all nouns, with general rules based on endings:
- Nouns ending in “-o” are usually masculine.
- Nouns ending in “-a” are typically feminine.
- English does not use gender-specific nouns in the same way.

## 3. Verb Conjugation:

- Spanish has a more complex verb conjugation system influenced by tense and the verb's infinitive ending (-ar, -er, -ir).
- English conjugation is simpler, with complexities mostly in irregular verbs.
- These differences highlight the distinct nature of English and Spanish. Throughout this course, we will systematically compare these two languages across their parts of speech, so be attentive to their contrasts.

These differences highlight the distinct nature of English and Spanish. Throughout this course, we will systematically compare these two languages across their parts of speech, so be attentive to their contrasts.

### 1.5 The Parts of Speech in English and Spanish

Dear students, to refer to this topic, it is necessary to start by defining what a word is and the types of words in English as well as in Spanish. So, what is a word? Conduct a brief online search to see how it is defined. Did you find the answer? Excellent! Now, let's clarify further: “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). Now that you know what a word is, it is time to refer to the types of words.



**Types of Words:** Words are broadly classified into *content words* and *function words*. Let's examine their definitions:

- **Content Words:** Content words carry meaning and are essential for conveying information. They include:
  - **Nouns:** name a person, animal, place, thing, event or activity and idea or concept (cat, happiness).
  - **Main Verbs:** Indicate actions or states (run, think).
  - **Adjectives:** Describe or modify nouns (happy girl, tall boy).
  - **Adverbs:** Modify verbs, adjectives, or other adverbs (quickly, very).
- **Function Words:** Function words, also known as grammatical words, serve a structural purpose. They express relationships between other words or clarify the speaker's mood or intention. Examples include:
  - **Auxiliary Verbs:** be, do, have.
  - **Pronouns:** he, she, it.
  - **Articles:** a, an, the.
  - **Prepositions:** in, on, by.

For example: "Do you live here?" In this sentence, *do*, *you*, and *here* are function words, while *live* is a content word.

Dear students, now that you understand the basic classifications of words, let's move to the second topic in Unit 1. Since the goal of this course is to contrast the grammatical structures of English and Spanish, we will begin by examining the parts of speech in both languages.

According to several authors, including Farrel (2012), both English and Spanish categorize words into parts of speech, each governed by specific rules. These categories are essential for constructing meaningful sentences. In our own language, we use them naturally, unless the word is new to you. For example, to say *two horses*, adding an -s to make the noun *horse* plural is grammatically accepted, but this rule is not applied to conjugate a verb in plural form you wouldn't say *I am*, *we ams*, but rather *we are*.



When learning a foreign language, it’s common to mistakenly apply the wrong set of rules, which can lead to errors. Understanding the parts of speech helps identify words and their functions, even when a word can be used in multiple ways—a phenomenon common in both English and Spanish. For instance, the English word *that* can serve various grammatical purposes.

In the following table, there are examples of a word that has different uses in different contexts.

**Table 1**  
*Examples of words having different grammatical use.*

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 <i>eso</i> .

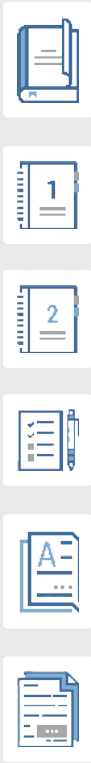
Note. Benítez, C., 2025.

As you have seen, the word *THAT* can have different uses or functions, depending on the context it is.

Understanding the parts of speech is essential to ensure that the varied uses of a word in English do not result in incorrect choices in Spanish. Parts of speech are typically described based on their function and characteristics, which aids in more accurate translation and application in both languages.

In this context, it is essential to examine how words are described within the framework of **Contrastive Grammar**. This analysis will focus on their **definition**, **form**, and **uses**, providing a structured approach to understanding similarities and differences between English and Spanish.

Dear students, now it is time to understand these three important concepts: **definition**, **form**, and **uses**, how much do you know about them? Please write your ideas in a notebook.



Did you manage to understand those concepts? If your answer is positive, great! If not, we will explain right away.

In the context of contrastive grammar, **definition**, **form**, and **function or use** are key concepts used to analyze words and their roles in sentences. Let's define each term and illustrate it with examples.

**Definition:** the definition of a word refers to its semantic value or what it represents. It also refers to the concept it represents. This includes its literal or contextual interpretation. For example:

Word: "run"

Meaning: To move swiftly on foot /action or movement at speed.

Word "book"

Meaning: a physical object used for reading.

The meaning of a word also can change depending on the context in which it is used. For example:

## Bank

1. Financial institution: I need to go to the **bank** to withdraw money.
2. Side of a river: We had a picnic on the riverbank.

## Light

3. Not heavy: This bag is very **light**.
4. Illumination: Turn on the **light**.

## Bark

5. Sound a dog makes: The dog **barks**
6. Outer covering of a tree: The tree's **bark** is rough.



**Form:** The form of a word refers to its grammatical structure, including its spelling, morphology (affixes or endings), and part of speech. A word changes its form when it is inflected for tense, number, or case (walk → walked / walking, cat → cats).

**Examples:**

- *Book* → *books* (form: noun, the structure (form) changes if we add a plural ending *-s* books).
- *Run* → *running* (form: verb, the form of verb changes with the *-ing* ending *running*).

The forms of words are the following (you can observe also the changes in form)

- **Nouns:** Represent people, places, things, or ideas (dog, happiness). Can be singular or plural: Singular: dog / Plural: dogs
- **Verbs:** Express actions or states (run, is). Can be in different tenses: Present: run / Past: ran / Future: will run
- **Adjectives:** Modify verbs, adjectives, or other adverbs (quickly, very). Can have comparative and superlative forms: Positive: happy / Comparative: happier / Superlative: happiest.
- **Adverbs:** Modify verbs, adjectives, or other adverbs (*quickly, very*). Can have comparative and superlative forms:
- **Pronouns:** Replace nouns. Can be subject or object pronouns: Subject: he / Object: him.
- **Prepositions:** Indicate relationships between words (*in, on, at*).
- **Conjunctions:** Connect words, phrases, or clauses (*and, but, because*).
- **Interjections:** Express emotions (*wow, ouch*).

**Function or use:** The function of a word describes its role or purpose within a sentence. This depends on the context and its grammatical relationships with other words. For example:

- **Word:** run
- **Function:** It can act as the main verb in a sentence, e.g., I run every morning.



### Example 1: Book

- **Meaning:** A set of written or printed pages, usually bound with a cover.
- **Form:** Noun (singular)
- **Function:** Subject of a sentence, e.g., The **book** is on the Table

### Example 2: Cats

- **Meaning:** feline animals.
- **Form:** noun (singular)
- **Function:** object. Receives the action of a verb e.g., She loves cats.

### Example 3: Beautiful

- **Meaning:** Pleasing the senses or mind aesthetically.
- **Form:** Adjective
- **Function:** Describes a noun, e.g., She has a beautiful garden.

### Common functions of words:

- **Subject:** *The dog* (*The dog* is the subject performing the action).
- **Object:** She read *a book*. (*book* is the object receiving the action).
- **Direct Object:** Receives the action directly (*She read a book.*)
- **Indirect Object:** Receives the action indirectly (*She gave him a book.*)
- **Object of a Preposition:** Follows a preposition (*He sat on the chair.*)
- **Modifier:** *Happy children* played outside. (*happy* modifies *children*)
- **Linking:** *He is* a teacher. (*is* connects the subject to its complement).





**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.  • Denotation • Connotation	In grammar, "form" refers to a word's structure based on grammatical rules, also the part of speech. Form focuses on how a word is altered contextually, such as to eat changing to eats, ate or eating.	The function of a word is the role (use) it plays in a sentence. Depending on the position or context of the word, it can fulfill different functions
The meaning of the word table is: a piece of furniture with a flat top and one or more legs, or a set of facts or figures systematically displayed in columns.	It includes: Inflectional endings (e.g., -s for plurals, -ed for past tense). Affixes (prefixes and suffixes) Verb conjugations (e.g., walk to walked or walking). Noun forms indicating number or possession.	Examples: 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. Benítez, C., 2023.

This table illustrates the three keyways in which words are analyzed and described within the framework of Contrastive Grammar.

Finally, it is important to remember that:

The word's **meaning**, **form**, and **function** are interconnected:

1. **Meaning**: explains what the word represents.
2. **Form**: determines how the word appears and changes (e.g., tense, plurality).
3. **Function**: specifies the role the word plays in a sentence.

**Example analysis:**

Word: *Cats*

- **Meaning**: Refers to multiple feline animals.
- **Form**: Noun; plural form with **-s** ending.



• **Function:**

- Subject: *Cats are playful.*
- Object: *She loves cats.*

In the following infographic, let us present the parts of speech, which are the same for both languages.

[The parts of speech](#)



**Recommended learning activities**

We are about to begin contrasting the parts of speech in English and Spanish. It's essential to pay close attention to how they function in both languages. Before we proceed, let's complete the following activities:

1. Do you remember how many parts of speech are there in English and Spanish? List them on the following table:

*Parts of speech*

PARTS OF SPEECH OF ENGLISH AND SPANISH	
ENGLISH	SPANISH

All right, dear students! You have listed the parts of speech in English and Spanish.

2. Dear students, we have briefly reviewed the parts of speech. It is important that you fully understand their definition, form, and function. To aid your learning, create a flowchart that visualizes these aspects for each part of speech. In addition, answer the following questions in your notebook:

- What does the definition of a word refer to?
- What does the form of a word refer to?



- What does the function of a word refer to?

Take your time to reflect and internalize these concepts. If you have any questions or concerns, remember that your tutor is always available to provide guidance.

3. Dear students, at the end of this unit, it is necessary to know how much you have learned. To assess your understanding of the contents, complete the self-evaluation presented below.



### Self-assessment 1

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.

Choose the correct response.



9. 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.

10. 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.

11. 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.

12. 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.

13. 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.





## Week 2

### Unit 2. Word classes and sentence construction in English and Spanish: Content and function words

Dear students, it's time to begin contrasting the parts of speech in English and Spanish. Remember, Contrastive Grammar helps us identify both the similarities and differences between the two languages, deepening our understanding of their structures. In this unit, we will cover all parts of speech except for verbs, which have been set aside for another unit due to the extensive number of verb tenses and conjugations we need to analyze. Let's 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 manage to find some differences? Great! If not, do not worry. Let's start.

#### 2.1 Nouns

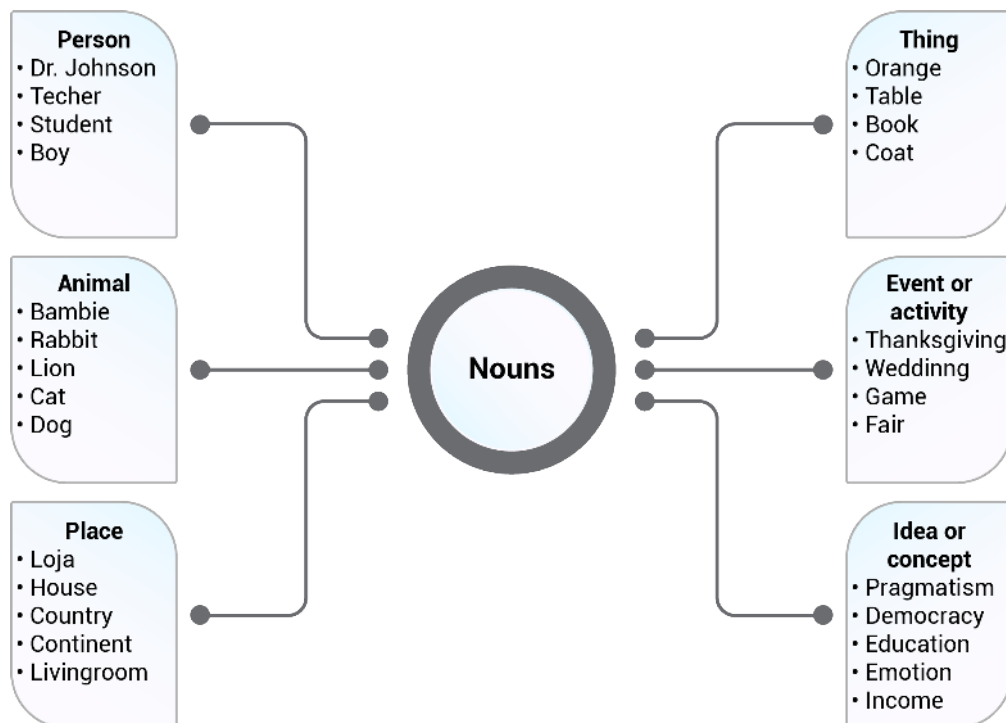
As we are focusing our contrast of parts of speech on definition, forms and functions or uses, we start by defining each one of them.

**Definition:** A **noun**, in both English and Spanish, is a word used to name a person, animal, place, thing, event, or idea. In sentences, nouns perform similar functions in both languages: they can serve as the **subject** of a verb, the **direct** or **indirect object**, or the **object of a preposition**.



**Figure 1**

*Different words for nouns*



*Note. Benítez, 2025*

As you may have seen, a noun names all the above. It is important to note that both English and Spanish exhibit flexibility by allowing other grammatical elements to replace nouns, they are:

- **Pronouns:** In both languages, pronouns replace nouns to avoid repetition.

English: John went to the store → He went to the store.

Spanish: Juan fue a la tienda → Él fue a la tienda.

- **Infinitives as Nouns:** In both languages, infinitives can function as nouns, typically as subjects or objects.

English: To learn is important. (*To learn* is the subject).

Spanish: Aprender es importante. (*Aprender* is the subject).

- **Nominalized Forms:** Adjectives, verbs, and phrases can also be used as nouns in both languages.

English:

The rich should help the poor. (*The rich* nominalized adjective).

Running is healthy. (*gerund* functioning as a noun).

What he said was surprising. (clause functioning as a noun).

Spanish:

Los ricos deberían ayudar a los pobres. (*Los ricos* nominalized adjective).

Correr es saludable. (*infinitive* functioning as a noun).

Lo que dijo fue sorprendente. (Clause functioning as a noun).

As we have mentioned before, in this analysis of English and Spanish grammar, aspects to contrast English and Spanish are **DEFINITIONS, FORMS** and **USES**.

### 2.1.1 Forms of nouns

Regarding **form**, English and Spanish nouns share some similarities but exhibit notable differences in their functions. These differences include gender, number, nominalization, and case. Let's start with gender.

- **Gender and agreement**

Grammatically, gender refers to the classification of words as masculine, feminine, or neuter. Spanish nouns are gendered, typically classified as masculine or feminine, and require agreement in gender and number with accompanying articles and adjectives (**el** carro caro, **la** casa bonita).



In contrast, English nouns are not inherently gendered and do not require such agreement (the expensive car, the beautiful house). Key points to consider include:

### In English:

- Gender is typically neutral, except in specific cases like pronouns (he, she, it) or words indicating biological sex (actor/actress).
- Adjectives and articles do not change to reflect gender
- Gender is generally unimportant in grammatical terms.

### In Spanish:

- Every noun has a gender, either masculine (el libro) or feminine (la casa).
- Gender agreement extends to articles, adjectives, and pronouns.
- Exceptions occur, such as feminine nouns beginning with stressed **a** taking the masculine article (el agua).
- A noun's gender often affects the spelling and pronunciation of not only the noun itself but also related words in the sentence, such as articles and adjectives.
- Spanish has a significantly greater number of gendered words compared to English.

### • 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. In both languages, regular pluralization typically involves adding an **-s** or **-es** to nouns (books, libros).

### In English:

- Most plurals are formed by adding -s or -es (book → books).
- Irregular forms exist (child → children, man → men), but articles that accompany nouns remain unchanged (the book → the books).







### In Spanish:

- Spanish pluralization often depends on vowel endings, singular nouns ending in vowels add **-s** (libro → libros), mujer → mujeres, casa → casas) while those ending in consonants add **-es** (mujer → mujeres).
- Articles also agree in number (el → los, la → las).

### • Nominalization:

Nominalization is the process of turning a word from another part of speech (such as a verb or an adjective) into a noun. This transformation allows the word to function as the subject, object, or complement in a sentence. For example:

### In English:

- Verb to noun: decide → decision
- Adjective to noun: happy → happiness

### In Spanish:

- Verb to noun: correr → el correr
- Adjective to noun: bueno → lo bueno

Nominalization is common in both languages but differs in application and form. There are different types of nominalization forms that can be compared in the two languages.

## 1. Articles and Determiners:

In **Spanish**, nominalization often involves the use of definite articles (*el, la, lo, los, las*) before adjectives or verbs, giving them a noun-like quality.

Example: lo simple, lo especial → nominalized adjectives

el leer, el nadar → nominalized verbs

In **English**, on the other hand, articles are usually not required when nominalizing verbs, but they are necessary when nominalizing adjectives.

Example: *running, singing* → nominalized verb / *the good, the poor* → nominalized adjective

## 2. Suffixes:

In both languages, suffixes play a major role in nominalization.

**In English:** Common suffixes include *-ness, -ion, -ity* (*happiness, decision, clarity*).

**In Spanish:** Common suffixes include *-ción, -dad, -ura* (*decisión, felicidad, locura*).

## 3. Abstract vs. Concrete Uses:

**In Spanish** nominalizations can often encapsulate abstract concepts with the use of *lo* (e.g., *lo importante, lo necesario*), a construction that has no direct English equivalent.

### • Case

In grammar, the **case** indicates the functions of nouns in relation to the rest of the words in a sentence. (Farrell & Farrell, 2012). To better understand how case functions in both languages, let's first examine how it works in English.

### In English:

- In English, possessive case shows the relationship of possession or belongingness between two nouns. In this language, the genitive (possessive) case is marked with an apostrophe and -s (the book's pages) to a singular noun or -' to a plural noun ending in -s. Alternatively, possession can be expressed with *of* (e.g. the pages of the book), although this form is less common when a person is involved.



Kant's theories → the theories of Kant / the book's pages → the pages of the book

### In Spanish:

- Case distinctions do not exist for nouns. Possession is expressed using the preposition *de* (las páginas del libro).

Dear students, I hope you have understood how nouns change their forms. Now we need to refer to the uses of nouns.

### 2.1.2 Uses of nouns

Regarding the **uses of nouns** in English and Spanish, we can highlight both similarities and key differences. Nouns in both languages perform similar grammatical functions, such as serving as **subjects**, **objects** (direct, indirect and objects of prepositions), and **complements**. However, the way these functions are expressed can differ due to the structure of each language, (Farrell & Farrell, 2012).

#### • Nouns as Subjects

**English:** The subject typically precedes the verb and determines the verb's form.

Example: *The cat sleeps.* (*The cat* is the subject).

**Spanish:** Like English, nouns as subjects generally precede the verb, but subject pronouns are often omitted because the verb conjugation indicates the subject.

Example: *El gato duerme.* (*El gato* is the subject but *duerme* alone can imply the cat sleeps).

#### • Nouns as Direct Objects (DO)



**English:** The direct object receives the action of the verb and typically follows it.

Example: *She bought a book.* (*book* is the direct object).

**Spanish:** Similarly, the direct object follows the verb. However, if the direct object is a specific person or animated being, the "personal *a*" is used. Look at the examples:

*Ella compró un libro.* (*libro* is the direct object). *Ella vio a Juan.* (*Juan* requires the "personal *a*").

### • Nouns as Indirect Objects (IO)

**English:** The indirect object indicates to whom or for whom the action is done. It often appears with the preposition *to* or *for*. For example: *She gave a gift to her friend.* (*her friend* is the indirect object).

**Spanish:** Indirect objects are also used, frequently accompanied by an indirect object pronoun for clarity or emphasis, even if the noun is present.

Example: *Ella le dio un regalo a su amigo.* (*su amigo* is the indirect object, and *le* reinforces it).

### • Nouns as Objects of Prepositions (OP)

**English:** Nouns following prepositions indicate relationships of place, time, or direction.

Example: *The keys are on the Table* (*the table* is the object of the preposition *on*).

**Spanish:** Similar usage, but prepositions sometimes require specific agreement or forms.

Example: *Las llaves están en la mesa.* (*La mesa* is the object of the preposition *en*).



• **Nouns as Complements**

**English:** A noun can complete the meaning of a linking verb (*to be, to become*).

Example: *He is a teacher.* (*A teacher* complements the subject).

**Spanish:** This function is similar, and the article often indicates agreement with the noun.

Example: *Él es un maestro.* (*un maestro* complements the subject).

In the following table the different functions of words are presented, take your time to check it.

**Table 3**  
*Summary of functions of words*

Summary table regarding functions of words		
Function	English Example	Spanish Example
Subject	<i>The dog barks.</i>	<i>El perro ladra.</i>
Direct Object	<i>She saw the cat.</i>	<i>Ella vio al gato.</i>
Indirect Object	<i>He gave her a book.</i>	<i>Él le dio un libro a ella.</i>
Object of Preposition	<i>The keys are on the Table</i>	<i>Las llaves están en la mesa.</i>
Subject Complement	<i>He is a teacher.</i>	<i>Él es un maestro.</i>

Note. Benítez, C., 2025

Dear students, as you may have seen words can have different functions depending on the position in the sentence.



**Key differences in usage of nouns:** The following are key differences in the usage of nouns between English and Spanish, focusing on articles, gender agreement, plural formation, and word order.

- **Definite and indefinite articles:** Spanish nouns often require articles in general statements (*El azúcar es dulce* = *Sugar is sweet*), while English frequently omits them.eg.

*Books are important. (Los libros son importantes.).*

- **Gender Agreement:** Spanish nouns require agreement in gender and number with articles, adjectives, and pronouns. Eg.

*The red car → El carro rojo.*

- **Plural Formation:** Both languages add **-s** or **-es** for plural forms, but Spanish articles also change in number (*el* → *los*, *la* → *las*). Eg.

*The cars → Los carros.*

- **Flexibility in word order:** Spanish has greater word order flexibility due to verb conjugations indicating subjects, whereas English relies on strict SVO order. Example:

Spanish: *A María le gusta el chocolate.*

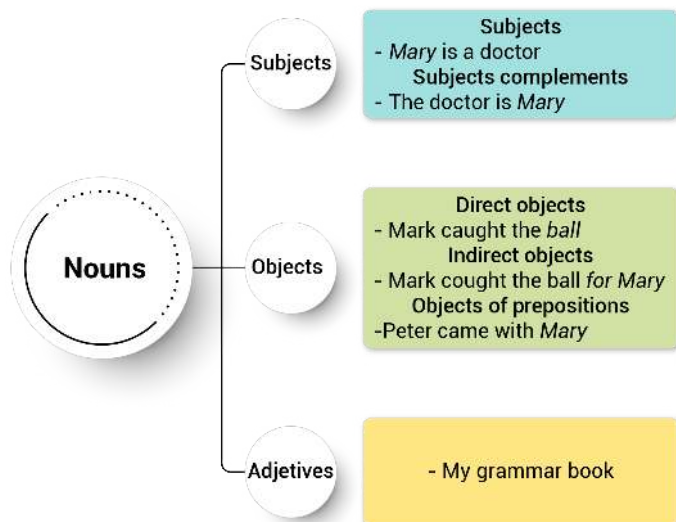
English: *Maria likes chocolate.*

In the following figure the functions of nouns are presented, please check and analyze it so you understand such functions.



**Figure 2**

*Functions of nouns*



*Note. Benítez, C., 2025*

As illustrated in the figure, nouns can perform various functions in a sentence. They may act as subjects, objects, or even as part of adjective constructions. As subjects, nouns can function independently or serve as subject complements. As objects, they can take on the roles of direct objects, indirect objects, or objects of prepositions.

To conclude the topic of this week I invite you to review the following presentation about [Nouns](#)



### Recommended learning activities

Dear student, it is time to apply your knowledge through the following activities:

#### 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.

Gender chart exercise

Noun	Gender chart exercise			Gender in Spanish		
	M	F	?	M	F	?
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).





### Exercise

NOUN	NUMBER	
teeth	S	P
family	S	P
dress	S	P
mice	S	P
coches	S	P

Note: please complete the activities in a class notebook or Word document

## Contents, resources and recommended learning activities



### Week 3

## Unit 2. Word classes and sentence construction in English and Spanish: Content and function words

### 2.2 Adjectives

Dear students, before we move on, let's take a moment to recall what an adjective is. Please write your own definition of an adjective and include a few examples in your notebook to reinforce your understanding.

All right! I trust you have successfully completed the activity. Now, we will begin our study of adjectives, examining their meaning, form, and uses, as we have done with nouns. To start, let's explore a definition provided by various authors to establish a clear understanding of what adjectives are and how they function.





Definition: According to Spinelli (2007) and Farrell and Farrell (2012), adjectives are words that describe, qualify, or attribute specific characteristics to a noun or pronoun. They provide additional information and context, enhancing the meaning of the noun or pronoun they modify. Adjectives can occupy various positions within a sentence but are inherently dependent on the nouns or pronouns they modify. They cannot stand alone unless the context has already established the noun they refer to.

### 2.2.1 Forms of English and Spanish adjectives:

Regarding forms, English adjectives are generally invariable, meaning they do not change form based on gender or number. However, some adjectives can change their forms depending on their type or use, particularly when forming comparatives and superlatives. On the other hand, adjectives in Spanish must agree in both gender (masculine or feminine) and number (singular or plural) with the noun they modify. For example, *niño alto* and *niña alta* demonstrate gender agreement, while *niños altos* and *niñas altas* show both gender and number agreement. Some adjectives have irregular forms, which require specific patterns for agreement. While adjectives typically follow the noun *casa bonita*, they can precede it for emphasis or to convey a specific nuance as in *bonita casa*. Additionally, certain adjectives are invariable, meaning they do not change form regardless of the gender or number of the noun they modify, for example, **gris** remains the same for masculine and feminine forms. This flexibility and complexity are defining characteristics of Spanish adjectives.

There are specific aspects to consider when comparing adjectives in English and Spanish, which are outlined below.

- **Gender Agreement:**

**In Spanish:** In terms of **gender**, forms of adjectives **must agree** with the noun they modify. Most adjectives have distinct masculine and feminine forms:



Masculine: **niño alto**

Feminine: **niña alta**

However, some adjectives are invariable, like **inteligente**, **interesante**, **gigante**, **ideal**, etc., which don't change based on gender.

**In English: Unlike Spanish**, forms of English adjectives do **not change** based on the gender of the noun they modify. For example:

tall boy (masculine)      tall girl (feminine)

intelligent boy / intelligent girl (the adjective remains unchanged for both genders).

#### • **Number Agreement:**

In Spanish: the forms of adjectives in Spanish must agree with the noun in terms of number (singular or plural).

**Singular:** niño alto, niña alta

**Plural:** niños **altos**, niñas **altas**

To form the plural, adjectives often add **-s** or **-es**, depending on the ending of the adjective. casa-casas; árbol-árbo**les**.

**In English:** In English, forms of adjectives do **not change** based on the number of the noun:

tall boy (singular) / tall boys (plural) / intelligent girl (singular) / intelligent girls (plural)

The adjective remains the same regardless of whether the noun is singular or plural.

#### • **Irregular Forms:**

**In Spanish:** Some adjectives form their comparative forms **irregularly**. For example:



Table 4

Irregular comparative forms in Spanish.

Adjective	Comparative form	Example
Bueno	mejor	El verano es mejor que el invierno.
Malo	peor	El frío es peor que el calor.
viejo (edad)	mayor	María es mayor que Clara.
Joven	menor	Clara es menor que Carolina.

Note. Benítez, C., 2025

As you may have noticed, in Spanish adjectives such as *mejor* or *peor*, form their comparative forms without using the common words: *más que*, o *menos que*.

Also, some adjectives are not followed by *que* but instead by the preposition *a*; *inferior a*, *superior a*, *anterior a*, *posterior a*.

La medalla de bronce es inferior a la medalla de plata.

**Grande** remains the same for both genders in the singular *gran hombre* and *gran mujer* but becomes **grandes** in the plural for both genders, **hombres y mujeres grandes**.

**In English:** While there are some adjectives with irregular forms **good** becomes **better** and **best**, adjectives typically do not change for gender and have fewer irregular plural forms compared to Spanish.

English often uses comparative and superlative forms to express changes in degree, like this:

good / better / best                      but                      big / bigger / biggest

• **Adjective Position:**





**In Spanish:** Most adjectives follow the noun **chico guapo**, but certain adjectives, particularly those expressing inherent qualities or used for emphasis, come **before** the noun **gran hombre**. The position of the adjective can also affect meaning, (antiguo, antigua, cierto, cierta, diferente, nuevo, nueva, pobre) as in:

**pobre:** *pobre niño* (unfortunate child) vs. *niño pobre* (poor child in terms of money).

**In English:** Adjectives typically **precede** the noun **handsome boy**, and their position does not change the meaning of the sentence. English adjectives are fixed in their position, and unlike Spanish, the position generally does not alter the meaning significantly.

#### • Invariable Adjectives:

**In Spanish:** Some adjectives are **invariable**, meaning they do not change in gender or number, especially those ending in **-e** or **-ista** (e.g., **interesante**, **artista**).

**In English:** Adjectives are generally invariable, with no change for gender or number. The same form is used for both singular and plural nouns, e.g., **interesting**, **artist**.

In the following table a summary of Spanish and English differences is presented:

**Table 5**  
*Differences between forms of English and Spanish adjectives*

Feature	Spanish	English
<b>Gender Agreement</b>	Adjectives must agree in gender (masculine/feminine)	Adjectives do not change for gender
<b>Number Agreement</b>	Adjectives must agree in number (singular/plural)	Adjectives do not change for number
<b>Irregular Forms</b>	Many adjectives have irregular forms for gender/number	Comparatives and superlatives (e.g., good, better, best)
<b>Position</b>	Adjectives usually follow the noun, but can precede it for emphasis	Adjectives usually precede the noun
<b>Invariable Adjectives</b>	Some adjectives are invariable	Most adjectives are invariable

Note. Benítez, C., 2025

The table shows the items which make English and Spanish adjectives different, those aspects are: Gender Agreement, Number Agreement, Irregular Forms, Position and Invariable Adjectives.

**2.2.2 Uses of English and Spanish adjectives:**

Regarding uses, English and Spanish share some similarities but also exhibit notable differences due to grammatical and syntactic variations between the two languages. Adjectives are primarily used as:

**• Modifiers of nouns or pronouns**

**In English:** As a modifier of a noun or pronoun, adjectives typically precede the noun they modify (a small white house).



When modifying an indefinite pronoun, the adjective follows the pronoun

Something

nice

Indef, Pron

Adj.

**In Spanish**, adjectives also modify both nouns and pronouns. When modifying nouns, adjectives typically follow the noun they describe

Una casa blanca y pequeña

noun

adjective

However, for emphasis or specific connotations, they can precede the noun:

una pequeña

casa

adj

noun

When modifying indefinite pronouns, Spanish adjectives also follow the pronoun

Algo interesante.

Summarizing, both languages allow adjectives to modify nouns and indefinite pronouns, but the placement of the adjective relative to the noun differs as a general rule.

### • Complements of subjects or objects

**In English:** Adjectives act as subject complements following linking verbs or forms of to be

The children are astonished.

Noun

be form

adjective

They

seem

pleased.

Noun

link verb

adjective

Adjectives can also function as object complements following direct objects



the task      difficult.  
DO                  adjective

### In Spanish:

Adjectives as in English act as subject complements following linking verbs like *ser* or *estar*.

Los niños      están      asombrados  
noun          be verb          adjective

Adjectives also function as object complements, agreeing in gender and number with the noun

la tarea      difícil.  
DO                  adjective

Summarizing, in both languages, adjectives can complement subjects and objects, but Spanish requires gender and number agreement with the noun or pronoun they modify. Regarding placement English adjectives primarily precede nouns, while Spanish adjectives typically follow nouns, except for stylistic emphasis. Regarding agreement, Spanish adjectives must agree in gender and number with the noun or pronoun, whereas English adjectives are invariable. Concerning their functions in a sentence, both languages use adjectives as modifiers and complements, showing parallel functions despite differences in form and placement.

Dear students, so far, we have analyzed adjectives, their forms, and their uses in a general sense. Now, it's time to analyze each type of adjective. Do you remember how adjectives are classified? Create a chart to represent their classification. I'm confident you were able to recall the different categories of adjectives. Let's begin!

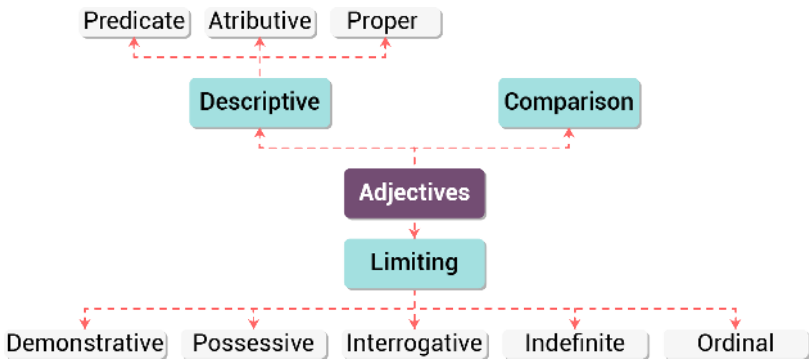
Note: Please complete the activity in a class notebook or Word document.





### 2.2.3 Types of adjectives

**Figure 3**  
*Types of adjectives*



*Note. Benítez, C., 2025*

As you may already know, adjectives are classified into several types. As illustrated in the figure, adjectives can be grouped into descriptive, comparative, and limiting categories.

**Descriptive adjectives** are further divided into three subtypes: **Predicate**, follow linking verbs to describe the subject. **Attributive**, directly modify nouns by appearing before them. **Proper** adjectives, derived from proper nouns and often indicate origin or association, Within this group nouns used as adjectives are also considered.

**Limiting adjectives**, on the other hand, include five subtypes: **Demonstrative**, specify which noun is being referred to (this, that, these, those). **Possessive**, indicate ownership (my, your, his, her). **Interrogative**, ask questions about nouns (which, what, whose). **Indefinite**, refer to nonspecific nouns (some, any, several), **ordinal**, indicate the order of items (first, second, third). Each type plays a specific role in modifying or describing nouns and pronouns, adding clarity, detail, or context to sentences, as described below.

### 2.2.3.1 Descriptive Adjectives

**Definition:** Descriptive adjectives provide details about the qualities or characteristics of a noun or pronoun.

**Forms:** English descriptive adjectives are generally invariable, meaning they do not change to agree with the noun in gender or number. However, they do have modified forms when used in **comparative** and **superlative** degrees. These forms are created either by adding the suffixes **-er** and **-est** (e.g., *tall* → *taller* → *tallest*) or by using the words **more** and **most** for longer or irregular adjectives (e.g., *beautiful* → *more beautiful* → *most beautiful*). Example: *happy* → *happier* → *happiest*.

On the other hand, Spanish adjectives agree in gender and number with the noun modified. Masculine forms often end in -o, and feminine forms end in -a. Pluralization involves adding -s or -es.

Example: niño alto   niña alta   niños altos   niñas altas   chicos jóvenes

**In Spanish, when referring to forms of descriptive adjectives there are some rules to consider, let's analyze these cases:**

- **General Patterns:** Masculine singular Spanish adjectives typically end in -o, while feminine singular forms end in -a. Plural forms are created by adding -s.

Niño alto → Niña alta      Niños altos → Niñas altas

- **Adjectives without -o or -a endings:** Spanish Adjectives that do not end in -o or -a are invariable in gender but change for number:

*inteligente:* niño y niña *inteligente* → *inteligentes* niños y niñas *inteligentes*

*fácil:* tarea *fácil*, camino *fácil* → *fácil:* tareas *fáciles*, caminos *fáciles*

*doble:* partida *doble*, premio *doble* → partidas *dobles*, premios *dobles*

Note the spelling adjustments that may occur to maintain pronunciation:



*Felíz → Felices*

*Audáz → Audaces*

- **Special Endings:** Adjectives ending in *-án, -ón, -ín*, and *-or* require an *-a* for the feminine form:

*Catalán → Catalana*

*llorón → llorona*

*bailarín → bailarina*

*trabajador → trabajadora*

*burlón → burlona*

Masculine plurals add *-es*, and feminine plurals add *-s*:

*Catalán → niños Catalanes                      niñas Catalanas*

*llorón → niños llorones                      niñas lloronas*

*bailarín → niños bailarines                      niñas bailarinas*

*trabajador → niños trabajadores    niñas trabajadoras*

- **Comparative Adjectives:**

Comparatives ending in *-or* are the same for masculine and feminine forms:

*Un diseño superior.      Una calidad superior*

- **Nationalities:**

Adjectives of nationality ending in a consonant add *-a* for feminine singular and form plurals as usual:

Masculine singular *español*      Feminine singular: *española*

Masculine plural: *españoles*                      Feminine plural: *españolas*



### • Shortened Forms:

Certain adjectives are shortened before masculine singular noun as the following:

alguno	algún	algún personaje
ninguno	ningún	ningún personaje
bueno	buen	buen personaje
malo	mal	mal personaje
primero	primer	primer personaje
tercero	tercer	tercer personaje
uno	un	un personaje
Santo	San	San Juan

But    Santo Domingo, Santo Tomás, Santo Padre.

If two shortened adjectives modify the same noun, both use the short form unless connected by a conjunction:

*Un mal amigo    El primer buen amigo                      but                      El primero y buen amigo*

- **Grande to gran:** The adjective *grande* becomes *gran* before most singular nouns, regardless of gender, and the meaning changes to "great":

*Un gran actor                                      Una gran actriz*

When analyzing Spanish adjectives there are important details regarding word order, here the most important ones.

### • Adjectives following the noun:

Typically, descriptive adjectives follow the noun as in:



*Una casa blanca.*      *Un coche rápido.*

- **Adjectives changing meaning based on position:** The position of an adjective can alter its meaning as in:

*Un hombre pobre* (a poor man, financially). *Un pobre hombre* (a pitiable man).

**Some other examples are:**

- gran hombre (great man, distinguished) vs. hombre grande (big/large man)
- viejo amigo (longtime friend) vs. amigo viejo (old friend in terms of age)
- único problema (only problem) vs. problema único (unique problem)
- cierto hecho (certain fact, some fact) vs. hecho cierto (true fact)
- simple idea (just an idea, mere idea) vs. idea simple (simple/easy idea)
- diferentes opciones (various options) vs. opciones diferentes (different/distinct options)
- triste noticia (sad/unfortunate news) vs. noticia triste (news that is emotionally sad)
- pura agua (nothing but water) vs. agua pura (pure/clean water)
- nuevo coche (new to the owner, but not necessarily brand new) vs. coche nuevo (brand new car)
- raro caso (rare/unusual case) vs. caso raro (strange/weird case)

These examples illustrate how adjective placement in Spanish can shift the meaning, while in English, the meaning typically depends more on the choice of words rather than word order. Some of those adjectives are presented in the table, please analyze them and look for the meanings to use them in examples



**Table 6**

*Adjectives that change their meaning depending on their position.*

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

Note. Benítez, C., 2025

Once you have analyzed the adjectives, you may have found out that they change the meaning depending on the position they are in a sentence.

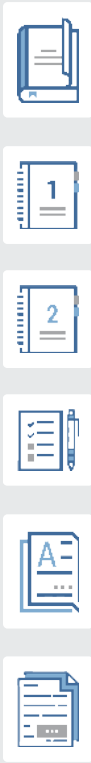
- **Two adjectives together:** When two adjectives modify the same noun, the one more closely related to the noun comes first: *Una casa blanca y acogedora*

**Types of Descriptive Adjectives:**

Descriptive adjectives are classified into: Predicative, Attributive, Proper and nouns as adjectives.

- **Predicative adjectives**

A predicative adjective is the one 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 as in *María es feliz, la casa luce hermosa*.



*English Forms and uses:* Predicative adjectives in English are **invariable**, meaning they do not change form to agree with the subject. They typically follow linking verbs such as "be," "seem," "become," etc. Examples:

The sky is blue.                      They seem happy.

*Spanish Forms and Uses:* In Spanish, predicative adjectives agree in gender and number with the subject they describe. They also follow linking verbs such as "ser" (to be), "estar" (to be), and "parecer" (to seem). Examples:

El cielo está azul. (masculine singular)                      Ellas parecen felices.  
(feminine plural)

Summary: regarding form, predicative English adjectives remain constant, while Spanish ones must match the subject in gender and number. Regarding placement, in both languages, predicative adjectives follow the linking verb.

### • **Attributive Adjectives**

Are adjectives that appear directly adjacent to the noun or pronoun they modify. 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 it is placed before the noun it modifies. In Spanish, they can occur inside a noun phrase. Eg. *Lleva puesta la camiseta roja*.

*English forms and uses:* In English, attributive adjectives are invariable and are always placed before the noun they modify. Examples:

**A beautiful flower.                      An intelligent student.**

*Spanish forms and uses:* In Spanish, attributive adjectives typically follow the noun they modify and must agree in gender and number with the noun modified. However, certain adjectives (especially those expressing inherent qualities or emphasizing characteristics) can precede the noun.



**Examples:**

Una flor hermosa. (standard order: noun + adjective)

Una hermosa flor. (adjective preceding noun for emphasis)

Summarizing, regarding form, while Spanish adjectives change to match gender and number, English adjectives do not. Concerning placement: English adjectives are always before the noun, but in Spanish, they are usually after, with exceptions for emphasis or poetic effect.

**• Proper Adjectives**

As with any other adjective, a proper adjective modifies nouns and pronouns. Proper adjectives are derived from proper nouns and typically resemble their original proper nouns but with some changes, such as alternative endings, to make them function as adjectives.

*English Forms and Uses:* Proper adjectives in English are invariable and are always capitalized.

**Table 7**  
*English Proper adjectives*

NOUN	ADJECTIVE	Example
Ecuador	Ecuadorian	The Ecuadorian beaches are beautiful.
France	French	The French cuisine is delicious.
Italy	Italian	He prefers Italian wines.

Note. Benítez, C., 2025

As you can see, the adjectives *Ecuadorian*, *French* and *Italian* are formed from the nouns *Ecuador*, *France* and *Italy*, and modifies the nouns *beaches*, *cuisine* and *wines*.





*Spanish Forms and Uses*, proper adjectives work in a similar way to English: they are formed from proper nouns and modify nouns. However, there are two key differences:

- a. Unlike in English, Spanish proper adjectives vary in gender and number.
- b. Proper adjectives in Spanish are not capitalized (unlike in English).
- c. The word order differs. In Spanish, adjectives usually come after the noun they modify.

The table below presents the forms of proper nouns in Spanish, please notice their forms

**Table 8**  
*Spanish proper adjectives*

NOUN	ADJECTIVE	Example
España	español/la	El hombre español / la mujer española.
Ecuador	ecuatoriano/ a	El lenguaje ecuatoriano /la comida ecuatoriana
Italia	Italiano/na	Las maravillas italianas / los vinos italianos

Note. Benítez, C., 2025

As you can see, proper adjectives in Spanish are also are formed from nouns in this case, they need to agree in gender and number with the noun modified.

Summarizing, proper adjectives in Spanish change to agree with the noun considering gender and number, while English ones remain unchanged. Proper adjectives are capitalized in English but lowercased in Spanish. In both languages, proper adjectives generally follow the same placement rules as other descriptive adjectives (before the noun in English, after in Spanish).



## • Nouns as Adjectives

In English, it is common for nouns to function as adjectives when they modify another noun. These are called noun modifiers and are always singular, even if the meaning is plural. For example:

*Forms in English:* In English, when a noun is used as an adjective, it remains in its singular form, even if it refers to multiple items. For example, we say *tennis ball* rather than *tennises ball* and *shoe store* instead of *shoes store*. Unlike in languages that require gender or number agreement, English does not modify the noun-adjective form based on these grammatical categories.

*Uses:* Nouns are used as adjectives in the following cases:

- To specify the type or category of the noun: coffee mug (a mug designed for coffee); book cover (the cover of a book).
- To show relationships or origins: New York pizza (pizza from New York) school bag (a bag used for school purposes).
- As part of compound nouns: Often, these noun-adjective pairs become recognized compound nouns, such as toothbrush or football.

In Spanish, nouns do not modify other nouns directly; instead, a prepositional phrase is used, as in *pelota de tenis* and *bolsa de plástico*, where *de tenis* and *de plástico* function as modifiers for the nouns *pelota* and *bolsa*. Gender and number agreement apply to the primary noun, not the modifying noun.

Bolsa de plástico	bolso de plástico	caja de
madera		

Bolsas de plástico	bolsos de plástico	cajas de
madera		

**Uses:** These types of adjectives are used in the following cases:

- To describe the type or category of the noun: *Pelota de fútbol: Taza de café*



- To show relationships or origins: *Pizza de Nueva York*; *Estudiante de medicina*
- As part of compound expressions: Some expressions are fixed phrases, such as *guardacostas* or *coche bomba*.

Summarizing, while English allows nouns to modify other nouns directly (acting as adjectives), Spanish relies on prepositions like "**de**" to express these relationships. This difference highlights how the two languages structure their noun-adjective relationships differently.

The following table summarizes the types of descriptive adjectives, their forms and uses.



**Table 9**

*Differences between English and Spanish Descriptive adjectives.*

Type	English Form	Spanish Form	English Use	Spanish Use
<b>Predicative</b>	Invariable	Agrees in gender and number	After linking verbs	After linking verbs
<b>Attributive</b>	Invariable	Agrees in gender and number	Modifies nouns directly	Modifies nouns directly
<b>Proper</b>	Invariable, capitalized	Agrees in gender/number, not capitalized	Denotes origin or cultural associations	Denotes origin or cultural associations
<b>Nouns as adjectives</b>	Nouns as adjectives remain singular and unchanged.	Relationships are expressed with "de," and agreement occurs with the main noun.	Specify type or category, show relationships or origins	describe the type or category, show relationships or origins

Note. Benítez, C., 2025

As you may have noticed, each type of descriptive adjectives have different forms, characteristics and uses which have been detailed in the chart.

Dear students, we have now completed the study of descriptive adjectives. As a reinforcement activity, I encourage you to create a summary chart. In this chart, include the type of adjective, its forms, uses, and any other key details you consider important about descriptive adjectives.

Note: Please complete the activity in a class notebook or Word document.



Once you finish this activity, we will move on to the next category of adjectives: comparative adjectives. Let's get started!

### 2.2.3.2 Comparison Adjectives

Comparison of adjectives involves using their **positive**, **comparative**, and **superlative** forms to describe and contrast the degree of quality between two or more nouns.

#### Degrees of Comparison

Both English and Spanish utilize three degrees of comparison for adjectives: positive, comparative, and superlative. These are used to describe qualities in increasing or decreasing intensities. However, their forms and syntactical uses vary between the two languages. To reinforce this topic, please review the following infographic:

#### [Degrees of Comparison between English and Spanish](#)

In the following examples and chart, we can see the differences between English and Spanish comparative adjectives

#### English:

1. Comparative: The mountain is higher than the hill.
2. Superlative: This is the most fascinating book I've ever read.
3. Absolute: The design is perfect.

#### Spanish:

1. Comparative: El coche es más rápido que la bicicleta.
2. Superlative: Es la chica más inteligente de la clase.
3. Absolute: La idea es única.

The table below shows the differences between English and Spanish comparison adjective, please pay attention to it.



**Table 10**  
*Differences between English and Spanish comparison adjectives*

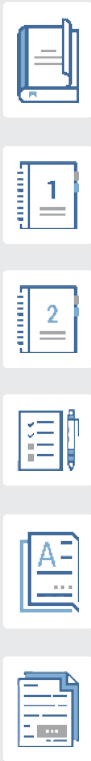
Aspect	English	Spanish
<b>Regular formation</b>	Short adjectives use <i>-er/-est</i> .	Adjectives use <i>más/menos</i> for comparison.
<b>Long adjectives</b>	Use <i>more/most</i> ( <i>more beautiful</i> ).	Always use <i>más/menos</i> ( <i>más hermoso</i> ).
<b>Irregular forms</b>	<i>Good</i> → <i>better</i> → <i>best</i> .	<i>Bueno</i> → <i>mejor</i> → <i>el mejor</i> .
<b>Equality</b>	Use <i>as...as</i> ( <i>as fast as</i> ).	Use <i>tan...como</i> ( <i>tan rápido como</i> ).
<b>Superlatives</b>	Use <i>-est</i> or <i>most</i> ( <i>the fastest</i> ).	Use <i>el/la/los/las más</i> ( <i>el más rápido</i> ).
<b>Absolute adjectives</b>	Cannot be compared ( <i>unique, perfect</i> ).	Cannot be compared ( <i>único, perfecto</i> ).
<b>Modifiers</b>	Use <i>much, far</i> for emphasis ( <i>much smaller</i> ).	Use <i>muy</i> or <i>más</i> ( <i>mucho más rápido</i> ).

*Note.* Benítez, C., 2025.

Now that you have analyzed the table, you may have noticed that while English and Spanish share fundamental principles of comparison, their specific rules for forming comparative and superlative structures differ significantly. These differences are particularly evident in the treatment of irregular forms and absolute superlatives.

In summary, while both English and Spanish share the basic principles of comparison, their specific rules for forming comparative and superlative structures differ significantly, especially in how irregular forms and absolutes are handled.

To complement your learning, I invite you to review the presentation entitled [adjectives part 1](#).



So far, we have completed the explanation of comparative adjectives. I hope you have thoroughly understood the content and are ready to move on to the next type of adjectives. Let's continue!!



## Recommended learning activities

Strengthen your skills by participating in the recommended activities below.

1. Once you have read studied the contents of the topic, please, write a summary of the information provided regarding adjectives.
2. 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.

- The young man was reading a Spanish newspaper.
- She looked pretty in her new red dress.
- That was interesting.
- The old piano could still produce good music.
- 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

Note: please complete the activities in a class notebook or Word document.

## Contents, resources and recommended learning activities



### Week 4

## Unit 2. Word classes and sentence construction in English and Spanish: Content and function words

### 2.2 Adjectives

#### 2.2.4 Limiting Adjectives

Limiting adjectives are adjectives that define or restrict the meaning of a noun rather than describing its qualities or characteristics. They help specify which noun is being referred to by indicating aspects such as possession, quantity, definiteness, or order. Common types of limiting adjectives include **demonstrative** (e.g., *this, that*), **possessive** (e.g., *my, their*), **interrogative** (e.g., *which, what*), **indefinite** (e.g., *some, many*), **ordinal** (e.g., *first, second*), and **articles** (*a, an, the*). Let's start with Demonstrative ones.





2.2.4.1 Demonstrative adjectives

Demonstrative adjectives indicate the relative position of an item from the speaker’s perspective. In English, they distinguish between singular and plural forms while also conveying different levels of proximity. Their forms are expressed in the following table:

**Table 11**  
*Differences between English and Spanish comparison adjectives*

Number	Adje.	Level of proximity	Example
Singular	This	Near the speaker	This idea is innovative
	That	Far from the speaker	That car is beautiful
Plural	These	Near the speaker	These books are new
	Those	Far from the speaker	Those books are heavy.

Note. Benítez, C., 2025

The table above shows the different forms and uses of Demonstrative adjectives according to the level of proximity.

**In Spanish:** Like English, Spanish distinguishes between singular and plural forms and levels of proximity. However, it features three levels of proximity and also accounts for gender differences.

Table 12 shows Spanish Demonstrative adjectives forms, please look at them and pay attention to all the forms.



**Table 12**  
*Spanish Demonstrative adjectives*

SINGULAR		PRURAL		LEVEL OF PROXIMITY	EXAMPLE
MASC	FEM	MASC	FEM		
este	esta	estos	estas	Near the speaker	Este plan es interesante
ese	esa	Esos	esas	Far from the speaker	Esas casas son hermosas
aquel	aquella	Aquellos	aquellas	Farthest than	Aquellas ideas son complejas

Note. Benítez, C., 2025

Now that you have analyzed the table, you may have noticed that Spanish Demonstrative adjectives need to agree in gender and number with the noun modified and also show an additional level of proximity, which does not exist in English.

In Spanish, the near/far distinction is expressed by the forms este/ese/aquel. Este/esta and estos/estas express what is nearest to the speaker; ese/esa and esos/esas express what is farther from the speaker; and aquel/aquella and aquellos/aquellas express what is farthest from the speaker. Use forms of ese for *that* unless it is necessary to make a point of the distinction. Demonstrative adjectives in Spanish as in English precede the noun.

Summarizing, we can mention that both languages have forms that change based on singular/plural distinction and position of the adjective before the noun but Spanish introduces a third degree of distance (near, farther, farthest), while English has only two levels (near, far).

**2.2.4.2 Possessive Adjectives**

Possessive adjectives express ownership or belonging. In English, these adjectives take the forms in table 13:



**Table 13**  
*English Possessive adjectives*

PERSON	SINGULAR	PLURAL
FIRST PERSON	my	our
SECOND PERSON	your	your
THIRD PERSON	His, her, its, one´s	their

Note. Benítez, C., 2025

After analyzing the table, it is important that you notice that forms of English Possessive adjectives classify according to person and number.

These adjectives do not describe the person or thing being possessed; they only indicate ownership. For example:

- *My book is new.* The word *my* shows ownership but does not provide any details about the book itself.
- *Her car is red.* The word *her* indicates who owns the car but does not describe the car's characteristics.

**Use:** Possessive adjectives are always used alongside a noun, as in: *my* mother, *our* child, *your* turn

Spanish: in Spanish we have the following forms: *mi/mis, tu/tus, su/sus | nuestro/nuestra/nuestros/nuestras, vuestro/vuestra/vuestros/vuestras*. They are illustrated in the following table:



**Table 14**  
*Spanish Possessive adjectives*

		SINGULAR	PLURAL
SINGULAR	FIRST PERSON	mi	mis
	SECOND PERSON	tu	tus
	THIRD PERSON	su	sus
PLURAL	FIRST PERSON	Nuestro, nuestra	Nuestros, nuestras
	SECOND PERSON	Vuestro, vuestra	vuestros, vuestras
	THIRD PERSON	su	Sus

*Note.* Benítez, C., 2025

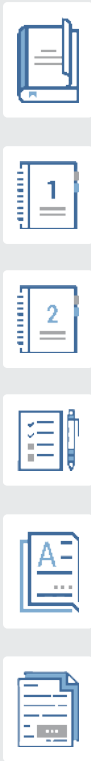
As you may have seen, the table depicts Spanish Possessive adjectives which show differences in number, person and the plural ones also show gender.

**Indication of Gender and Number:** Adjectives like *nuestro/nuestra/nuestros/nuestras* and *vuestro/vuestra/vuestros/vuestras* agree with both the gender and number of the noun they modify. For example: *Nuestro amigo* (masculine, singular). *Nuestras amigas* (feminine, plural).

**Clarification in Context:** The adjective *su/sus* can mean *his, her, its, your, or their*, depending on the context. If the meaning is unclear, it can be clarified using *de + noun or pronoun*, e.g., *el libro de él* (his book), *la casa de ellos* (their house).

It is also important to note the variations of English *your*. Spanish has multiple equivalents for *your*, depending on the formality and plurality:

*su/sus*: Used with *usted/ustedes* (formal). *tu/tus*: Used with *tú* (informal).



vuestro/vuestra/vuestros/vuestras: Used with vosotros/vosotras (informal, plural).

In Spanish, to stress the possessive adjectives, use the long form of the Spanish possessive adjective.shown in table 15

**Table 15**  
*Long form of the Spanish possessive adjectives*

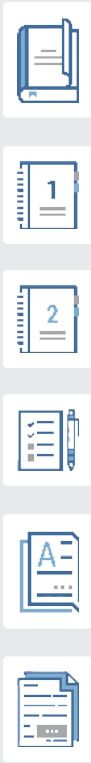
SINGULAR	PLURAL
mio, mia, mios, mias	nuestro, nuestra, nuestros, nuestras
tuyo, tuya, tuyos, tuyas	vuestro, vuestra, vuestros, vuestras
suyo, suyas, suyos, suyas	suyo, suya, suyos, suyas

Note. Benítez, C., 2025

Through the information in the table, you may have realized that long forms of Spanish Possessive adjectives show differences in gender, number and person.

When using the long form of possessive adjectives in Spanish, they are placed after the noun, whereas the short form always precedes it. For example, in *mi libro* (short form), the possessive adjective comes before the noun, while in *el libro mío* (long form), it follows the noun and is often used for emphasis. An additional example can be: *Mi amigo* / *el amigo mío*

Summarizing, both languages use possessive adjectives to indicate ownership and typically place them before the noun. Spanish possessive adjectives must agree in number and sometimes gender with the noun, whereas English possessive adjectives remain invariable.



2.2.4.3 Interrogative Adjectives

English Interrogative adjectives are used to form questions about limitation. Their forms include: which, what, whose. *Which* and *what*, can be subject or objects, *whose* shows possession. These forms are invariable, it means they do not change for gender or number to agree with the subject. As adjectives, they usually precede the noun.

They are used in two cases:

1. To ask a question:

In the following table, you will observe how interrogative adjectives are used in a sentence, please analyze their use.

Table 16  
*Examples of use of Interrogative adjectives in English*

Adjective	Example
SUBJECT	<b>What</b> topics do you prefer?
OBJECT	<b>Which</b> car is do you like?
POSSESSIVE	<b>Whose</b> notes are these?

Note. Benítez, C., 2025

After analyzing the different uses, it is important to note that Interrogative adjectives can be used as subject, objects or to denote possession.

2. In an exclamation

**What** a nice movie!     **What** a day!

In Spanish, the interrogative adjective is inflected for gender and number. They agree with the noun they modify. Let’s look at them in table 17.



**Table 17**

*Spanish Interrogative adjectives*

SINGULAR		PLURAL	
MASCULINE	FEMININE	MASCULINE	FEMININE
¿Qué?	¿Qué?	¿Qué?	¿Qué?
¿Cuál?	¿Cuál?	¿Cuáles?	¿Cuáles?
¿Cuánto?	¿Cuánta?	¿Cuántos?	¿Cuántas?

*Note.* Benítez, C., 2025

After analyzing the table, you may have realized that Spanish interrogative adjectives are more in number than English ones, besides, they need to agree in gender number and person with the noun they modify,

- *¿qué?* has only one form and therefore does not indicate gender or number.
- *¿cuál?* indicates number but not gender.
- *¿Cuánto?/¿cuánta?* and *¿cuántos?/¿cuántas?* indicate both gender and number.

Uses: The same as English Interrogative adjectives they are used to ask questions and for exclamations: examples:

*¿Cuántas horas trabajas?*

*¿Qué día es hoy?*

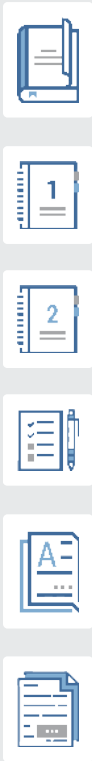
*¿Qué vestido vas a usar?*

*¿Cuál es la tarea para mañana?*

*¡Qué día tan bonito!*

*¡Qué calor!*

Summarizing, both languages use these adjectives before the noun, Spanish forms vary by gender and number, while English forms are invariable.



#### 2.2.4.4 Indefinite Adjectives

Indefinite adjectives are used to refer to nonspecific or undefined nouns, often implying generalization, approximation, or inclusivity. They help to convey the idea of "any," "some," "every," or "no particular" noun without specifying which one. **Their forms in English are *some, any, both, each, every, such* and *another*.** Usually, they are used before the noun.

##### Examples:

- Some solutions are effective. (Refers to a portion without specifying which ones.)
- Each student has a unique perspective. (Applies to every member of a group individually.)
- Such behavior is unacceptable (Describes a general or similar type of behavior.)

**In Spanish language their forms are *algunos/as, cualquier/a, ambos/as, cada, tal, otro/a* and the same as in English, they precede the noun.**

##### Examples:

- Algunos estudiantes tienen preguntas.
- Cada propuesta es única.
- Tal actitud es inadmisibile.

Summarizing, Indefinite adjectives, used in both English and Spanish, convey generalization or non-specificity about the nouns they modify. While in both languages they are placed before the noun and serve to indicate an undefined quantity or scope, Spanish indefinite adjectives must agree in gender and number with the noun, unlike their English counterparts which remain invariable. Additionally, Spanish forms more explicitly differentiate between singular/plural and masculine/feminine, such as *algunos/as*. Examples include *some* (which is plural) in English (e.g., Some students are absent) and *algunos* in Spanish (e.g., Algunos estudiantes están ausentes).





#### 2.2.4.5 Other Limiting Adjectives

Among other types of limiting adjectives, we have:

**Ordinal Numbers:** this type of adjectives serves to express the position or rank of an object or subject in a sequence. Unlike cardinal numbers, which denote quantity, ordinal numbers provide a sense of order, hierarchy, or progression. They are frequently used in structured communication, such as academic, legal, or procedural contexts.

In English forms of ordinal numbers include "first," "second," "third," continuing with "fourth," "fifth," and so on. Higher numbers, such as "twenty-first" or "thirty-second," are compound forms combining a cardinal base with an ordinal ending. Ordinals generally precede nouns to specify order and can also appear as standalone identifiers.

##### Examples:

- The first chapter of the book is introductory.
- He finished second in the race.
- January is the first month of the year.

In Spanish ordinal numbers include *primero/a*, *segundo/a*, *tercero/a*, continuing with *cuarto/a*, *quinto/a*, and so forth. For higher numbers, the same as twenty-first, in English the format becomes compound (*vigésimo primero/a*).

In Spanish, ordinal numbers agree in gender and number with the noun they modify. And they usually precede the noun, but in some formal contexts, such as titles, they may follow it (e.g., *Carlos Quinto*).

##### Examples:

- La primera lección es básica.
- Terminó en segundo lugar.
- Hoy es el quinto día del mes.



Some students learn fast.  
important. I want another pen.

Each/Every class is

Indf adj noun

Indf. adj noun

Indf. adj noun

Algunos estudiantes aprenden rápidamente.  
importante. Quisiera otro bolígrafo.

Cada clase es

Indf. adj noun

Indf. Adj noun

Indf. adj noun



Summarizing, both languages employ ordinal numbers to establish sequence and use them predominantly before the noun. They are fundamental in contexts requiring precise ordering. Spanish ordinals must align with the noun's gender and number, while English ordinals do not change form. Additionally, Spanish ordinals beyond *décimo* are less commonly used in everyday speech.

**Other Adjectival Forms.** They refer to words or expressions that, while not inherently adjectives, function as descriptive modifiers when placed next to nouns. These forms enrich the meaning of the noun by specifying or qualifying characteristics, often derived from *participles, nouns, or prepositional phrases*.

**In English,** these forms commonly include participial phrases as *running water* and compound expressions such as *three-story building*. These adjectival forms typically precede the noun but may follow for emphasis or in specific constructions such as: *The stars visible tonight*. **other examples may include:**

- The rising sun is breathtaking. (Present participle used as an adjective.)
- A leather jacket is durable. (Noun functioning as an adjective.)
- The book written by her is fascinating. (Participial phrase after the noun.)



**In Spanish as in English**, these forms often involve participles as in *párrafo eliminado*, nouns *mesa de madera*, or adjectives derived from phrases. Regarding their position in the sentence, unlike English, these forms generally follow the noun they modify, although they can precede for stylistic emphasis.

- El agua corriente estaba fría. ("Corriente" as an adjective following the noun.)
- Una casa de ladrillo es sólida. ("De ladrillo" as a descriptive phrase.)
- Los problemas discutidos fueron resueltos. (Past participle as an adjective.)

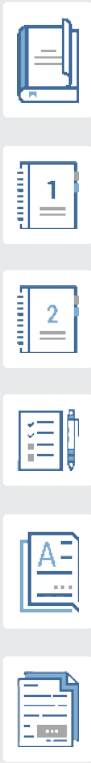
The following table will display some forms of adjectival phrases, look and analyze them.

**Table 18**  
Examples of different adjectival forms

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

Note. Benítez, C., 2025

After analyzing the table, you can distinguish the different adjectival forms we have in English and Spanish languages



Summarizing, both languages use participles, nouns, and phrases to create adjectival forms that describe or qualify nouns. These forms enhance meaning and add specificity. English places these modifiers before the noun more frequently, while Spanish tends to position them after. Additionally, Spanish adheres more strictly to gender and number agreement in adjectival forms. To complement this week's learning, review the following presentation entitled: [Limiting adjectives](#).

Dear students, up to this point, we have provided a thorough comparison of limiting adjectives in English and Spanish, including their positions and practical examples. To ensure you fully internalize the concepts explained, it is essential to not only review this section but also engage in an activity. Please create a chart summarizing all key information about this group of adjectives, including forms, positions, uses, and examples.

Note: Please complete the activity in a class notebook or Word document.

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

## 2.3 Adverbs

### Definition of Adverbs

Adverbs modify verbs, adjectives, or other adverbs by answering questions such as how, when, where, and to what extent. They often express manner, time, place, degree, or frequency. Adverbs in Spanish serve the same function as in English. They modify verbs, adjectives, or other adverbs and answer similar questions about manner, time, place, or quantity. Additionally, Spanish adverbs are often formed by adding the suffix *-mente* to the feminine form of adjectives.

### Forms of English Adverbs



In English, many adverbs are formed by adding -ly to adjectives (e.g., "quick" becomes "quickly"), though some have irregular forms that do not follow this pattern (e.g., "fast," "well"). When forming comparatives and superlatives, short adverbs typically take -er and -est (e.g., "fast, faster, fastest"), while longer adverbs use "more" and "most" (e.g., "carefully, more carefully, most carefully"). Additionally, some adverbs have irregular comparative and superlative forms, such as "well, better, *best*."

She works **hard**

trabaja **duro**

I like you **a lot**

Me gustas **mucho**

They travel **constantly**

Viajan **constantemente**

### Uses of English adverbs

Adverbs serve multiple functions in both English and Spanish. In English, they answer questions such as "how" (manner), "when" (time), "where" (place), and "to what extent" (degree). Examples include:

- He runs quickly. (*How?*)
- They arrived yesterday. (*When?*)
- She looked everywhere. (*Where?*)
- He was very tired. (*To what extent?*)

Adverbs are also used to form negative sentences. Negative adverbs like "not" and "never" create negative statements. Note that double negatives are not standard in English. For example:

- She is not coming.
- I never go to parties.

Additionally, interrogative adverbs introduce questions, such as When, Where, How, and Why. For example: *Where* are you going?



Finally, adverbs like *when* or *where* can introduce relative clauses, which provide additional information about the verb's action. For example: This is the place *where* we met.

## Forms of Adverbs in Spanish

Adverbs in Spanish are words that modify verbs, adjectives, or other adverbs, providing information about manner, place, time, frequency, degree, and more. Regarding form, adverbs in Spanish are generally invariable because they do not change their form based on gender, number, or other grammatical categories. Unlike adjectives, which must agree with the noun they modify, adverbs remain the same regardless of the word they describe.

Some of the rules for adverb formation are:

- Many Spanish adverbs are formed by adding *-mente* to the feminine singular form of an adjective:

rápida → rápidamente                      fácil → fácilmente

- If the adjective does not have a distinct feminine form, simply add *-mente* to the singular form:

feliz → felizmente                      difícil → difícilmente

- Some adverbs do not derive from adjectives and exist as standalone words:

Lugar: aquí, allí, cerca, lejos

Tiempo: ahora, antes, después, pronto

Cantidad: muy, poco, bastante, demasiado

Modo: bien, mal, así, despacio

Afirmación, Negación, Duda: sí, no, nunca, quizás

- Instead of single adverbs, Spanish often uses adverbial phrases consisting of multiple words: *a menudo*, *de repente*, *en seguida*, *poco a poco*



## Uses of Spanish adverbs:

Adverbs in Spanish are used to answer questions such as *cómo*, *cuándo*, *dónde*, and *cuánto*. Examples include:

- Corre rápidamente.
- Llegaron ayer.
- Buscó por todas partes.
- Estaba muy cansado.

Spanish also uses negative adverbs. Contrary to English, Spanish allows double negatives for emphasis, which is a common feature. Negative adverbs like *no*, *nunca*, *jamás*, *nada*, and *nadie* can appear in the same sentence. For example:

*No hablo inglés.                      No vi a nadie.*

Interrogative adverbs such as *cuándo*, *dónde*, and *cómo* are used to form questions, as in: ¿Cómo estás?

Additionally, relative adverbs like *cuando*, *donde*, and *como* connect clauses and provide extra information about the verb's action. For instance: Este es el lugar *donde* nació.

To complete the study of adverbs, it is important to notice the difference between **adjectives and adverbs**. In both English and Spanish, adjectives and adverbs serve distinct functions. Adjectives describe nouns, providing details about their qualities or characteristics, while adverbs modify verbs, adjectives, or other adverbs, explaining how, when, where, or to what extent an action occurs. For instance, in English the word *careful*: *She is a careful driver* (*adjective*), versus *She drives carefully* (*adverb*). Similarly, in Spanish the word *cuidadosa*, as in *Es una conductora cuidadosa* (*adjective*), versus *Conduce cuidadosamente* (*adverb*). Both languages adhere to these clear distinctions, emphasizing the complementary roles of adjectives and adverbs in providing clarity and precision.



Summarizing, while English and Spanish adverbs share the same fundamental purpose of modifying verbs, adjectives, or other adverbs, they differ significantly in formation and usage. English adverbs often end in -ly, while Spanish adverbs typically end in -mente, with the latter derived from the feminine form of the adjective. Comparatively, English adverbs use -er/-est or "more/most," whereas Spanish employs más, menos, or tan... como, with irregular forms existing in both languages. Regarding negatives, Spanish allows double negatives, unlike standard English. Furthermore, while both languages position adverbs flexibly, Spanish often places them after the verb they modify, whereas English positioning depends more on adverb type and emphasis. These differences highlight the nuanced ways in which adverbs operate across the two languages.

Finally, I invite you to review the presentation about [adverbs](#) to complement what you have learned in the week.



### Recommended learning activities

Dear student, it is now time to apply your knowledge through the following activity:

1. After thoroughly reviewing and internalizing the information, create a detailed mind map that includes all types of adjectives, their forms, and their functions. Be sure to incorporate your own examples to demonstrate understanding. This activity is designed to help you achieve a deeper grasp of how English and Spanish adjectives contrast. Remember, the primary objective of this subject is to develop a clear understanding of the similarities and differences between the two languages.
2. Now, do the following exercises.
  - a. 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.

- I put my book on the desk.

NOUN MODIFIED IN SPANISH: masculine                      S                      P

Puse \_\_\_\_\_ libro sobre el escritorio.

- Mary is wearing your familiar boots.

NOUN MODIFIED IN SPANISH: feminine                      S                      P

María lleva \_\_\_\_\_ botas.

- Roberto is looking for his mother.

NOUN MODIFIED IN SPANISH: feminine                      S                      P

Roberto busca a \_\_\_\_\_ madre.

- Mary is looking for her father.

NOUN MODIFIED IN SPANISH: masculine                      S                      P

María busca a \_\_\_\_\_ padre.

- b. 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?

- c. 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 t,



All right, dear students, I hope you have created a complete and creative mind map and successfully captured all the essential information in it. This activity is key to reinforcing your understanding of the material.

Note: Please complete the activities in a class notebook or Word document.

## Contents, resources and recommended learning activities



### Week 5



Dear students, over the past weeks, we have explored nouns, adjectives, and adverbs. This week, we will go deeper into conjunctions, interjections, and prepositions. What comes to mind when you think about these elements of grammar? Can you brainstorm some ideas and jot them down on a piece of paper? Take a moment to reflect and write down any connections or examples you can think of.

Were you able to come up with some ideas? If so, fantastic! If not, no worries—we are here to learn together. Let's begin by exploring each of these essential components step by step. Together, we will build a strong understanding of how they function in both English and Spanish. Let's start with conjunctions.

## Unit 2. Word classes and sentence construction in English and Spanish: Content and function words

### 2.4 Conjunctions

Conjunctions are words that link words, phrases, clauses, or sentences to create logical connections and ensure coherence in discourse. In both English and Spanish, they are invariable elements that maintain grammatical structure and meaning within a sentence. Despite their shared function, there are notable differences between the two languages. In English, conjunctions are strictly function words that serve to connect elements in a grammatically meaningful way. In Spanish, they fulfill the same purpose but often exhibit



greater flexibility in placement and a broader use of compound conjunctions. Additionally, some conjunctions in Spanish may require changes in verb mood, such as the use of the subjunctive, which does not occur in English. This section provides a thorough explanation of conjunctions in both languages, focusing on their definitions, forms, types, uses, and key contrasts.

### 2.4.1 Forms of Conjunctions

Conjunctions are function words in both English and Spanish, meaning they are invariable and do not change their form. This feature distinguishes them from other word classes like adjectives or verbs, which undergo modifications. Conjunctions in both English and Spanish can be classified based on their structure into three main forms: simple, compound, and correlative conjunctions.

*Simple conjunctions* consist of a single word, such as **and**, **but**, or **or** in English: *She likes coffee and tea.* and **y**, **pero**, **o** in Spanish: *Me gusta el café y el té.*

*Compound conjunctions* are formed by combining two or more words. In English, these include phrases like *as long as*, *even though*, *as soon as*, *as in*: *We will start as soon as everyone arrives.* In Spanish, common examples are *a pesar de que*, *siempre que*, *tan pronto como*, example: *Comenzaremos tan pronto como lleguen todos.*

*Correlative conjunctions*, appear in pairs to link parallel elements, emphasizing contrast or relationship. Examples in English include *either...or*, *neither...nor*, *not only...but also*, for example: *He is not only intelligent but also hardworking.* In Spanish, equivalents include *o...o*, *ni...ni*, *tanto...como* as in: *No me gusta ni el café ni el té.*



## 2.4.2 Types and Uses of Conjunctions

Conjunctions in both English and Spanish serve to connect words, phrases, and clauses, ensuring coherence and logical relationships within sentences. They can be categorized into three main types: coordinating, subordinating, and adverbial conjunctions, each with specific functions that define their usage.

- **Coordinating conjunctions:** link elements of equal grammatical weight, such as two nouns, phrases, or clauses. In English, they include *and, but, or, nor, for, so, yet* (*She likes coffee, **and** he prefers tea*). Similarly, in Spanish, they include *y, pero, o, ni* (*Me gusta el café, **pero** él prefiere el té*). It is important to note that in Spanish, *y* changes to *e* before words starting with an *i* sound, and *o* changes to *u* before words starting with an *o* sound, as in: *Padres **e** hijos, uno **u** otro*.
- **Subordinating conjunctions:** connect a dependent clause to an independent clause, providing additional information about cause, time, or condition. English examples include *because, although, if, when, since, while* as in: ***Because** it was raining, we stayed indoors*, while Spanish equivalents include *porque, aunque, si, cuando* for example: ***Porque** llovía, nos quedamos adentro*.
- **Adverbial conjunctions:** (or conjunctive adverbs) express logical relationships such as cause-effect, contrast, or sequence. In English, they include *however, therefore, consequently, nevertheless* (*He was late; **however**, he still joined the meeting*), while in Spanish, equivalents include *por lo tanto, sin embargo, así que*, for example: *Llegó tarde; **sin embargo**, participó en la reunión*.

Conjunctions in both languages not only structure discourse but also clarify relationships between ideas, ensuring fluidity and coherence in communication.

In the following table some of the English and Spanish conjunctions are presented.



**Table 19**  
*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.* Benítez, C., 2025.

As you may have seen in the chart most of the conjunctions in English have counterparts in Spanish.

Summarizing, conjunctions in English and Spanish perform similar roles in connecting sentence elements, ensuring logical coherence. Both languages categorize conjunctions into coordinating, subordinating, and adverbial types, though specific conjunctions and their grammatical behaviors vary. For instance, Spanish conjunctions like *y* and *o* adapt based on phonetic context (e.g., *padres e hijos*), a feature absent in English. Additionally, while English relies heavily on adverbial conjunctions for transitions, Spanish often uses



multi-word phrases (e.g., *por lo tanto*, *sin embargo*) to express similar ideas. Understanding these nuances helps learners use conjunctions effectively in both languages.

Dear students, we have now completed the explanation about conjunctions. I hope you have grasped the key concepts and stored them in your learning toolbox! To reinforce these contents, let us work on the activity in the recommend activities section. Through practice, we will solidify our understanding and ensure mastery of conjunctions in both English and Spanish.

## 2.5 Interjections

Interjections are a dynamic and expressive part of language. They serve to convey emotions, reactions, or abrupt remarks, often standing apart from the grammatical structure of a sentence. This guide explores the definitions, forms, and uses of interjections in English and Spanish, offering a comparative perspective.

### Definition of Interjections

In English Interjections are invariable words or sounds that express strong emotions or spontaneous reactions. They often stand alone, disconnected from the sentence's grammar, and are set off by punctuation like commas or exclamation points (e.g., "Wow!").

In Spanish, interjections function similarly to their English counterparts, expressing exclamations or emotions. However, they are marked by inverted exclamation points (*¡*) at the beginning and a standard exclamation point (*!*) at the end (e.g., *¡Hola!*).



### 2.5.1 Forms of Interjections

Interjections in English are typically single words or concise phrases that remain invariable, meaning they do not change form to align with grammatical rules. They are versatile in function and tone, often used spontaneously in conversation or writing. Examples include:

- **Expressions of emotion:** Exclamations such as *Oh!*, *Ouch!*, and *Wow!* convey surprise, pain, or amazement.
- **Greetings:** Words like *Hello!* and *Hi!* function as casual or formal acknowledgments.
- **Approval or encouragement:** Terms such as *Bravo!* and *Well done!* signal admiration or support.
- **Disapproval or frustration:** Expressions like *Ugh!* and *Darn!* indicate annoyance, disappointment, or irritation.

In Spanish, interjections are similarly concise and invariable, often consisting of a single word or brief expression. These interjections are rich in emotion and culturally resonant, with their usage often enhanced by punctuation. Examples include:

- **Expressions of emotion:** Words like *¡Ay!*, *¡Caray!*, and *¡Cielos!* express surprise, pain, or astonishment.
- **Greetings:** The interjection *¡Hola!* serves as a common greeting, equivalent to *Hello!* in English.
- **Approval or encouragement:** Terms such as *¡Bravo!* and *¡Ole!* convey admiration or celebratory cheer.
- **Disapproval or frustration:** Phrases like *¡Dios mío!* and *¡Caramba!* communicate shock, dismay, or concern.





## 2.5.2 Uses of Interjections

In English, prepositions are used to:

- **Convey emotions:** Interjections serve as a direct means of expressing emotions such as surprise, joy, anger, or pain. These expressions are often spontaneous and unstructured.

Example: **Ouch!** That hurts.

- **Greeting or addressing:** Interjections can function as casual greetings or a way to catch someone's attention in a conversation.

Example: **Hi!** How are you?

- **Expressing Approval or Encouragement:** These interjections show admiration, approval, or motivation, often in celebratory or supportive contexts.

Example: **Bravo!** That was an excellent performance.

- **Exclaiming Disapproval:** Interjections express annoyance, frustration, or disapproval. They serve as an outlet for emotions like irritation or disbelief.

Example: **Ugh!** This is so frustrating.

Spanish: in Spanish, preposition serve to:

- **Express emotions:** Similar to English, Spanish interjections allow speakers to express a range of emotions, from pain to excitement, in a concise and impactful way.

Example: **¡Ay!** Eso duele.

- **Greeting or Addressing:** Spanish interjections are frequently used for everyday greetings or to initiate interactions.

Example: **¡Hola!** ¿Cómo estás?



- **Showing Approval or Encouragement:** These interjections are used to praise or motivate, often heard in performances or celebratory situations.

Example: **¡Bravo!** Hiciste un gran trabajo.

- **Expressing Disapproval:** Interjections in Spanish can indicate dismay, concern, or disappointment, offering an emotional reaction to situations.

Example: **¡Dios mío!** Esto es terrible.

Summarizing, both English and Spanish interjections are invariable and serve the primary purpose of expressing emotions or reactions. They are often short and spontaneous, functioning outside the grammatical structure of a sentence. While English interjections rely heavily on punctuation like exclamation points, Spanish uses inverted exclamation marks to frame these expressions, adding a unique stylistic feature. Cultural nuances also play a role, as some interjections, like ¡Ole! in Spanish, lack direct English equivalents.



Dear students, we have now explored the definitions, forms, and uses of interjections in both English and Spanish. These small but powerful words allow us to express emotions, greet others, show approval, and more. Can you think of some examples of interjections in your everyday language? Take a moment to jot them down.

Were you able to come up with some examples? Wonderful! If you had difficulty, don't worry—this is your chance to learn more and practice. Let's move on to a fun activity in the recommended activity section that will help reinforce what we've learned. Get ready to identify, translate, and use interjections effectively in both English and Spanish.

## 2.6 Prepositions

Prepositions are essential elements of language that establish relationships between words, often indicating direction, location, time, or cause. Despite their simplicity in form, prepositions can be challenging to master due to their



variability in meaning and usage across contexts. This guide provides an in-depth exploration of prepositions in English and Spanish, focusing on their definitions, forms, uses, and contrasts.

## Definition of Prepositions

Prepositions are function words that link a noun or pronoun (its object) to other words in a sentence, showing the relationship between them. They are often followed by their object and can indicate relationships of place ("on the table"), time ("before dinner"), direction ("to the store"), or cause ("because of the rain").

In Spanish prepositions function similarly to those in English, connecting nouns or pronouns to the rest of the sentence. However, they often have broader meanings and may require additional context to interpret correctly. Spanish prepositions always precede their object and do not appear at the end of a sentence.

### 2.6.1 Forms of Prepositions

Prepositions in English can take the form of single words or more complex multi-word phrases. Single-word prepositions like **in**, **on**, or **under** are straightforward and commonly used, while compound prepositions such as **in front of** or **on behalf of** consist of multiple words that work together to convey a single relational meaning. These forms are invariable, meaning they do not change regardless of the grammatical context in which they are used. For instance, **on** remains the same whether used in **on the table** or **on time**.

In Spanish, prepositions also appear as single words or multi-word phrases. Simple prepositions such as **en**, **con**, and **para** are foundational in sentence construction. However, compound prepositions like **al lado de** or **a pesar de** add layers of meaning to sentences. Unlike English, certain Spanish prepositions, notably **a** and **de**, combine with the definite article **el** to form contractions: **al** (**a + el**) and **del** (**de + el**). This feature, while simple, is unique to Spanish and must be considered when constructing sentences.



## 2.6.2 Uses of Prepositions

In English prepositions serve a variety of functions, connecting nouns or pronouns to other elements of a sentence to indicate relationships of place, time, direction, or abstract association. For example:

- **Indicating place or location:** Prepositions like **on**, **under**, and **between** specify where something is located relative to other objects. Example: The keys are **on** the Table
- **Expressing time:** Temporal prepositions such as **before**, **after**, and **during** clarify when an action occurs. Example: "We'll meet before lunch."
- **Showing direction or movement:** Prepositions like **to**, **into**, and **through** indicate motion from one place to another. Example: He's going **to** the park.
- **Forming phrasal verbs:** Many prepositions combine with verbs to create phrasal verbs, altering the verb's original meaning. Example: She **looks after** her brother, in which *to look after* means *to take care of*.

In Spanish, on the other hand, prepositions are equally versatile but adhere to stricter rules regarding placement and usage. For instance:

- **Indicating place or location:** Prepositions like **sobre**, **debajo de**, and **entre** specify the spatial relationship between objects. Example: Las llaves están **sobre** la mesa.
- **Expressing time:** Temporal prepositions such as **antes de** and **después de** are used to situate actions within a timeline. Example: Nos vemos **antes de** almuerzo.
- **Showing direction or movement:** Spanish prepositions like **a** and **hacia** indicate movement. Example: Va **a** parque.
- **Combining with verbs:** While Spanish relies less on prepositions for phrasal verbs, specific verbs require particular prepositions to convey their intended meaning. Example: Cuidar **de** su hermano.

Table 20 will show some of the prepositions in English and Spanish



**Table 20**  
*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>

*Note. Benítez, C., 2025.*

After analyzing the table, it is important that you realize that prepositions in English do not have a exact counterpart in Spanish.

Summarizing, English and Spanish prepositions share the same function of linking nouns or pronouns to other elements in a sentence to convey relationships such as place, time, or direction. However, Spanish prepositions are stricter in placement, always preceding their object, while English allows flexibility in informal speech. Additionally, Spanish contractions like *al* and *del* introduce a layer of complexity absent in English. These differences highlight the importance of context and grammar in mastering prepositions across both languages.

All right, dear students, now that you have completed the exercise on prepositions, I hope you’ve gained a deeper understanding of how these invariable words function to show the relationship between a noun or pronoun and other parts of a sentence. You may have also noticed that, while



prepositions share many similarities across English and Spanish, there are some differences in their counterparts between the two languages. Below I invite you to review the presentation entitled: [Conjunctions, Interjections and Prepositions](#).

Dear students, we have now concluded our study of prepositions. To ensure that you have a strong understanding of their forms and uses I invite you to put your knowledge into practice. Please carefully complete the following activities, which are designed to reinforce what you've learned.



### Recommended learning activities

1. Circle the coordinating and subordinating conjunctions in the sentences below. Underline the words each conjunction serves to coordinate or to
  - Mary and Paul were going to study French or
  - She did not study because she was too
  - Not only had he forgotten his ticket, but he had forgotten his passport as well.
2. Circle the prepositions in the sentences below. Then translate them into
  - I will call you toward the end of the
  - His family returned from Peru last
  - The teacher walked around the room as she
  - These days many men and women work at
3. Identify the prepositions in the following sentences and classify their function (e.g., location, time, direction).
4. Translate the sentences into the opposite language (English to Spanish or Spanish to English), ensuring correct usage of prepositions.
  - The book is on the Table
  - Llegamos antes del amanecer.



- She walked to the store with her friend.
- El perro está debajo de la cama.
- They met at the park at 3 o'clock.

Note: please complete the activities in a class notebook or Word document.

5. Let us now move on to our next topic: pronouns in English and Spanish. Before exploring this topic, I encourage you to reflect on what you already know about pronouns. Try to define them and list their types in your notebook. If you're unsure, take a moment to explore the internet and gather some answers.

Excellent! Now that you've revisited the concept of pronouns and their categories, let's explore this topic to expand your knowledge.

## Contents, resources and recommended learning activities



### Week 6

## Unit 2. Word classes and sentence construction in English and Spanish: Content and function words

### 2.7 Pronouns

for nouns, helping to avoid repetition and provide clarity in communication. Despite their shared purpose, the forms and uses of pronouns differ across the two languages. This section offers an in-depth exploration of the different types of pronouns, focusing on their definitions, forms and uses, focusing also on their similarities and differences.

#### Definition of Pronouns

Pronouns are words that replace nouns in a sentence, referring to people, places, things, or ideas without explicitly naming them. They are used to simplify communication and avoid redundancy. Pronouns in English are categorized by their grammatical role, gender, number, and case. On the other



hand, Spanish pronouns serve the same purpose as their English counterparts but include additional distinctions, such as gender and formality. Spanish pronouns must agree in gender and number with the nouns they replace, and some pronouns vary depending on the level of formality or familiarity in a conversation.

### 2.7.1 Overview of forms of pronouns in English and Spanish

To expand your knowledge on this topic, I invite you to review the following interactive presentation.

[Pronouns in English and Spanish Forms and Uses](#)

In both languages pronouns must agree with the nouns they refer to in terms of number (singular or plural) and gender. For example: Singular noun with a singular pronoun: *He is a doctor* and plural noun with a plural pronoun: *We are students*

### 2.7.2 Uses of Pronouns

Pronouns are words that replace nouns in sentences, referring to people, places, things, or ideas. They improve clarity, avoid repetition, and enhance the flow of speech and writing. Without pronouns, sentences would become repetitive and awkward. For instance, instead of saying, *Tom went upstairs to the bedroom. Tom opened the door, and Tom sat on the bed*, we can use pronouns to make the sentence smoother: *Tom went upstairs to his bedroom, opened the door, and sat on his bed*. Some of the uses of pronouns are:

- Pronouns function as subjects or objects in a sentence. For example, in *She is my friend*. (*She* replaces a noun as the subject) or in *I saw them at the store* (*them* replaces a noun as the object). Pronouns typically refer back to a noun mentioned earlier and must agree in number, gender, and point of view with the noun they replace.





- In the case of Possessive pronouns, they show ownership as in: *This book is mine* (*mine* replaces *my book* or *El coche es suyo* (*suyo* indicates possession in Spanish)).
- Pronouns simplify sentences by replacing previously mentioned nouns, making writing and speech more concise, look at the example: *We have never been to Germany before* (*We* avoids repeating specific names). It is difficult to stay calm in stressful situations (*It* refers to a general situation.)
- Pronouns also clarify relationships, in *This is the student who won the contest* (*Who* introduces a relative clause) and in *Ese es el libro que necesito* (*que* refers to *el libro* in Spanish).
- As for Demonstrative pronouns, they specify objects or people: in *This is my house* and *that is yours* *This* and *that* refer to specific objects and in *Estos son mis amigos*, *Estos* refers to these people in Spanish.
- Also, they are used to ask questions as in the case of Interrogative pronouns. Look at the examples: *Who is coming to the meeting?* ¿Cuál prefieres? (Which one do you prefer?)
- In the case of Reflexive pronouns, they indicate that the subject and object are the same: *She hurt herself*, *herself* refers to she. Also, some pronouns express mutual actions between two or more people, for example: *They called each other*, *each other* shows mutual actions, or in *Nos vimos ayer*, *nos* shows reciprocal action in Spanish.

While the definitions, forms, and uses of pronouns in Spanish align closely with those in English, there are critical distinctions to understand. Spanish introduces additional levels of complexity, particularly in the personal pronouns for **you**, which vary based on formality, number, and region.

- **Tú and usted:** In singular form, Spanish distinguishes between **tú** the informal **you**, and **usted**, the formal equivalent. **Tú** is commonly used to address family members of the same generation, close friends, Peers, such as fellow students or colleagues, children under the age of 13<sup>th</sup>, animals, and God (in a spiritual context). The use of **tú** varies across Spanish-speaking regions. In some areas, it may be appropriate to use **tú** upon meeting someone, while in others, it is reserved for closer



relationships. There are even regions where **tú** is rarely used, replaced by other forms like **usted**.

- **Usted:** This form universally conveys politeness and respect across the Spanish-speaking world. Abbreviated as Ud. or Vd., **usted** addresses a second person. It is used to address individuals older than the speaker, strangers or acquaintances in formal contexts
- **Vosotros/Vosotras:** These are the plural informal equivalents of **tú**, used to address a friendly group. While commonly employed in Spain, they are rare in Latin America, where **ustedes** is used in both formal and informal plural contexts. These forms also reflect gender: **vosotros** for mixed or male groups and **vosotras** for female groups.
- **Ustedes:** The plural form of **usted**, abbreviated as Uds. or Vds., serves as the standard, polite plural **you** in most Spanish-speaking countries, including many parts of Spain. **Ustedes** may also be used in informal plural situations, further replacing **vosotros/vosotras** outside Spain.

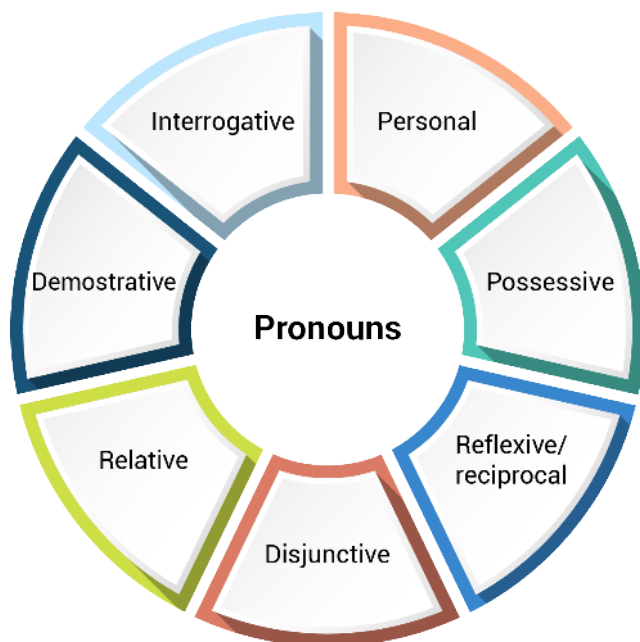
### 2.7.3 Types of pronouns

There are various types of pronouns, each serving a distinct purpose in communication. The accompanying figure illustrates the different categories of pronouns and their specific functions, providing a clear overview of their roles in sentence structure.



**Figure 4**

*Types of pronouns in English and Spanish*



Note. Benítez, C., 2025.

The figure lists the type of pronouns in both languages: Personal, Possessive, Reflexive/Reciprocal, Disjunctive, Relatives, Interrogative and Demonstrative Pronouns. Let's start the analysis of each one of them.

### 2.7.3.1 Personal pronouns

A personal pronoun is a type of pronoun used to replace specific nouns that refer to people, objects, or entities. These pronouns are categorized based on grammatical person (first, second, third), number (singular, plural), gender (in some cases), and case (subjective, objective, possessive). Their primary function is to improve sentence clarity and avoid repetitive use of nouns.

Forms and uses of English personal pronouns

- **Subjective Pronouns:** These pronouns act as the subject of a sentence, performing the action of the verb.



**Forms:** I, you, he, she, it, we, you they.

**Uses:** Replace the noun that is performing the action. Reflect the subject performing the action, with distinctions in gender, number, and formality, for example: *She* is learning Spanish.

- **Direct object pronouns:** replace the noun directly affected by the verb's action. They answer the question "what?" or "whom?"

**Forms:** me, you, him, her, it, us, them.

**Uses:** Avoid repetition when the object of the verb is already known. In *She called him*, *him* replaces the boy or John.

**Indirect object pronouns:** Indirect object pronouns replace the noun indirectly affected by the verb's action, often answering the question to whom? or for whom?

**Forms:** me, you, him, her, it, us, them.

**Uses:** To indicate the recipient of an action, for example: *She gave me a gift.* (*me* indicates to whom the gift was given.)

**Object of preposition pronouns:** These pronouns follow prepositions and indicate the object to which the preposition refers.

**Forms:** me, you, him, her, it, us, them.

**Uses:** To clarify the relationship indicated by a preposition. In the example: *The book is for her* (*her* is the object of the preposition *for*).

**Forms and uses of Spanish personal pronouns, Spanish personal pronouns are similar to English ones in some aspects, for example, in Spanish we can identify the same type of pronouns as in English with some differences in the use.**

- **Subject pronouns:** Act as the subject of the sentence and align with verb conjugations.

**Forms:** yo, tú, él, ella, usted, nosotros/nosotras, vosotros/vosotras, ellos/ellas, ustedes.

**Uses:** Replace the subject performing the action as in: *Nosotros estudiamos para el examen.*

- **Direct object pronouns:** Indicate the recipient of the verb's action directly.

**Forms** me, te, lo/la, nos, os, los/las.

**Uses:** Replace the noun directly affected by the verb, for example: Él *lo* compró.

- **Indirect object pronouns:** Indicate the recipient of the action indirectly, often answering to whom or for whom.

**Forms:** me, te, le, nos, os, les.

**Uses:** Replace the noun indirectly affected by the verb for example: Ella *me* dio un regalo.

- **Prepositional pronouns:** Follow prepositions to indicate the object of the preposition.

**Forms:** mí, ti, él/ella/usted, nosotros/nosotras, vosotros/vosotras, ellos/ellas/ustedes.

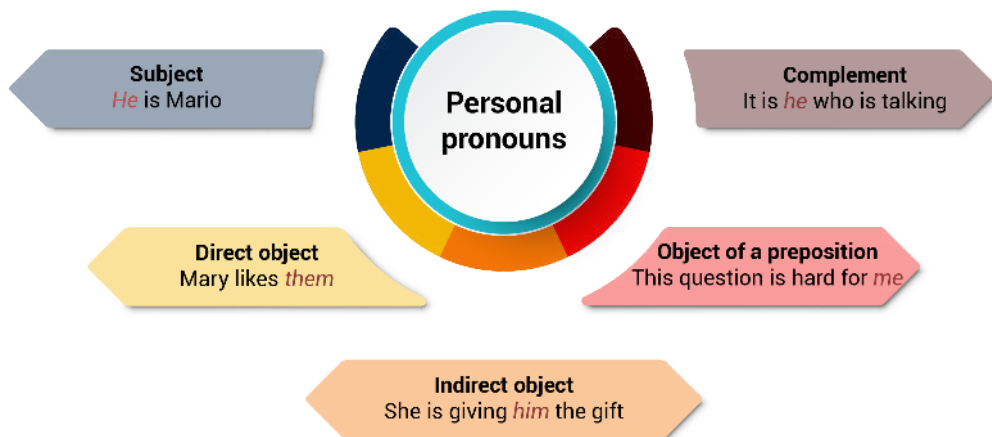
**Uses:** Replace the noun after a preposition, example: El regalo es *para mí*.

In the previous sections, we have explored the forms and uses of personal pronouns. To provide a clearer understanding of their functions and applications, the following figure illustrates the key uses of personal pronouns in both English and Spanish.



**Figure 5**

*Uses of personal pronouns*



Note. Tomado de Side-by-Side Spanish and English Grammar, por Farrell, E. R., & Farrell, C. F. (2012), McGraw-Hill Professional.

This diagram illustrates the different roles of personal pronouns in sentences, including subject, direct object, indirect object, object of a preposition, and complement

### **Positions of Pronouns in English and Spanish**

**Subject Pronouns:** In English subject pronouns are placed before the verb, acting as the doer of the action. Example: *She is reading*. In Spanish, they also precede the verb but are often omitted unless clarity or emphasis is needed. Example: *(Ella) está leyendo*.

**Direct Object Pronouns:** In English direct object pronouns are placed after the verb, identifying "what" or "whom" receives the action. Example: *I saw her at the park*. In Spanish: direct object pronouns generally precede the verb but attach to infinitives, gerunds, or affirmative commands. Example: *La vi en el parque*.

*Indirect Object Pronouns:* In English, Indirect object pronouns are placed after the verb, answering "to whom" or "for whom." Example: She gave me a gift. In Spanish they typically precede the verb but attach to infinitives, gerunds, or affirmative commands. Example: Me dio un regalo. Attached: Quiero **dárte** un regalo.

*Object of Preposition Pronouns:* in English these pronouns follow prepositions to clarify relationships in the sentence. Example: *The book is for him.* In Spanish: they follow prepositions, with distinct forms like **mí** and **ti**. Example: *El regalo es **para mí**.*

Summarizing: Personal pronouns in English and Spanish perform the same fundamental role of replacing nouns to improve sentence clarity and coherence. However, Spanish pronouns introduce additional layers of complexity, such as explicit gender distinctions, formality levels, and plural forms that reflect gender. English pronouns, in contrast, have simpler forms but rely heavily on context to convey nuances.

Dear students, we've now explored the forms and uses of personal pronouns in both English and Spanish. These small yet powerful words play a significant role in structuring sentences and ensuring clarity in communication. Think about how personal pronouns function in your native language compared to the one you're learning. Can you identify examples where gender or formality influences pronoun use? Reflect on these differences and how they affect sentence construction.

Were you able to find a few examples? Wonderful! If not, don't worry—in the recommended learning activities section will give you the chance to practice and solidify your understanding.





Dear students, we have now completed our study of personal pronouns and their roles in communication. It's time to move on to the next group of pronouns: possessive pronouns. Before diving into their explanation, let me ask you: what do you already know about them? Can you recall some examples of possessive pronouns and how they are used? Write down your thoughts and examples.

Were you able to think of a few? Fantastic! If not, don't worry—we're here to learn together. Let's explore possessive pronouns in detail, focusing on their forms, uses, and examples.

### 2.7.3.2 Possessive Pronouns

English: Definition: Possessive pronouns indicate ownership or possession and replace nouns to avoid repetition. They can function independently or modify nouns.

Forms: Possessive Pronouns stand alone, replacing the noun entirely. They are: mine, yours, his, hers, ours, theirs. Example: *This book is mine.*

Possessive pronouns in English are influenced by person and number, with the third-person singular forms also reflecting gender. Unlike other pronouns, possessive pronouns maintain the same form regardless of their function in a sentence. When the person, gender, and number of the possessor are known (e.g., Mary), there is only one possible pronoun to use (e.g., hers). For instance: You have your book; where is Mary's book (her book)?

Uses: Possessive pronouns indicate ownership without repeating the noun. Example: *The blue pen is yours, not mine.*

They also emphasize possession. Example: *That car is definitely hers.*

Spanish possessive pronouns also indicate ownership and reflect gender and number, matching the noun they replace or modify. They are categorized similarly into dependent and independent forms.





**Forms:** mío/a, tuyo/a, suyo/a, nuestro/a, vuestro/a.

Possessive Pronouns replace the noun entirely and are always preceded by a definite article. Example: *Este libro es mío.*

**Uses:** they indicate possession while agreeing with the gender and number of the noun. Example: Los zapatos son *tuyos*. Also they are used to emphasize ownership, for example, Esa casa es *nuestra*.

The table below shows the equivalents of English possessive pronouns. Please analyze it.

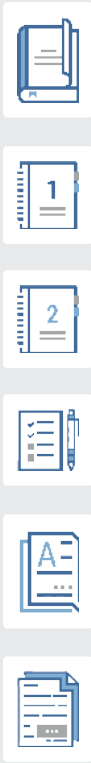
**Table 21**  
*Equivalents of Possessive pronouns in English and in Spanish*

POSSESSIVE PRONOUNS IN ENGLISH AND IN SPANISH	
yours (tú)	yours (tú) el tuyo, la tuya, 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.* Benítez, C., 2025.

The table shows the different equivalents of English possessive pronouns in Spanish, notice that they have different equivalents, which can be understood just in context.

Summarizing, possessive pronouns in both English and Spanish serve to indicate ownership, but they differ in their agreement rules and structure. English does not require agreement in gender or number for possessive pronouns, making its forms simpler. In contrast, Spanish forms require alignment with the gender and number of the noun, and possessive pronouns in Spanish also necessitate the use of a definite article (e.g., *el mío*). Understanding these ideas ensures precise communication and fluency in both languages.



Dear students, we've now explored the forms and uses of possessive pronouns in English and Spanish. These pronouns play an important role in expressing ownership while adding clarity and fluidity to communication. Reflect on the examples we've discussed—can you identify similar uses in your own language? How do possessive pronouns differ between English and Spanish?

Dear students, we have now completed our study of possessive pronouns and their roles in communication. It's time to move on to the next group of pronouns: reflexive ones. Before getting into their explanation, let me ask you: what do you already know about them? Can you recall some examples of reflexive pronouns and how they are used? Write down your ideas and examples.

Were you able to think of a few? Fantastic! If not, don't worry—we're here to learn together. Let's explore reflexive pronouns in detail, focusing on their forms, uses, and examples.

### 2.7.3.3 Reflexive pronouns

**Definition of Reflexive Pronouns.** Reflexive pronouns are pronoun objects or complements that refer back to the subject of the sentence, indicating that the action is performed by the subject on itself. These pronouns emphasize that the subject and object are the same.

#### Forms of English Reflexive Pronouns

English reflexive pronouns are formed by adding -self (singular) or -selves (plural) to possessive adjectives:

- **Singular:** *myself, yourself, himself, herself, itself.*
- **Plural:** *ourselves, yourselves, themselves.*

Spanish reflexive pronouns correspond closely to direct and indirect object pronouns, with the exception of third-person forms:

- **Singular:** *me, te, se.*



- **Plural:** *nos, os, se.*

These pronouns precede conjugated verbs but attach to infinitives, gerunds, or affirmative commands.

Me lavo las manos.

¿Te ves en el espejo?

- Yo *me* ducho cada mañana.
- Ellos *se* divierten en la fiesta.
- Voy a relajarme después de trabajar.
- ¿Puedes vestirme rápidamente?
- Estamos arreglándonos para salir.
- Sigue peinándose mientras habla.
- Levántate temprano mañana.
- Diviértanse en la fiesta.

Table 22 shows the reflexive pronouns in English and in Spanish. Please compare and contrast them

**Table 22**  
*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. Benítez, C., 2025.



Once you have compared and contrasted the information in the table, you can tell the differences between English and Spanish Reflexive pronouns, also note that English ones, are directly related to personal pronouns while Spanish ones do not share that characteristic.

### Uses of Reflexive Pronouns: Reflexive pronouns are used to express:

- **Reflexive Actions:** Indicate that the subject performs the action on itself, as in *He taught himself to swim.*
- **Emphasis:** Add emphasis to the subject to clarify or highlight who performed the action. as in *I will do it myself!*
- **Idiomatic Expressions:** Appear in set expressions that have non-literal meanings. *They enjoyed themselves at the party.*
- **Reciprocal Actions:** Reflexive pronouns are not used for mutual actions; instead, English uses “each other” or “one another.” *They congratulated each other.*

### In Spanish Reflexive pronouns serve many functions:

- **Reflexive Actions:** Denote actions the subject performs on itself. as in: *Él se lavó las manos.*
- **Reciprocal Actions:** Reflexive pronouns indicate mutual actions, often clarified with phrases *el uno al otro. Ellos se ayudaron el uno al otro.*
- **Clarification and Emphasis:** Reflexive actions can be emphasized using phrases like *a sí mismo/a* as in: *Ella se habló a sí misma.*

**Verbs requiring reflexive pronouns:** Spanish has many verbs that are reflexive by nature, example: *Ella se fue temprano.*

### Reciprocal pronouns: Each other and One another

Reciprocal pronouns, **each other** and **one another**, are used to indicate a mutual action or relationship between two or more people or entities. These pronouns show that the subjects in the sentence are acting upon one another.

- **Each other:** Traditionally used to refer to a mutual action or relationship between two people or entities.



- **One Another:** Traditionally used to refer to a mutual action or relationship among three or more people or entities.

In modern English, the distinction between the two is often blurred, and they are commonly used interchangeably. They are used to:

- **Express mutual actions:** These pronouns indicate that the action is reciprocal, meaning the subjects perform the action on each other. *They hugged each other after the argument. (Both individuals hugged one another.) The team members encouraged one another during the match. (All team members supported one another.)*
- **Clarify reciprocal relationships:** as in: *They depend on each other for support.* The sentence means that both individuals rely on one another. *Also in: The children shared toys with one another,* means that *All the children exchanged toys among themselves*
- **With prepositional phrases:** Reciprocal pronouns often follow prepositions to clarify relationships. *The students worked with each other to solve the problem. The neighbors were kind to one another.*

Once we have described forms and uses of relative pronouns in both languages, it is important to remember some significant differences between them.

**Placement:** In English, reflexive pronouns follow the verb (*She hurt herself*). In Spanish, reflexive pronouns precede conjugated verbs but attach to infinitives, gerunds, or affirmative commands (*Ella se lastimó*).

**Reciprocal actions:** English uses *each other* or *one another*, while Spanish uses reflexive pronouns or phrases like *el uno al otro* as in *Ellos se miraron el uno al otro*.

**Frequency:** Reflexive verbs are more common in Spanish, often adding distinction absent in English (e.g., *dormirse* vs. *dormir*).



In Spanish, reciprocal actions are usually expressed using reflexive pronouns (e.g., *se*, *nos*). To clarify reciprocity, phrases like *el uno al otro* (each other) or *unos a otros* (one another) are often used. *Se ayudaron el uno al otro.* (*Nos miramos unos a otros.*)

Dear students up to now, we have studied reflexive and reciprocal pronouns, their forms and uses, now it is time to practice, so please do the following learning activity. **As in** *Se ayudaron el uno al otro.* (*They helped each other.*) *Nos miramos unos a otros.* (*We looked at one another.*)

Summarizing, reflexive pronouns in both English and Spanish emphasize actions performed by the subject on itself or mutual actions between subjects. Spanish uses reflexive constructions more frequently, with additional change in verb meanings and pronoun placement. Understanding these differences is essential for effective communication in both languages. Let's review more on this topic in the following presentation about [Pronouns part 1](#).

Now that we have completed our exploration of reflexive and reciprocal pronouns, including their forms, uses, and unique roles in both English and Spanish, it is time to explore another essential category: **disjunctive pronouns**. These pronouns are distinct in their ability to emphasize or clarify relationships within a sentence, often standing alone or following prepositions. Let's examine how disjunctive pronouns function in both languages and the similarities and differences they present.

#### 2.7.3.4 Disjunctive pronouns

**Disjunctive pronouns**, also known as emphatic or stressed pronouns, are used independently of a verb. They emphasize or intensify a statement and can stand alone or follow prepositions. In essence, "disjunctive" means "not joined," reflecting their standalone usage.



**Forms of Disjunctive pronouns:** English does not have specific disjunctive pronouns. Instead, reflexive pronouns or subjective/objective pronouns are used depending on the sentence's formality:

- **Formal:** Subjective pronouns as **I** in Who's there? **I** am.)
- **Informal:** Objective pronouns **me** in Who's there? **Me**.)

In Spanish disjunctive pronouns are distinct in form and include:

- Singular: *mí, ti, él, ella, usted*
- Plural: *nosotros/nosotras, vosotros/vosotras, ellos, ellas, ustedes*  
Special forms exist when used with *con* as in: *conmigo, contigo, consigo*.

In the following table, Spanish disjunctive pronouns are presented, please look at them.

**Table 23**  
*Spanish Disjunctive pronouns*

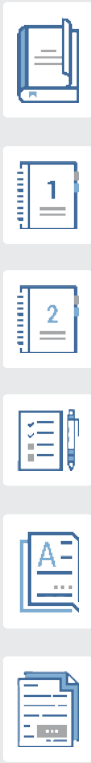
	SINGULAR	PLURAL
FIRST PERSON	mi	nosotros, nosotras
SECOND PERSON	ti	vosotros, vosotras
THIRD PERSON	él, ella, usted, si (reflexive)	ellos, ellas, ustedes si (reflexive)

Note. Benítez, C., 2025

As you can see, Disjunctive pronouns in Spanish distinguish between singular and plural forms

Uses of disjunctive pronouns: In English this type of pronouns are used for different purposes:

- To replace entire responses for emphasis: *Who's there? I. Who's there? Me.*
- To add emphasis: *I'll do it myself! He told me so himself. In this case reflexive pronouns are typically used as disjunctive pronouns*



- To show emphasis, the pronoun is used with a stronger tone of voice to highlight importance or urgency. For example: *You do it!* The emphasis can vary depending on what you want to highlight.

Something similar happens in Spanish. Let's look at the examples

- In response to questions or for emphasis, in which case, they can stand alone: *¿Quién quiere ir? Yo.*
- They are paired with *mismo* to intensify emphasis: *Él mismo lo dijo.*
- They also follow prepositions to clarify relationships as in: *El regalo es para mí.* Also they can form special forms as *Conmigo, contigo, consigo*, as in: *¿Vas conmigo? Habló consigo mismo.*

### **Differences between English and Spanish disjunctive pronouns:**

Spanish disjunctive pronouns combine with *con* to form unique words like *conmigo* and *contigo*, a feature absent in English.



English often relies on reflexive pronouns (*himself, myself*) or intonation, while Spanish combines pronouns with *mismo* for emphasis.

Summarizing: Disjunctive pronouns in both English and Spanish serve to emphasize or clarify elements of a sentence, but their usage and forms differ significantly. English relies on standard pronouns (e.g., *me, him, her*) in emphatic or standalone contexts, while Spanish has dedicated disjunctive forms (e.g., *mí, ti,sí*) that often follow prepositions. Additionally, Spanish disjunctive pronouns can combine with *con* to create unique forms like "*conmigo*" (with me) and "*contigo*" (with you), which have no direct equivalents in English. Furthermore, Spanish requires agreement in gender and number, and often employs reflexive constructions for emphasis or clarification, a nuance less common in English. Despite these differences, both languages use disjunctive pronouns to provide emphasis, stand alone in responses, or follow prepositions, ensuring sentence clarity and cohesion.





Dear students, we have now explored the forms and uses of disjunctive pronouns in both English and Spanish. These pronouns play a vital role in emphasizing meaning, clarifying relationships, and adding precision to sentences. Take a moment to reflect: Can you identify examples of disjunctive pronouns in your own language? How do these differ when used in English or Spanish?

Now that we have explored disjunctive pronouns and their roles in both English and Spanish, it's time to move on to another fascinating category: relative pronouns. These pronouns are essential for linking ideas and providing additional information about a noun, creating complex and meaningful sentences. Before we begin, let me ask: What do you know about relative pronouns? Can you think of examples where they are used to connect clauses in English or Spanish?

Note: Please complete the activities in a class notebook or Word document.

We invite you to continue your learning by reviewing relative, demonstrative and interrogative pronouns.

### 2.7.3.5 Relative pronouns

**Definition:** Relative pronouns are used to introduce relative clauses, which provide additional information about a noun in a sentence. They refer back to a noun (called the antecedent) and help connect clauses smoothly, avoiding repetition and redundancy.

**In table 24 Forms of Relative Pronouns are presented, let's analyze them.**



**Table 24**  
*Forms of Relative Pronouns.*

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

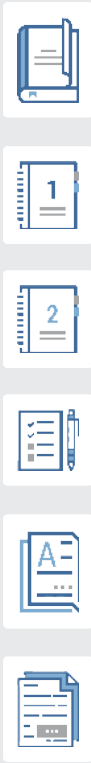
*Note.* Benítez, C., 2025.

Once you have analyzed the table, you may have noticed that the relative pronouns in their forms as subject, objects, possessive and indirect/prepositional object.

English relative pronouns are inflected only for case, not for person or number. Their form depends on their function in the clause. The function of the antecedent in the main clause does not have effect on the form of the relative pronoun.

The choice of the appropriate relative pronoun depends on:

- **The Antecedent:** Whether it refers to a person or a thing.
- **Function in the clause:** Whether the pronoun is a subject, object, or possessive.
- **Type of clause:** Whether the clause is restrictive or nonrestrictive.
- **Who:** Refers to people (subject). *The teacher who explained the topic was helpful.*
  - **Whom:** Refers to people (object). *The woman whom I called is a doctor.*
  - **Whose:** Indicates possession. *The student whose book was lost came late.*
  - **Which:** Refers to things or animals. *The car which is parked outside belongs to her.*



- **That:** Refers to people, things, or animals (in restrictive clauses). *The book that I read was fascinating.*
- **Where:** Refers to places. *The house where I was born is nearby.*

**Uses of Relative Pronouns:** In English, Relative pronouns are used for some purposes:

- They introduce clauses: Restrictive and nonrestrictive

A **restrictive clause** defines the noun. *That* is used, and the clause is not set off by commas. *The book **that** you just read is world-renowned.*

In the previous example, without the clause, you would not know which book is meant. It is an essential definition.

On the other hand, a **non-restrictive clause** describes the noun, rather than defines it. It is not necessary to form a complete sentence. *Who, whom, or which* is used, and the clause is set off by commas. Example *Don Quijote, **which** I just bought, is very famous.*

The relative clause could be eliminated, and the sentence would still make sense. It is a nonessential description.

Summarizing the use of Relatives pronouns we have that they are used to:

- To introduce clauses that give additional information about the
- To allow you to join two short sentences to make your writing smoother and to avoid repetition as in:

*Pedro Jiménez came yesterday. Pedro Jiménez is an expert football player.*

→ *Pedro Jiménez, **who** is an expert football player, came yesterday.*

- They can be subjects, direct objects, indirect objects, possessives, or objects of a preposition in the relative



Spanish relative pronouns on the other hand are less variable than English and do not distinguish between restrictive and nonrestrictive clauses. Common forms include:

Table 25 displays Spanish relative pronouns. Please analyze it.

**Table 25**  
*Spanish relative pronouns*

	SUBJECT	OBJECT	PREPOSITIONAL OBJECT	OTHER
PERSON	que	que, el cual	quien, quienes	cuyo, cuya
THING	que	Que	que	

Note. Benítez, C., 2025.

The table shows the Spanish relative pronouns in their forms as subject, objects, prepositional object and other type of pronouns used in Spanish.

- **Que:** Refers to people or things. *El libro que leí fue interesante.*
- **Quien/Quienes:** Refers exclusively to people. *La persona quien habló es mi amiga.*
- **Cuyo/Cuya/Cuyos/Cuyas:** Indicates possession and agrees in gender and number with the possessed noun. *El autor cuyos libros leí es famoso.*
- **El que/La que/Los que/Las que:** Used for emphasis or after prepositions. *El coche en el que viajamos era rojo.*
- **Donde:** Refers to places. *La casa donde crecí es antigua.*

**Uses of Relative Pronouns:** In English, Relative pronouns are used for some purposes:

1. They introduce clauses that give additional information about the
2. They allow you to join two short sentences to make your writing smoother and to avoid repetition as in:

*Pedro Jiménez came yesterday. Pedro Jiménez is an expert football player.*

→ *Pedro Jiménez, **who** is an expert football player, came yesterday.*

1. They can be subjects, direct objects, indirect objects, possessives, or objects of a preposition in the relative
2. They are inflected only for case, not for person or Their form depends on their function in the clause. The function of the antecedent in the main clause does not have effect on the form of the relative pronoun.

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

- La casa que usted acaba de comprar es hermosa
- La joya, que será subastada, es una reliquia antigua
- Relative pronouns are often omitted in English, but Spanish does not allow
- La niña que entrevisté ayer. That is the girl I interviewed yesterday (whom) is omitted

All relative pronouns must have antecedents. If there isn't one, *lo* is supplied. In the following example, *cual* does not refer to any specific noun, but to the idea (or fact) that he did not come.

No dijo nada, lo cual, es aceptable

He didn't say anything, which is acceptable

Summarizing, Relative pronouns in both English and Spanish introduce relative clauses and connect ideas smoothly. While English distinguishes between restrictive and nonrestrictive clauses, Spanish does not make this distinction explicitly. Spanish also requires gender and number agreement with possessive relative pronouns like *cuyo*, which has no direct equivalent in English. Additionally, Spanish uses a broader range of prepositional constructions with relative pronouns, such as *en el que* and *de quien*, whereas English often relies on simpler forms.





Dear students, up to this point, we have studied relative pronouns, which are essential for connecting ideas and adding detail to sentences. Now, it is time to explore another important category: Demonstrative pronouns. These pronouns help us point to specific items or people, emphasizing their location or relevance in context. Before we begin, let me ask: What do you already know about demonstrative pronouns? Can you brainstorm some ideas about their forms and uses?

Note: please complete the activity in a class notebook or Word document.

Were you able to come up with some examples? Fantastic! If not, don't worry—we are about to dive into their forms, functions, and applications in both English and Spanish.

### 2.7.3.6 Demonstrative pronouns

**Definition:** Demonstrative pronouns are used to point out specific people, objects, or ideas, often indicating their relative distance (physical or metaphorical) from the speaker or listener. They help establish clarity and precision in communication by specifying which noun is being referred to.

**Forms of Demonstrative Pronouns:** Demonstrative pronouns in English indicate proximity or distance from the speaker. Their forms are the following:

- **This:** Singular, near the speaker. *This is my book.*
- **These:** Plural, near the speaker. *These are my friends.*
- **That:** Singular, far from the speaker. *That is her car.*
- **Those:** Plural, far from the speaker. *Those are your keys.*

Demonstrative pronouns in Spanish also indicate proximity or distance, but they agree in gender and number with the noun they replace, they are:

- **Este/Esta:** Singular, near the speaker. *Este es mi libro.*
- **Estos/Estas:** Plural, near the speaker. *Estos son mis amigos.*
- **Ese/Esa:** Singular, near the listener. *Ese es su coche.*



- **Esos/Esas:** Plural, near the listener. *Esos son tus llaves.*
- **Aquel/Aquella:** Singular, far from both speaker and listener. *Aquel es el lugar.*
- **Aquellos/Aquellas:** Plural, far from both speaker and listener. *Aquellas son sus casas.*

With the exception of the neuter forms *esto*, *eso*, and *aquello*, all of the demonstrative pronouns carry a written accent on the stressed vowel to distinguish them from the demonstrative adjectives (*este*, *aquel*, etc.).

## Uses of Demonstrative Pronouns

**English:** These pronouns distinguish only between what is near (this, these) and far (that, those) and between singular and plural. No changes are made for gender or case. In general, they are used for the following:

- **To replace a noun:** Avoids repeating a noun already mentioned. *I prefer this over that.*
- **To emphasize specificity:** Highlights a particular item or idea. *This is exactly what I was talking about.*
- **In comparisons:** Clarifies contrasts between items. *These are better than those.*

## Regarding Spanish, demonstrative adjectives serve many purposes too:

- **To replace a noun:** Similar to English, demonstrative pronouns avoid repetition. *Prefiero este al otro. (I prefer this one to the other.)*
- **To emphasize specificity:** Indicates a precise item or concept. *Esta es la razón. (This is the reason.)*
- **To express degrees of distance:** Spanish distinguishes between items close to the speaker (*este*), the listener (*ese*), and neither (*aquel*). *Aquellos son muy caros. (Those ones are very expensive.)*

The forms *éste* and *ésta* usually translate as English “this one,” and *éstos* and *éstas* usually translate as “these.”



Forms of both *ése* and *aqué!* translate as “that,” but *aqué!* implies greater distance (“that one over there”). *Ésos* and *aqué!los* translate respectively as “those” and “those over there.”

*Esto* and *eso* are used to translate the English indefinite pronouns “this” and “that.” *Aquello* translates as the indefinite “that over there.”

Demonstrative pronouns are also used to indicate “the former” (forms of *aqué!*) and “the latter” (forms of *éste*).

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.

Table 26 presents Spanish and English demonstrative pronouns, please analyze them.





**Table 26***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:
<b>PLURAL</b>	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
<b>PLURAL</b>	esos esas		those	
<b>SINGULAR</b>	aquel aquella	indicate things and people that are further away from the person you are talking to	that	--
<b>PLURAL</b>	aquellos aquellas		those	
<b>NEUTER</b>	esto eso aquello	used to talk about things you don't recognize or to refer to statements or ideas	--	--

Note. Benítez, C., 2025.

Through this table, you can distinguish the forms of Spanish and English demonstrative pronouns showing the level of proximity

Summarizing, both English and Spanish demonstrative pronouns serve the same fundamental purpose of specifying people, objects, or ideas. However, Spanish pronouns agree in gender and number with their antecedents, unlike English, which has fixed forms regardless of gender or plurality. Spanish also has an additional degree of distance (aquel), not explicitly present in English, allowing for finer distinctions.



Dear students, we've now examined demonstrative pronouns, exploring their forms, uses, and how they clarify relationships by pointing out specific people, objects, or ideas. These pronouns help us emphasize proximity or distance, adding precision to our communication. Take a moment to reflect: Can you recall examples of the pronouns we discussed? How do their uses differ in English and Spanish?

Note: Please complete the activities in a class notebook or Word document.

### 2.7.3.7 Interrogative pronouns

Interrogative pronouns are essential tools for asking questions and gathering information. Their forms and uses differ between English and Spanish, reflecting the unique grammatical structures of each language. Through this section we will guide to explore their definitions, forms, and uses in detail, providing insights for effective communication.

Definition of Interrogative Pronouns, in English Interrogative pronouns are used to ask questions about people, things, or ideas. They stand in place of the noun being inquired about and typically appear at the beginning of a sentence or clause. In Spanish, interrogative pronouns function similarly, asking questions about people, things, or ideas. However, they often include accent marks to distinguish them from relative pronouns or other words with similar forms.

Forms of Interrogative pronouns: The forms of relative pronouns in English are the following:

- **Who:** Refers to people (subject). *Who is at the door?*
- **Whom:** Refers to people (object). *Whom did you call?*
- **Whose:** Indicates possession. *Whose book is this?*
- **What:** Refers to things or ideas (subject or object). *What is your name?*
- **Which:** Refers to a choice among options. *Which of these do you prefer?*

In Spanish interrogative pronouns include the following:

- **Quién/Quiénes:** Refers to people (singular/plural). *Quién está en la puerta?*



- **A quién/A quiénes:** Refers to people as the object of the verb (singular/plural): *¿A quién llamaste?*
- **De quién/De quiénes:** Indicates possession. *¿De quién es este libro?*
- **Qué:** Refers to things or ideas. *¿Qué es eso?*
- **Cuál/Cuáles:** Refers to a choice among options (singular/plural). *¿Cuál prefieres?*

**Uses of Interrogative Pronouns:** In English Interrogative pronouns are used with the following purposes:

- **To ask questions:** Interrogative pronouns introduce direct or indirect questions. direct): *Who is coming to the meeting?* (indirect): *I wonder what she said.*
- **To clarify information:** Used to specify the subject or object being discussed. *Whose car is parked outside?*
- **To show choices:** Highlight options available for selection. *Which do you prefer: tea or coffee?*

*In formal English, speakers often distinguish between who (used as the subject of a verb) and whom (used as the object of a verb). This distinction does not exist in Spanish, where ¿quién? (singular) and ¿quiénes? (plural) can function as either the subject or object of a verb.*

*The English interrogative pronoun what serves multiple roles, acting as the subject of a verb, the object of a verb, or the object of a preposition. It does not vary based on gender or number. Similarly, the Spanish interrogative ¿qué? can function as the subject, the object of a verb, or the object of a preposition. Additionally, ¿cuál? and its forms (¿cuáles?) also perform these roles while reflecting gender and number. In Spanish Interrogative pronouns perform the following functions.*

- Person as subject: *¿Quién llega? María. ¿Quiénes llegan? Juan y María.*
- Thing as subject: *¿Qué pasa? Nada.*
- Person as direct object: *¿A quiénes vio usted? A Lola y a Tomás.*
- Thing as direct object. *¿Qué haces? Leo el periódico.*
- Person as indirect object. *¿A quién hablabas? A María.*



- Person as object of a preposition. ¿Con quién va usted al cine? Con Jesús.
- Thing as object of a preposition: ¿En qué piensa usted? En la música.

In Spanish, the direct object form of the interrogative pronoun is preceded by the preposition *a*, just as a direct object noun indicating a person is. Summarizing, interrogative pronouns in Spanish are used for the following:

- **To ask questions:** Serve as question words in direct or indirect inquiries. (direct): ¿Qué quieres hacer? (*What do you want to do?*) (indirect): Me pregunto qué dijo. (*I wonder what she said.*)
- **To clarify ownership or origin:** Emphasize possession or relationships. ¿De quién es esa casa? (*Whose house is that?*)
- **To highlight options:** Specify choices among multiple possibilities. ¿Cuál de estos prefieres? (*Which of these do you prefer?*)

**Summarizing,** both English and Spanish interrogative pronouns serve to ask questions and clarify information. However, Spanish pronouns often reflect additional grammatical distinctions, such as gender and number, and frequently include accent marks to differentiate them from non-interrogative forms. English interrogative pronouns are more fixed in form and do not require such distinctions.

To complement what you learned this week, I invite you to review the following presentation about [Pronouns part 2](#).

Dear students, we have now explored interrogative pronouns, which are necessary for asking questions and gathering information. These pronouns are powerful tools for clarifying details and specifying choices. Have you achieved to internalize these contents? I think you have.





## Recommended learning activities



It is time to apply your knowledge through the activities that have been proposed below:

1. To reinforce understanding of personal pronouns and their uses across both languages, please complete the following activities:

- a. Identify the personal pronouns in the following sentences and classify their type (e.g., subjective, objective, possessive).
- b. Translate each sentence into the opposite language (English to Spanish or Spanish to English), ensuring correct use of personal pronouns.

Sentences:

1. She gave me her pen.
  2. Nosotros terminamos la tarea antes del almuerzo.
  3. They invited us to their party.
  4. Él dijo que el libro es suyo.
  5. I am proud of my accomplishments.
2. Identify the possessive pronouns in the following sentences and classify them as dependent or independent.
3. Translate each sentence into the opposite language (English to Spanish or Spanish to English).
- This notebook is mine, not yours.
  - Ese coche es suyo, no nuestro.
  - The house on the corner is theirs.
  - Estos libros son tuyos, ¿verdad?
  - That is her scarf, not his.

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

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

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

b. This house is older than ours.

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

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

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

d. I have my notes. Do you have yours?

▪ Yo tengo mis notas. ¿Tienes \_\_\_\_\_?

e. She needs my pencil because she has lost hers.

▪ Ella necesita el lápiz mío porque ha perdido

f. My car is broken down. Can you take yours?

▪ Tengo el coche descompuesto. ¿Puede Ud. llevar \_\_\_\_\_?

g. I brought my photos, and they brought theirs.

▪ Yo traje las fotos mías y ellos trajeron \_\_\_\_\_ .

h. Our dog is bigger than theirs.

▪ Nuestro perro es más grande que \_\_\_\_\_ .

i. I like your class. It's better than mine.

▪ Me gusta tu clase. Es mejor que \_\_\_\_\_ .



j. I forgot my diskettes. Could you lend me yours?

- Se me olvidaron mis disquetes. ¿Podría Ud. Prestarme \_\_\_\_\_ ?

5. Dear students, it is time to reinforce the understanding and correct usage of reflexive and reciprocal pronouns in both English and Spanish, focusing on contexts such as everyday communication, written texts, and collaborative dialogue. Please, complete the following activity, which will help you reinforce your understanding and correct usage of reflexive pronouns in both languages.

- Identify the reflexive pronouns in the following sentences.
- Translate the sentences into the opposite language (English ↔ Spanish).
- Rewrite the sentences to emphasize reflexive or reciprocal meanings.

**Sentences:**

- She taught herself how to play the piano.
- Nosotros nos miramos en el espejo.
- He hurt himself while climbing the tree.
- Ellos se saludaron cordialmente.
- I will handle the task myself.

6. **Please complete the following learning activity.**

- Identify the disjunctive pronouns in the sentences below.
- Translate the sentences into the opposite language (English ↔ Spanish).
- Rewrite sentences to emphasize disjunctive pronoun usage.

**Sentences:**

- The book is for me, not for her.
- ¿Puedes venir conmigo al cine?
- He fixed the issue himself.



- El problema es entre tú y yo.
- They relied on themselves to finish the project.

7. To reinforce the understanding and correct use of relative pronouns in English and Spanish, complete the following:

- Identify the relative pronouns in the following sentences and determine their function (subject, object, or possessive).
- Translate the sentences into the opposite language (English to Spanish).
- Rewrite the sentences to include or modify relative clauses.

### Sentences:

- The teacher who explained the lesson is very patient.
- La casa donde crecí está cerca de aquí.
- The woman whose car was stolen reported it to the police.
- El libro que compraste es excelente.
- The artist whom we met painted that mural

8. 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.

9. Develop the following activities:

- 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.

- That is the woman who speaks Spanish. NA

FUNCTION IN SPANISH: S      DO      IO      OP      P





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

c. 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.

d. What he said was a lie. NA

FUNCTION IN SPANISH: S DO IO OP P

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

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

- Aquí tienes el artículo\_\_\_\_\_ he leído.  
a) que      b) quien      c) quienes      d) lo que      e) cuyo
- Voy a presentarte al colega con \_\_\_\_\_ yo trabajaba antes.  
a) que      b) quien      c) quienes      d) lo que      e) cuyo
- Éstos son los niños para \_\_\_\_\_ he comprado los juguetes.  
a) que      b) quien      c) quienes      d) lo que      e) cuyo
- No comprendemos \_\_\_\_\_ quieres.  
a) que      b) quien      c) quienes      d) lo que      e) cuyo

11. This next activity will guide you in recognizing and applying demonstrative pronouns in various contexts. To reinforce the correct



usage and identification of demonstrative pronouns in both English and Spanish.

- a. Identify the demonstrative pronouns in the sentences below and determine their role.
- b. Translate the sentences into the opposite language (English ↔ Spanish).
- c. Rewrite each sentence by replacing the demonstrative pronoun with another that changes the proximity (e.g., *this* → *that*).

- This is my favorite movie.
- Ese es el coche de mi hermano.
- Those were the best days of my life.
- Estos libros son muy interesantes.
- Aquella montaña es muy alta.

12. The following activity will help you recognize and effectively use interrogative pronouns in both languages.

**Instructions:**

- a. Identify the interrogative pronoun in each sentence and determine its function (subject, object, or possessive).
- b. Translate the sentences into the opposite language (English ↔ Spanish).
- c. Create your own sentences using interrogative pronouns in both languages.

**Sentences:**

- Who called you last night?
- ¿Qué libro estás leyendo?
- Whose jacket is on the chair?
- ¿Cuáles son tus opciones?
- What is the capital of Spain?

Note: please complete the activities in a class notebook or Word document.



Dear students, we have achieved to study and learn pronouns in English and Spanish, I hope you have internalized all the information. Now, it is time start a different topic in this unit, it is Word structure and sentence construction. Have you heard about this? can you recognize types of sentences, phrases and clauses? Try to get some ideas about that. Were you able to remember some aspects? If not don't worry, we will explain them.

## Contents, resources and recommended learning activities



### Week 7

## Unit 2. Word classes and sentence construction in English and Spanish: Content and function words

### 2.8 Determiners in English and Spanish

#### Definition of Determiners

Determiners are words that introduce nouns by providing context regarding specificity, quantity, possession, or definiteness. They help clarify whether a noun is known, unknown, general, or specific. Both English and Spanish use determiners, but their forms and rules of agreement differ in some aspects.

#### 2.8.1 Forms of Determiners

##### Definite Articles

Definite articles specify a particular noun that is already known to the speaker and listener. In English, *the* is the only definite article, whereas Spanish has four forms (*el, la, los, las*), which must agree in gender and number with the noun they modify. Additionally, in Spanish, the feminine singular article *la* changes to *el* when preceding a noun that begins with a stressed *a* (e.g., *el agua fría*). These articles can also contract with the prepositions *a* and *de* (*al, del*).



## Indefinite Articles

Indefinite articles introduce nonspecific nouns, referring to an unspecified member of a group. English uses *a* and *an* in the singular, while Spanish employs *un* and *una*, which must agree with the gender of the noun. The plural forms *unos* and *unas* correspond to *some* in English. For example:

- *un estudiante* (a student)
- *unos carros rojos* (some red cars)



Spanish differs from English in that indefinite articles are often omitted after the verb *ser* when indicating professions, nationalities, occupations, or religions unless the noun is modified..

## Other Determiners

In addition to articles, both English and Spanish use demonstratives, possessives, numbers, and indefinite words as determiners. Many Spanish determiners must agree in gender and number with the noun they modify, a feature that does not occur in English.

### 2.8.2 Uses of Determiners in English and Spanish Definite Articles

Definite articles in both languages indicate that a noun is specific or previously known, but their usage differs significantly in some cases:

- Before a specific noun: Both English and Spanish use definite articles to refer to something particular.
  - *La casa es grande* → *The house is big.*
  - *El libro está sobre la mesa.* → *The book is on the table.*
- Before nouns in a general sense: In Spanish, the definite article is required when referring to a noun in a general sense, whereas English often omits it.
  - *El café es popular en la mañana.* (*Coffee is popular in the morning.*)



- *Los perros son animales leales. (Dogs are loyal animals.)*
- English does not use *the* in these cases (*Coffee is popular / Dogs are loyal*), but Spanish requires *el, la, los, or las*.

• With certain categories of nouns where English does not require an article:

- *Me duele la cabeza. (I have a headache.)* → English does not use *the*.
- *El español es un idioma hermoso. (Spanish is a beautiful language.)* → English omits *the* before languages.
- *La doctora López es experta en cardiología. (Dr. López is an expert in cardiology.)* → In Spanish, professions and titles often take the article, whereas English omits it.

## Indefinite Articles

Indefinite articles introduce non-specific nouns in both languages, but there are key differences in usage:

- **To indicate the number "one":** In both languages, the indefinite article can function as the numeral *one*.
  - *Necesito un bolígrafo. (I need a pen.)*
  - *Ella tiene una idea interesante. (She has an interesting idea.)*
- **To refer to any member of a group:** Both languages use indefinite articles for an unspecified member of a category.
  - *Una buena profesora ayuda a sus estudiantes. (A good teacher helps their students.)*
  - *Un grupo de investigadores estudia el fenómeno. (A group of researchers is studying the phenomenon.)*
- **To express "some" when referring to an unspecified quantity:** In English, *some* is used for plural indefinite reference, while in Spanish, *unos* and *unas* function as plural indefinite articles.
  - *Compré unos libros interesantes. (I bought some interesting books.)*



- *Vimos unas películas muy buenas.* (We watched some very good movies.)

• **Omission of the indefinite article in Spanish:** Unlike English, Spanish often omits the indefinite article when describing professions, nationalities, or religions after the verb *ser*, unless modified.

- *Soy profesor.* (I am a teacher.) – English requires *a*, but Spanish does not.
- *Es mexicana.* (She is Mexican.) – English uses *a* for nationality (*She is a Mexican*), but Spanish does not.

• If the noun is modified, Spanish includes the article:

- *Es un profesor excelente.* (He is an excellent teacher.)

## Other Determiners

Most Spanish determiners function similarly to their English counterparts. However, those that must agree in gender and number with the noun are an exception, requiring attention when learning and using them correctly.



Dear students, so far, we have explored most of the **parts of speech** in both English and Spanish. In our previous topic, we compared **English and Spanish determiners**, examining their forms, uses, and key differences. I hope the explanations have been clear and have helped you understand how determiners function in both languages.

Now, let's shift our focus to **how words come together to create meaning**. Have you noticed how words are arranged to form **larger units of meaning**, such as phrases, clauses, and sentences? If you have, great! If not, don't worry—we'll analyze their construction step by step. Throughout this lesson, we will explore how **English and Spanish organize these elements**, highlighting both their similarities and differences.



## 2.9 Word Structure and Sentence Construction in English and Spanish

### Words: The Building Blocks of Sentences

- In both languages, words can be **lexical (nouns, verbs, adjectives, adverbs)** or **functional (articles, prepositions, pronouns, conjunctions)**.
- **Spanish exhibits gender and number agreement** (*casa/casas, bonito/bonita*), while **English lacks this feature** (*house/houses, beautiful* remains unchanged).

### Phrases: The Next Step

- A **phrase** is a group of words that work together but do not form a complete sentence.
- Both languages have **noun phrases, verb phrases, adjective phrases, adverbial phrases, and prepositional phrases**, but **Spanish requires gender and number agreement within phrases**, while English remains more flexible.
  - *The red car* → *El coche rojo* (Spanish adjectives must match in gender and number).

### Clauses: Dependent vs. Independent

- An **independent clause** can stand alone (*She runs every morning* / *Ella corre todas las mañanas*).
- A **dependent clause** needs an independent clause to make sense (*Because it was raining, we stayed indoors* / *Porque llovía, nos quedamos dentro*).
- **Key Differences:**
  - **Word Order:** English prefers **dependent clause after the main clause**, while Spanish allows more **flexibility** (*Porque llovía, nos quedamos dentro*).
  - **Punctuation:** English requires a **comma when the dependent clause comes first**, but Spanish often omits it.

### Sentences: The Complete Thought



A **sentence** must have a subject and a verb, expressing a complete idea.

• **Word Order:**

- English follows a **strict Subject-Verb-Object (SVO) order** (*The cat eats fish*).
- Spanish **is more flexible** because of verb conjugation (*El gato come pescado* or *Pescado come el gato* for emphasis).

## Types of Sentences

### 1. By Function:

- **Declarative:** Statements (*She is happy.* / *Ella está feliz.*).
- **Interrogative:** Questions (*What are you doing?* / *¿Qué estás haciendo?*).
- **Imperative:** Commands (*Be quiet!* / *¡Silencio!*).
- **Exclamatory:** Strong emotions (*What a beautiful day!* / *¡Qué día tan hermoso!*).

### 2. By Complexity:

- **Simple Sentences:** One independent clause (*She studies* / *Ella estudia*).
- **Compound Sentences:** Two independent clauses joined by a conjunction (*She studies, and she works* / *Ella estudia y trabaja*).
- **Complex Sentences:** An independent clause + a dependent clause (*She studies because she wants to learn* / *Ella estudia porque quiere aprender*).
- **Compound-Complex Sentences:** A combination of compound and complex sentences.

Dear students, what we have presented here is a summary of what you need to learn, now that we have a general understanding of how words build up to form **sentences**, I invite you to read [Annex 1. Word, Phrase, and Sentence Construction in English and Spanish](#), where you will find detailed explanations, examples, and contrasts between English and Spanish sentence construction! Remember, it's not just additional reading—it's **required reading** that will be considered for evaluation.





It is the ideal time to analyze the following teaching module, where we will explore key information in a summarized way.

### [Word structure and sentence construction](#)

## 2.10 Auxiliary verbs in English and Spanish

**Definition:** Auxiliary verbs, also known as "helping verbs," are used with a main verb to form tenses, moods, voices, or questions.

### English Auxiliary Verbs:

- **Primary Auxiliary Verbs:** *Be, Have, Do*: Used to form tenses, questions, or negatives. *She is running.* (Present continuous). *I have eaten.* (Present perfect). *Do you like pizza?* (Question formation)
- **Modal Auxiliary Verbs:** *Can, Could, May, Might, Will, Would, Shall, Should, Must*: Express ability, permission, possibility, obligation, or future intent: *She can play the piano.*

### Spanish Auxiliary Verbs:

- **Primary Auxiliary Verbs:** *Haber. ser y estar*, Used to form compound tenses. *He comido.*
- **Modal Verbs (Semi-Auxiliaries):** Common verbs like *poder, deber, ir a, querer*, can function as auxiliaries. *Ella puede tocar el piano.*

As a conclusion, it is necessary to notice that English uses a broader range of auxiliary verbs, including modals. On the other hand, Spanish relies more on conjugations of the main verb and fewer auxiliary verbs to express tense and mood

Dear students, we have now completed this section, where we explored word and sentence construction in both Spanish and English. I trust that you have gained a clear understanding and successfully internalized the material covered. Now, it's time to put your knowledge into practice.





## Recommended learning activities



Dear student, it is time to reinforce the acquired knowledge by solving the following activities:

1. Answer the following questions on the topic “Word phrases”.

- a. What is a sentence?
- b. What is a clause?
- c. What is a phrase?
- d. How many types of phrases are there?
- e. How many types of sentences are there?

Note: please complete the activity in a notebook or Word document.

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

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



### Self-assessment 2

Complete the following exercises.

Choose the correct response.

1. Pronouns in English are inflected by:

- 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.

6. Mark the pronouns in the sentences below. Draw an arrow from the pronoun to its antecedent, or antecedents if there is more than one.

- Did Mary call Peter? Yes, she called him last night.
- That coat and dress are elegant but they are expensive.
- Isabel baked the cookies herself.
- Robert and I are very tired because we got home late last night.
- The book is not on the desk. Where is it?



7. 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.

- (slow) Tom is. He works.
- (careful) Sue is a girl. She climbed up the ladder.
- (angry) The dog is. It barks.
- (excellent) He acted. He's an actor.
- (awful) It's cold today. The cold wind is.

Answer key

All right dear students, I guess you have completed all the exercises successfully. Let us continue with week 8.

### Contents, resources and recommended learning activities



## Week 8

### Review units 1-2

Dear students, we have successfully completed the contents of the first term, during which we explored the different parts of speech in both English and Spanish, along with their contrasts. Throughout the lessons, you were provided with various exercises, which I hope have been valuable for your learning process. I trust you have dedicated sufficient time to each activity and that you now feel confident in your knowledge and skills.

As we move forward this week, it is important to continue studying and reinforcing any topics you may have found more challenging or feel the need to revisit. I encourage you to review all the suggested activities to solidify your understanding and practice for your upcoming test. Additionally, make sure to go through the self-assessment sections in Units 1 and 2. Remember, we also



completed online questionnaires and other graded activities as part of this term's evaluations. Please review the presentation included for this section which summarizes the information studied in the first bimester

Finally, I suggest leveraging your preferred study strategies and learning styles to ensure success in this subject as you prepare for the First Term Evaluation.. Stay focused and confident—you've got this!



To reinforce what has been learned, the following presentation is shared: [First semester review](#) where everything learned is summarized..

Wishing you all the best.





## Second bimester

### Learning outcomes 2 and 3:

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

The student will achieve the learning outcomes by comparing the grammatical structures of English and Spanish. Through the study of verbs, the subjunctive, perfect tenses, conditional tenses, and lexical variations, they will develop skills to identify differences and similarities between both languages. This will be achieved through practical exercises, translation, and written and oral production.

### Contents, resources and recommended learning activities

Recuerde revisar de manera paralela los contenidos con las actividades de aprendizaje recomendadas y actividades de aprendizaje evaluadas.



## Week 9

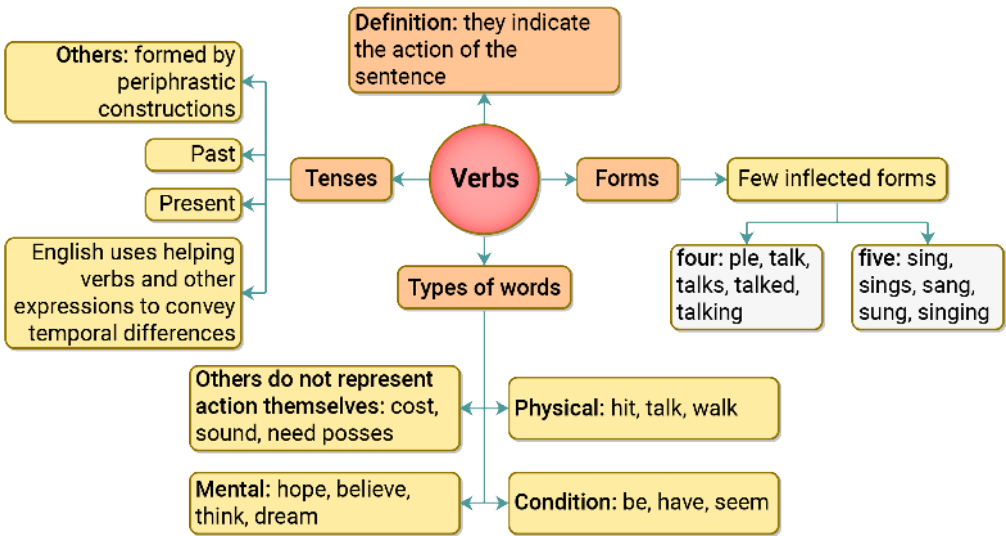
### Unit 3. English and Spanish Verbs

#### 3.1 Introducing Verbs

Dear students, to start this topic, a figure regarding general information related to verbs is presented here.



**Figure 6**  
*Verbs in English*



Note. Benítez, C., 2025

As you may have realized, there are many interesting issues regarding verbs, they are detailed in the figure. Following you have a description of each one of those issues.

**Definition of verbs:** according to Farrel and Farrel (2012) a verb is a crucial part of speech, expressing an action, **occurrence**, or state of being. In both English and Spanish, verbs serve as the backbone of sentence structure, carrying information about the subject's activity or condition.

**Forms of verbs:** Regarding forms, English verbs are less inflected compared to many other European languages. Most verbs in English have four main forms (talk, talks, talked, talking), while some irregular verbs have five forms (sing, sings, sang, sung, singing). Unlike languages with numerous inflected endings, English relies on auxiliary verbs and constructions to convey nuances of time and aspect. For example, English is often said to have only two true tenses—present and past—while other temporal meanings are expressed using helping verbs.

Spanish verbs on the other hand have three main forms: infinitive, conjugated, and non-personal forms. The infinitive (e.g., hablar, comer, vivir) is the base form, ending in -ar, -er, or -ir. Conjugated forms change based on person, number, tense, mood, and aspect (e.g., yo hablo, tú comes). Non-personal forms include the gerund (hablando, comiendo) and the past participle (hablado, comido), which are used in compound tenses and passive voice. These forms allow verbs to function dynamically in different grammatical structures.

**Key terms related to verb forms in English and Spanish.** There are many terms related to verbs which need to be considered when referring to them, those terms are: Conjugation, tense, voice, transitivity.

**Conjugation:** Refers to organizing verbs by their forms across persons and tenses. Unlike Romance languages, English verbs generally do not conjugate extensively, except for the third-person singular in the present tense (e.g., *she walks*). In contrast, Spanish verbs have distinct endings for each subject, making pronouns often unnecessary.

**Tense:** Indicates when an action occurs (e.g., past, present, future). It can also convey how long the action lasted and whether it was completed.

**Voice:** Refers to the relationship between the subject and the verb. In both languages we refer to active and passive voice:

- **Active Voice:** The subject performs the action (*Mary reads the newspaper*).
- **Passive Voice:** The subject is acted upon (*The newspaper is read by Mary*).

**Transitivity:** refers to whether a verb requires an object to complete its meaning. Verbs are classified into three main categories based on their transitivity.

- **Transitive Verbs:** Transitive verbs require a direct object to complete their meaning. **Example:** *White surprised a burglar.* (The verb *surprised* is transitive because it needs the object *burglar* to make sense.)





- **Intransitive Verbs:** Intransitive verbs do not require an object and convey a complete idea on their own.

**Example:** *Paul sat down.* (The verb *sat* is intransitive, and *down* functions as an adverb.)

Some verbs can **function** as either transitive or intransitive, depending on the context.

**Mood:** refers to the way a verb expresses a speaker's attitude, intention, or certainty about an action. In both English and Spanish, verbs can appear in different moods, but Spanish has a more complex system. In both English and Spanish there are three moods:

Indicative Mood → Used for statements of fact, certainty, or questions.

- English: She speaks Spanish. / Do you like coffee?
- Spanish: Ella habla español. / ¿Te gusta el café?

Subjunctive Mood → Used for uncertainty, doubt, wishes, hypothetical situations, or emotions. More common in Spanish than in English.

- English: I suggest that she study more. (rare in English)
- Spanish: Sugiero que ella estudie más. (frequent in Spanish)

Imperative Mood → Used for commands or requests.

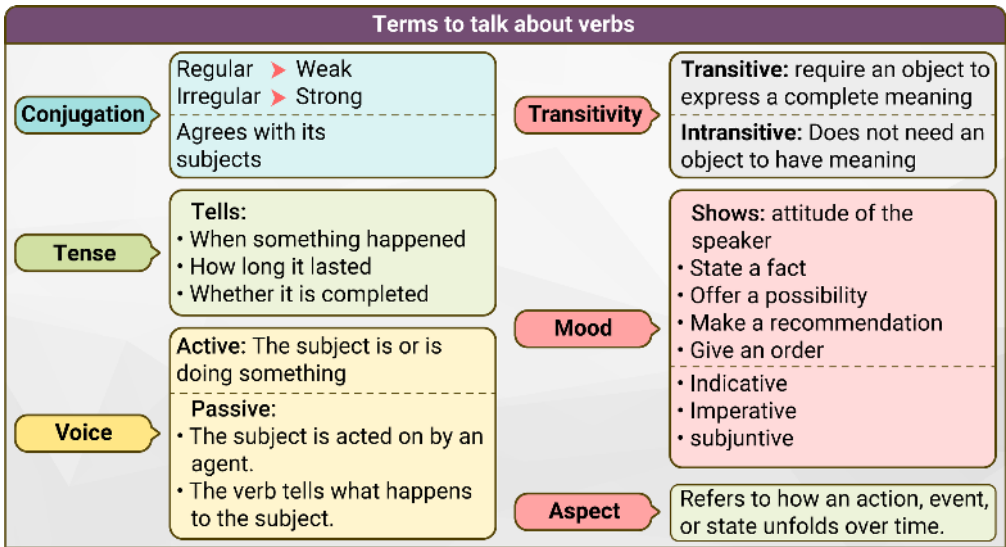
- English: Close the door! / Don't be late!
- Spanish: ¡Cierra la puerta! / ¡No llegues tarde!

**Aspect:** Aspect refers to how an action, event, or state unfolds over time. Unlike tense, which tells us when an action happens (past, present, future), aspect focuses on whether an action is completed, ongoing, repeated, or habitual.



**Figure 7**

*Terms to talk about verbs*



Note. Benítez, C., 2025

The figure shows a summary of all the terms related to verbs. In it you can see that you can conjugate regular and irregular verbs, tense shows a change in temporality of actions and so on.

So far, we have analyzed key grammatical concepts related to verbs, including tense, aspect, transitivity, and mood, which define how actions, states, and events are expressed in both English and Spanish. However, verbs do not only convey information—they also play a crucial role in asking questions.

In both languages, questions require specific verb structures, auxiliary verbs, and word order. For example, while English frequently relies on auxiliaries (do, does, did) to form interrogative sentences (Does she study here?), Spanish uses inversion and intonation (¿Estudia ella aquí?). Similarly, verb mood influences how questions are formed, especially when expressing uncertainty or polite requests (What would you like? / ¿Qué quisiera usted?).

With this in mind, let's now explore how English and Spanish form questions, analyzing the different types of interrogative structures, their functions, and the key contrasts between both languages.

### 3.1.1 Forms and structures of questions

In English, questions can be formed in different ways depending on the level of formality and the information being requested. The four main ways to ask questions include raising intonation, tag questions, inversion, and using interrogative words. Each method serves a specific function, ranging from confirming information to seeking detailed responses. Mastering these structures allows for clearer and more natural interaction in English. Below you will find information of how questions are formed.

1. **Raising Intonation:** Add a question mark to a declarative sentence and raise your voice at the end.

- **Examples:** *Anne is here already?*    *That's Mark's idea?*

2. **Tag Questions:** Add a question tag at the end of a statement. The tag reflects the subject and verb, often inverting the auxiliary verb.

- **Examples:** *Peter is happy, isn't he?*                      *They arrived on time, didn't they?*

3. **Inversion:** Invert the subject and auxiliary/modal verb or the verb *to be* to form a question.

- **Examples:** *Is Peter coming?*                      *Have they finished the report?*

4. **Using Interrogative Words:** Begin the question with *who*, *what*, *where*, *when*, *why*, or *how*.

- **Examples:** *Where is the library?*                      *When does the library open?*



**Spanish:** In Spanish, questions can be formed in multiple ways, allowing for flexibility in sentence structure while maintaining clarity. Unlike English, Spanish does not require auxiliary verbs for inversion, making question formation more direct. The six main methods for forming questions include raising intonation, confirmation tags, inversion, subject placement, subject pronoun placement, and interrogative words. Additionally, in compound tenses, the verb typically precedes the subject. Understanding these structures helps improve communication and comprehension in Spanish, whether in spoken or written form.

1. **Raising intonation:** Place question marks (...?) around a declarative sentence and raise the pitch at the end. **Examples** *¿Ana está aquí ya?*
2. **Confirmation tags:** Add phrases like *¿no es verdad?*, *¿verdad?*, or *¿no?* to the end of a statement. **Examples:** *Pedro está muy contento, ¿no es verdad?*  
*Tienes dinero, ¿no?*
3. **Inversion:** Invert the subject and verb when no object or adverb is present. Unlike English, Spanish does not require auxiliary verbs. **Examples:** *Trabaja Juan?* *¿Estudian ustedes?*
4. **Subject placement:** Place the subject noun after the object, adverb, or adjective following verbs like *ser* or *estar*. **Examples:** *Toca el piano Miguel?*  
*¿Era bonita la niña?*
5. **Subject pronoun placement:** Position the subject pronoun immediately after the verb when an object noun or pronoun is included. **Example:** *Habla usted portugués?*
6. **Interrogative words:** Begin the question with *¿qué?*, *¿quién?*, *¿dónde?*, *¿cuándo?*, *¿por qué?*, or *¿cómo?* **Examples:** *¿Dónde está María?* *¿A qué hora se abre la biblioteca?*
7. **Compound tenses in Spanish:** In compound tenses, the verb precedes the subject. **Examples:** *¿Ha visto usted a Juan?* *¿Está cantando Luisa en Nueva York o en Los Ángeles?*

As we can see Spanish demonstrates flexibility in the placement of subject pronouns and nouns look at the examples: *¿Ha estado usted estudiando todos los días?* *¿Han estado estudiando los estudiantes todos los días?*





Dear students, now that we have explored the foundational aspects of verbs, including their forms, tenses, moods, and voices, it's time to get into a fascinating aspect of verbs: *verbals*. Verbals are unique in that, while derived from verbs, they function differently in a sentence, taking on the roles of nouns, adjectives, or adverbs. This next section will introduce you to the world of verbals, including infinitives, gerunds, and participles, helping you understand their forms and uses in both English and Spanish.

### 3.2 Introducing Verbal

Verbals are non-finite forms of verbs that do not agree with a subject and do not serve as the predicate of a sentence. Instead, they function as nouns, adjectives, or adverbs *or complements*. The five main types of verbals include the **present infinitive**, **past infinitive**, **gerund**, **present participle**, and **past participle**. *Let's start with the first group of verbals: infinitives.*

#### 1. Infinitives

Infinitives are the **base form of a verb** and often appear with *to* in English (**to learn, to swim**) and as a single word in Spanish (**aprender, nadar**).

#### Functions of Infinitives in both Languages:

- **As Nouns:** *To win the competition was his goal.*
- **As Adjectives:** *This is a place to visit.*
- **As Adverbs:** *He studied hard to succeed.*
- **As Complements:** *Her dream is to travel.*
- **As Appositives:** *His plan, to start a business, was ambitious.*

Additionally, **past infinitives** express completed actions:

- **English:** *To have finished early was a relief.*
- **Spanish:** *Haber terminado temprano fue un alivio.*



Spanish infinitives are more **versatile** and frequently replace English gerunds, especially after **prepositions** (*Estoy cansado de esperar* = *I am tired of waiting*).

## 2. Gerunds

Gerunds are verb forms that function as **nouns**.

- **English gerunds** end in *-ing* (**swimming, reading**).
- **Spanish lacks a distinct gerund form**, so **infinitives** often replace English gerunds (**Nadar es divertido** = *Swimming is fun*).

### Functions of Gerunds in English:

- **As Subjects:** *Running is good exercise.*
- **As Objects:** *He enjoys reading.*
- **As Objects of Prepositions:** *They talked about leaving.*
- **As Complements:** *Her favorite activity is painting.*
- **As Appositives:** *His passion, writing, defines him.*

Since **Spanish** does not have a gerund form for **noun functions**, **infinitives replace gerunds**:

- *Me gusta nadar.*
- *Vivir en el campo es tranquilo.*

## 3. Participles

Participles are **verbal adjectives** that modify nouns.

### Forms in English:

- **Present participles** (*-ing*): *The crying baby needed attention.*
- **Past participles** (*-ed, -en*): *The broken window needs repair.*



## Forms in Spanish:

- **Only past participles** function as verbals:

- *La silla rota*
- *El documento firmado*

## Uses of Participles in both Languages:

- **As Adjectives:** *The exhausted runner collapsed.*
- **In Participial Phrases:** *Walking along the beach, she felt peaceful.*
- **As Nouns (in Spanish only):** *El arrepentido salió corriendo.*

Now is the time to review the following teaching module and expand your information about Verbals.

### [Verbals Gerunds, Infinitives, and Participles](#)

Dear students, what we have covered in this section about **verbals** is just a brief summary of the key concepts. To gain a clear and complete understanding of the topic, including the different forms and uses of each type of verbal—you need to review [annex 2. Introducing Verbals](#), where you will find detailed explanations and examples. Take this opportunity to go deeper into the annex—it's not just about passing a test; it's about strengthening your language skills and boosting your confidence. Remember, the information in the annex will be part of the evaluation, so make sure to review it thoroughly. You've got this! You can also check the video: [Verbals: Gerunds, Infinitives, and Participles](#).

## Recommended learning activity

To reinforce your knowledge, I aim you to complete the following activity.

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





### Self-assessment 3

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

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

6. Ayer te vi salir de tu oficina.
7. Todo lo que yo quería era hablar contigo.
8. Viajar me permite conocer nuevos lugares.
9. Estoy encantada de poder ayudarte.
10. Le encantaba tener nuevas experiencias.
11. Lo que más ansiaba era vivir en paz.

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

12. Cooking is my hobby.
13. In spite of missing the train, we arrived on time.
14. My favorite activity is using my smartphone.





15. She hates going out at night.
16. Flying makes me nervous.
17. Their father voted against postponing his trip to Hungary.

Complete the sentences with the present or past or past participle of the verbs given.

18. I worked hard all day. Now I feel \_\_\_\_\_. (tire)
19. Did you see the magician? He was \_\_\_\_\_. (amaze)
20. She's \_\_\_\_\_ of her job. She's looking for another. (bore)
21. We were \_\_\_\_\_ to hear he's 50. He looks much younger. (surprise)
22. We had a \_\_\_\_\_ time at the restaurant. The place is awful. (shock)
23. Some of his comments were \_\_\_\_\_. (insult)

Answer key

## Contents, resources and recommended learning activities



### Week 10

#### Unit 4. Tense, Aspect and Mood in English and Spanish

All right, dear students! This week, we are beginning an exciting new unit focused on the moods of verbs. To prepare for this topic, I encourage you to take a moment and do a bit of research on your own. What do you think tense, aspect and mood refer to? Please jot down your thoughts and findings in your notebook. This will help us kickstart our discussion with your valuable insights!



Were you able to discover what the tense, aspect and mood are? What is their relation? I believe you've found some great insights! If not, don't worry, here you have detailed information regarding those terms. Let's start.

In grammar, **Tense, Aspect, and Mood**—commonly referred to as **TAM**—are three interconnected categories that describe the action of a verb in relation to **time, structure, and attitude**. Together, they help express *when* an action happens, *how* it unfolds over time, and *what attitude* the speaker has toward the action. These categories are essential for understanding and analyzing verbs in both **English** and **Spanish**, especially in a **contrastive grammar** context, as they work together to convey complete and precise meanings.

In the study of grammar, particularly when comparing English and Spanish, understanding **tense, aspect** and **mood** is essential for analyzing how each language expresses time and the nature of actions. All these concepts are closely related but serve different functions in conveying meaning. Let's see what each term refers to.

## 4.1 Tense

Tense refers to the grammatical expression of time, indicating *when* an action takes place—whether in the past, present, or future. It situates an action or event on a timeline relative to the moment of speaking and answers the question: *When does the action happen?* By establishing the temporal framework for the verb, tense helps convey the timing of events and actions within a sentence.

### Tense in English and Spanish:

Both English and Spanish have different systems for expressing tense, but they differ in structure and use. Table 27 presents the difference between tenses in English and Spanish.



**Table 27**  
*Tenses in English and Spanish*

Tense	English Example	Spanish Example
Present	<i>I study every day.</i>	<i>(Estudio) todos los días.</i>
Past	<i>She travelled yesterday.</i>	<i>(Ella) viajó ayer.</i>
Future	<i>They will work tomorrow.</i>	<i>(Ellos) trabajarán mañana.</i>

Note. Benítez, C., 2025

Through the table you may have realized that structures in English and Spanish are similar, however there are some important issues to consider such as the use of modals and omission of nouns or pronouns.

4.2 Aspect

Aspect refers to how an action or event unfolds over time. It expresses the nature of the action—whether it is completed, ongoing, habitual, or repetitive. Aspect answers the question: *How is the action experienced over time?* Both languages share similar aspects, but they express them differently. In this table there is a desxcription of aspects. Table 28 shows the aspect of verbs, please analyze it.



**Table 28**  
*Main Aspects in English and Spanish*

Aspect	Definition	English Example	Spanish Example
Perfect	Describes a completed action relevant to the present	<i>I have finished my work.</i>	<i>He terminado mi trabajo.</i>
Progressive/Continuous	Describes an ongoing or unfinished action	<i>I am reading a book.</i>	<i>Estoy leyendo un libro.</i>
Perfect Progressive	Describes an ongoing action that started in the past and continues into the present	<i>I have been studying for hours.</i>	<i>He estado estudiando por horas.</i>
Simple	Describes actions without emphasis on completion or duration	<i>I eat breakfast every day.</i>	<i>Desayuno todos los días.</i>

Note. Benítez, C., 2025

Through the table, you may have realized that aspect refers to how the how an action or event unfolds over time, showing all the aspects for verbs.

Regarding aspect, it is important to point out some important aspects

- **English** often uses auxiliary verbs (*have, be*) combined with participles to express aspect.
- **Spanish** typically uses verb conjugations and auxiliary verbs like *haber* and *estar* to convey similar meanings.
- Spanish does not have a direct equivalent to the **perfect progressive** but can convey the same idea using structures like *llevar + gerundio* (*Llevo estudiando dos horas = I have been studying for two hours*).



Now, let's move into Mood. Both English and Spanish use mood to express intention, obligation, doubt, or reality, but Spanish has a more complex and frequent use of mood, especially with the subjunctive. This short but informative video provides a clear explanation of what verb mood is and why it's important. Let's watch it, [The Mood of the Verb](#).

### 4.3 The Mood

To begin, it is important to understand that verb mood is a grammatical feature that reflects the speaker's attitude toward the action or state described by the verb. It expresses how the action is perceived—whether as a fact, command, possibility, wish, or hypothetical situation. Mood organizes verb tenses and helps convey the speaker's intention, shaping how the action or event is presented.

In both English and Spanish, mood plays a crucial role in expressing intention, obligation, doubt, desire, or reality. However, Spanish uses mood more frequently and with greater complexity, particularly the subjunctive mood, which appears in a wider range of contexts than in English. Get information from the video: [The Mood of the Verb](#)

#### Types of Mood in English and Spanish

1. **Indicative Mood:** The indicative mood expresses facts, real events, or objective statements. It is the most frequently used mood in both languages, commonly found in everyday communication and used to convey reality or ask direct questions.
  - English: She is studying. / Is she coming?
  - Spanish: Ella está estudiando. / ¿Ella viene?
2. **Subjunctive Mood:** The subjunctive mood conveys possibilities, wishes, hypothetical scenarios, or actions contrary to reality. It often appears in subordinate clauses after expressions of doubt, desire, or necessity. While its use in English is limited to certain formal contexts, the subjunctive is



more prevalent and structurally significant in Spanish.

- English: *I wish he were here. / It's important that she arrive on time.*
- Spanish: *Ojalá él estuviera aquí. / Es importante que ella llegue a tiempo.*

**3. Imperative Mood:** The imperative mood issues commands, requests, or instructions directed at the listener. It is commonly used to encourage actions, give orders, make suggestions, or offer warnings.

- English: *Close the door. / Let's work together. / Please, sit down.*
- Spanish: *Cierra la puerta. / Trabajemos juntos. / Por favor, siéntate.*

### **Tense usage within moods**

Both the subjunctive and indicative moods in English and Spanish include various tenses, each serving specific communicative purposes.

### **The subjunctive mood features several tenses:**

English: Present *I suggest he be on time*, Past *If I were you, I'd leave*, Present Perfect *I hope she has arrived*, and Past Perfect *I wished he had arrived*.

Spanish: Present *Espero que él venga*, Imperfect *Si yo fuera rico*, Present Perfect *Espero que haya llegado*, and Pluperfect *Ojalá hubiera llegado*.

The indicative mood encompasses a broader range of tenses in both languages, offering more precise expressions of time and aspect:

English: Present *She studies*, Past *She studied*, Future *She will study*, Present Perfect *She has studied*.

Spanish: Presente *Ella estudia*, Pretérito *Ella estudió*, Futuro *Ella estudiará*, Pretérito Perfecto *Ella ha estudiado*.



In the following sections, we will explore each mood in greater detail, beginning with the imperative mood. This will include its structure, uses, and variations in both English and Spanish. Understanding these concepts will provide a solid foundation for comparing how both languages express commands and requests.

### 4.3.1 The Imperative: Forms and uses in English and Spanish

The imperative mood is used to issue commands, make requests, offer advice, or give instructions. It addresses the listener directly and often omits the subject, as the command is implicitly directed at *you*.



The **imperative mood** issues commands, make requests, offer advice or give instructions directly to the listener. It is often used to guide actions, make suggestions, or offer warnings. For example, *Close the door*, *Let's work together*, or *Please, sit down*.

The forms of the English imperative are similar to those of the present indicative, with some differences.

The second-person imperative (singular and plural) has only one form: (*you*) *Sing!*

For the first-person plural, the auxiliary verb *let* is used: *Let's sing!* (*us*). *Let's* is the form used to introduce an imperative that addresses a group of people, including the speaker. The verb *let* means “to allow” and can be used in many ways:

- *Elsa, **let**it go!*
- ***Let**me help you!*
- *Don't **let**this worry you.*
- ***Let**us worry about that.*

For the third-person (singular and plural), auxiliary verbs such as *let*, *have*, and *make* are employed: *Let her sing!*, *Have them come in!*, *Make him stop!*



It is important to point out that unlike other moods, imperative sentences do not explicitly express a subject, so it may sound a little harsh, to make it less abrupt, tone is important and also the use of expressions such as *please, kindly, If you don't mind, whenever you are ready*

*Please, pass me the salt*

*Kindly, repeat what you said*

*Call me, when you get a chance*

Additionally, negative imperatives use the auxiliary *don't* for second-person commands (e.g., "Don't speak so loudly"). For first-person plural, negatives are expressed with *let's not* (e.g., "Let's not talk about this"), as using *don't let's* is incorrect.

- **Don't**go to the movies
- **Don't**call her!
- **Let's not**think about that.

As we have said before, the imperative serves many purposes, as in the following examples:

- Expressing wishes: *Get well soon, have a great weekend*
- Giving advice or encouragement: *Go to the doctor, Take your medicine*
- Giving commands: *Take your sit, ask for help*
- Giving step-by-step instructions: *Mix the ingredients*
- Giving suggestions: *Try those new shoes, let's talk about the problem*
- Instructions for signs or notices: *Keep off the grass, watch the dog*
- Issuing invitations: *Come for dinner, come to visit us*
- Making requests: *Help me, pass the salt*

The same as in English, the imperative mood in Spanish is used to issue commands,

**Give orders:** ¡Has tu deber!, **give instructions:** Transcriba la frase , **ask for something:** Prestame el lápiz, **invite:** Ven a mi fiesta, **advise:** No vayas, give





**permission: Puedes ir.** It directly addresses the listener, and its forms vary depending on the level of formality, the number of people addressed, and whether the command is affirmative or negative.

In the **Spanish imperative mood**, there are distinct forms for affirmative *tú* and *vosotros* commands. The *tú* form is created by removing the -s from the present indicative, while the *vosotros* form replaces the -r in the infinitive with -d. For example, *Habla más despacio*). All other forms, including third-person affirmative commands and negative commands for *tú* and *vosotros*, use the present subjunctive. For negative commands, the word "no" is placed before the verb, as in *No hables tan rápido*.

Additionally, some verbs in Spanish have irregular imperative forms. Pronouns in affirmative commands are attached directly to the verb as in *Dímelo*, while in negative commands, they precede the verb: *No me lo digas*.

## Forms of the Spanish Imperative Mood

### 1. Affirmative Commands

- **Tú (Informal Singular):** Formed by removing the -s from the second-person singular (*tú*) form of the present indicative.
  - Habla más alto.                      - Come a tiempo.
- **Vosotros (Informal Plural):** Replace the final -r of the infinitive with -d.
  - Venid más temprano                      - Estudiad la lección
- **Usted (Formal Singular):** Uses the third-person singular form of the present subjunctive.
  - Venga temprano.                      - Sirva la comida
- **Ustedes (Formal Plural):** Uses the third-person plural form of the present subjunctive.
  - Muevan la mesa.                      - Salga temprano



- **Nosotros/Nosotras (Let's commands):** Uses the first-person plural form of the present subjunctive.

- *Vayamos juntos.*

- *Caminemos un poco.*

## 2. Negative Commands: All negative commands in Spanish use the **present subjunctive**.

- *No mires por la ventana.*
- *No compres más joyas. (Don't eat sweets).*
- *No miremos la tele.*

Irregular Imperative Forms: **Some verbs have unique or irregular forms in the imperative:**

### ◦ **Tú affirmative Irregulars:**

- *Decir: di* → di la verdad
- *Hacer: haz* → haz tu tarea
- *Ir: ve* → ve con cuidado
- *Poner: pon* → pon la mesa
- *Salir: sal* → sal temprano
- *Ser: sé* → se sincero
- *Tener: ten* → ten cuidado
- *Venir: ven* → ven conmigo

Additionally, some verbs in Spanish add pronouns, in this case, pronouns follow specific placement rules in commands:

In affirmative commands pronouns are attached directly to the end of the verb. If multiple pronouns are used, their order must follow the standard sequence (*indirect object pronoun* followed by *direct object pronoun*).

*Dí*me

*Haz*lo ahora

*Tráe*me



When attaching pronouns, an accent mark is often added to maintain the original stress of the verb: *Escríbelo*.

- **Negative Commands:** Pronouns are placed before the verb, maintaining their standard order. No attachment occurs in negative forms.

*No me lo digas.      No lo hagas.      No se lo envíes.*

This clear distinction between affirmative and negative commands is a relevant feature of Spanish grammar, providing precision and clarity in spoken and written instructions. The first-person plural (*nosotros/nosotras*) uses the present subjunctive to express *commands like Comencemos ahora* or *No vayamos tarde*.

To conclude this section, it is important to highlight some key similarities and differences between the imperative in English and Spanish.

- Spanish has distinct conjugations for each person (*tú, vosotros, usted, ustedes, nosotros*), while English uses a single base form for all.

English: *Speak clearly.*

Spanish: *Habla claro (tú), hable claro (usted), hablad claro (vosotros).*

- Spanish alters pronoun placement between affirmative (attached) and negative (preceding) commands.

English: *Tell me the truth. / Don't tell me the truth.*

Spanish: *Dime la verdad. / No me digas la verdad.*





## Recommended learning activities

Now that we've explored the concept of moods and gotten into the subjunctive mood, it's time to solidify your understanding with practical learning activities. This will help you apply the concepts we've covered in real-world contexts."

1. **Recognizing modos:** Read the following sentences and identify whether the verb is in the **imperative** or **subjunctive** mood. Indicate the reason for your choice.
  - *Please close the door quietly.*
  - *I wish I were taller.*
  - *No hables tan rápido. (Don't speak so fast.)*
  - *Let's go to the park!*
  - *Es importante que estudies para el examen. (It's important that you study for the exam.)*
2. **Writing practice:** Write three original sentences for each mood (imperative and subjunctive), using examples in both English and Spanish. For each sentence, underline the verb and explain why the chosen mood is appropriate.
3. **Challenge activity:** Translate the following sentences into Spanish or English, paying attention to the correct mood:
  - *It's necessary that you be on time.*
  - *No cierres la ventana.*
  - *Let's not argue about this*

Note: please complete the activities in a class notebook or Word document.





Dear students, having examined the imperative mood and its functions, let's now turn our focus to the subjunctive mood. This mood is essential for expressing wishes, hypothetical scenarios, and uncertainty, and it plays a significant role in both English and Spanish.

### Contents, resources and recommended learning activities



## Week 11

### Unit 4. Tense, Aspect and Mood in English and Spanish

#### 4.3 The Mood

##### 4.3.2 The subjunctive: Forms and uses in English and Spanish

The subjunctive mood in English expresses ideas that are hypothetical, wished-for, uncertain, or contrary to reality. It often appears in formal contexts and is less frequently used than in other languages, such as Spanish.

The subjunctive has distinct forms that vary based on tense and usage, allowing speakers to express nuanced meanings. These include the present subjunctive, the past subjunctive (often marked by the use of "were"), and the subjunctive as it overlaps with modal constructions. These include the present subjunctive, the past subjunctive (often marked by the use of "were"), and the subjunctive as it overlaps with modal constructions. These forms will now be examined in detail to understand how they function in both English and Spanish.

#### Forms of subjunctive in English

**Present Subjunctive:** The present subjunctive uses the **base form** of the verb for all subjects. It does not conjugate for singular or plural, making it distinct from the indicative mood.

- *I demand that she leave immediately. (leave is used instead of leaves.)*



- *They insisted that he finish the task. (finish instead of finishes.)*
- *It is important that everyone be quiet. (be instead of is.)*

**Uses:** Commonly appears in clauses following verbs like *suggest, demand, recommend, insist* or expressions such as *it is important that*.

**Past Subjunctive:** The past subjunctive is most commonly represented by the use of **were** for all subjects, even where *was* would typically appear in the indicative.

- *If I were you, I would apologize. (were used instead of was.)*
- *She wishes she were taller. (were expresses a hypothetical scenario.)*
- *If he were here, everything would be fine.*

**Uses:** in a general way, the subjunctive expresses unreal, hypothetical, or contrary-to-fact situations. Common in conditional sentences starting with *if* and in clauses expressing wishes (*I wish...*).

The subjunctive in English is also used for:

**1. Expressing wishes and unreal situations:** Used in clauses introduced by *wish* or hypothetical *if* clauses.

- *I wish I were taller. (were replaces the indicative was for a hypothetical condition.)*
- *If I were the president, I would lower taxes.*

**2. Making demands, recommendations, or suggestions:** Common after verbs like *wish, suggest, recommend, urge, demand, insist*

- *I suggest that she study harder. (study is in base form regardless of subject.)*
- *It is essential that he arrive on time.*

**3. Expressing necessity or importance:** Found in clauses introduced by *it is important that, it is necessary that*.

- *It is important that everyone be present.*



- *It is necessary that she follow the instructions.*

#### 4. **Making fixed expressions:** Appears in formal or traditional expressions.

- *God save the King!*
- *Come what may.*
- *Heaven forbid.*

#### 5. **Hypothetical and conditional clauses:** Expresses actions that depend on specific conditions, often paired with modal verbs like *would* or *could*.

- *If he were here, he would help.*
- *If she were to win, we would celebrate.*

Having explored the forms and uses of the subjunctive mood in English, we now turn our attention to the subjunctive in Spanish. While both languages use the subjunctive to express doubt, wishes, and hypothetical situations, Spanish employs this mood much more extensively, with distinct conjugations. Let's examine how the subjunctive is formed and used in Spanish, highlighting the similarities and differences with English.

#### **Forms and uses of subjunctive in Spanish:**

**Present Subjunctive:** to form the present subjunctive start with the **yo** form of the present indicative, drop the -o, and add:

-e, -es, -e, -emos, -éis, -en.      **for -ar verbs**

-a, -as, -a, -amos, -áis, -an.      **for -er/-ir verbs:**

In table 29, the Forms of verbs in present subjunctive are presented, please pay attention to the different forms.



**Table 29**  
*Forms of verbs in present subjunctive*

Subject pronoun	-ar verbs mirar	-er verbs vender	-ir verbs servir
Yo	mire	venda	sirva
Tu	mires	vendas	sirvas
El-ella	mire	venda	sirva
Nos	miremos	vendamos	sirvamos
Vos	mireis	vendais	sirvais
Ellos-ellas	miren	vendan	sirvan

*Note.* Benítez, C., 2025.

The table shows the forms for each one of the persons, after analyzing it, you may have realized that for the Present subjunctive, there are different endings for each one of the persons and also the differences between verbs ending in -ar, -er, and ir.

Uses of subjunctive in Spanish: The present subjunctive is used to express:

In Spanish the present subjunctive is used for various purposes. This table outlines its different uses along with corresponding examples.





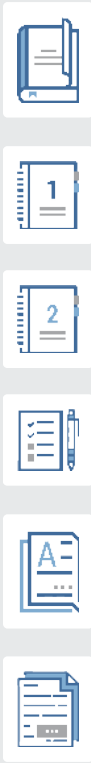
**Table 30**  
*Uses of present subjunctive*

Use	Example
<b>Wishes and desires:</b>	<ul style="list-style-type: none"><li>• Quiero que tú hables con él.</li><li>• Me gusta que mi madre venga.</li></ul>
<b>Doubt or uncertainty:</b>	<ul style="list-style-type: none"><li>• No creo que ella venga a la fiesta.</li><li>• Dudo que ellos vendan sus casas.</li></ul>
<b>Impersonal Expressions:</b>	<ul style="list-style-type: none"><li>• Es importante que estudie mucho.</li><li>• Es necesario que paguemos la deuda.</li></ul>
<b>Recommendations or commands:</b>	<ul style="list-style-type: none"><li>• Te recomiendo que leas este libro.</li><li>• Te ordeno que hagas la tarea.</li></ul>
<b>After conjunctions</b>	<ul style="list-style-type: none"><li>• Iremos al parque a menos que llueva.</li><li>• Aunque supliques, no irás.</li></ul>

Note. Benítez, C., 2025.

Through the table you may have recognized the different uses of subjunctive along with corresponding examples. It is important to realize also that the subjunctive is used for ideas that express doubt, recommendation, et, and also you need to notice the forms of the verb.

**Imperfect Subjunctive:** To conjugate a verb in the imperfect subjunctive, start by removing its infinitive ending (-ar, -er, -ir). Then, apply the corresponding endings from the table provided. Each subject pronoun offers two interchangeable conjugation options.



**Table 31**  
*Endings for -ar, -er, -ir verbs imperfect subjunctive*

person	-ar verbs		-er, -ir verbs	
Yo	-ara,	-ase	-iera,	-iese
Tu	-aras,	-ases	-ieras,	-ieses
Él	-ara,	-ase	-iera,	-iese
Nosotros	-áramos,	-ásemos	-iéramos,	-iésemos
Vosotros	-arais,	-aseis	-ierais,	-ieseis
Ellos	-aran,	-asen	-ieran,	-iesen

Note. Benítez, C., 2025.

This table provides a detailed overview of the **imperfect subjunctive endings** for **-ar**, **-er**, and **-ir** verbs. Note that **-er** and **-ir** verbs share the same endings. Additionally, notice that this tense allows for **two possible conjugation forms**.

The table shows the conjugations for verbs -ar,-er, and -ir verbs in the subjunctive mood, through it, you can realize the different endings for each one of the grammatical persons.



**Table 32**  
*Conjugations of -ar, -er, -ir verbs in imperfect subjunctive*

Subject pronoun	-ar, verbs mirar	er, -ir vender-servir	
Yo	mirara /ase	vendiera / iese	sirviera / iese
Tu	miraras /ses	vendieras / ieses	sirvieras / ieses
El/ella/usted	mirara / ases	vendiera / iese	sirviera / iese
Nosotros	miráramos / ásemos	vendiéramos / iésemos	sirviéramos / iésemos
Vosotros	mirarais / aseis	vendierais / ieseis	sirvierais / ieseis
Ellos/ellas/ustedes	miraran / asen	vendiera / iesen	sirviera / iesen

Note. Benítez, C., 2025.

It is important to remember that irregular verbs change forms because they undergo a vowel change in the stem: *a* → *i*, *e* → *i*, *a* → *u*, *o* → *u*. The endings for conjugation remain the same as for regular verbs.

- **Verbs with a vowel change a → i:** *hacer*.
- **Verbs with a vowel change e → i:** *conseguir, elegir, pedir, perseguir, repetir, seguir, sentir, venir* (ending in -er/-ir).
- **Verbs with a vowel change a → u:** *haber*.
- **Verbs with a vowel change o → u:** *dormir, morir, poder*.

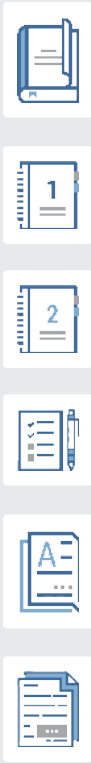
Also, some verbs modify their root (stem changing verbs) and are conjugated with the same verb -er, -ir endings. The following are part of this list:

andar → anduviera

caber → cupiera,

estar → estuviera

poner → pusiera



querer → quisiera

saber → supiera

tener → tuviera.

**Uses of the Imperfect Subjunctive:** The imperfect subjunctive is used in the following situations:

1. *Following a conditional clause* to express a wish, describe an imaginary situation, or after the imperfect indicative to indicate simultaneous or subsequent actions.
  - *Me gustaría que vinieras a mi fiesta.*
  - *Ella querría que fuese a su fiesta.*
2. *Introduced by a verb of opinion (creer, pensar, saber,)* in its negative form, expressing a hypothesis or referring to something that happened in the past.
  - *No creía que el tren llegara tan temprano.*
  - *No pensaba que mi amigo estuviera aquí.*
  - *No sabía que quisieras ir de compras.*
3. Used to express politeness.

*Quisiera una taza de té, por favor. Quisiéramos ir de paseo.*
4. *Following "como si",* often describing hypothetical scenarios.
  - *Has luchado como si fueras un campeón.*
  - *Has entrenado como si quisieras ser campeón*
5. *To convey requests in the past.*
  - *Ayer, Marta me dijo que cerrase la puerta.*
  - *Siempre pedía que trajera el periódico.*



**The Present Perfect Subjunctive:** To conjugate regular verbs in the present perfect subjunctive, we take the present subjunctive of the verb *haber* followed by the participle of the main verb: *haya, hayas, haya, hayamos, hayáis, hayan* + past participle.

In this table the conjugation of the Present Perfect Subjunctive is shown, note that here we conjugate the auxiliary *have* the main verb uses the past participle.

**Table 33**  
*Conjugation of the Present Perfect Subjunctive*

Person	Auxiliary	Participle
yo	haya	
tú	hayas	
él, ella, usted	haya	hablado aprendido vivido
nosotros/-as	hayamos	
vosotros/-as	hayáis	
ellos/-as, ustedes	hayan	

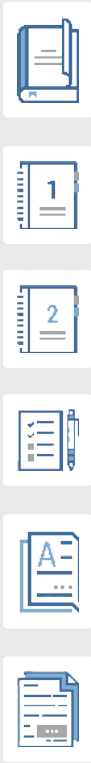
Nota. Benítez, C., 2025.

In this table the conjugation forms for the present perfect subjunctive is shown after analyzing it, you may realize that this tense uses the auxiliary *HABER* and a verb in past participle.

**Uses of the Present Perfect Subjunctive**

The Present Perfect Subjunctive is used in sentences that express subjectivity —such as doubt, emotion, or value judgments—often related to recent past actions. Below are the most common contexts in which it appears:

- a. **After present tense verbs expressing subjectivity:** Verbs like *gustar, interesar, sorprender, preocupar, molestar, dar miedo, querer, esperar, desear,*



*preferir*, followed by "que," use the Present Perfect Subjunctive when the subjectivity concerns a recent past action.

- Espero que Ana haya aprobado el examen.
- Deseo que lo hayáis pasado bien.
- Nos sorprende que las plantas hayan crecido tan rápido.

**b. After expressions of disbelief or doubt:** Expressions like *no creer que*, *no pensar que*, *dudar que* trigger the Present Perfect Subjunctive when referring to recent past actions.

- El director no cree que eso haya ocurrido.
- Dudo que hayan comprado el coche.

**c. After "ojalá" or "ojalá que":** This expresses a realistic wish about a recent past action.

- Ojalá su equipo haya ganado el partido.

**d. After phrases indicating probability:** Phrases like *posiblemente*, *probablemente*, *tal vez*, *quizás*, *puede que*, *es posible que*, *es probable que* often takes the Present Perfect Subjunctive when discussing recent past actions.

- Quizás haya ido a la playa.
- Es posible que ellos hayan llamado.

**e. After expressions structured as [es + adjective + que]:** When referring to recent past actions.

- Es bueno que vosotros hayáis dicho la verdad.
- Es importante que hayamos descubierto la verdad.

**f. For actions expected to occur in the future, introduced by "cuando":** The Present Perfect Subjunctive expresses actions anticipated to have been completed.

- Llámame cuando hayas llegado al hotel.





- Cuando hayáis terminado el libro, lo comentaremos.

**g. For actions expected to occur in the future, introduced by "hasta que"**

- No pagaré el ordenador hasta que lo haya probado.

**h. For conditions introduced by phrases like "siempre que, a condición de que, siempre y cuando":** The Present Perfect Subjunctive describes prerequisites that must be fulfilled.

- Podéis ir a la fiesta siempre que hayáis comprado la entrada.
- Puedes conducir siempre y cuando no hayas bebido.

**i. For hypothetical obstacles in the recent past:** Introduced by "salvo que, a no ser que," these phrases describe potential barriers.

- Cocinaré carne, a no ser que hayan traído pescado.

**j. For hypothetical obstacles despite which something happens:** Introduced by "aunque, a pesar de que," these structures highlight contrasting outcomes.

Examples:

- Aunque no hayas estudiado, vas a aprobar.

**Past Perfect (Pluperfect) Subjunctive:** The Past Perfect Subjunctive, also known as the Pluperfect Subjunctive (*el pretérito pluscuamperfecto de subjuntivo*), refers to an action in the past that was completed prior to another past action in the main clause. To conjugate it we use the imperfect subjunctive of *haber* followed by the past participle of the main verb.

*hubiera, hubieras, hubiera, hubiéramos, hubierais, hubieran* + past participle.

The following table shows the forms of the past perfect subjunctive, please pay attention to them.

**Table 34**  
*The forms of the past perfect subjunctive*

Person	Auxiliary	Participle
yo	hubiera/hubiese	actuado participado estudiado
tú	hubieras/hubieses	
él, ella, usted	hubiera/hubiese	
nosotros/-as	hubiéramos/hubiésemos	
vosotros/-as	hubierais/hubieseis	
ellos/-as, ustedes	hubieran/hubiesen	

Nota. Benítez, C., 2025.

Through the table you can notice that the past perfect subjunctive uses the auxiliary HAVE conjugated in two forms, both options there can be used

All right, dear students! I believe you have successfully completed the task and now have a clear understanding of how the subjunctive mood works in both English and Spanish. Remember, the subjunctive mood is not only used to suggest, recommend, or advise—it is also essential for expressing hypothetical, imaginary, or contrary-to-fact situations. We invite you to review the following presentation about [Indic - Subjunctive](#).

**Recommended learning activity**

It is time to apply your knowledge through the activity that has been proposed below:

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







## Self-assessment 4

1. 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.

**Model:** Should I show Ana the house? Yes, show it to her.

- a. Should I send the photos to Carlos? \_\_\_\_\_.
- b. Should I lend the computer to Juana? \_\_\_\_\_.
- c. Should I deliver the data to the analysts? \_\_\_\_\_.
- d. Should I bring the floppy disks to Miguel? \_\_\_\_\_.
- e. Should I give the money to the accountant?  
\_\_\_\_\_.

2. 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. ( )
- b. I'm happy that you got a good job. ( )
- c. My mother says that Tom is a good student. ( )
- d. The doctor suggests that you take two aspirins. ( )
- e. It's important for you to learn Spanish. ( )
- f. We doubt that he won the lottery. ( )
- g. I know that John lives in that house. ( )

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

- 1. (*hacer*) I wanted you all to \_\_\_\_\_ it.
- 2. (*saber*) We didn't believe that you \_\_\_\_\_ it.
- 3. (*ser*) I hoped that the house \_\_\_\_\_ more modern.
- 4. (*ir*) I asked him \_\_\_\_\_ with me.
- 5. (*decir*) They insisted that I \_\_\_\_\_ them everything.



6. (traducir) It surprised me that no one \_\_\_\_\_ the president's speech.
7. (hablar) I preferred that you \_\_\_\_\_ to me in Spanish.
8. (dar) I told him you were coming so that he \_\_\_\_\_ you the package.

Answer key

## Contents, resources and recommended learning activities



### Week 12

#### Unit 5. The Indicative Mood – Tense and Aspect

Dear students, today we are **starting** an exciting topic: **The Indicative Mood – Tense and Aspect**. Have you ever wondered how we use verbs to express actions, states, or events in a way that is clear and tied to specific times? Think about sentences like, *I am reading*, *I read yesterday*, or *I will read tomorrow*. How do these tenses help us understand the timing and nature of actions?

In this section, we will explore the **indicative mood**, the most commonly used mood in both English and Spanish. It is the backbone of how we communicate facts, descriptions, and questions about reality. We will dive into its tenses—past, present, and future—and aspects, such as whether an action is complete, ongoing, or habitual.

Let's begin this journey by looking at how each tense and aspect works in both languages. You'll soon see the fascinating ways in which The **Indicative Mood** is one of the grammatical moods used to express factual statements, real situations, or objective truths. It is the most commonly used mood in English and many other languages, including Spanish. The primary purpose of the indicative mood is to convey information, make declarations, or ask questions.



## 5.1 The Indicative Mood

The **Indicative Mood** is one of the grammatical moods used to express factual statements, real situations, or objective truths. It is the most commonly used mood in English and many other languages, including Spanish. The primary purpose of the indicative mood is to convey information, make declarations, or ask questions. In both, English and Spanish, the Indicative mood is used to express the following:

**For statements of fact:** Expresses actions or events that are perceived as real or certain. For example: English: *She is studying for the exam.* Spanish: *Ella está estudiando para el examen.*

**For asking questions:** about facts or information.

- English: Did he finish his homework / What did he do yesterday?
- Spanish: ¿Terminó su tarea? / Que hiciste ayer?

**For expressing certainty:** Indicates that the speaker believes the statement to be true.

- English: The sun rises in the east.
- Spanish: El sol sale por el este.

**The indicative mood includes all verb tenses** such as present, past, future, perfect and conditional forms.

- Present English: I live in New York. / Spanish: Yo vivo en Nueva York.
- Past English: She went to the store. / Spanish: Ella fué a la tienda.

Dear students, before looking into the Spanish present tense, let us first understand how present tenses function in English. The English present tense encompasses three forms, each serving distinct purposes: **simple present**, **present progressive**, and **present emphatic**. These tenses are defined by their grammatical structure and the contexts in which they are used.



## 5.2 Simple tenses in English and in Spanish

### 5.2.1 English present tenses

The present tense is one of the most fundamental grammatical structures in any language, allowing us to talk about what is happening now, what happens regularly, and sometimes even what will happen in the near future. It serves as the foundation for expressing actions, states, and facts that are relevant to the present moment. Understanding the present tense is essential because it is widely used in everyday communication and is the starting point for mastering more complex tenses.



The present tense has variations across languages, with different forms and uses to express ongoing actions, habits, or general truths.

Now, let's study the forms, rules, and uses of the present tense, starting with English and then moving to Spanish. Along the way, we'll compare their similarities and differences to deepen your understanding

### Forms of the Present Tense in English

#### 1. Simple Present

The simple present is straightforward and includes just one inflected form: the **third-person singular**, which requires adding -s to the base verb.

- *I walk to school every day.*
- *He walk**s** to school every day*
- *They read books in the evening.*
- *The form changes only for third-person singular subjects (he, she, it), while all other subjects use the base form*

#### 2. Present Progressive



The present progressive is used to indicate ongoing actions and is formed by combining the **present tense of to be** (*am, is, are*) with the **present participle** (the *-ing* form of the verb).

- *I am reading a novel.*
- *She is cooking dinner.*
- *They are playing football.*

### 3. Present Emphatic

The present emphatic form is constructed by using the **present tense of to do** (*do, does*) followed by the **base form of the verb**. This form is typically used to add emphasis or to create questions and negatives.

- *I do enjoy traveling.* (Emphasis)
- *Does he know the answer?* (Question)
- *They do not like cold weather.* (Negative)

**Uses of the Present Tense in English: The three forms serve unique purposes:**

#### • Simple Present

- To describe habitual actions: *I always drink coffee in the morning.*
- To state facts or general truths: *The Earth orbits the Sun.*
- To express future schedules: *The train arrives at 5 PM.*

#### • Present Progressive

- To express actions happening right now: *She is studying for her exam.*
- To indicate near-future plans: *We are meeting friends tomorrow.*

#### • Present Emphatic

- To emphasize an action: *I do believe in second chances.*
- To form questions: *Do you play the piano?*
- To create negative statements: *He does not agree with the decision.*



### 5.2.2 Spanish present tense

Now that we have explored the English present tenses and their uses, it is important to understand how these forms compare to the Spanish present tense. While English distinguishes between three specific present tenses (simple present, present emphatic and present continuous), Spanish consolidates many of these uses into the **simple present tense** and employs the **present progressive** for ongoing actions.

The Spanish present tense has two primary forms: the **simple present** and the **present progressive**.

- **The Simple Present:** The simple present form can be translated into English as “I speak,” or “I do speak.” (depends on the tone of the speaker).
- **The Present Progressive:** This form is used specifically to emphasize that an action is happening at this very moment. It combines the present tense of *estar* with the present participle. For instance, *estoy hablando*. Note that some verbs, such as *ser*, *estar*, *ir*, and *venir*, are not used in the present progressive as the main verb.

**Forms of the present tense. In Spanish forms of the verb depend on the three endings infinitive forms have. To conjugate verbs**, we remove the infinitive endings -ar, -er or -ir and add the corresponding ending to the word stem. In the following table, we show the forms for the simple present.



**Table 35***Regular Spanish verb conjugations*

Verb ending	Conjugation rules	Example verb	Example conjugations
<b>-ar Verbs</b>	Drop -ar and add: Singular: -o, -as, -a; Plural: -amos, -áis, -an	hablar	yo hablo, tú hablas, él/ella habla; nosotros hablamos, vosotros habláis, ellos/ellas hablan
<b>-er Verbs</b>	Drop -er and add Singular: -o, -es, -e; Plural: -emos, -éis, -en	aprender	yo aprendo, tú aprendes, él/ella aprende; nosotros aprendemos, vosotros aprendéis, ellos/ellas aprenden
<b>-ir Verbs</b>	Drop -ir and add: Singular: -o, -es, -e; Plural: -imos, -ís, -en	vivir	yo vivo, tú vives, él/ella vive; nosotros vivimos, vosotros vivís, ellos/ellas viven

Note. Benítez, C., 2025

Through the table, you can realize that verbs adopt different endings depending on the type of verb and the grammatical person it refers to.

Stem-Changing Verbs: Special cases in the present tense: Spanish displays some regularities in the conjugation of some verbs called irregular ones.



Some verbs undergo stem changes in all forms except *nosotros* and *vosotros*:

- **-ar Verbs:** e → ie and o → ue.

Example: *cerrar* → *cierro, cierras, cierra, cerramos, cerráis, cierran*

Example: *jugar* → *juego, juegas, juega, jugamos, jugáis, juegan* (u → ue).

- **-er and -ir Verbs:** e → ie and o → ue.

Example: *querer* → *quiero, quieres, quiere, queremos, queréis, quieren*.

Example: *dormir* → *duermo, duermes, duerme, dormimos, dormís, duermen*.

- **-ir Verbs with e → i Changes**

Example: *repetir* → *repito, repites, repite, repetimos, repetís, repiten*.

Other verbs include *seguir, servir, and vestir*.

**Orthographic Changes:** Some verbs require spelling changes in the first-person singular to preserve pronunciation:

- **-ger:** *escojo* (I choose).
- **-guir:** *distingo* (I distinguish).
- **-cer:** *venzo* (I conquer).
- **-cir:** *conozco* (I know).

### Irregular First-Person Singular Forms

1. Verbs ending in **-oy**: *estoy* (I am).
2. Verbs ending in **-go**: *hago* (I do), *tengo* (I have).

**Note: Simple present + desde hace + period of time.** This is useful if you want to emphasize the duration of an action that continues in the present: *Estudio español desde hace dos años*.

Besides: **hace + period of time + que + simple present** use this phrase to indicate when was the last time an event occurred: *Hace dos años que no voy a Colombia*.

Finally, it is important to emphasize that both languages have similar uses, as seen in the following table.





**Table 36***Uses of simple present in English and Spanish languages*

USE	SPANISH	ENGLISH
To talk about universal truths or general facts	El agua hierve a 100 grados Celsius.	Water boils at 100 degrees Celsius.
To talk about routines Use it with frequency adverbs and other present time markers	Siempre tomo café sin azúcar.	I always drink coffee without sugar.
To ask for or give information about the present	Nosotros vivimos en la Avenida San Martín.	We live on San Martín Avenue.
To describe actions that are happening at the moment of speaking	Busco mis gafas. ¿Qué haces? -Veo la tele.	I'm looking for my glasses. What are you doing? -I'm watching TV.
Routines and schedules	El bus sale a las 4 pm	The bus leaves at 4 pm

*Note. Benítez, C., 2025*

Summarizing, in English, the present tense is divided into **simple present**, **present progressive**, and **present emphatic** forms. These align closely with Spanish, though Spanish relies on the simple present for many uses where English would employ auxiliary verbs. Their conjugations are also totally different. Spanish conjugates according to ending of the verbs -ar, -er, -ir. Besides, in Spanish there are some irregular verbs which change their stem or endings at the moment to be conjugated.



Dear students, by exploring the similarities and differences between English and Spanish present tenses, learners can gain a deeper understanding of how these two languages convey time and action. This comparative approach facilitates language learning by highlighting parallels and distinctions.

Dear students, having explored the present tense and its various forms and uses in English and Spanish, we now move to the **past tenses**. These tenses allow us to discuss actions, events, or states that occurred in the past. Like the present tense, past tenses in both English and Spanish have their unique forms, uses, and rules. While English and Spanish share some similarities in how they express the past, there are significant differences in their structures and nuances, making this an essential topic for learners.

### 5.2.3 English Past Tenses

The past tenses in English are used to describe actions or states that occurred at a point in the past. Each past tense corresponds to a form in the present tense but conveys the meaning of events or conditions that happened before now.

#### Forms of the Past Tense

##### 1. Simple Past

The simple past is the second principal part of a verb. It does not change for different subjects, meaning all forms are the same, regardless of who performs the action.

- For **regular verbs**, the simple past ends in *-ed*:

*talk* → *talked*                      *wish* → *wished*

- For **irregular verbs**, past forms vary:

*go* → *went*                      *see* → *saw*



### Examples:

- *I walked to the park yesterday*
- *She wrote a letter last night.*

## 2. Past Progressive

This tense is formed using the **simple past of to be** (*was, were*) followed by the **present participle** (*-ing* form). It emphasizes the duration or continuity of an action at a specific time in the past as in the examples:

- *I was reading a book when you called.*
- *They were playing soccer all afternoon.*

## 3. Past Emphatic

The past emphatic is created with the **simple past of to do** (*did*) plus the **infinitive**. It is used to emphasize actions or to form negatives and questions. Look at the following examples:

- *I did complete the assignment.* (Emphasis)
- *Did you attend the meeting?* (Question)
- *She did not agree with the decision.* (Negative)

## Uses of English Past Tenses

### • Simple Past:

- To state a completed action or fact: *He visited London last summer.*
- To describe a sequence of events: *She entered the room, turned on the light, and started reading.*

### • Past Progressive:

- To describe an ongoing action at a specific point in the past: *I was watching TV at 8 PM.*
- To provide background for another past action: *It was raining when we arrived.*



- **Past Emphatic:** To emphasize a completed action: *They did finish their homework on time.*

## Other Past Forms

1. **Habitual Past Actions:** Expressed with *used to* or *would* + infinitive.
  - *I used to play the piano every day.*
  - *For years, he would read before bed.*
2. **Repeated Past Actions:** Expressed with *kept (on)* + present participle.
  - *He kept (on) asking the same question.*

## 5.2.4 Spanish Past Tenses

### The Imperfect Tense

The imperfect tense in Spanish describes ongoing or habitual actions in the past. It focuses on descriptions, background information, or actions that occurred repeatedly over time.

**Forms:** The imperfect tense is formed **by dropping the ending of the verb -ar,-er,-ir and adding the specific endings for each one of the persons and** adding specific endings to the stem of the verb. The following table shows conjugation of the imperfect in Spanish.



**Table 37**  
*Conjugations of the imperfect in Spanish*

Verbs	-ar Verbs	er/-ir Verbs:
Forms	Sing -aba, -abas, -aba; Plur -ábamos, -abais, -aban	Sing -ía, -ías, -ía; Sing -íamos, -íais, -ían
Conjugations	<ul style="list-style-type: none"> <li>• hablar</li> </ul> yo hablaba, tú hablabas, él/ella hablaba nosotros hablábamos, vosotros hablabais, ellos/ellas hablaban	<ul style="list-style-type: none"> <li>• comer</li> </ul> yo comía, tú comías, él/ella comía nosotros comíamos, vosotros comíais, ellos/ellas comían

Note. Benítez, C., 2025

Through the table it is necessary that you realize that verbs in the imperfect vary according to the ending of the verb.

**Irregular Verbs:**

Only three verbs are irregular in the imperfect:

- *ir* → *iba, ibas, iba, íbamos, ibais, iban*
- *ser* → *era, eras, era, éramos, erais, eran*
- *ver* → *veía, veías, veía, veíamos, veíais, veían*

**Uses of the Imperfect Tense**

**1. Description:**

Used to set the scene or provide background information.

- *Example: El cielo estaba nublado (The sky was cloudy).*

**2. Habitual Action:**



Describes actions that occurred regularly in the past:

- Example: *Siempre íbamos al parque los domingos* (We always went to the park on Sundays).

3. Duration or Continuing Action:

Highlights actions in progress in the past.

- Example: *Ella estudiaba mientras yo leía* (She was studying while I was reading).

The Preterite Tense

The preterite tense in Spanish indicates completed actions in the past, often tied to specific points in time. The forms are presented in the following table.

Table 38  
Forms of Preterite

Verb Type	Preterite Endings	verb	conjugation
-ar Verbs	Singular: -é, -aste, -ó; Plural: -amos, -asteis, -aron	hablar	yo hable, tu hablaste, el/ella habló nos hablamos, vos hablasteis, ellos hablaron
-er/-ir Verbs	Singular: -í, -iste, -ió; Plural: -imos, -isteis, -ieron	comer	yo comí, tu comiste, el/ella comió nos comimos, vos comisteis, ellos comieron

Note. Benítez, C., 2025

After analyzing the table, it is important that you realize that again forms of verbs are different for verbs ending in -ar and -er, -ir.

• Irregular Forms:

Some verbs have irregular preterite forms, such as *ir* (*fui, fuiste, fue, fuimos, fuisteis, fueron*) and *tener* (*tuve, tuviste, tuvo, tuvimos, tuvisteis, tuvieron*).



## • Uses of the Preterite Tense

1. **Completed Actions:** Describes actions that have been fully carried out. *Ayer terminé mi tarea*
2. **Series of Events:** Expresses sequences of completed actions: *Entré, encendí la luz y me senté.*

## Comparison of Imperfect and Preterite tenses

The imperfect describes ongoing or habitual past actions, while the preterite focuses on completed actions.

- *Hacía calor cuando salimos*      Imperfect
- *Salimos a las tres en punto*      Preterite

This distinction is crucial in understanding how past events are expressed in Spanish.

## Irregular Forms:

1. Several Spanish verbs have irregular preterite forms. Following are some of the most common are:

Andar: anduve, anduviste, anduvo; anduvimos, anduvisteis, anduvieron

Caber: cupe, cupiste, cupo; cupimos, cupisteis, cupieron

Dar: di, diste, dio; dimos, disteis, dieron

Decir: dije, dijiste, dijo; dijimos, dijisteis, dijeron

Dormir: dormí, dormiste, durmió; dormimos, dormisteis, durmieron

Estar: estuve, estuviste, estuvo; estuvimos, estuvisteis, estuvieron

Haber: hube, hubiste, hubo; hubimos, hubisteis, hubieron

Hacer: hice, hiciste, hizo; hicimos, hicisteis, hicieron



Ir: fui, fuiste, fue; fuimos, fuisteis, fueron

Poder: pude, pudiste, pudo; pudimos, pudisteis, pudieron

Poner: puse, pusiste, puso; pusimos, pusisteis, pusieron

Querer: quise, quisiste, quiso; quisimos, quisisteis, quisieron

Saber: supe, supiste, supo; supimos, supisteis, supieron

Sentir: sentí, sentiste, sintió; sentimos, sentisteis, sintieron

Ser: fui, fuiste, fue; fuimos, fuisteis, fueron

Tener: tuve, tuviste, tuvo; tuvimos, tuvisteis, tuvieron

Traducir: traduje, tradujiste, tradujo; tradujimos, tradujisteis, tradujeron

Traer: traje, trajiste, trajo; trajimos, trajisteis, trajeron

Venir: vine, viniste, vino; vinimos, vinisteis, vinieron

2. Verbs ending in -car, -gar, and -zar have orthographic (spelling) changes in the first-person singular (yo) form only: buscar: busqué / pagar: pague / empezar: empecé.

3. Verbs ending in -ducir follow the pattern of traducir above.

**Uses:** The preterite in Spanish is roughly equivalent to the simple past in English. It tells about completed action in the past.

After mastering the past tenses, which allow us to describe actions or states that occurred in the past, we now move forward to discuss how to express actions or events that are anticipated to take place. Understanding the **future tenses** is necessary as it enables us to communicate our plans, predictions, intentions, and expectations for what lies ahead. Both English and Spanish offer unique ways to convey the concept of the future, which we will explore in detail below.





### 5.2.5 English Future Tenses

The future tenses in English describe actions or states that are expected to occur after the present moment.

#### Forms of Future Tenses

English has two primary tenses to describe future actions: the **future tense** and the **future progressive tense**. Both are **compound tenses**, meaning they require auxiliary verbs combined with the main verb.

1. **Future Tense: The future tense is** formed with the auxiliary verb **will** followed by the **base form** of the main verb. As **will** is a modal auxiliary, the base form of the verb is used with all the persons.

**I, you he, she. it, we, you they + will + basic form of main verb**

*I will study tomorrow.                      They will attend the meeting next week.*

2. **Future Progressive Tense: Formed with will + be** followed by the **present participle of the main verb (-ing form)**.

**I, you he, she. it, we, you they + will be+ -ing form of main verb**

*I will be studying at this time tomorrow.      They will be traveling during the holiday.*

#### Important Notes

1. There are **no irregular future tense forms** in English.
2. The auxiliary verb *will* is often contracted to **'ll** in informal speech and writing.

*We'll finish the project tomorrow.              You'll be studying this topic next week*



**Uses of English Future Tenses:** *The uses of the **future tense** and **future progressive tense** is closely parallel those of the corresponding present tenses. They serve the following purposes:*

1. **Future events or states:** The future tense expresses actions or states that will occur or exist.

*She will complete the assignment tomorrow. We will visit the museum next weekend.*

2. **Type 1 Conditional Sentences.** Used when the **if-clause** is in the present

*If you study, you will succeed.*

3. **Idiomatic Future Forms:** Another common way to express future actions is with the idiomatic use of **to go** plus the **infinitive** of the main verb.

*I am going to sing tomorrow.*

### 5.2.6 Spanish Future Tenses

**Forms of the Future Tense:** Unlike English, Spanish has only one primary **future tense**, which is formed by adding specific endings to the **full infinitive** of the verb, no distinctions for **-ar, -er, -ir**, endings. The endings are as follows:

Singular persons: **-é, -ás, -á**      Plural persons: **-emos, -éis, -án**

- **Hablar:** *hablaré, hablarás, hablará; hablaremos, hablaréis, hablarán*
- **Perder:** *perderé, perderás. perderá, perderemos, perderéis, perderán*
- **Servir:** *serviré, servirás, servirá, serviremos, serviréis, servirán*

Notice that: The endings are the same for all verbs, even irregular verbs. All irregularities are in the stem, so once you know the stem, you know all of the forms.

All of the endings except the *nosotros* form have a written accent.



**Irregular future stems:** Some verbs in Spanish have irregular stems in the future tense, although the endings remain regular. Some conjugations are:

- *Tener* → *tendré, tendrás, tendrá; tendremos, tendréis, tendrán*
- *Decir* → *diré, dirás, dirá; diremos, diréis, dirán*

Some of the verbs are shown as follows:

caber: cabré                  saber: sabréis    valer: valdrá

haber: habrás              poner: podrán    venir: vendremos

poder: podrá              salir: saldré      decir: diréis

querer: querremos    tener: tendrás    hacer: harán

These examples let us know that irregular verbs change their endings, they do not follow the rules for conjugation, it means that they are conjugated differently.

**Uses of the Spanish Future Tense:** *The future tense in Spanish serves similar purposes to its English counterpart:*

1. **Future events or states:** Describes actions or conditions that will occur.  
*Mañana estudiaré mucho.*
2. **Type 1 Conditional Sentences:** Used when the **if-clause** is in the present tense and the main clause is in the future tense. *Si estudias, aprobarás el examen.*
3. **Commands for the Future:** Indicates commands or instructions for the future. *Harás tu tarea después de la cena.*
4. **Expressing Possibility:** Can suggest speculation or possibility. *¿Qué hora será?*



**Other Future Forms in Spanish:** *Like English, Spanish can use idiomatic expressions to indicate future actions.*

- The **present tense of *ir* + a + infinitive** expresses future intentions: *Voy a cantar mañana.*

Dear students, now that we have explored the forms and uses of the future tense in both English and Spanish, it's time to apply this knowledge in practical ways. Understanding grammar in theory is essential, but using it in real-life contexts solidifies learning and enhances communication skills. Let's engage in activities that will allow you to practice forming and using future tenses, along with reviewing what you've learned about the present and past tenses. These activities are designed to make learning interactive and enjoyable while helping you see how these tenses come together in meaningful ways.



### Recommended learning activities

1. Practice conjugating and using present tense forms in Spanish.

- Provide three regular verbs (one for each type: *-ar*, *-er*, *-ir*) and conjugate them in the simple present and present progressive tenses.
- Translate the following sentences into Spanish:
  - They are studying in the library.
  - I always drink coffee in the morning.
  - Do you speak French?
- After internalizing the information about present tenses, complete the following exercises
- Fill in the proper English form of the verb *to read* in the sentences below. Write the Spanish form of the verb.

What does Mary do all day?

She \_\_\_\_ .      SPANISH VERB: lee



What is Mary doing now?

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

Does Mary read Spanish?

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

Has she read Don Quixote?

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

## 2. Practice conjugating and using present tense forms in Spanish.

- a. Draw a timeline and label three sections: *past*, *present*, and *future* and write three sentences for each section using the appropriate tense.

### Examples

- *Past*: I visited my grandparents last week.
  - *Present*: I am reading a book about history.
  - *Future*: I will travel to Spain next summer.
- b. Write a short story using all three tenses (*what you did yesterday*, *what you are doing now*, and *what you will do tomorrow*): Describe a day in your life as an astronaut.
- c. Complete each of the following sentences with the correct preterite form of the verb in parentheses.
- (comprar) Nosotros no \_\_\_\_\_ nada en el centro.
  - (prender) ¿(Tú) \_\_\_\_\_ la tele?
  - (buscar) Lo \_\_\_\_\_ pero no lo encontré.
  - (tener) Yo \_\_\_\_\_ que salir.
  - (sentirse) Ella \_\_\_\_\_ mal.
  - (dormir) ¿Ud. no \_\_\_\_\_ bien?



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

- Nuestra casa \_\_\_\_\_ grande y tenía tres
- Los hoteles \_\_\_\_\_ cerca de la playa.
- De niños, nosotros \_\_\_\_\_ un poco ingenuos.
- Mi abuela \_\_\_\_\_ alta y guapa. \_\_\_\_\_ el cabello oscuro  
\_\_\_\_\_ una persona muy buena.
- Cuando yo \_\_\_\_ niño, mi padre \_\_\_\_\_ en una fábrica. Todos los días \_\_\_\_\_ temprano y \_\_\_\_\_ tarde a casa.

Note. Please complete the activities in a class notebook or Word document.

### Contents, resources and recommended learning activities



## Week 13

### Unit 5. The Indicative Mood – Tense and Aspect

#### 5.2 Simple tenses in English and in Spanish

##### 5.2.7 Perfect tenses

##### Present Perfect Tense in English

**Forms:** The present perfect tense is formed by combining the **present tense of the auxiliary verb to have** with the **past participle** of the main verb.

**Structure:** *Subject + has/have + past participle*

- *I have finished the project.*
- *She has visited Paris several times.*
- *They have worked here for three years.*



## Uses of the Present Perfect Tense

1. **Completed Actions with Present Relevance:** This tense indicates that an action was completed in the past but is still relevant to the present.
  - *I have read that book.* (I now know what it's about.)
  - *He has cleaned the room.* (The room is clean now.)
2. **Actions continuing into the present:** The present perfect is often used with **for** and **since** to indicate actions or states that began in the past and continue into the present.
  - *I have tried to call him for three hours.*
  - *We have lived here since 2015.*
3. **Indefinite time in the past:** It refers to actions that happened at an unspecified time before now.
  - *I have seen that movie.*

## Present Perfect Tense in Spanish

**Forms:** In Spanish, the **present perfect tense** is formed with the **present tense of the auxiliary verb *haber*** and the **past participle** of the main verb.

**Structure:** *Subject + haber (present tense) + past participle of the main verb.*



**Table 39**  
*Forms for the present perfect*

Person	Conjugation of auxiliar	Main verb
Yo	he	vivido
Tú	has	
Él/Ella/Usted	ha	
Nosotros/Nosotras	hemos	
Vosotros/Vosotras	habéis	
Ellos/Ellas/Ustedes	han	

Note. Benítez, C., 2025

This table explains the different forms for the present perfect, notice that in Spanish we use the verb HABER to form perfect tenses.

- *He terminado la tarea*                      - *Han visitado México muchas veces*

**Uses of the Present Perfect in Spanish:**The present perfect in Spanish mirrors its use in English and is employed to:

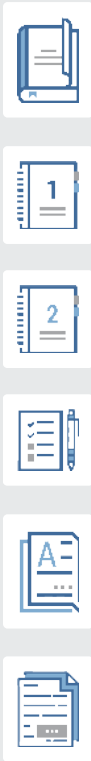
***Express actions with ongoing relevance:*** Actions that occurred in the past but still influence the present. *He leído ese libro*

1. **Express actions in a time frame still ongoing:** For actions that occurred within a period that began in the past and continues.

*He trabajado aquí desde 2020.*

2. **Indefinite past actions:** For actions at an unspecified time in the past.

*¿Has visto la nueva película?*





Now that we understand the present perfect tense and its emphasis on completed actions with relevance to the present, we can explore its counterpart, the **present perfect progressive tense**. This form allows us to express ongoing actions or states that started in the past and are still continuing, adding a sense of duration and activity to the meaning

**Present Perfect Progressive in English**

**Forms:***The present perfect progressive in English is formed with:*

- 1. The **present perfect of the auxiliary verb to be** (*has been* or *have been*).
- 2. The **present participle** (*-ing* form) of the main verb.

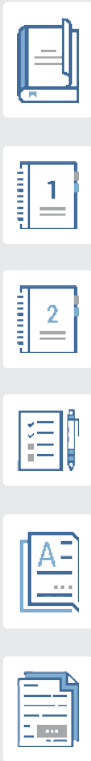
**Form:** *Subject + has/have been + present participle. In the following table we show those forms in English*

**Table 40**  
*Forms of the present perfect*

Subject	Form of "to be"	Present Participle	Example
I	have been	working	I have been working.
You	have been	studying	You have been studying.
He/She/It	has been	reading	She has been reading.
You	have been	playing	We have been playing.
We	have been	playing	We have been playing.
They	have been	talking	They have been talking.

*Note.* Benítez, C., 2025

This table visualizes the forms for the present perfect in English, please notice the use of the two auxiliaries and accompanied of the main verb in *-ing*.



## Uses of the Present Perfect Progressive

1. **Emphasis on Duration:** This tense highlights how long an action has been happening.

- *I have been trying for three hours to phone him.*
- *She has been reading that book since yesterday.*

2. **Comparison with the Present Perfect:** The progressive form stresses **duration**, while the non-progressive form focuses on **completion** or **result**.

- *I have tried to phone him since five o'clock.* (Focus: I have made attempts.)
- *I have been trying to phone him for three hours.* (Focus: How long the action has continued.)

## Present Perfect Progressive in Spanish

**Forms:** In Spanish, the present perfect progressive is formed with:

1. The **present tense of the auxiliary verb *haber***.
2. The **past participle of *estar*** (*estado*).
3. The **present participle** (*-ando* for *-ar* verbs, *-iendo* for *-er* and *-ir* verbs) of the main verb.

**Form:** *Subject + haber (present) + estado + present participle.* The forms are shown here in the following table, please analyze it.



**Table 41**

*Forms of present perfect continuous*

Subject	Haber	Estado	Present Participle	Example
Yo	he	estado	trabajando	He estado trabajando.
Tú	has	estado	estudiando	Has estado estudiando.
Él/Ella/Usted	ha	estado	leyendo	Ha estado leyendo.
Nosotros/Nosotras	hemos	estado	escribiendo	Hemos estado escribiendo.
Vosotros/Vosotras	habéis	estado	hablando	Habéis estado hablando.
Ellos/Ellas/ Ustedes	han	estado	comiendo	Han estado comiendo.

Note. Benítez, C., 2025

Through this table, you may deduce that in this tense we also use two auxiliaries, HABER and ESTAR, from them only the verb HAVE has been conjugated.

**Uses of the Present Perfect Progressive in Spanish**

- 1. **Duration of Actions:** Like its English counterpart, the Spanish present perfect progressive emphasizes how long an action has been happening.
  - *He estado estudiando por tres horas.*
  - *Hemos estado trabajando desde temprano.*

**2. Comparison with Present Perfect.**

While the present perfect (*he trabajado*) emphasizes that an action is complete or has relevance to the present, the present perfect progressive (*he estado trabajando*) emphasizes the **ongoing nature** of the action.

This table shows the comparison of English and Spanish present perfect progressive, please analyze it.



**Table 42**  
*Comparison of English and Spanish present perfect progressive*

	English	Spanish
<b>Form</b>	<i>has/have been + present participle</i>	<i>haber + estado + present participle</i>
<b>Example</b>	<i>I have been working.</i>	<i>He estado trabajando.</i>
<b>Focus</b>	Emphasizes duration or ongoing activity.	Emphasizes duration or ongoing activity.

*Note.* Benítez, C., 2025

Here we can notice the comparison between **English and Spanish present perfect progressive**, you may have realized that the structure is almost similar, what is different is the use of auxiliaries.

**Past Perfect Tense (Pluperfect)**

The **past perfect tense** is used to indicate that an action or state was completed **before** another past action or state. It emphasizes the sequence of events, showing which event occurred first.

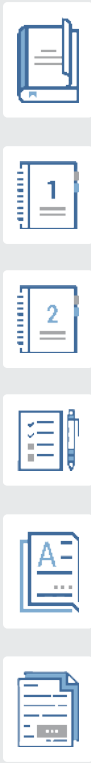
**Past Perfect in English**

**Forms:** *The past perfect tense is formed using:*

- 1. The **simple past tense of the auxiliary verb to have** (*had*).
- 2. The **past participle** of the main verb.

**Structure:** *Subject + had + past participle*

*In the following table, the forms of the past perfect in English are shown.*



**Table 43**  
*The Past Perfect Tense (Pluperfect) conjugations*

Subject	Form of auxiliar have	Past Participle	Example
I	had	returned	I had returned the book before you asked for it.
You	had	finished	You had finished your homework before I arrived.
He/She/It	had	eaten	She had eaten dinner before they called.
We	had	seen	We had seen the movie before it premiered.
They	had	written	They had written the letter before the deadline.

Note. Benítez, C., 2025

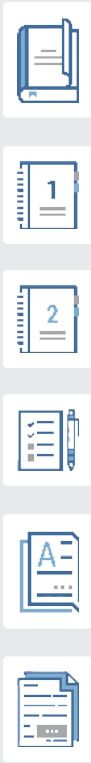
In this table we have the forms of the Past Perfect Tense, which in English does not vary according to person.

*I'd finished my work before they arrived.*

**Uses of the Past Perfect Tense:**

- 1. Sequence of Events.** *The past perfect clarifies which action happened first in the past.*
  - *Mary had finished her paper before I began mine.*
- 2. Thinking in time frames:** To visualize this, imagine “yesterday” (the past) and “last week” (further in the past). The past perfect refers to the action completed in the more remote past.
  - *By the time the class started, they had already arrived.*

**Past Perfect in Spanish**



**Forms:***In Spanish, the past perfect tense is formed with:*

- 1. The **imperfect tense of the auxiliary verb *haber***.
- 2. The **past participle** of the main verb.

**Structure:** *Subject + haber (imperfect) + past participle*

*The table hereafter shows the Conjugation of Past Perfect in Spanish, please pay attention to the forms of the verbs used.*



**Table 44***Conjugation of Past Perfect in Spanish*

Subject	Haber (Imperfect)	Past Participle	Example
Yo (I)	había	terminado	Había terminado mi tarea antes de salir.
Tú (You)	habías	leído	Habías leído el libro antes de verlo.
Él/Ella/Usted	había	escrito	Había escrito la carta antes de la reunión.
Nosotros/Nosotras	habíamos	llegado	Habíamos llegado tarde antes de aprender la ruta.
Vosotros/Vosotras	habíais	abierto	Habíais abierto la puerta antes de escuchar el ruido.
Ellos/Ellas/Ustedes	habían	estudiado	Habían estudiado mucho antes del examen.

Note. Benítez, C., 2025

Through this table we can realize the different endings the verb HAVE needs to adopt depending on the tense, in this case, past perfect.

### Uses of the Past Perfect Tense in Spanish

1. **Sequence of Events:** Like in English, it is used to describe an action that occurred earlier than another past action or state.

- *Ya había comido antes de que llegara mi amigo.*

### Past Perfect Progressive Tense



**Definition:** The **past perfect progressive tense** combines elements of time (past), completion (perfect), and continuity (progressive). It is used to describe an action or state that **had been ongoing** up until another action or state occurred in the past.

**Past Perfect Progressive in English**

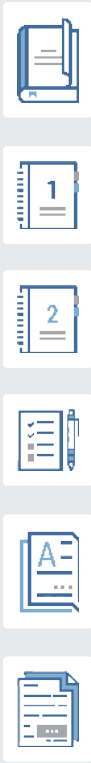
**Forms:** The past perfect progressive is formed using:

- 1. The **past perfect of the auxiliary verb to be** (*had been*).
- 2. The **present participle** (*-ing* form) of the main verb.

**Structure:** *Subject + had been + present participle*

The conjugation and structure of the Past Perfect progressive in English is shown here, please analyze it.

In the following table the conjugation of English Past Perfect progressive is presented.





**Table 45***Conjugation of Past Perfect progressive in English*

Subject	Form of "to be"	Present Participle	Example
I	had been	waiting	I had been waiting for three weeks when the letter arrived.
You	had been	studying	You had been studying for hours before the exam began.
He/She/It	had been	working	She had been working on the project before the meeting started.
We	had been	playing	We had been playing soccer before it started raining.
They	had been	traveling	They had been traveling for days before they reached the city.

Note. Benítez, C., 2025

In this case, it is important to note that what we conjugate is the auxiliar HAVE, as it is past tense, the auxiliar needs to be in past.

### Uses of the Past Perfect Progressive

#### 1. Ongoing action before another past action

This tense is used to emphasize the duration of an action that was ongoing before another event occurred.

#### Example

- *I had been waiting for three weeks when the letter arrived.*



- *We had been playing for an hour before the game was canceled.*

## Past Perfect Progressive in Spanish

**Forms:** *The past perfect progressive in Spanish is formed with:*

1. The **imperfect tense of *haber***.
2. The **past participle of *estar*** (*estado*).
3. The **present participle** (*-ando* for *-ar* verbs, *-iendo* for *-er* and *-ir* verbs) of the main verb.

**Structure:** *Subject + haber (imperfect) + estado + present participle*

**This table shows the conjugation of the Spanish past perfect**



**Table 46***Conjugation of Past Perfect in Spanish*

Subject	Haber (Imperfect)	Estado	Present Participle	Example
Yo	había	estado	trabajando	Había estado trabajando cuando ocurrió el accidente.
Tú	habías	estado	estudiando	Habías estado estudiando antes de la prueba.
Él/Ella/Usted	había	estado	leyendo	Había estado leyendo cuando lo llamaron.
Nosotros/Nosotras	habíamos	estado	escribiendo	Habíamos estado escribiendo por horas antes de terminar.
Vosotros/Vosotras	habíais	estado	hablando	Habíais estado hablando antes de la reunión.
Ellos/Ellas/Ustedes	habían	estado	comiendo	Habían estado comiendo cuando empezó la película.

Note. Benítez, C., 2025

In this case, we have here the conjugation for the Past Perfect in Spanish, in which we have to note that what we conjugate is the auxiliar haber.

### Uses of the Past Perfect Progressive in Spanish

**Emphasis on Duration:** This tense emphasizes an action that was ongoing before another action occurred. *Había estado estudiando por horas antes del examen.*

### Future Perfect Tenses



**Definition:***The **future perfect tense** is used to express an action or state that will be completed at a specific point in the future. It highlights the relationship between future actions by showing which will be finished first.*

**Future Perfect in English**

**Forms:***The **future perfect tense** in English is formed using:*

- 1. The **future tense of the auxiliary verb to have** (*will have*).
- 2. The **past participle** of the main verb.

**Structure:** *Subject + will have + past participle*

In the following table Future perfect forms are visualized, please analyze it.

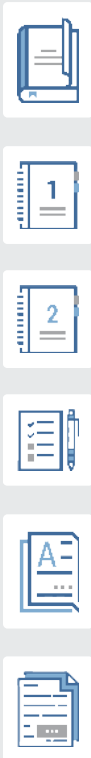
**Table 47**  
*Future perfect forms*

Subject	Will Have	Past Participle	Example
I	will have	finished	I will have finished the book before the professor gives an exam.
You	will have	completed	You will have completed your assignment by next week.
He/She/It	will have	arrived	She will have arrived before we leave.
We	will have	read	We will have read the entire series by the end of the month.
They	will have	cleaned	They will have cleaned the house before the guests arrive.

*Note.* Benítez, C., 2025

Once you have analyzed the table, you may have realized that for this tense we use “will” and have as auxiliaries, but they are not conjugated, just the main verb is used in the past participle form.

**Uses of the Future Perfect Tense in English**



**Future completion:** Indicates that an action will be finished at a specific time in the future. Ex. *I will have finished the project by the time you return.*

**Future Perfect in Spanish**

**Forms:** The **future perfect tense** in Spanish is formed using: The **future tense of the auxiliary verb haber.** + the **past participle** of the main verb.

**Structure:** Subject + haber (future tense) + past participle

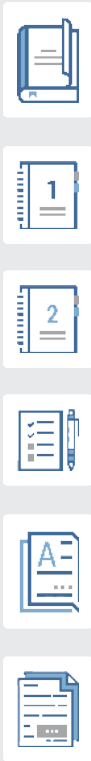
This table shows the forms of Future perfect in Spanish. Please pay attention to each one of the forms.

**Table 48**  
*Forms of Future perfect in Spanish*

Subject	Haber (Future)	Past Participle	Example
Yo	habré	terminado	Habré terminado el libro antes del examen.
Tú	habrás	leído	Habrás leído el capítulo antes de la clase.
Él/Ella/Usted	habrá	escrito	Habrá escrito la carta antes de que lleguemos.
Nosotros/ Nosotras	habremos	hablado	Habremos hablado con él antes de salir.
Vosotros/ Vosotras	habréis	estudiado	Habréis estudiado para el examen.
Ellos/Ellas/ Ustedes	habrán	viajado	Habrán viajado a España antes de junio

Note. Benítez, C., 2025

The table depicts the forms of Future perfect in Spanish, it is important to note the endings for each one of the grammatical persons, which is different from Spanish.



## Uses of the Future Perfect Tense in Spanish

1. **Future completion:** Like in English, it expresses an action that will be completed at a point in the future. *Habré limpiado la casa antes de la fiesta.*
2. **Expressing surprise:** It can also indicate surprise or speculation. *¿Habrá terminado el trabajo tan pronto?.*

## Future Perfect Progressive Tense

Definition: **The future perfect progressive tense expresses an action or state that will have been ongoing for a period of time before being completed in the future. It emphasizes the duration of the action.**

## Future Perfect Progressive in English

**Forms:** *The future perfect progressive tense is formed using:*

1. The **future perfect tense of to be** (*will have been*).
2. The **present participle** (*-ing* form) of the main verb.

**Structure:** *Subject + will have been + present participle*

In the next table, the forms of the Future Perfect is shown, please pay attention to how forms are presented



**Table 49**  
*Forms of Future perfect in English*

Subject	Will Have Been	Present Participle	Example
I	will have been	studying	I will have been studying for 16 years when I graduate.
You	will have been	working	You will have been working here for a decade by next year.
He/She/It	will have been	traveling	She will have been traveling for months before she returns.
We	will have been	playing	We will have been playing soccer for two hours by then.
They	will have been	building	They will have been building the house for three years when it's completed.

Note. Benítez, C., 2025

This is a table that shows how to conjugate the Future perfect in English, there are also some examples that convey future activities which are shown through the use of the auxiliary “will”.

**Uses of the Future Perfect Progressive Tense**

**Emphasis on duration:** Highlights the length of time an action will have been ongoing before it ends in the future. *By next June, I will have been teaching English for 10 years.*

**Future Perfect Progressive in Spanish**

**Forms:***The future perfect progressive tense in Spanish is formed with:*

- 1. The **future tense of haber**.
- 2. The **past participle of estar** (*estado*).
- 3. The **present participle** (*-ando* for *-ar* verbs, *-iendo* for *-er* and *-ir* verbs).

**Structure:** *Subject + haber (future) + estado + present participle*



In the following table the forms of Future perfect in Spanish are presented. Please analyze it.

Table 50  
Forms of Future perfect in Spanish

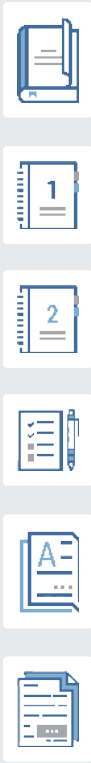
Subject	Haber (Future)	Estado	Present Participle	Example
Yo	habré	estado	trabajando	Habré estado trabajando cuando llegues.
Tú	habrás	estado	estudiando	Habrás estado estudiando para el examen.
Él/Ella/Usted	habrá	estado	leyendo	Habrá estado leyendo toda la tarde.
Nosotros/ Nosotras	habremos	estado	escribiendo	Habremos estado escribiendo el informe por días.
Vosotros/ Vosotras	Habréis	estado	hablando	Habréis estado hablando con él por horas
Ellos/Ellas/ Ustedes	Habrán	estado	viajando	Habrán estado viajando durante meses.

Note. Benítez, C., 2025

In this table we have the forms of Future perfect in Spanish, again notice that there are changes in the endings of the verbs, those changes depend on the grammatical persons.

Uses of the Future Perfect Progressive in Spanish

- **Duration and Completion:** Emphasizes how long an action will have been ongoing before its completion. *Habré estado estudiando inglés durante 16 años cuando me gradúe.*
- **Indicating Possibility:** Can express speculation or probability. *Habrá estado trabajando todo el día.*







## Recommended learning activities



Dear students, now that you have gained a solid understanding of the future perfect and future perfect progressive tenses in both English and Spanish, it's time to put theory into practice. The following activities are designed to reinforce your ability to form and use these tenses while encouraging you to think critically about how future actions relate to time and duration.

Practice forming and using the future perfect and future perfect progressive tenses in meaningful contexts.

1. Create a timeline of your future plans using both future perfect and future perfect progressive tenses as in the example:
  - By 2030, I will have completed my master's degree.
  - By next year, I will have been working in my job for five years.
2. Predict future achievements of your family by using the tenses learned in both, English and Spanish as in the examples:
  - *By next summer, you will have traveled to Europe.*
  - *By next month, you will have been studying for a year.*
  - *Para el próximo verano, habrás viajado a Europa.*
  - *Para el próximo mes, habrás estado estudiando por un año.*
3. Present scenarios and ask students to speculate using the tenses.
  - The lights are off at your friend's house. What do you think they have been doing?
  - They will have been sleeping for hours.
  - Habrán estado durmiendo por horas.
4. 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).

### Perfect Tenses Exercise.

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

Note: please complete the activities in a class notebook or Word document.

## Contents, resources and recommended learning activities



### Week 14

## Unit 5. The Indicative Mood – Tense and Aspect

### 5.2 Simple tenses in English and in Spanish

#### 5.2.8 Conditional Tenses

The conditional tenses are essential for expressing hypothetical situations, polite requests, future actions from a past perspective, and speculation. They allow us to discuss what "would" happen under specific circumstances or to imagine alternate realities. In both English and Spanish, these tenses are versatile tools for conveying ideas that are not grounded in certainty but rather in possibility, making them a vital part of effective communication. While some grammarians consider the conditional to be a mood rather than a tense, for practical purposes, it is treated as a tense here to align with its parallels in Spanish.



## Conditional Tense in English

**Definition:** The conditional tense is used to express hypothetical situations, speculation, polite requests, or the idea of what "would" happen under certain conditions.

**Forms:** The formation of conditional tenses in both English and Spanish follows systematic patterns. In English, the conditional tense is constructed with the auxiliary verb **would** followed by the infinitive, while Spanish uses the future stem of the verb combined with specific endings. In English the conditional can appear in its two forms: the simple and the progressive.

1. **Type 2 Conditional sentences (Simple Conditional):** The conditional tense in English is formed using:

The auxiliary verb **would** + The **infinitive** of the main verb.

**Structure:** *Subject + would + infinitive*

**In this table the forms of the 2<sup>nd</sup>.** conditional in English is presented, pay attention to the structure we use here and what we need to conjugate verbs in this tense



**Table 51**

*Forms of 2<sup>nd</sup>. conditional in English*

Subject	Would	Infinitive	Example
I	would	go	I would go if you invited me.
You	would	study	You would study if you had more time.
He/She/It	would	travel	She would travel if she had the money.
We	would	help	We would help if they asked.
They	would	work	They would work harder if they liked their job.

*Note. Benítez, C., 2025.*

This table let us visualize the forms of the of 2nd. conditional in English, which as you can see does not present variations for grammatical persons.

*I'd go if you did.*

*She'd help if you needed her.*

2. **Conditional Progressive:** This form is used to express ongoing hypothetical actions. It is formed with:

- The **conditional tense of to be** (*would be*).
- The **present participle** (*-ing* form) of the main verb.

**Structure:** *Subject + would be + present participle*

*Here the conjugation of the 2nd conditional progressive in English is presented*



**Table 52**

Forms of 2<sup>nd</sup> conditional progressive in English

Subject	Would Be	Present Participle	Example
I	would be	studying	I would be studying if the library were open.
You	would be	writing	You would be writing if you had the material.
He/She/It	would be	traveling	She would be traveling if she had vacation.
We	would be	helping	We would be helping if they needed us.
They	would be	playing	They would be playing soccer if it weren't raining.

Note. Benítez, C., 2025.

Here we can distinguish the conjugation of the second conditional progressive in English, which does not present changes or variations in the endings of verbs

### Uses of the Conditional Tense in English

1. The conditional is used to form the type 2 second conditional sentences (Hypothetical situations) that expresses what would happen if a condition were met. The sentences are organized as the following:

*If CONDITION (simple past), (then) RESULT (conditional) or*

*RESULT (conditional) If CONDITION (simple past),*

*If I were rich, I would travel the world.*

The conditional also helps to refer to the future from a past perspective: in this case it describes what someone *would* do, expressed from a past point of view as in *She said she would call later.*



## Conditional Tense in Spanish

**Definition:** In Spanish, the conditional is considered a **mood** because it expresses hypothetical or speculative ideas, rather than facts. Despite this distinction, its forms and uses are similar to the English conditional.

**Forms:** the forms of the conditional in Spanish is done using the infinitive form of the verb combined with specific endings.

The conditional tense in Spanish is formed with:

1. The **imperfect subjunctive form** of the verb.
2. The **endings** of the imperfect tense for *-er* and *-ir* verbs. **-ia. -ias, -ia, -iamos, -iais, -ian**

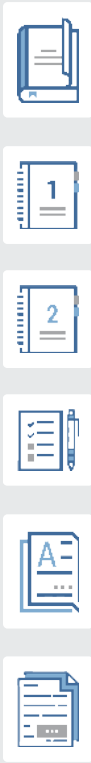
**Structure:** *Subject + infinitive + conditional endings*

Table 53 presents the conjugation for the 2<sup>nd</sup> conditional in Spanish. Let's analyze it.

**Table 53**  
*The conjugations of 2nd. Conditional in Spanish*

Subject	infinitive	Conditional ending	Example (Hablar)	Example (Tener)
Yo	hablar	-ía	hablaría	tendría
Tú	hablar	-ías	hablarías	tendrías
Él/Ella/Usted	hablar	-ía	hablaría	tendría
Nosotros/ Nosotras	hablar	-íamos	hablaríamos	tendríamos
Vosotros/ Vosotras	hablar	-íais	hablaríais	tendríais
Ellos/Ellas/ Ustedes	hablar	-ían	hablarían	tendrían

Note. Benítez, C., 2025.



The table let us know how to conjugate the second conditional. Note the difference in the endings for each one of the grammatical persons which is important to keep in mind.

**Irregular Verbs:** Verbs with irregular stems in the future tense retain the same stems in the conditional.

Table 54 shows the way irregular verbs change when conjugated.

**Table 54**  
*Conjugations for irregular verbs*

Verb	Stem	Verb Stem Conditional example
Caber	cabr-	cabría
Saber	sabr-	sabría
Decir	dir-	diría
Tener	tendr-	tendría

Note. Benítez, C., 2025.

The table let us know that there are changes in the stem of the verb. This happens with irregular verbs.

**Uses of the Conditional Tense in Spanish**

This structure is used in Type 2 conditional sentences to express hypothetical situations, similar to English. The structure is this:

*Si* **CONDITION** (*imperfect subjunctive*), **RESULT** (*conditional*)

Si yo **fuera** rico, **iría** a Europa todos los años.    Te **avisaría** si **viajara**.

Or

**RESULT** (*conditional*) *Si* **CONDITION** (*imperfect subjunctive*)



*Iria a Europa todos los años si fuera rico Te avisaría si viajara.*

1. The same as in English, it is used to mention about the future from a past perspective, in this sense, it describes what someone *would* do, expressed from a past point of view as in *Ella dijo que iría al cine*. In this case we use the simple past in the accompanying clause.
2. We also use it to express polite or formal requests, look at the example:  
*¿Podrías ayudarme, por favor?*
3. When expressing probability, it conveys speculation or uncertainty about past events. *Serían las tres cuando llegaron.*

## Conditional Perfect Tenses

**Definition:** The **conditional perfect tense** is used to describe actions or states that would have been completed under specific circumstances or conditions. It often appears in hypothetical situations, particularly in Type 3 conditional sentences, which deal with unrealized past events.

## Conditional Perfect in English

**Forms:** The conditional perfect tense in English is formed using:

1. The **conditional form of the auxiliary verb have** (*would have*).
2. The **past participle** of the main verb.

**Structure:** *Subject + would have + past participle*

*The following table shows the conjugation of an English verb in the Conditional Perfect. Please pay attention to the structure and form of the main verb and auxiliary*





**Table 55**  
*Perfect in English*

Subject	Would have	Past participle	Example
I	would have	come	I would have come if I had known you were here.
You	would have	studied	You would have studied harder if you had had more time.
He/She/It	would have	gone	She would have gone if she had been invited.
We	would have	helped	We would have helped if they had asked us.
They	would have	finished	They would have finished earlier if they hadn't been delayed.

*Note.* Benítez, C., 2025.

The table let us know how to conjugate an English verb in the conditional perfect tense. Note that there is not difference in the endings for each one of the persons. The only difference occurs when we use a regular or irregular verb.

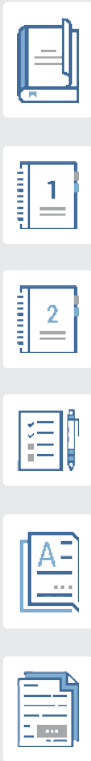
**Uses of the Conditional Perfect tense in English**

1. This grammar structure is essential for forming Type 3 conditional sentences. It is primarily used in the result clause of these sentences, which describe hypothetical situations in the past that did not happen. Type 3 conditionals highlight unrealized possibilities and their imagined outcomes, making them a key tool for expressing past "what if" scenarios.

**Structure:** *If CONDITION (past perfect), RESULT (conditional perfect).*

- *If I had known about the event, I would have attended.*
- *You would have passed the exam If you had studied harder.*

**Conditional Perfect in Spanish**



**Forms:** The conditional perfect tense in Spanish is formed using:

1. The **conditional form of the verb *haber***.
2. The **past participle** of the main verb.

**Structure:** *Subject + haber (conditional) + past participle (condicional perfecto) + si pasado perfecto del subjuntivo*

Tu *habrías competido* si *hubieras* practicado.

*Haríamos viajado* si *hubiéramos* ahorrado dinero

Si *hubiera hecho* el curso *habría podido* hablar en español en mi viaje a Madrid.

The following table shows the conjugation of a Spanish verb in the Conditional Perfect. Please pay attention to the endings and structure



**Table 56***Conditional Perfect in Spanish*

Subject	Haber Conditional	Past Participle	Example
Yo	Habría	terminado	Habría terminado si hubiera tenido más tiempo.
Tú	Habrías	estudiado	Habrías estudiado si no te hubieras ido de paseo
Él/Ella/Usted	Habría	ido	Habría ido si me hubieras invitado.
Nosotros/Nosotras	habríamos	ayudado	Habríamos ayudado si nos hubieran pedido.
Vosotros/Vosotras	Habríais	leído	Habríais leído el libro si hubieras tenido tiempo.
Ellos/Ellas/Ustedes	Habrían	hablado	Habrían hablado si se lo hubieran permitido

Note. Benítez, C., 2025.

The table let us know how to conjugate a Spanish verb in the conditional perfect tense. Note the difference in the endings for each one of the persons which is important to keep in mind.

*Conditional Perfect Progressive***Uses of the Conditional Perfect Tense in Spanish**

1. **In type 3 conditional sentences:** Similar to English, this tense is employed to describe hypothetical events in the past that did not happen. It allows speakers to express imagined outcomes of unrealized situations, emphasizing



what could have occurred under different circumstances.

**Structure:** *Si* **CONDITION** (*past perfect subjunctive*), **RESULT** (*conditional perfect*).

*Si hubiera sabido, habría*

2. **Expressing surprise:** This tense can also be used to express surprise or indicate probability in hypothetical or speculative situations, adding nuance to statements about what might have occurred. *¿Habría terminado tan rápido?*

## Conditional Perfect Progressive tenses

### Conditional Perfect Progressive in English

The conditional perfect progressive tense is used to describe hypothetical, ongoing actions or states that would have been happening over a period of time in the past, but were not completed due to certain conditions. This tense emphasizes the duration and continuity of the action, highlighting what "would have been happening" if circumstances had been different.

**Forms:** The conditional perfect progressive tense is formed using:

1. **would + have + been + verbo in -ing form** (*would have been*).
2. The **present participle** (*-ing* form) of the main verb.

**Structure:** *Subject + would have been + present participle + If clause*

*Table 57 shows the conjugation of **Conditional Perfect Progressive***



**Table 57**  
*Conditional Perfect Progressive in English*

Subject	Would Have Been	Present Participle	Example
I	would have been	working	I would have been working if the project hadn't been canceled.
You	would have been	studying	You would have been studying harder if you had known about the test.
He/She/It	would have been	traveling	She would have been traveling if her flight had not been delayed.
We	would have been	helping	We would have been helping if they had needed us.
They	would have been	waiting	They would have been waiting longer if the bus hadn't arrived.
Ellos/Ellas/ Ustedes	Habrían	hablado	Habrían hablado si se lo hubieran permitido

Note. Benítez, C., 2025.

The table let us know how to conjugate an English verb in the conditional perfect continuous. Note that there is not difference in the endings for each one of the persons.

**Uses of the Conditional Perfect Progressive in English**

**1. Duration of hypothetical past actions**



This tense emphasizes the ongoing nature or duration of an action that would have been completed under certain conditions.

- *I would have been waiting for hours if the meeting had been delayed.*
- *They would have been practicing for weeks if the competition had happened.*

## Conditional Perfect Progressive in Spanish

**Forms:** The conditional perfect progressive tense in Spanish is formed using:

1. The **conditional tense of *haber***.
2. The **past participle of *estar*** (*estado*).
3. The **present participle** (*-ando* for *-ar* verbs, *-iendo* for *-er* and *-ir* verbs) of the main verb.

**Structure:** *Subject + haber (conditional) + estado + present participle*

*Table 58 shows the conjugation of Spanish verbs in conditional tense, lets analyze it.*



**Table 58***Conjugation of conditional present perfect continuous in Spanish*

Subject	Haber (Conditional)	Estado	Present Participle	Example
Yo	Habría	estado	trabajando	Habría estado trabajando si el proyecto no se hubiera cancelado.
Tú	Habrías	estado	estudiando	Habrías estado estudiando si no te hubieras enfermado.
Él/Ella/Usted	Habría	estado	viajando	Habría estado viajando si hubiera comprado los boletos.
Nosotros/ Nosotras	Habríamos	estado	escribiendo	Habríamos estado escribiendo hubiera traído el material.
Vosotros/ Vosotras	Habríais	estado	hablando	Habríais estado hablando si hubieras estado aquí.
Ellos/Ellas/ Ustedes	Habrían	estado	leyendo	Habrían estado leyendo hubieran traído el libro.

Nota. Benítez, C., 2025.

The table let us know how to conjugate a Spanish verb in the conditional present perfect continuous. Note the difference in the endings for each one of the persons.



## Uses of the Conditional Perfect Progressive in Spanish

1. **Duration of hypothetical past actions:** Emphasizes the length of time an action would have continued in the past if circumstances had allowed.

- *Habría estado esperando por horas si hubiera sido necesario.*

Now that we have explored conditional tenses, which help express hypothetical situations, polite requests, and speculations, it's time to get into the **passive voice**. Unlike conditional tenses, which focus on the relationship between conditions and results, the passive voice shifts attention from the performer of an action to the action itself or its result. Understanding these two distinct structures will expand your ability to construct sentences in versatile and meaningful ways.

### 5.2.9 Passive Voice

#### Definition

The passive voice is a grammatical structure where the subject of the sentence receives the action of the verb, rather than performing it. It shifts the focus from the doer of the action (agent) to the action itself or its result. For instance:

- Active: The teacher graded the exams.
- Passive: The exams were graded by the teacher.

In Spanish, the passive voice is formed using the verb *ser* (or occasionally *estar*) combined with the past participle of the main verb. The past participle acts as an adjective and agrees in gender and number with the subject of the sentence. The agent (the performer of the action) is usually introduced by the preposition **por** ("by") or occasionally **de**, depending on the context.





# 5.3 Forms of the Passive Voice

**In English:** The passive voice in English is formed with:

- 1. The verb **to be** (conjugated in the appropriate tense).
- 2. The **past participle** of the main verb.

**Structure:**

*Subject + to be (conjugated) + past participle + (optional agent introduced by "by")*

The passive voice can be used in all tenses and moods in Spanish. Below is a table illustrating the formation of the passive voice across common tenses.

**Table 59**  
*The tenses of the passive voice in English*

Tenseth	Example
Present	The book <i>is written</i> by the author.
Past	The book <i>was written</i> by the author.
Future	The book <i>will be written</i> by the author.
Present Perfect	The book <i>has been written</i> by the author.
Past Perfect	The book <i>had been written</i> by the author.
Future Perfect	The book <i>will have been written</i> by the author.

*Note.* Benítez, C., 2025.

This table helps you to revise the passive voice in each one of the tenses in Spanish, as you know, the passive voice can be used in any one of the tenses, you will need to know what you want to express.



## Uses of the passive voice in English

1. **Emphasizing the action or result:** The passive voice is used when the focus is on the action or its result, rather than on who performed it. *The cake was baked perfectly.*
2. **When the agent is unknown or unimportant:** It is used when the doer of the action is unknown, irrelevant, or obvious from the context. *The window was broken.*
3. **Formal or Academic Writing:** The passive voice is often preferred in formal or academic contexts to maintain objectivity. *The experiment was conducted carefully.*
4. **Politeness or Indirectness:** It is used to avoid blaming or directly naming someone. *Mistakes were made.*

## Passive voice in Spanish:

### Forms of the passive voice in Spanish

#### 1. Ser + Past Participle

The passive voice is formed by conjugating the verb **ser** in the appropriate tense and adding the past participle of the main verb.

The **past participle** must match the subject in **gender** and **number**.

#### Structure:

*Subject + ser (conjugated) + past participle (agreeing in gender and number) + agent (optional, introduced by por or de)*

**The passive voice can be used in any tense, depending on the context or situation. Look at the examples here.**

- *El libro fue escrito por el autor.*
- *Las cartas fueron enviadas por correo.*
- *La tarea será completada por los estudiantes.*

#### 2. Use of Estar + Past Participle



While **ser** is typically used to indicate the passive voice, **estar** is occasionally used to emphasize a state or condition rather than an action. Look at the example: *La puerta está cerrada.*

Prepositions: Por vs. De

- **Por:** Used to indicate the agent or doer of the action. See the example: *La carta fue escrita por María.*
- **De:** Used in situations involving mental or emotional reactions or when the agent is less active: *El resultado fue recibido de buena gana.*

Tenses of the passive voice in Spanish

The passive voice can be used in all tenses and moods in Spanish. Below is a table illustrating the formation of the passive voice across common tenses:

Table 60  
The tenses of the passive voice in Spanish

Tense	Ser conjugation	Example
Present	es	<i>El libro es escrito por el autor.</i>
Preterite	fue	<i>El libro fue escrito por el autor.</i>
Imperfect	era	<i>El libro era escrito por el autor.</i>
Future	será	<i>El libro será escrito por el autor.</i>
Conditional	sería	<i>El libro sería escrito por el autor.</i>
Present Subjunctive	sea	<i>Que el libro sea escrito por el autor.</i>
Past Subjunctive	fuera	<i>Que el libro fuera escrito por el autor.</i>

Note. Benítez, C., 2025.

This table helps you to revise the passive voice in each one of the tenses in Spanish, as you know, the passive voice can be used in any one of the tenses, you will need to know what you want to express.



## Uses of the Passive Voice in Spanish

### 1. When the agent is unknown or unimportant

The passive voice is used when the agent of the action is unknown, irrelevant, or less important than the result. *La ventana fue rota.*

### 2. To Emphasize the action or result

When the focus is on the action itself or its result rather than the agent.

*Las invitaciones fueron enviadas a tiempo.*

### Alternatives to the Passive Voice in Spanish

Speakers of Spanish often prefer **active constructions** or **impersonal expressions** over the passive voice. Here are three common alternatives:

#### 1. Recasting the sentence into active voice

**Passive:** *El libro fue leído por la clase.*

**Active:** *La clase leyó el libro.*

#### 2. Using impersonal constructions with se

**Passive:** *Aquí el español es hablado.*

**Impersonal:** *Aquí se habla español.*

#### 3. Using reflexive verbs

**Passive:** *Ayer los vestidos eran vendidos a bajo precio.*

**Reflexive:** *Ayer los vestidos se vendían a bajo precio.*





## Recommended learning activities



Dear student, it is time to reinforce the acquired knowledge by solving the following activities:

### 1. **Conditional Tenses and Passive Voice:** "What If?" Scenarios and Passive Transformations

#### **Part 1:** Conditional Tenses

Think of a hypothetical scenario and use type 2 and Type 3 conditional tenses to write a paragraph. You can follow the model of the sentences below

- If I were invisible, I would...
- If they had known about the meeting, they would have...

#### **Part 2:** Passive Voice Transformations

Active: The chef prepared the meal.

Passive: \_\_\_\_\_.

Active: They would have cleaned the room.

Passive: \_\_\_\_\_

Think on more examples and do the transformation process

### 2. Combined Task

Create sentences that combine conditional tenses with the passive voice as in the examples

If the cake had been baked earlier, we would have eaten it by now.

If more time were given, the project would be completed on time.

Did you achieve to complete the activities? Great!! Continue learning

Note: Please complete the activities in a class notebook or Word document.

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



### Self-assessment 5

Please, complete the following activities.

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

- a. (caminar) The boys \_\_\_\_\_ quickly.
- b. (entender) Do you \_\_\_\_\_ (tú) what they are telling you?
- c. (mostrar) Why don't you \_\_\_\_\_ (tú) me your photos?
- d. (pedir) He always \_\_\_\_\_ me for help.
- e. (repetir) She always \_\_\_\_\_ the same thing.
- f. (permitir) We don't \_\_\_\_\_ you to do it.

2. 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. \_\_\_\_\_.

3. 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 had already gone when Teresa arrived. P PP FP CP
- b. Barbara hasn't left yet. P PP FP CP
- c. I will have graduated by next summer. P PP FP CP
- d. We would have studied more. P PP FP CP
- e. If we had remembered the exam. P PP FP CP



f. Have you seen my new car? P PP FP CP

4. 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

Answer key

Now that we've explored the passive voice and its uses for emphasizing actions or results, it's time to shift our focus to **lexical variations**. This next unit examines the differences in vocabulary between English and Spanish, including common terms, subtle distinctions, and the challenges of false cognates. Understanding these lexical nuances will enhance your ability to communicate with precision and avoid common misunderstandings in both languages. Let's start!

### Contents, resources and recommended learning activities



## Week 15

### Unit 6. Lexical Variations

#### Introduction

This section addresses common lexical differences between English and Spanish, focusing on terms and expressions that can present challenges for learners. While these differences are primarily vocabulary-based, they are essential for developing accuracy and fluency in both languages. Some terms are familiar from grammar topics but are revisited here for a vocabulary-



oriented perspective. Additionally, special attention is given to false cognates (words that appear similar but have different meanings) and expressions with subtle distinctions.

## Lexical Variations

Language learning involves more than just grammar—it also requires an understanding of lexical variations that can significantly impact communication. This unit explores common lexical differences between English and Spanish, focusing on terms and expressions that often cause confusion among learners. By analyzing these variations, students will develop greater accuracy and fluency in both languages.

### 6.1 Key terms and expressions

In this topic we will cover some important topics related with lexical differences between English and Spanish. They are:

#### Commonly Confused Words

Some words in English and Spanish have **different meanings or usages**, even when they seem similar. For example:

- *Acabar* can mean "**to finish**", but in its reflexive form (*acabarse*), it means "**to run out of**" something.
- *Apply* has two Spanish equivalents: *aplicar* (to apply something physically) and *solicitar* (to apply for a job or program).
- *Ask* can be translated as *pedir* (to request something), *preguntar* (to ask a question), or *hacer una pregunta* (to ask a formal question).

#### Prepositions and their Variations





The English preposition "**at**" has different Spanish equivalents depending on the context: *en* (for static locations) and *a* (for movement or specific time references).

### 1. Expressions for Change in State (*Become/Get*)

Spanish uses different structures depending on the type of transformation:

- *Ponerse* for **temporary changes** (*Se puso nervioso* – He became nervous).
- *Hacerse* for **permanent changes** (*Se hizo médico* – He became a doctor).
- *Convertirse en* for **physical or radical changes** (*El agua se convirtió en hielo* – The water turned into ice).

### 2. Contrasts in Meaning: 'But' and 'Because'

- *Pero* is used for general contrast (*Es caro, pero útil* – It's expensive but useful).
- *Sino* is used after a negative clause (*No quiero té, sino café* – I don't want tea, but coffee instead).
- *Porque* is used with conjugated verbs (*No vine porque estaba ocupado* – I didn't come because I was busy).
- *Por* and *a causa de* express "**because of**", requiring a noun instead of a verb.

### 3. Directional Verbs: 'Come' and 'Go'

- *Venir* (to come) implies movement toward the speaker (*Ven aquí* – Come here).
- *Ir* (to go) implies movement away from the speaker (*Voy a la tienda* – I'm going to the store).
- *Llegar* means "to arrive" (*Llegaron temprano* – They arrived early).



## 6.2 False Cognates ("False Friends")

False cognates are words that **look similar** in both languages but have **different meanings**, leading to misunderstandings:

- *Actual* (English: "real, true") ≠ *Actual* (Spanish: "current, present").
- *Embarrassed* (English: "ashamed") ≠ *Embarazada* (Spanish: "pregnant").
- *Library* (English: "book collection") ≠ *Librería* (Spanish: "bookstore").

Understanding these **lexical distinctions** is extremely important for avoiding miscommunication and errors when speaking or writing in either language. By becoming aware of these differences, students will be able to use vocabulary more accurately and effectively in different contexts.

Dear students, the information here is a summary of the unit. To explore these concepts in detail, students must refer to [annex 3. Lexical Variations](#), which contains comprehensive explanations, structured examples, and comparative tables highlighting the nuances of English and Spanish vocabulary.

### Recommended learning activity

It is time to apply your knowledge through the activity that have been proposed below:

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



#### Self-assessment 6

Write true or 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 translated as: “I am in my brother house”
5. ( ) “La asistencia a clase es un requisito” 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 oír las noticias”
9. Provide the meaning and the tential confusion of the following words

ENGLISH	SPANISH	TENTIAL CONFUSION
1. application		
2. to appreciate		
3. to assume		
4. actally		
5. conductor (orchestra)		
6. to contest		
7. deception		
8. destitute		
9. fabric		



10. gang

Answer key

## Contents, resources and recommended learning activities



### Week 16

#### Revision units 3-6

Dear Students,

Congratulations on completing the contents of this second term! I encourage you to take this time to review and reinforce **Units 4, 5, and 6**, where we covered essential topics:

- Verbals
- Mood, tense and aspect
- English Verbs in the Indicative Mood: We explored all the tenses within this mood, along with their similarities and differences compared to Spanish.
- Lexical Differences: In Unit 6, we introduce key vocabulary distinctions between English and Spanish.

Throughout these units, you have engaged with a variety of exercises designed to strengthen your understanding and skills. I trust that you have dedicated sufficient time to each activity, and by now, you should feel confident in your progress.

This week, it's important to continue studying and reinforcing areas that may have been more challenging for you. Use your textbook and additional resources to revisit these topics. You can also review the suggested activities, as they are excellent practice for your upcoming test. Don't forget to revisit the self-assessment sections in Units 5 and 6 to evaluate your understanding.



Additionally, remember the online questionnaires and other graded activities we completed during this term. These can also serve as useful revision tools.

Finally, I encourage you to apply your own study strategies and learning styles to prepare for the Second Term Evaluation. With effort and focus, I am confident you will succeed in this subject. I encourage you to explore the following presentation for a summary of what you've learned: [Review second semester](#).





## 4. Self-assessments

### Self-assessment 1

Question	Answer	Feedback
1	F	The tribes had different dialects
2	F	The literature used in Centers of learning was written in Latin
3	T	The answer is correct
4	F	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
9	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
10	a	The pedagogical goal of CG is related to language teaching and learning, and language course design
11	c	The form of a word is the category to which a word is assigned, regarding its syntactic function
12	a	When we say that a word is an object, subject, object of a preposition, we refer to the function of a word
13	c	Grammar words such as interjections, pronouns, or articles

Self assessment



## Self-assessment 2

Question	Answer	Feedback
1	c	Pronouns in English are inflected by case, gender, number, and person
2	a	le and les as direct objects become se when used before lo, la, los, and las
3	b	Possessive pronouns in English replace possessive adjectives
4	c	It is the object of a preposition because the pronoun follows a preposition
5	a	English relative pronouns are inflected for person and number
6	she (Mary); him (Peter)	Mary is the antecedent for she, Peter is the antecedent for him
7	they (coat, dress)	they is the antecedent for coat and dress
8	herself (Isabel)	Isabel is the antecedent for herself
9	we (Robert, I)	Robert and I are the antecedent for we
10	it (book)	book is the antecedent for it
11	(slow) Tom is slow. He works slowly	The adjective is used after the be verb / the adverb is placed after the verb
12	(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
13	(angry) The dog is angry. It barks angrily	angry is an adjective placed after the verb, angrily is an adverb modifying the verb
14	(excellent) He acted excellently. He's an excellent actor	excellently is an adverb modifying the verb, excellent is an adjective qualifying the actor
15	(awful) It's awfully cold today. The cold wind is awful	awfully is qualifying the adjective, awful is qualifying the noun wind



Question	Answer	Feedback
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Self assessment





### Self-assessment 3

Question	Answer	Feedback
1	P	John was watching TV. Watching is the present participle; present participles end in -ing
2	PP	We had already gone when Tom called. Gone is the past participle of the verb
3	PP	The jeweler had not been able to fix my watch. Been is the past participle of be
4	P	Mary is studying in the library right now. Studying is the present participle; present participles end in -ing
5	PP	Julio has worked for a long time. Worked is the past participle. Regular past participles end in -ed
6	OV	Ayer te vi salir de tu oficina. OV because it follows a verb
7	OV	Todo lo que yo quería era hablar contigo. OV because it follows the verb
8	S	Viajar me permite conocer nuevos lugares. S because it is the noun before the verb
9	OP	Estoy encantada de poder ayudarte. OP because it follows the preposition
10	OV	Le encantaba tener nuevas experiencias. OV because it follows the verb
11	C	Lo que más ansiaba era vivir en paz. C because it complements the sentence
12	S	Cooking is my hobby. S because it is at the beginning of the sentence before the verb
13	OP	In spite of missing the train, we arrived on time. OP because it follows a preposition
14	C	My favorite activity is using my smartphone. C because it complements the sentence
15	OV	She hates going out at night. OV because it follows another verb
16	S	Flying makes me nervous. S because it is at the beginning of the sentence



Question	Answer	Feedback
17	OP	Their father voted against postponing his trip to Hungary. OP because it follows a preposition
18	tired (tire)	Is an adjective ending in -ed
19	amazing! (amaze)	Is an adjective ending in -ing
20	bored (bore)	Is an adjective ending in -ed
21	surprised (surprise)	Is an adjective ending in -ed
22	shocked (shock)	Is an adjective ending in -ed
23	insulting (insult)	Is an adjective ending in -ing
<div>Self assessment</div>		



## Self-assessment 4

Question	Answer	Feedback
1	a. Si mándaselas	"Fotos" is replaced by the direct object pronoun "las" and "a Carlos" (indirect) by "se" (le → se).
	b. Si, preséntala	You used the direct object pronoun "la" for "computadora" and correctly changed "le" (a Juana) to "se".
	c. Si, entrégaselos	"Datos" becomes "los", and "les" changes to "se" when combined.
	d. Si, entrégaselos	You replaced "los disquetes" with "los" and turned "le" (Miguel) into "se".
	e. Si, dáselo	"El dinero" was correctly replaced by "lo" and "le" (contador) changed into "se".
2	a. I S is subjunctive,	it does not show a fact
	b. I S is subjunctive,	it does not show a fact
	c. I S is subjunctive,	it does not show a fact
	d. I S is indicative mood,	It shows a fact
	e. I S is indicative mood,	It shows a fact
	f. I S is indicative mood,	It shows a fact
	g. I S is indicative mood,	It shows a fact
3	1. hicieran	is imperfect subjunctive form
	2. supiera	is imperfect subjunctive form
	3. fuera	is imperfect subjunctive form
	4. fuera	is imperfect subjunctive form
	5. dijera	is imperfect subjunctive form



Question	Answer	Feedback
	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
1	a. (caminar) camina	camina es la forma del verbo en tiempo presente
	b. (entender) entiendes	entiendes es la forma del verbo en tiempo presente
	c. (mostrar) muestras	muestras es la forma del verbo en tiempo presente
	d. (pedir) pide	pide es la forma del verbo en tiempo presente
	e. (repetir) repite	repite es la forma del verbo en tiempo presente
	f. (permitir) permitimos	permitimos es la forma del verbo en tiempo presente
2	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
3	a. We had already gone when Teresa arrived.	PP correct answer
	b. Barbara hasn't left yet.	P correct answer
	c. I will have graduated by next summer.	FP correct answer
	d. We would have studied more.	CP correct answer
	e. If we had remembered the exam.	PP correct answer
	f. Have you seen my new car?	P answer
4	a. AC PT	the cow is the subject and doer, the sentence is in past



Question	Answer	Feedback
	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
1	F		There are no more lemons.
2	T		"We run out of milk" is correct.
3	T		"Ask a question" is correct.
4	F		I'm at my brother's house.
5	F		Attendance at class is a requirement.
6	T		"Su marido es muy atento con ella." is correct.
7	F		Me enfermé por comer mucho.
8	T		"Su padre enfureció al oír las noticias" is correct.
9	solicitud	aplicación (dedication)	"Application" can indeed mean "solicitud," not "aplicación" which usually refers to dedication or practical use in Spanish.
	agradecer	apreciar (to augment in value)	"To appreciate" means "agradecer" (to feel grateful). "Apreciar" in Spanish often relates to increasing value or admiring something.
	suponer	asumir (to take on)	"To assume" is correctly translated as "suponer" here. "Asumir" would typically imply taking responsibility or accepting a role.
	en realidad	actualmente (nowadays, at the)	"Actually" means "en realidad," whereas "actualmente" would mistakenly imply "currently" or "nowadays."
	director	conductor (electric conductor,	A "conductor" (orchestra) translates as "director." Confusion arises with "conductor," referring to electricity or a driver.
	to contender	contestar (to answer)	To contest" translates correctly to "contender," meaning to compete or challenge. "Contestar," however, means "to answer."



Question	Answer	Feedback
engaño	decepción (disappointment)	"Deception" means "engaño," while "decepción" expresses disappointment—very different meanings despite their similarity.
desamparado, indigente	destituido (removed from office)	"Destitute" refers to someone impoverished ("desamparado"). "Destituido," on the other hand, means someone has been removed from a position or office.
tela	fábrica (factory)	"Fabric" means "tela," not "fábrica," which refers to a factory.
pandilla	ganga (bargain)	"Gang" translates to "pandilla," a group often associated negatively. "Ganga," instead, is used positively in shopping contexts to mean "bargain."
Self assessment		







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## 6. Annexes

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## Annex 1. Word, Phrase, and Sentence Construction in English and Spanish

Understanding word, phrase, and sentence construction is essential for mastering any language. This guide provides detailed insights into the construction of these elements in both English and Spanish, comparing their similarities and differences to help you grasp their unique structures and patterns.

### 1. Words: The building blocks of language

A **word** is the smallest independent unit of language that carries meaning or serves a grammatical function. It is a sequence of sounds or letters that, when combined, form a distinct expression in spoken or written communication. Words have these features.

- a. **Independence:** A word can stand alone or function within a phrase or sentence as in *book* (noun), *run* (verb), *quickly* (adverb).
- b. **Meaning:** Words convey specific ideas, objects, actions, or relationships. Ex. *Happiness* refers to a state of joy.
- c. **Grammatical role:** Words serve different roles such as subject, verb, object, or modifier within sentences.

In English as in Spanish, words are used as the foundational building blocks of sentences, though their construction and role can vary.

**In both languages words** can be categorized into lexical and functional categories but Spanish exhibit additional grammatical markers for gender and number.

1. **Lexical Words:** in both languages they carry semantic meaning (nouns, verbs, adjectives, adverbs) but Spanish exhibit additional grammatical markers for gender and number:
  - English: *house, run, beautiful, quickly.*
  - Spanish: *casa* (singular feminine), *casas* (feminine plural).
2. **Functional words:** in English and in Spanish they serve grammatical purposes (articles, prepositions, pronouns,

conjunctions). In Spanish they often agree with nouns in gender and number.

- English: *the, in, and, she.* Spanish: *la casa), las casas.*

**In summary, English** relies less on grammatical agreement while Spanish requires gender and number agreement between nouns, articles, and adjectives.

## 2. Phrases:

A phrase is a group of words that work together as a single unit within a sentence but do not form a complete sentence on their own. In English, phrases serve various grammatical functions, such as modifying or complementing other words in a sentence. Similarly, Spanish phrases follow comparable structures but emphasize grammatical agreement in gender, number, and tense. Common types of phrases include noun phrases, verb phrases, adjective phrases, adverbial phrases, and prepositional phrases, each serving a distinct purpose in constructing meaningful and grammatically correct sentences. Examples:

- Noun Phrases:** Structure: Determiner + Adjective (optional) + Noun. *The red car. El coche rojo*
- Verb Phrases:** Structure: Auxiliary Verb (optional) + Main Verb. *She is running. Ella está corriendo.*
- Adjective Phrases:** Structure: Intensifier (optional) + Adjective. *Very beautiful. Muy hermoso.*
- Adverbial Phrases:** Structure: Intensifier (optional) + Adverb. *Quite slowly. Bastante lentamente.*
- Prepositional Phrases:** Structure: Preposition + Noun Phrase. *On the Table Sobre la mesa*

Spanish phrases demand gender and number agreement, while English phrases are more flexible and Prepositional usage may differ in meaning or construction between the two languages.

### 3. Clauses: Dependent and Independent

**Independent Clauses:** An independent clause is a group of words with a subject and a predicate that expresses a complete thought. It can stand alone as a sentence. Subject + Verb (+ Object/Complement).

**English:**

*She runs every morning.*

*The sun is shining.*

**Spanish:**

*Ella corre todas las mañanas.*

*El sol está brillando.*

**Dependent Clauses:** A dependent (or subordinate) clause is a group of words with a subject and a predicate but cannot stand alone as a complete sentence. It provides additional information to an independent clause. Subordinating Conjunction + Subject + Verb.

**English:**

*Because she was late*

*Although he tried his best.*

*When the  
bell rings.*

**Spanish:**

*Porque llegó tarde.*

*Aunque hizo su mejor esfuerzo. Cuando  
suena la campana.*

**Uses of Clauses:**

**Independent Clauses:** Stand alone or combine with other clauses to form compound or compound-complex sentences.

*He likes coffee. (Le gusta el café.)*

*She works hard, but she also takes breaks. (Trabaja mucho, pero también toma descansos.)*

**Dependent Clauses:** Always depend on an independent clause to form a complete sentence. Introduced by subordinating conjunctions like:

**English:** *because, although, when, if.*

**Spanish:** *porque, aunque, cuando, si.*

*She stayed home because she was tired. (Se quedó en casa porque estaba cansada.)*

*When he arrived, everyone applauded. (Cuando llegó, todos aplaudieron.)*

Clauses in English and Spanish differ according to the following features

- a. **Word Order:** In English, the dependent clause usually follows the independent clause unless the dependent clause starts the sentence. In Spanish, word order is flexible, but the dependent clause can precede or follow the independent clause.
- b. **Punctuation:** In English, a comma is used if the dependent clause comes first. *Because it was raining, we stayed inside.* In Spanish, commas are less common in such cases. *Porque estaba lloviendo nos quedamos dentro.*
- c. **Subordinating Conjunctions:** Both languages use conjunctions to introduce dependent clauses, but Spanish often employs additional constructions like *que* or *lo que*.

*I know that she is coming. Sé que ella viene.*

*What he said surprised everyone. Lo que dijo sorprendió a todos.*

#### 4. Sentences.

A **sentence** is a grammatical unit of language that expresses a complete thought. It consists of one or more words, typically organized into a subject and predicate, and conveys a statement, question, command, or exclamation. Sentences are the building blocks of communication, providing clarity and structure to spoken and written language. They are characterized by these three features:

1. **Completeness:** A sentence must express a complete idea or thought. *The sun is shining. The cat is sleeping.*
2. **Structure:** Sentences typically contain:
  - **Subject:** Who or what the sentence is about.

- **Predicate:** What is said about the subject, including a verb. *The dog (subject) is barking (predicate). Los niños (subject) duermen (predicate).*

3. **Punctuation:** Sentences begin with a capital letter and end with appropriate punctuation: Period (.), question mark (?), or exclamation mark (!).

**Sentences construction, in English:** Sentences follow a strict Subject-Verb-Object (SVO) order. *The cat eats fish.*

While Spanish often uses SVO, the flexibility of word order allows for emphasis or stylistic variation. *El gato come pescado. (Pescado come el gato is also valid for emphasis.)*

In both languages a sentence expresses complete thought and consists of a subject and a predicate.

## 5. Types of sentences

Sentences are classified based on their function and complexity. Let's analyze the former ones:

**By function:** By function sentences are classified into the following: Declarative, Interrogative, Imperative, Exclamatory.

**Declarative:** Declarative sentences make statements, conveying information or expressing facts, opinions, or ideas. They end with a period (.) and are the most common sentence type.

**Structure:** English: Subject + Verb + Object/Complement.

Spanish: Subject + Verb + Object/Complement (flexible order for emphasis).

**Examples:** *She is happy. (Ella está feliz.) We are learning Spanish. (Estamos aprendiendo español.)*

Negative declarative sentences deny or negate a statement. In English they are typically formed by adding *not* after the verb *to be*, auxiliary verbs, or modal verbs. Additional negation can be achieved using negative words like *nothing, nobody, no one, never*.



- **Using not:** Add *not* after auxiliary or modal verbs. *She is not happy. They have not finished their homework.*
- **Using Auxiliary Verbs (do/does/did):** For verbs without auxiliaries, add *do/does/did* before the verb and place *not* after the auxiliary. *She does not like coffee. He did not go to the party.*
- **Using Negative Words:** Words like *nothing, nobody, no one, never* create negation without *not*. *I saw nobody at the park. He never goes to the gym.*
- **Negative Questions:** Combine auxiliary verbs with *not* forming negative questions. *Doesn't she like coffee? Didn't they arrive on time?*

In Spanish, forming negative declarative sentences is simpler. The word *no* is placed before the verb, and negation can be reinforced using words like *nada, nadie, nunca*.

- **Using no:** Place *no* before the verb to negate the statement. *Ella no está feliz. Ellos no han terminado su tarea.*
- **Using Negative Words:** Words like *nada, nadie, and nunca* can precede the verb for emphasis or clarity. *Nada es imposible, Nadie vino a la fiesta, Nunca viajan los fines de semana.*

**Interrogative:** Interrogative sentences ask questions and end with a question mark (?).

- **Structure:**
  - English: Auxiliary/Verb + Subject + Predicate/Object.
  - Spanish: Verb + Subject + Predicate/Object (subject can be implied).
- **Examples:**
  - *Is she happy? (¿Está ella feliz?)*
  - *What are you doing? (¿Qué estás haciendo?)*
  - Spanish often uses inverted question marks (¿ ... ?) at the beginning and end of interrogative sentences.

Questions in English are formed using **inversion**, auxiliary verbs, or question words (*who, what, where, when, why, how*). English distinguishes between **yes/no questions** and **open-ended questions**.

■ **Yes/No Questions:**

- a. **Auxiliary Verb Inversion:** Swap the subject and auxiliary/modal verb.

Statement: *She is reading.* Question: *Is she reading?*

Statement: *They have arrived.* Question: *Have they arrived?*

- b. **Using Do/Does/Did:** Add *do/does/did* for questions with verbs that lack auxiliaries.

Statement: *He eats lunch.* Question: *Does he eat lunch?*

Statement: *She went to the park.* Question: *Did she go to the park?*

- **Open-ended questions (Wh- Questions):** Begin with a question word (*what, where, why, when, who, how*) and follow with inversion.

*What are you doing? Where did they go? Why is she late?*

Questions in Spanish rely on **intonation**, **word order**, and **question words**, with more flexibility than English. Spanish also uses **inverted punctuation** (¿ ... ?) to indicate a question.

**Yes/No Questions:**

- A. **Intonation only:** Raise the pitch at the end of the statement.

Statement: *Ella está leyendo.* Question: *¿Ella está leyendo?*

- B. **Word Order Inversion:** Place the verb before the subject.

Statement: *Ellos van al parque.* Question: *¿Van ellos al parque?*

- C. **Open-Ended Questions (Question Words):** Begin with a question word (*qué, quién, dónde, cuándo, por qué, cómo*) and follow with the verb and subject.

*¿Qué estás haciendo? ¿Dónde fueron ellos? ¿Por qué ella llegó tarde?*

**Imperative:** Imperative sentences issue commands, instructions, or requests. They often begin with the verb in its base form and can end with a period (.) or an exclamation mark (!).

**Structure:** English: Verb + Object/Complement. *Write your name here. Be quiet!*

Spanish: Verb + Object/Complement (subject is usually implied).

*Escribe tu nombre aquí. ¡Silencio!*

In Spanish, imperative forms differ based on formal or informal address (*tú, usted*).

**Exclamatory:** Exclamatory sentences express strong emotions such as surprise, joy, anger, or admiration. They end with an exclamation mark (!).

**Structure:** English: Typically begins with “what” or “how” for emphasis. *What a beautiful day! How exciting!*

Spanish: Often begins with *qué, cómo, or cuánto*, and uses inverted exclamation marks (*¡ ... !*). *¡Qué día tan hermoso! ¡Qué emocionante!*

**By Complexity:** By complexity sentences are divided into: Simple, Compound, Complex, and compound-complex.

Sentences in English are generally constructed following the Subject-Verb-Object (SVO) order:

**Simple Sentences:** A simple sentence consists of a single independent clause that includes a subject and a predicate, expressing a complete thought. Subject + Verb (+ Object/Complement).

**English:**

*John eats apples.      The cat sleeps.      She is studying for the test.*

**Spanish:**

*Juan come manzanas. El gato duerme. Ella está estudiando para el examen.*

**Compound Sentences:** A compound sentence combines two or more independent clauses, connected by a coordinating conjunction (and, but, or, so), a semicolon, or a transitional expression (however, therefore): Independent Clause + Coordinating Conjunction + Independent Clause.

**English:**

*I wanted to go, but it was raining.      She likes coffee, and he prefers tea.*

*The exam was difficult; however, she passed with flying colors.*

**Spanish:**

*Quería ir, pero estaba lloviendo.      A ella le gusta el café, y él prefiere el té.*

*El examen fue difícil; sin embargo, lo aprobó con excelentes calificaciones.*

**Complex Sentences:** A complex sentence includes one independent clause and at least one dependent (or subordinate) clause. The dependent clause adds information but cannot stand alone: Independent Clause + Subordinating Conjunction + Dependent Clause.

**English:**

*She stayed home because she was sick.      I'll call you when I arrive.*

*Although it was late, he continued working.*

**Spanish:**

*Aunque era tarde, siguió trabajando.      Te llamaré cuando llegue.*

*Se quedó en casa porque estaba enferma.*

**Compound-Complex sentence:** A compound-complex sentence combines elements of both compound and complex sentences. It includes at least two independent clauses and one or more dependent clauses: (Independent Clause + Coordinating Conjunction + Independent Clause) + Subordinating Conjunction + Dependent Clause.

### English:

*Although she was tired, she finished her homework, and then she went to bed.*

*I like coffee because it wakes me up, but I can't drink it at night.*

*The team worked hard, and they won the match because they practiced daily.*

### Spanish:

*Aunque estaba cansada, terminó su tarea, y luego se fue a la cama.*

*Me gusta el café porque me despierta, pero no puedo tomarlo por la noche.*

*El equipo trabajó duro, y ganó el partido porque practicaron todos los días.*

After analyzing the types of sentences, it is important to notice some similarities and differences regarding the following aspects:

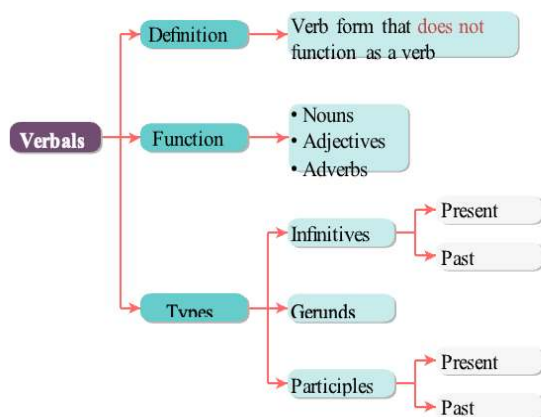
- **Word Order:** English relies on strict Subject-Verb-Object (SVO) order. Spanish offers flexibility due to verb conjugation, but SVO is the default structure in neutral contexts.
- **Conjunctions:** English uses coordinating conjunctions like *and*, *but*, *or*, and subordinating conjunctions like *because*, *although*. Spanish equivalents include *y*, *pero*, *o* and *porque*, *aunque*.
- **Punctuation:** English uses commas extensively in compound and complex sentences. Spanish uses fewer commas, depending more on conjunctions to clarify relationships.

## Annex 2. Introducing Verbals

**Definition:** Verbals are non-finite forms of verbs that do not agree with a subject and do not serve as the predicate of a sentence. Instead, they function as nouns, adjectives, or adverbs or *complements*. The five main types of verbals include the **present infinitive**, **past infinitive**, **gerund**, **present participle**, and **past participle**. *Let's start with the first group of verbals: infinitives.*

**Figure 1**

*Types of verbals in English and Spanish*



Note. Benítez, C., 2025

### 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. *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**. **It is often identified because to precede it.**

**Forms:** The form of infinitives in English is *TO + basic form of the verb*.

*Example, To swim as in: I want to swim. To learn English is necessary*

The same as in English, in Spanish we also have infinitives as verbals.  
Examples:

## ***to swim to think to read to be to cut to turn***

Regarding their **forms**, Spanish infinitives, are categorized into three forms based on their endings: 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, server.

1. **-ar** (e.g., *hablar*).
2. **-er** (e.g., *comer*).
3. **-ir** (e.g., *vivir*).

**Uses of infinitives as verbals.** Infinitives can function in a sentence in a variety of ways, they can be: adjectives, adverbs and nouns.

**Infinitives as adjectives:** Just like a single-word adjective, an infinitive used as an adjective always describes a noun and always **follows** the noun it describes, as in the examples:

- This is an opportunity **to talk**.
- Find a place **to visit**
- The first attempt **to talk** to the new employee was a failure

**Infinitives as adverbs:** Similar to single-word adverbs, an infinitive functioning as an adverb always modifies a verb. Adverbial infinitives typically appear at the beginning or end of a sentence and do not have to be positioned close to the verb they modify.

*To start*, you need a lot of preparation. or You need a lot of preparation *to start*.

or you can have adverbial phrases too.

*To travel* a lot, you need to save a lot of money.

You need to save a lot of money *to travel* a lot.

**Infinitives as Nouns:** an infinitive may also work as a noun in a sentence, and as noun, it can also work as: Subjects, Direct objects, Complements, Appositives

**Infinitives as subjects:** Like a single-word noun, an infinitive may function as a subject as in:

*To win* the competition was his major purpose.

*To start* a business was the first thing to do.

*Infinitives a direct object:* (object of the verb): an infinitive working as direct object usually follows a verb

- The people outside the bank *wanted to talk* to the chairman.
- The driver was asked *to come* back again.

*Infinitives as complements:* An infinitive working as a complement complements the sentence. They can be subject complements, object complements, complements of adjectives, complements of nouns.

***Infinitives as subject complements:*** The infinitive follows a linking verb (*is, was, seems, becomes*) and renames or describes the subject as in:

- Her dream *is to travel* the world.
- My goal *is to learn* Spanish.
- Their plan *was to start* early.
- The girl *seems to be sad*.

***Infinitives as object complements:*** The infinitive follows the direct object and provides more information about it, often completing its meaning as in:

- She encouraged *him to try* again.
- The coach asked *the players to focus*.
- They want the *children to succeed*.

***Infinitives as complements of adjectives:*** The infinitive explains or completes the meaning of an adjective in the sentence, look at the examples:

- It's *important to exercise* regularly.
- She's *eager to join* the team.
- They were *ready to leave*.



- **Infinitives as complements of nouns:** The infinitive provides additional details about a noun, often indicating purpose or explanation, some examples are:
- The *decision to postpone* the meeting was unanimous.
- Her *request to speak* was granted.
- Their *efforts to help* were appreciated.

**Infinitives as Appositive:** An **infinitive as an appositive**, functions by renaming or clarifying a noun in the sentence. In this case, the infinitive provides additional detail or explanation about the noun it complements, look at the examples:

- Her dream, *to become a doctor*, inspires her every day
- My goal, *to finish the project on time*, keeps me focused.
- Her goal, *to succeed in her career*, motivates her

**Functions of Spanish Infinitives. Some of the functions of Spanish infinitives are similar to those of English ones, among them are: subjects, objects of verbs, objects of prepositions, complements, appositives and adjectives**

**Infinitives as subjects:** Spanish infinitives frequently function as the subject of a sentence, replacing the gerund in English. Examples:

- *Nadar es saludable.*
- *Trabajar es una acción diaria*
- *Vivir fuera de la ciudad es agradable.*
- *Ganar dinero es importante*
- *Vivir en el campo es t*

**Infinitives as objects of verbs:** Infinitives are commonly used as the objects of verbs in Spanish, in this case they follow the verb. Examples:

- Realmente *disfruto nadar.*

- *Quiero estudiar medicina*
- *Me gusta vivir aquí.*

**Infinitives as objects of Prepositions:** Spanish infinitives often follow prepositions, where English would use a gerund. Prepositions such as, **a, de, en, con, por, para, sin, antes de, después de** are usually followed by infinitives (verbal). Look at the examples:

- *Este traje es para nadar.*
- *Salgo a comer*
- *Insiste en salir*
- *Salió sin decir nada*

**Infinitives as complements:** In Spanish, an infinitive can function as a complement by renaming or describing the subject in sentences with a copulative verb (*ser, estar*). In this case, the infinitive provides the identity, definition, or purpose of the subject.

El objetivo es *aprender* español. The infinitive *aprender* renames objetivo, specifying what the goal is.

Su mayor deseo es *viajar* por el mundo. The infinitive viajar renames mayor deseo, explaining what their greatest wish is.

Su idea es *ayudar* a los demás. The infinitive *ayudar* a los demás describes idea, specifying what the idea is about.

Through all of these examples, the infinitive is complementing the sentence besides describing or renaming it.

**Infinitives as Appositives:** Spanish infinitives can clarify or rename a noun in a sentence, similar to their English equivalents.

- *Mi deporte favorito, nadar, trae muchas recompensas.*
- *Su gran virtud, ayudar a los demás, le ayudó a conocer a mucha gente.*

*Infinitives as adjectives: Infinitives describe the purpose or function of a noun. This usage is common in fixed expressions or when referring to the inherent action associated with a noun.*

- Un libro para *leer*. The infinitive *leer* describes libro
- Tareas por *hacer*. The infinitive *hacer* describes tareas,
- El lugar ideal para *descansar*. The infinitive *descansar* describes lugar

### **Past Infinitives. Past infinitives are also used as verbals.**

**Forms:** The past infinitive combines the present infinitive of the auxiliary verb HAVE with the past participle of the main verb. As in: *To have gone* (present infinitive + past participle).

*To have quit is terrible.*

*To have come back was not a good idea.*

**Uses in English:** The past infinitive is used similarly to the present infinitive but conveys a sense of past action:

- *To have succeeded* was his goal.
- She regrets *to have said* that.

**Forms in Spanish:** in Spanish, the form of the **Present infinitive is the present of the auxiliary haber + past participle** as in: *Haber hablado* (to have spoken).

**Uses in Spanish:** the past infinitive in Spanish functions similarly to the present infinitive, with an added element of past time.

- *Haber terminado* a tiempo es un logro.
- Parece *haber comprendido* el problema.

Both English and Spanish employ infinitives and past infinitives as verbals, which means forms that function as nouns, adjectives, adverbs or complements. However, Spanish infinitives are more adaptable, often replacing English gerunds, and they integrate with a richer conjugation

system. In both languages, the past infinitive adds temporal depth, indicating prior actions or states.

### **In summary, some remarkable differences between English and Spanish infinitives as verbals are:**

- **Flexibility:** Spanish infinitives are more versatile and can replace English gerunds in many cases (e.g., after prepositions). For example: English: *I am tired of waiting.* Spanish: *Estoy cansado de esperar.*
- **Conjugation Groups:** English infinitives remain static, while Spanish infinitives belong to three conjugation categories: *-ar, -er, -ir.*
- **Complex Forms:** English often uses auxiliary verbs like *to have* in the past infinitive, while Spanish relies on *haber*.

*Dear students, so far, we have studied infinitives as verbals. Take some time to review the topic and explore additional information on their uses. Now, we will move on to another type of verbal: gerunds. Have you ever come across gerunds as verbals in both English and Spanish? Take a moment to research this topic and get ready to dive into this new and exciting lesson! Have you get into the topic? Good, if not, don't worry, we will discuss the topic in detail.*

## **1. Gerunds**

**Definition:** Gerunds are verbal nouns, meaning they are formed from verbs but function as nouns in a sentence while retaining some verb-like qualities. A verbal is a word derived from a verb that serves as a different part of speech. As nouns, gerunds can perform various roles in a sentence, including acting as subjects, subject complements, objects (of verbs and of preposition), complements and as appositives

**Forms in English:** Gerunds are formed by adding *-ing* to the base form of a verb as in: *Swimming is relaxing.* (Subject), *I enjoy reading.* (Object)

**Uses in English:** Gerunds as verbals can perform different functions such as: subjects, objects of verbs and of preposition

- **Gerunds as subjects:** When a gerund acts as the subject of a sentence, it performs the action or is the topic of discussion. Gerunds as subjects are common in general statements or when discussing activities. In the example,

- *Running is good exercise*, The gerund **running** acts as the subject of the sentence, specifying the activity being discussed.
  - **Swimming improves cardiovascular health.** The gerund **swimming** is the subject, highlighting the action that benefits health.
- **Gerunds as objects of verbs:** Gerunds can serve as the direct object of a verb. In this role, the gerund receives the action of the verb. Certain verbs, such as enjoy, love, dislike, avoid, suggest, and recommend, often take gerunds as objects. Examples:
    - *She loves painting.* The gerund painting is the direct object of the verb loves, describing what she loves.
    - *He enjoys reading mystery novels.* The gerund reading is the direct object of enjoys, explaining the activity he likes.
    - *They avoid wasting time.*
    - *Sara and Carlos dislike exercising*
    - *He enjoys running, biking, and hiking.*
  - **Gerunds as objects of prepositions:** Gerunds commonly follow prepositions to complete a phrase. This is because a verb cannot follow a preposition directly in English, so the gerund acts as the noun. This structure often appears in phrasal verbs, idiomatic expressions, or phrases with prepositions.
    - *They talked about leaving.* The gerund leaving follows the preposition about, completing the phrase.
    - *She is interested in learning French.* The gerund learning follows the preposition in, explaining her interest.
  - **Gerunds as complements:** Gerunds can act as subject complements, meaning they rename, define, or describe the subject of a sentence. Subject complements typically follow linking verbs such as *be*, *seem*, *appear*, and similar verbs. In this role, the gerund identifies or explains the subject. A complement completes the meaning of the subject.

What is a Complement? In the case of gerunds, the complement is always a noun-like word or phrase formed by the gerund (verb + -ing) that provides more information about the subject. Look at the examples:

- Her favorite sport *is running*.
- The boy *seems having* fever.
- She told us that the main option *was playing* tennis.
- Swimming in the ocean *is refreshing*.
- **Gerund as appositive:** A **gerund** can act as an **appositive**, a noun or noun phrase that renames, explains, or identifies another noun in a sentence. In this role, the gerund (verb + **-ing**) provides additional information about the noun it follows, often clarifying or specifying it.

*Her hobby, painting, brings her joy.* The gerund **painting** renames **hobby**, specifying what her hobby is.

*His dream, becoming a pilot, finally came true.* The gerund phrase **becoming a pilot** renames **dream**, explaining what the dream entails.

*Their goal, improving communication, is achievable.* The gerund phrase **improving communication** identifies the goal.

*The challenge, understanding the instructions, was frustrating.* The gerund phrase **understanding the instructions** renames **challenge**, elaborating on it.

**Forms in Spanish:** Spanish does not have a true gerund. Instead, infinitives are used as verbal nouns.

- *Ganar dinero es importante. (Earning money is important.)*
- *Vivir en el campo es tranquilo. (Living in the countryside is peaceful)*

*Dear students, so far, we have explored gerunds as verbals. Take the time to study the topic in depth, gather additional examples, and reinforce your understanding of the different uses of gerunds. Now, we will move on to another type of verbal: participles. Have you encountered participles as verbals in both English and Spanish? Take a moment to research this topic and get ready to engage in this new and exciting lesson!*

*Have you started exploring the topic? Great! If not, don't worry—we will discuss it in detail together.*

## 2. Participles

**Definition:** A verbal is a word formed from a verb but functioning as a different part of speech. Participles are verbal adjectives that describe or modify nouns.

**Forms in English:** the forms of participles in English are the following:

- **Present Participles:** those verbs forms ending in *-ing*. *singing, talking, managing*.
- **Past Participles:** past participles can be two forms, the ones from Regular verbs which end in *-ed* or *-en*. *tried, gathered, given*. And those coming from irregular verbs, which use specific forms (*gone, written, seen*).

**Uses of participles as verbals in English:** Participles as verbals are used as the following:

**Participles as Adjectives:** They describe or modify nouns and pronouns, adding more detail. **The crying baby needed attention**, *crying* (present participle) describes *baby*. **The broken vase lay on the floor**. *broken* (past participle) describes *vase*. Other examples can be:

- *A talking doll.*

- *She looked for the pressing bottom.*

**Participles in participial phrases:** Participles as verbals often appear in participial phrases, which include the participle and its modifiers or complements. These phrases function as adjectives, providing additional information about a noun or pronoun. Participles and participial phrases should be placed near the nouns they modify. They may either precede or follow a noun.

- **Walking along the beach, she felt at peace.** The participial phrase *Walking along the beach* describes *she*.
- **Exhausted by the hike, they decided to rest.** The participial phrase *Exhausted by the hike* describes *they*.
- **Frustrated with the delays, he canceled the trip.** The participial phrase *Frustrated with the delays* explains why he canceled the trip.

- *Seen from above, the view was breathtaking.*

**Forms in Spanish:** In Spanish, the same as in English there are two types of participles, however, only past participles are used as verbals.

**Past Participles:** Past participles, add *-ado* (for *-ar* verbs) or *-ido* (for *-er/-ir* verbs). Irregular verbs: Use specific forms (*escrito, roto, abierto*).

**Uses of participles as verbals in Spanish:**

**Participles as adjectives:** Participles in Spanish can qualify a noun in the sentences: *El libro Abierto y La Tierra Prometida, abierto and prometida, are qualifying the nouns accompanying them.*

**Participles as nouns:** sometimes, participles also can function as nouns, for example de participle *caídos and arrepentido in the following examples perform the role of nouns. El Valle de los Caídos. Arrepentido, salió corriendo.*

- There are some important aspects to consider regarding participles as verbals. As for example: both languages use verbals as nouns or adjectives. Spanish participles agree in gender and number when used as adjectives, while English participles remain invariable. *The broken chair. La silla rota.*

**Tabla 1**  
*Comparison of verbals in English and Spanish*

Aspect	English	Spanish
Infinitives	Present (to learn) and Past (to have learned).	Present (aprender) and Past (haber aprendido).
Gerunds	Distinct -ing forms as nouns	Infinitives serve as gerunds (nadar).
Participles	Present and past forms	Only past participles used as verbals
Agreement	No agreement	Participles agree in gender and number
Prepositions	Gerunds follow prepositions	Infinitives follow prepositions (de, para).

Note. Benítez, C., 2025

The chart shows a general comparison between English and Spanish verbals



## Annex 3. Lexical Variations

### Introduction

This section addresses common lexical differences between English and Spanish, focusing on terms and expressions that can present challenges for learners. While these differences are primarily vocabulary-based, they are essential for developing accuracy and fluency in both languages. Some terms are familiar from grammar topics but are revisited here for a vocabulary-oriented perspective. Additionally, special attention is given to false cognates (words that appear similar but have different meanings) and expressions with subtle distinctions.

### Key Terms and Expressions

#### 1. Acabar

- **Meaning:** To finish, complete, or run out of something.
  - *Acabar* can mean “to finish” when used as a standalone verb:
    - *Acabé la tarea.* (I finished the homework.)
  - With **de + infinitive**, it expresses the recent completion of an action:
    - *Acabo de comer.* (I just ate.)
  - Reflexive form (*acabarse*) means “to run out of” or “to end”:
    - *Se acabó el azúcar.* (The sugar ran out.)

**Table 1**

*Lexical differences of terms.*

Form	Meaning	Example
<i>Acabar</i>	To finish	<i>Acabé la tarea.</i> (I finished the homework.)
<i>Acabar de</i>	To have just finished something	<i>Acabo de comer.</i> (I just ate.)
<i>Acabarse</i>	To run out of, finish (reflexive)	<i>Se acabó el azúcar.</i> (The sugar ran out.)

Note. Benítez, C., 2025

2. Apply

- *Aplicar*: To apply something physically (e.g., ointment).
  - *Aplique la crema sobre la herida.* (Apply the cream to the wound.)
- *Solicitar*: To apply for a job, loan, or university.
  - *Solicité el puesto de gerente.* (I applied for the manager position.)

**Table 2**  
Lexical differences of terms.

Word	Meaning	Example
<i>Aplicar</i>	To apply (e.g., ointment)	<i>Aplique la crema sobre la herida.</i>
<i>Solicitar</i>	To apply for (e.g., a job)	<i>Solicité el puesto de gerente.</i>
<i>Solicitud</i>	Application (form)	<i>Llené la solicitud para la universidad.</i>

Note. Benítez, C., 2025

3. Ask

- **Forms and Distinctions:**
  - *Pedir*: To request or ask for something.
    - *Me pidió dinero.* (He asked me for money.)
  - *Preguntar*: To ask a question or seek information.
    - *Me preguntó qué hora era.* (He asked me what time it was.)
  - *Hacer una pregunta*: To ask a question.
    - *¿Puedo hacerle una pregunta?* (May I ask you a question?)

**Table 3**

*Lexical differences of the terms.*

Word	Meaning	Example
<i>Pedir</i>	To ask for, request	<i>Pidió ayuda con su tarea.</i> (He asked for help with his homework.)
<i>Preguntar</i>	To ask (a question)	<i>Preguntó si iba a llover.</i> (He asked if it was going to rain.)
<i>Hacer una pregunta</i>	To ask a question	<i>¿Puedo hacerle una pregunta?</i> (May I ask a question?)

Note. Benítez, C., 2025

**4. At**

▪ **Prepositions in Spanish:**

- *En*: Refers to a static location.
  - *Estoy en casa.*
- *A*: Indicates movement toward a destination or specific time.
  - *Voy a casa.*
  - *La clase es a las diez.*

**Table 4**

*Lexical differences of the terms.*

Preposition	Use	Example
<i>en</i>	Location (static)	<i>Estoy en la oficina.</i> (I'm at the office.)
<i>a</i>	Movement or time	<i>Vamos a la playa.</i> (We're going to the beach.)

Note. Benítez, C., 2025

**5. Become or Get**

- **Meaning:** To describe a change in state or condition.
- **Reflexive Verbs:** Often used in Spanish to describe becoming or getting into a certain state.
  - *Enfermarse*: To get sick

- *Te vas a enfermar si sales sin abrigo.*
- **Alegrarse:** To become happy
  - *Me alegro de verte.*
- **Ponerse:** To become, often for temporary states
  - *Se puso nervioso antes del examen.*
- **Other Structures:**
- **Hacerse:** To become (profession, ideology)
  - *Se hizo médico después de muchos años de estudio.* (He became a doctor after many years of study.)
- **Convertirse en:** To turn into (physical or significant change)
  - *El agua se convirtió en hielo.* (The water turned into ice.)

**Table 5**

*Lexical differences of the terms.*

Expression	Meaning	Example
<i>Enfermarse</i>	To get sick	<i>Te enfermaste por la lluvia.</i> (You got sick from the rain.)
<i>Alegrarse</i>	To become happy	<i>Nos alegramos de tu llegada.</i> (We are happy about your arrival.)
<i>Ponerse + adj.</i>	To become (temporary)	<i>Se puso triste al oír la noticia.</i> (She became sad upon hearing the news.)
<i>Hacerse + noun</i>	To become (permanent)	<i>Se hizo abogado después de graduarse.</i> (He became a lawyer after graduating.)
<i>Convertirse en</i>	To turn into	<i>El vino se convirtió en vinagre.</i> (The wine turned into vinegar.)

Note. Benítez, C., 2025

## 6. But

- **Meaning:** To contrast or clarify ideas.
  - **Pero:** Used for general contrast.
    - *Quiero ir, pero no tengo tiempo.* (I want to go, but I don't have time.)

- **Sino:** Used when the first clause is negative, meaning “but rather” or “instead.”
  - *No quiero té, sino café.* (I don’t want tea, but coffee instead.)
- **Sino que:** Followed by a conjugated verb.
  - *No fue a la tienda, sino que fue al banco.* (He didn’t go to the store, but he went to the bank.)

**Table 6**

*Lexical differences of the terms.*

Word	Use	Example
<i>Pero</i>	General contrast	<i>Es caro, pero útil.</i> (It’s expensive but useful.)
<i>Sino</i>	But rather (negative clause)	<i>No compré flores, sino chocolate.</i> (I didn’t buy flowers but chocolate.)
<i>Sino que</i>	But (with a verb)	<i>No trabajé, sino que estudié.</i> (I didn’t work, but I studied.)

Note. Benítez, C., 2025

## 7. Come and Go

- **Meaning:** To indicate movement or direction.
  - **Venir:** To come (toward the speaker’s location).
    - *Ven a casa.* (Come home.)
  - **Ir:** To go (away from the speaker’s location).
    - *Voy a tu casa esta tarde.* (I’m going to your house this afternoon.)
  - **Llegar:** To arrive.
    - *Llegaron a tiempo para la reunión.* (They arrived on time for the meeting.)

**Table 7**

*Lexical differences of the terms*

Verb	Meaning	Example
<i>Venir</i>	To come	<i>Ven acá ahora mismo.</i> (Come here right now.)
<i>Ir</i>	To go	<i>Voy al supermercado.</i> (I'm going to the supermarket.)
<i>Llegar</i>	To arrive	<i>Llegué temprano a clase.</i> (I arrived early to class.)

Note. Benítez, C., 2025

**8. Because**

- **Meaning:** To express cause or reason.
  - **Por / A causa de:** Used with nouns to mean “because of.”
    - *Llegaron tarde por el tráfico.*
  - **Porque:** Used with conjugated verbs to mean “because.”
    - *No salimos porque estaba lloviendo.*
  - **Gracias a:** Used to express positive reasons.
    - *Logró terminar gracias a tu ayuda.* (He managed to finish thanks to your help.)

**Table 8**

*Lexical differences of the terms*

Phrase	Use	Example
<i>Por</i>	Because of, due to	<i>No fui por el mal tiempo.</i> (I didn't go because of the bad weather.)
<i>A causa de</i>	Due to	<i>Cancelaron el evento a causa de la tormenta.</i> (They canceled the event due to the storm.)
<i>Porque</i>	Because	<i>No vine porque estaba ocupado.</i> (I didn't come because I was busy.)

Note. Benítez, C., 2025

**9. Exit and Success**

- **Meaning:** To distinguish between physical departure (*exit*) and achievements (*success*).

- **Éxito:** Success
  - *Tiene mucho éxito como escritor.* (He is very successful as a writer.)
- **Salida:** Exit (a place to leave)
  - *La salida está al final del pasillo.* (The exit is at the end of the hallway.)
- **Suceso:** Event or happening (not success)
  - *Fue un suceso importante en la historia.* (It was an important event in history.)

**Table 9**

*Lexical differences of the terms*

Word	Meaning	Example
Éxito	Success	<i>Logró el éxito en su carrera.</i> (He achieved success in his career.)
Salida	Exit	<i>Busquen la salida de emergencia.</i> (Look for the emergency exit.)
Suceso	Event	<i>El suceso cambió la política del país.</i> (The event changed the country's politics.)

Note. Benítez, C., 2025

## 10. **Go and Leave**

- **Meaning:** To describe movement from one place to another.
  - **Ir:** To go (to a destination).
    - *Vamos al cine esta noche.* (We're going to the movies tonight.)
  - **Irse:** To leave (from a location).
    - *Me voy temprano mañana.* (I'm leaving early tomorrow.)
  - **Salir:** To go out or leave (enclosed area).
    - *Los niños salieron al patio.* (The children went out to the patio.)

**Table 10**

*Lexical differences of the terms*

Verb	Meaning	Example
<i>Ir</i>	To go	<i>Voy a tu casa esta tarde.</i> (I'm going to your house this afternoon.)
<i>Irse</i>	To leave	<i>Nos fuimos del restaurante temprano.</i> (We left the restaurant early.)
<i>Salir</i>	To go out	<i>Salimos a caminar al parque.</i> (We went out for a walk in the park.)

Note. Benítez, C., 2025

**11. Meet**

- **Meaning:** To encounter someone or something.
  - **Conocer (preterite):** To meet someone for the first time.
    - *Conocí a María en la fiesta.* (I met María at the party.)
  - **Encontrarse con:** To meet up with someone (planned or by chance).
    - *Nos encontramos con Luis en el parque.* (We met Luis at the park.)
  - **Tropezar con / Toparse con:** To run into someone unexpectedly.
    - *Me topé con mi primo en la tienda.* (I ran into my cousin at the store.)

**Table 11**

*Lexical differences of the terms*

Verb	Meaning	Example
<i>Conocer (pret.)</i>	To meet for the first time	<i>Conocí a Ana ayer.</i> (I met Ana yesterday.)
<i>Encontrarse con</i>	To meet up	<i>Me encontré con mis amigos para almorzar.</i> (I met up with my friends for lunch.)
<i>Tropezar con</i>	To run into	<i>Tropecé con un viejo amigo en el mercado.</i> (I ran into an old friend at the market.)

Note. Benítez, C., 2025



## 12. Realize

- **Meaning:** To understand or make something happen.
  - **Darse cuenta de:** To realize (become aware of).
    - *No me di cuenta de la hora.* (I didn't realize the time.)
  - **Realizar:** To carry out or achieve.
    - *Realizó su sueño de viajar al extranjero.* (She achieved her dream of traveling abroad.)

**Table 12**

*Lexical differences of the terms*

Verb	Meaning	Example
<i>Darse cuenta de</i>	To realize (understand)	<i>Nos dimos cuenta del error.</i> (We realized the mistake.)
<i>Realizar</i>	To achieve, carry out	<i>El empleado realizó todas sus tareas.</i> (The employee carried out all his tasks.)

Note. Benítez, C., 2025

## 13. Spend

- **Meaning:** To allocate resources like time or money.
- **Forms and Uses:**
  - **Gastar:** To spend money.
    - *Gastamos mucho en ese viaje.* (We spent a lot on that trip.)
  - **Pasar:** To spend time.
    - *Pasamos el verano en la playa.* (We spent the summer at the beach.)
  - **Desperdiciar:** To waste.
    - *No desperdicies tu tiempo en cosas inútiles.* (Don't waste your time on useless things.)

**Table 13**

*Lexical differences of the terms*

Verb	Meaning	Example
<i>Gastar</i>	To spend money	<i>Gasté todo mi dinero en ropa.</i> (I spent all my money on clothes.)
<i>Pasar</i>	To spend time	<i>Pasé dos semanas en España.</i> (I spent two weeks in Spain.)
<i>Desperdiciar</i>	To waste	<i>Desperdiciamos mucha comida.</i> (We wasted a lot of food.)

Note. Benítez, C., 2025

**14. Play**

- **Meaning:** To engage in a game, perform music, or participate in a theatrical production.
  - **Jugar:** To play a game or sport.
    - *Me gusta jugar al fútbol.* (I like to play soccer.)
  - **Tocar:** To play an instrument.
    - *Ella toca la guitarra muy bien.* (She plays the guitar very well.)
  - **Obra:** A play (theatrical production).
    - *Vimos una obra de teatro en Madrid.* (We saw a play in Madrid.)

**Table 14**

*Lexical differences of the terms*

Verb	Meaning	Example
<i>Jugar</i>	To play a game/sport	<i>Jugamos ajedrez ayer.</i> (We played chess yesterday.)
<i>Tocar</i>	To play an instrument	<i>Él toca el piano todos los días.</i> (He plays the piano every day.)
<i>Obra</i>	A play (theatrical)	<i>La obra fue increíble.</i> (The play was amazing.)

Note. Benítez, C., 2025

**15. Put**

**Meaning:** To place or position something.

- **Poner:** To put or set.
  - *Puse la mesa para la cena.* (I set the table for dinner.)
- **Meter:** To put inside or insert.
  - *Metí el libro en la mochila.* (I put the book in the backpack.)
- **Ponerse:** To put on (clothing) or to become.
  - *Me puse el abrigo.* (I put on my coat.)
  - *Se puso feliz al vernos.* (He became happy when he saw us.)

**Table 15**

*Lexical differences of the terms*

Verb	Meaning	Example
<i>Poner</i>	To put, set	<i>Pon las flores en la mesa.</i> (Put the flowers on the Table)
<i>Meter</i>	To insert, put in	<i>Metió las llaves en el bolso.</i> (She put the keys in the bag.)
<i>Ponerse</i>	To put on, to become	<i>Se puso nervioso antes del examen.</i> (He became nervous before the exam.)

## 16. Time

- **Meaning:** To express time in various contexts.
  - **Tiempo:** Refers to time in general or weather.
    - *No tengo tiempo para ayudarte.* (I don't have time to help you.)
    - *Hace buen tiempo hoy.* (The weather is nice today.)
  - **Hora:** Refers to a specific hour or time of day.
    - *¿Qué hora es?* (What time is it?)
  - **Vez:** Refers to an instance or occurrence.
    - *Esta vez yo invito.* (This time, it's on me.)

**Table 16**

*Lexical differences of the terms*

Word	Meaning	Example
<i>Tiempo</i>	General time, weather	<i>Hace tiempo que no te veo.</i> (It's been a while since I've seen you.)
<i>Hora</i>	Specific hour	<i>Es hora de salir.</i> (It's time to leave.)
<i>Vez</i>	Occurrence, instance	<i>Es mi vez de jugar.</i> (It's my turn to play.)

Note. Benítez, C., 2025

17. **Take**

- **Meaning:** To grab, carry, or perform an action.
  - **Tomar:** To take (objects, food, drinks, or transport).
    - *Tomé un café esta mañana.* (I had a coffee this morning.)
    - *Tomaremos el autobús.* (We'll take the bus.)
  - **Llevar:** To take someone or something to a location.
    - *Llevamos a los niños al parque.* (We took the children to the park.)
  - **Sacar:** To take out or remove.
    - *Saca la basura, por favor.* (Take out the trash, please.)

**Table 17**

*Lexical differences of the terms*

Verb	Meaning	Example
<i>Tomar</i>	To take (drink, object)	<i>Tomó el vaso de agua.</i> (He took the glass of water.)
<i>Llevar</i>	To take (to a place)	<i>Llevaré los documentos a la oficina.</i> (I will take the documents to the office.)
<i>Sacar</i>	To take out	<i>Sacamos las sillas al patio.</i> (We took the chairs out to the patio.)

Note. Benítez, C., 2025

# 18. Serve

- **Meaning:** To assist or provide something to someone.
  - **Servir:** To serve food or drinks, or to be useful.
    - *¿Te sirvo un poco de café?* (Shall I serve you some coffee?)
    - *Este cuchillo no sirve para cortar.* (This knife isn't useful for cutting.)
  - **Atender:** To assist or help a person.
    - *El camarero atendió a los clientes con rapidez.* (The waiter attended to the customers quickly.)

**Table 18**  
*Lexical differences of the terms*

Verb	Meaning	Example
Servir	To serve, to be useful	<i>Servieron una cena deliciosa.</i> (They served a delicious dinner.)
Atender	To assist	<i>Atendieron a los heridos en el hospital.</i> (They assisted the injured at the hospital.)

Note. Benítez, C., 2025

# 19. Learn

- **Meaning:** To acquire knowledge or discover something new.
  - **Aprender:** To learn a skill or subject.
    - *Estoy aprendiendo español.* (I am learning Spanish.)
  - **Enterarse de:** To find out about something, intentionally or by chance.
    - *Me enteré de la fiesta ayer.* (I found out about the party yesterday.)
  - **Averiguar:** To investigate or discover.

- *Tenemos que averiguar quién fue.* (We have to find out who it was.)

**Table 19**  
*Lexical differences of the terms*

Verb	Meaning	Example
<i>Aprender</i>	To learn	<i>Aprendí a tocar el piano de niño.</i> (I learned to play the piano as a child.)
<i>Enterarse de</i>	To find out about	<i>Se enteraron del problema tarde.</i> (They found out about the problem late.)
<i>Averiguar</i>	To investigate	<i>Averiguaremos la verdad.</i> (We will find out the truth.)

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**20. Think**

- **Meaning:** To reflect, consider, or plan.
  - **Pensar en:** To think about someone or something.
    - *Pienso en ti siempre.* (I always think about you.)
  - **Pensar que:** To express an opinion.
    - *Pienso que deberías descansar.* (I think you should rest.)
  - **Pensar (+ infinitive):** To plan to do something.
    - *Pienso viajar a España este verano.* (I plan to travel to Spain this summer.)

**Table 20**  
*Lexical differences of the terms*

Phrase	Meaning	Example
<i>Pensar en</i>	To think about	<i>Piensa en sus amigos frecuentemente.</i> (She thinks about her friends frequently.)
<i>Pensar que</i>	To think that	<i>Pensamos que es una buena idea.</i> (We think it's a good idea.)

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*Pensar* To plan to *Pienso estudiar mañana.* (I plan to study tomorrow.)  
+ *inf.*

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## False Cognates

**Definition:** False cognates, or “false friends,” are words that appear similar in English and Spanish but have different meanings. They can easily lead to miscommunication if not understood correctly.

**Table 21**

*Common false cognates*

English Word	Spanish False Cognate	True Spanish Equivalent	Example
Actual	<i>Actual</i>	Current	<i>La situación actual es difícil.</i> (The current situation is difficult.)
Embarrassed	<i>Embarazada</i>	Pregnant	<i>Estaba avergonzado, no embarazado.</i> (He was embarrassed, not pregnant.)
Library	<i>Librería</i>	Bookstore	<i>Compré un libro en la librería.</i> (I bought a book at the bookstore.)
Exit	<i>Éxito</i>	Success	<i>Tuvo mucho éxito en su carrera.</i> (He had much success in his career.)
Attend	<i>Atender</i>	To assist	<i>El doctor atendió al paciente.</i> (The doctor attended to the patient.)

## Examples in Context

### 21. False Friend in use:

- Incorrect: *Estoy muy embarazada por el error.*
- Correct: *Estoy muy avergonzado por el error.*

(I'm very embarrassed by the mistake.)

### 22. Cognates vs. False Cognates:

- Cognate: *El programa fue interesante.* (The program was interesting.)
- False Cognate: *El éxito del evento fue inesperado.* (The success of the event was unexpected.)